



Salisbury East High School

1011

Annual Report 2010

'Learning Together, Achieving Together'



Department of Education
and Children's Services



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Site Context Statement

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

We continue to have a diverse student population with 3 % identifying as Aboriginal and Torrens Strait Islander (ATSI), 10% from Non-English Speaking backgrounds (NESB), 9% qualifying as having English as a Second Language (ESL), 9% on Negotiated Education Plans (NEP) and 27% on School Card. Interestingly the percentage of all Aboriginal and non-English speaking backgrounds rose slightly whereas the percentage of students on a negotiated curriculum plan and who are eligible for school card declined slightly. 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 and student support practices will continue to develop with a strong emphasis on internationalism and inclusivity.

Salisbury East High School graduates have a reputation for achieving excellence in their academic and vocational programmes and the vast majority of students move successfully into University studies, TAFE courses and the world of work. The school offers more than 40 subjects accredited in the new South Australian Certificate of Education (SACE), thus guaranteeing academic pathways (including Mathematics, Chemistry and Physics) for those with a university course in mind, and vocational pathways for those interested in apprenticeships, traineeships or further training. These pathways are made possible by a regional partnership with nine other public secondary schools in the northern suburbs (NASSSA) of which the school is a proud member.

The school has demonstrated its commitment to ongoing improvement by their participation and accreditation with the Council of International Schools and ongoing scrutiny of its performance by following the DECS, Department Improvement and Accountability Framework.

The school is outward looking. An educational partnership has been agreed with Zhenjiang Province in north-eastern China and this relationship is influencing the school's development as an international focus. The school hosts annual visits from Jiaonan No. 1 Middle School (China) and from Koishikawa High School (Japan). Every two years students have the opportunity to tour north eastern China (particularly Beijing, Qingdao and Shanghai). In 2006, a Salisbury East High School music ensemble toured China, and played alongside traditional Chinese musicians, in 2008, twelve staff members participated in professional development.

Governing Council

The Governing Council at SEHS is small but remains active in the direction and policy making functions of the school. The Governing Council decided to restructure its operations into two long meetings per term from the former sub committee structure. Governing Council members believed that this proved a more efficient way of conducting Governing Council business and allowed the Council to maintain a forum.

The Council has continued it's efforts with mixed success to consult parents on a number of key policy revisions during 2010 including, the Hot Weather Policy, Uniform, Mobile Phone and Electronic Devices, Debt Collection, Instrument/Equipment Hire Agreement and Fund Raising Policies.

In relation to resources and finances the Council applied for and acquitted a number of grants, approved the Budget and financial statements for the 2010 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.

Other areas of our work included raising our awareness of the MySchool website, completing the tendering process for our school canteen and our membership of the Northern Adelaide State Secondary Schools Alliance (NASSSA) which works to ensure that collectively as a group of ten schools we can provide increased learning opportunities and success for students.

The Annual General Meeting is scheduled for 22nd of February, 2011 at 6.30 pm.



Actions taken throughout 2010 towards improving the Quality of Teaching and Learning

In 2010 we have been working on developing Area of Study (AOS) protocols which support accountability of teaching and learning through the use of AOS action plans which outline priorities which support the development of teachers and students learning. Teams worked on the development and documentation of curriculum plans, overviews and entire courses, which have been made available via our Moodle site (on-line learning). This has provided teachers with the opportunity to develop programs collaboratively and share resources and experiences and for student provide consistency in terms of the content taught at each year level. AOS teams have reflected on students' achievement data and explored a range of strategies to improve results. The use of assessment rubrics and performance standards were also explored and implemented by AOS teams as a strategy to support structured assessment delivery and the provision of constructive student feedback.

Literacy & Numeracy - Year 9 NAPLAN

In the 2010 NAPLAN tests, over 80% of students tested were above the national minimum standard in all aspects of the testing, with the one exception being Grammar and Punctuation with a result of 79.5%. This result has been maintained in 2010, with an improvement in our Grammar score by 5.5% and small variations in other areas. 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 namely in Grammar and Punctuation, spelling and complex analysis, interpretation, inferences and evaluations. School progress figures are consistent with the National average of growth for students in the lower, middle and upper band.

Based on the analysis of the NAPLAN data the English AOS team have decided that in 2011 all Year 8 – 10 English classes will have a strong focus on Grammar and Spelling. Our Comprehension Professional Learning Communities have recommended that in 2011, the use of glossaries and the teaching of all technical terms will be incorporated as part of all subject areas and the preparing of questions and assessment tasks which require more complex analysis and the use of collaborative and authoring tools will be implemented as part of good eLearning pedagogy.

SEHS have continued to be pro-active in addressing the literacy needs of students. In 2010 we continued with the literacy intervention program in Year 8 designed to support students who fell below the national minimum standard (specifically in reading and writing) in the previous year's NAPLAN tests and plan to extend this into Year 9.

We achieved our 2010 target for both punctuation 85% and writing 86% of students above the national minimum standard, however the reading target of 98% was not achieved with a result of 86%. Our numeracy percentage falling to 88%, a decline from 2009 and short of our target of 90%.

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

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

Comprehension

Comprehension has been identified by the Northern Adelaide Region (NAR) and our school as a high yield strategy to improve the outcomes of students. SEHS has led the way for the secondary schools in the Region in trialling explicit comprehension instruction methods and sharing our processes and findings with teachers and leaders of the North. The Regional Curriculum Consultant facilitated Professional Development where the two groups of 18 teachers learnt new strategies and trialled them in their classes. We have been impressed by the willingness of these staff to trial new strategies and share their experiences with other staff. Anecdotal evidence from the staff indicated that these strategies were successful in assisting students increase their understanding of work covered in class.

The outcomes for the year have been very promising thus far and the groups have made various recommendations for 2011 which will be shared to all teachers in 2011. These included the explicit teaching of vocab by all 'content based teachers' through strategies such as the use of glossaries in all subjects to help reinforce technical terms and the meanings and spelling of such terms. Explicit teaching of the use of assessment tasks that encourage greater analysis of information and less plagiarism to encourage the development of higher order thinking skills is also recommended for 2011 and the groups have been working on resources and professional development ideas for 2011.

eLearning

eLearning or electronic learning is a new concept designed to allow students with 24/7 access to learning materials. In 2010 we have had over 30 teachers partake in Moodle Professional Development this year and this has resulted in a dramatic uptake of teachers using Moodle resources and developing and sharing eLearning resources. All AOS coordinators and teams have developed a curriculum Moodle site which has provided all teachers unlimited access to resources and provided an insight into what is possible. The Research Project (research methods) was delivered via one Moodle site which was shared between 5 teachers and 170 year 11 students. This provided a great opportunity for teaching staff to improve consistency and share resources and provided our students the ability to engage in forums with other teachers and students about their research project. In 2011 we plan to assess these students in the SACE research project and assign them with the Stage 2 assessment option A or B. We will repeat this process in semester 2, 2011 with our new, year 11 cohort.

We have initiated a program of making the delivery of all year 12 classes supported via an on-line Moodle course compulsory in 2011. Every Year 12 class will now have access to electronic support materials and have the ability to submit assessment task on-line. In 2011 we will also deliver our Stage 2 Specialist Maths and Stage 2 Physics via Centra and VC to other sites across NASSSA.

Assessment

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

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

Our 2011 goals are to make the use of structured scaffolding and eLearning practices to engage students in greater collaboration and publication of their own work across all year levels and subjects.

New South Australian Certificate of Education (SACE)

We have worked on developing our capacity to deliver the new SACE through an explicit expectation that all staff attend teacher Professional Development. Following on from 2010 with our strong commitment to Stage One of the SACE, we have seen every Stage 2 SACE teacher attend New SACE Professional Development and get involved in the development of new stage 2 assessment plans for 2011. We have successfully seen the introduction of the Research Project delivered as a research methods class to all year 11s. Our progress so far has been very good with only a small number of students not completing the required set work.

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

The percentage of Stage One (Year 11) pass grades (A,B,C) achieved by SEHS students is above that of 'like schools' for five out of the eight Learning Areas: The Arts, English, Health and Physical Education, Mathematics and Science. In addition, the percentage of students completing the new Stage One English/literacy rose by three percent from 80% (2009) to 83% (2010) which means we are on schedule to reach our target of 85% by 2012. Whilst 76.7% of our year 11 students completed the numeracy/mathematics and 70% the PLP requirements of the new SACE.

Results in Stage 2 (Year 12) indicate that whilst our percentage of 'A' grades is well below that of both the 'like schools' and the state, our percentage of 'B' grades is approaching that of the 'like schools'. There has been an improvement on the total number of students within the A-B grade band, compared to last year and a decrease in the number of D and E grades. We are pleased to report that also the total percentage of pass grades has increased significantly by 17.3% in four years. In 2007 only 52.5% of grades were passes (ie: A, B or C), in 2009 this increased to 64.5% and this has increased again in 2010 to 70%. In addition, three of our students received merit certificates for perfect scores in two subject areas.

A trend analysis also reveals that the mean achievement school across the Learning Areas has increased also over the past four years: 10.53 in 2007, 11.18 in 2008, 11.49 in 2009 and 11.87 in 2010. This improvement is yet further evidence of the effectiveness of our strategies in the areas of quality teaching and learning, well being and partnerships and pathways.

Achievement for our Aboriginal Students

The two Aboriginal Students in Year 12 completed their SACE certificate. One of them was successful in his application to University to study a Double Degree Bachelor of Arts (Aboriginal Studies) Bachelor of Education (Middle/Secondary).

Quality Teaching and Learningwhere to from here?

SACE and NAPLAN data have statistically demonstrated that our current and innovative pedagogies are beginning to have an effect on student outcomes. AOS teams operate on a continuous cycle of reflection and improvement in forums that foster the sharing of good practice as well as drawing on the expertise of individuals to inspire and lead others.

The data suggests that whilst there have been some significant improvements and successes over the past 2-5 years, our Stage 2 Average Achievement Score Distribution peaks at around 14 out of 20 (B grade). Analysis of Stage 1 and 2 Grades by Subject shows that even though the number of D's and E's have decreased, the number of A's and B's is still below Like Schools.

In an endeavour to address this in 2011:

AOS teams will continue to be informed by current research on the explicit teaching of Vocabulary (Semester 1) and Questioning Techniques (Semester 2) and the impact Comprehension has on the development of Higher Order Thinking Skills (HOTS) and literacy. In addition to this AOS leaders are gathering evidence to meet the Council of International School's (CIS) Recommendations and Standards which include rigorous Assessment Strategies such as the use of Criterion-Based Rubrics which promote reasoning and analytical skills.

AOS teams will continue to use and support the delivery of Stage 1 and 2 subjects via Moodle as a means to engage and stimulate learners by accessing individual Learning Styles whilst providing a flexible, collaborative learning environment.

AOS leaders will use and analyse Achievement Data across all year levels at timely intervals to inform Faculty Action Plans and provide individual teachers with the opportunity to reflect upon methodologies to develop improvement strategies that enhance student access.

Enrolment

Our school has seen an ongoing decline in the total student enrolment numbers for the past 5 years; this trend is particularly evident in our Year 8 enrolment of 168 students, a decline, of 31 students which we attribute, largely, to the falling 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 4.3%.

Our Year 8 & 9 enrolments decreased in 2010, while there was a slight increase in enrolments at Years 10, 11 and 12. This represents a total decrease in enrolments of 22.2% since the previous year, a reduced decline from the previous year, 29.3%. In fact, our enrolments have decreased from 832.3 students in 2008 to 780.0 students in 2010. However, it should be remembered that this figure does not include our 55 students enrolled in our Flexible Learning Option program nor our International Students.

Whilst our total numbers of year 8 students are falling we are pleased that the actual percentage of students from our feeder Primary schools has steadily increased over the past three years. This indicates the need to further strengthen our relationships with our colleagues in the local primary schools and continue with our strategies such as the Year 6 Head Start Visits, our Year 7/8 Transition Programme.. Our participation in the Comprehension project will not only assist strengthening our primary school links but also increase staff's understanding of a range of pedagogical practices that can be used across primary and secondary schooling.

We continue to have a diverse student population with 2.4% identifying as Aboriginal and Torrens 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.

Great improvements in Student Attendance

In 2009 & 2010 we instigated new administrative procedures designed to specifically address our attendance rates because research demonstrates that attendance is linked to student achievement. This has included the placement of Home Group at the beginning of the day, the return to paper EDSAS roll books, clearly defined roles for staff and mechanisms to assist in the follow up of all unexplained absences.

From the data provided, we are able to see that the Attendance Rates in every year level are above those of the region and above the state in years 10, 11 and 12. The school saw an improved attendance at every year level with an overall attendance improvement of 3.3%.

Great improvements Attendance Rates ATSI

Apart from Year 9, the Attendance Rates for our Indigenous students far exceed those of both the region and the state. The overall attendance rate for our Aboriginal students improved 8.5%. 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 2011 will be on the Year 10 Aboriginal students as they move into Year 11 and begin working towards their SACE. These students will be tracked carefully by the Aboriginal Education Team and strategies will be put in place to support them and their families to improve their attendance and thus, their achievement.

Future Plans for Attendance

We are however disappointed that the attendance rate for our Aboriginal cohort 84.1% falls short of our total attendance rate 87.2%. With a continued whole school focus on attendance in 2011 and strategies to encourage attendance this should put us well on track for achieving our stated 2012 target of 90%.



Retention

Student apparent retention across Years 8 – 12 increased 2.1% (from 50.0% in 2009 to 52.1% in 2010). However, this is well below both the regional average (71.7 FTE) and the DECS average (84.2 FTE). In fact, our school figures are below both the regional and DECS averages at each of the comparative year levels. So, whilst an increase in Year 8 – 12 retention rates this year is encouraging, our challenge for the future is to continue to build on this. Our involvement in the NAR Comprehension initiative is aimed at increasing student access to the curriculum. Within Areas of Study, staff has been continuing to work on making the curriculum more engaging, through the use of higher order thinking strategies and the development of e-learning tools, and through industry links simultaneously, the Student Services team have been continuing to develop a secure learning environment and strategies to increase student connectedness to the school aimed at keeping our students at school longer.

Achievement Celebrations

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. This award is presented to students in terms 2 and 3 each year. Over the two years since its inception, this award has been received by 168 students across all year levels.

The Student Services team has had a focus on promoting academic success and developing the culture of "it's cool to achieve". A number of strategies have been employed to bring this about:

- During Student Development lessons, students calculate their GPA, based on their grades at the end of each term. Students are guided through activities to reflect on how they improved their GPA or to determine what 'road blocks' got in their way. Students then set their goals for the coming term.
- Students at Risk are identified each term: their parents are communicated with in writing and invited to meetings with the relevant Year Level Coordinator. These students are also assigned a Case Manager to help provide additional guidance and support throughout Term 2.
- Successes are celebrated: both within the Home Group and at Awards Ceremonies.

The success of the culture change was evidenced by our ability to celebrate students' academic success at a whole school assembly. For many years these have been celebrated amongst award recipients only, due to feedback from these students on how they felt receiving their certificates in front of others. The assembly was held at the end of Semester 2 and was very successful: it will now be a regular feature of our awards celebrations.

Student Well-Being ... Where To From Here?

In 2011, we plan to focus our efforts in increasing student involvement in decision making, explore and refine processes to identify and support students (eg ATSI, NESB, International and Students with Learning Disabilities) and Professional Development for staff.



VET Achievement

Whilst the number of students who participated in Vocational Education and Training Certificates decreased (8% of students enrolled in the SACE) a significantly higher percentage of these students (63%) completed their qualification. This is a significant increase of 20% from 2009 and 29% of these VET students have decided to continue with their Year 12 studies in 2011. During 2010, we had two students enrolled in School Based Apprenticeships and 32 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 2009-2010 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 Work Place Practices, 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 and our newly appointed regional School Based apprenticeship brokers.

In line with the NAR targets, we aim to further increase the number of students in a School Based Apprenticeships by 5%.

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

A survey of our Year 12 students indicated that the majority of our students planned to go to University (46%), 31% planned to go to TAFE and 16% of them planned to go to paid employment, followed by 2.7% of year 12 school leavers seeking an apprenticeship or return to school. It is pleasing to note, although there is a slight deviation in the actual percentages these figures match the actual proportion of student destinations of our year 12 school leavers: Thirty four percent have been accepted into university courses, 23% into TAFE, and 5.21% into courses offered by a private provider and 5% have returned to school in an effort to improve their results. Seven point two nine percent (7.29%) of our students are seeking employment that had not originally planned to do so.

We are pleased with the proportion of Salisbury East High School students who pursue university as a planned learning and career pathway. While this remains pleasingly high, however, we recognised that we also need to focus attention on 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 are seeking employment without pursuing further tertiary qualifications remains a concern. National and international research indicates that graduates who continue with formal studies subsequently have access to greater life choices than those who enter directly into the workforce.

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

Goals for Improvement

- increase the profile of vocational pathways in the school and their perceived value by students, staff and parents.
- better utilise our NASSSA (Northern Adelaide Secondary State School Alliance) to improve student access to, and successful completion of vocational and tertiary courses.
- expand the courses offered in our school to include vocational courses& the number of students with school based apprenticeships.

TEACHING STAFF ATTENDANCE

The staff attendance rate declined slightly, from 2010 to 2011, from 95.86% to 91%. However the reasons for absence include participation in Training and Development, Moderation at other sites, attending training in school priorities such as eLearning and Comprehension, some extended illnesses, particularly in Term 2 as well as absences due to illness.

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 (86%) and contract teachers (64%) with a total retention rate of 82% from 2009 to 2010. There was a total of 10 teaching staff that left the school during the 2009 school year (6 permanent and 4 contract teachers). Of the six permanent staff that left during 2009, two won promotion positions in other schools, three members of staff completed their ten year tenure.

TEACHER QUALIFICATIONS

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

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

All teaching staff at Salisbury East High School 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. In 2009, 100% of our staff attended at least one Professional Development session for the new SACE and followed up in 2010 where appropriate training was offered.

To support the improvement of literacy outcomes, a large number of staff participated in professional learning relating to the Northern Adelaide Regional focus on **Comprehension** and attended regular workshops as two separate Learning Communities made up of representatives from all Areas of Study.

The introduction of the **Research Project** saw a team of teachers undertaking training and attending workshops as a team to trial this compulsory component of the new SACE in conjunction with UniSA. A number of projects have as a focus the incorporating of higher order thinking skills. The **Science and Maths** Innovation project saw several members from each of these Areas of Study working together at the cutting edge of innovation.

eLearning has also been a focus for a growing team of teachers who are also pioneering the delivery of curriculum via innovative pedagogies including **Moodle** and **Videoconferencing**. Workshops were run over two terms to raise the skill level of staff from all Areas of Study so that all Year 12 subjects will be supported by a Moodle site in 2011. As IT has been rolled out in our classrooms, teachers have been supported to engage with using interactive technology and now routinely use data projectors in their teaching.

A group of 15 teachers undertook training after school in Terms 3 and 4 to improve their teaching for students for whom English is their second language in mainstream classes. Several will build on this Teaching English as a Second Language Students in the Mainstream Course (TESMC) course to add to their professional qualifications via a Graduate Certificate in Education.

In addition to the DECS contribution of \$4,024 the school contributed over \$85,000 towards professional development of staff and received and spent the grant for the implementation of the new SACE.

FACILITIES/ICT UPGRADES

In 2010, major maintenance and upgrades have occurred to facilities. These include cosmetic upgrades to 14 main building classrooms & the Flexible Planned Unit (FPU), new air-conditioning in the FPU/library, removal of the tin, transportable buildings located on 'the hill', construction of a new staff car park and veranda to provide more shelter for students and new furniture. All main building classrooms are equipped with 'data shows' and we are trialling E-Beam technology into five classrooms. Unfortunately on the day of our Middle School Award presentation the school sustained damage due to the storms resulting in extensive repairs to the gym roof and other buildings.

The Federal Building Education Revolution (BER) funded the upgrade of a whole floor of classroom spaces including eLearning spaced totalling 8 learning spaced and a year 12 study area. We eagerly await the 'sign over' of our three new 'state of the art' science labs and the completion of our Technical Studies upgrade.

For 2011, we plan to upgrade the library to incorporate eLearning spaces which will integration of new technologies into the curriculum, upgrade the staff room and re-cad the wooden art buildings. More outside shelter and seating is also planned.

PARENT, STUDENT & STAFF OPINION

Whilst only fourteen parents submitted the parent perception survey making the survey invalid they indicated that the school has high expectations of its students, changes its programs and activities to improve student achievement, parent involvement in decision making and encourages students to have a sense of pride in their achievement. They also reported that their children were happy and motivated to learn. Areas for further exploration are related to the quality of teaching, learning programs, learning environment and communication.

STUDENT OPINION SURVEY

The students report that they are generally happy about the quality of teaching and learning, support of learning and relationships and communication however they have identified student involvement in decision making as an area for improvement. In 2011, the newly appointed Student Services Coordinator will lead the improvements in this area.

STAFF PERCEPTION

The seventeen staff who completed the perception survey indicated that they were happy with the quality of teaching and learning. Areas for further exploration include management of student behaviour, communication and performance management and appraisal. We plan to continue our professional development of leaders to provide constructive feedback to staff about their performance and update our practices in line with the proposed new DECS policies. A group of volunteer staff has been established late in 2010 to review and implement refinements to our decision making and communication strategies.

APPENDIX ONE

QUALITY TEACHING AND LEARNING

NAPLAN

School Percentage above the NMS Proficiency Band.

SACE

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

Self Review Rubric

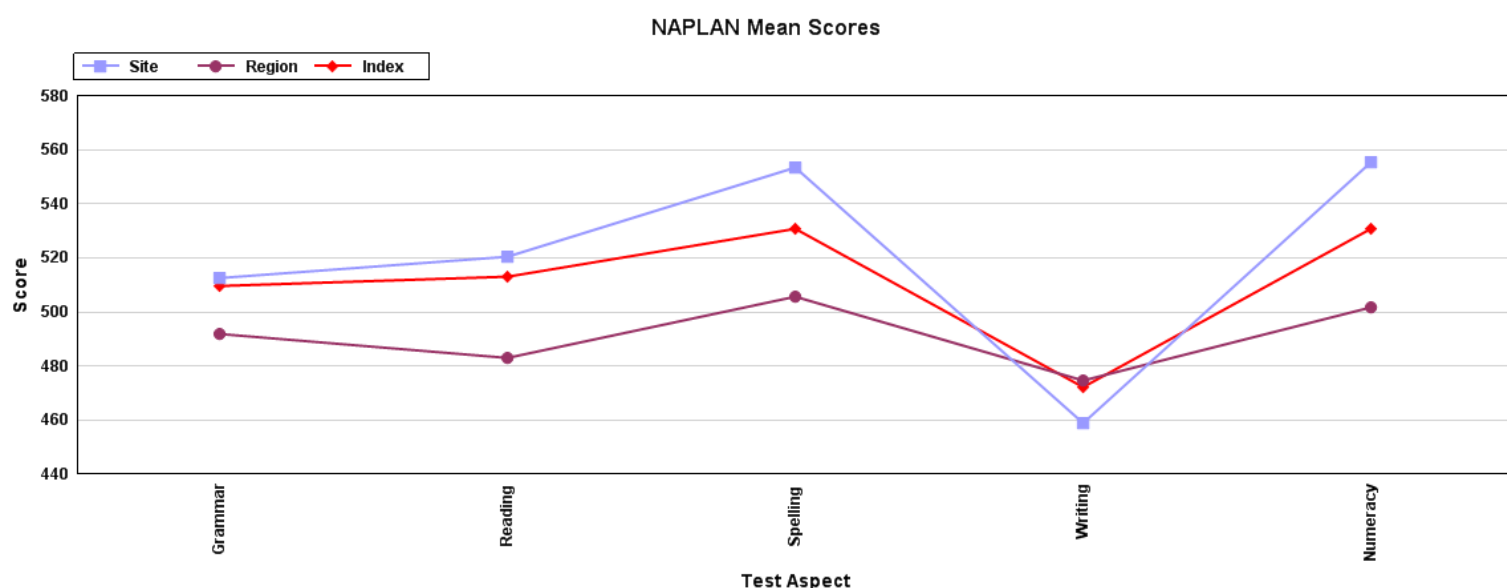
CIS Standard
Aboriginal outcomes

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

Component	Mean Score			Mean Scores as Proficiency Band			% of Students who achieved the NMS		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
Reading	546.8	551.1	540.2	7	7	7	94	87.4	86
Writing	551.3	538.9	545.5	7	7	7	84	81.9	85
Spelling	556.2	550.7	539.9	7	7	7	84	87.5	81
Grammar and Punctuation	535.9	535.9	543.8	7	7	7	81	79.5	85
Numeracy	542.5	547.5	547.4	7	7	7	89	93.1	88

Estimated standardised student progress between 2008 and 2010 Literacy and Numeracy Tests

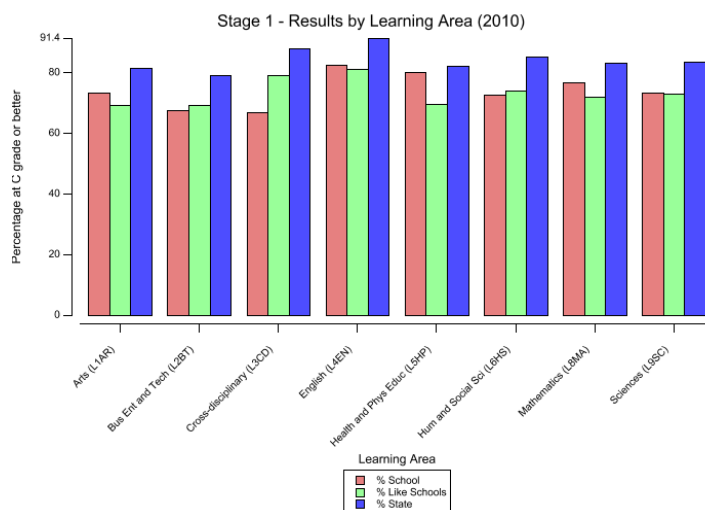
Progress	Reading		Numeracy	
	School	All Students	School	All Students
Low	28%	25%	25%	25%
Medium	48%	50%	57%	50%
Upper	24%	25%	18%	25%



SECONDARY STUDENT ACHIEVEMENT: SACE

Student Achievement SACE Stage 1

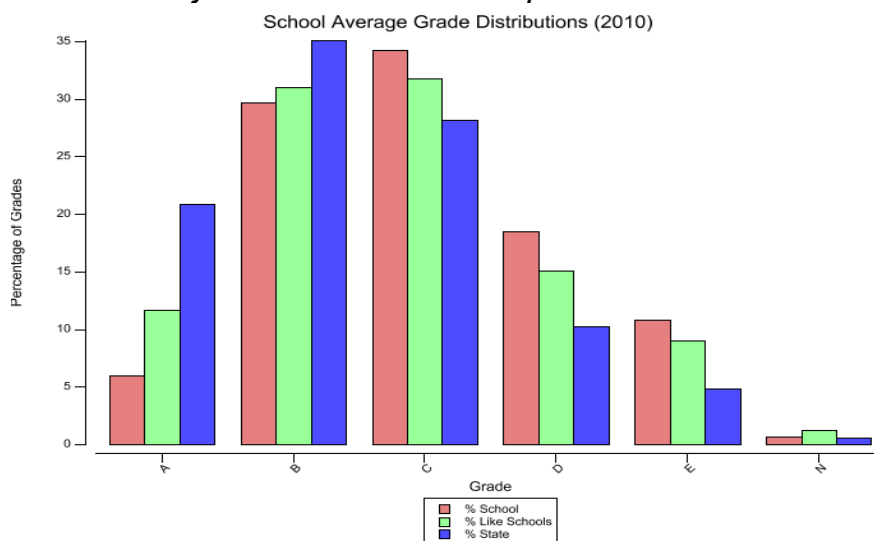
SACE Stage 1 results by learning area



Learning Area	Enrolments (School)	% School	% Like Schools	% State
Arts (L1AR)	146	73.3	69.5	81.5
Bus Ent and Tech (L2BT)	145	67.6	69.4	79.2
Cross-disciplinary (L3CD)	380	67.1	79.3	88
English (L4EN)	235	82.6	81.2	91.4
Health and Phys Educ (L5HP)	152	80.3	69.8	82.4
Hum and Social Sci (L6HS)	62	72.6	74.1	85.5
Mathematics (L8MA)	240	76.7	72	83.4
Sciences (L9SC)	201	73.6	73.1	83.8

Student Achievement SACE Stage 2

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



2010

Grade	School Count	% School	% Like Schools	% State
A	25	6.0	11.7	20.9
B	124	29.7	31.0	35.1
C	143	34.3	31.8	28.2
D	77	18.5	15.1	10.3
E	45	10.8	9.0	4.9
N	3	0.7	1.3	0.6

2009

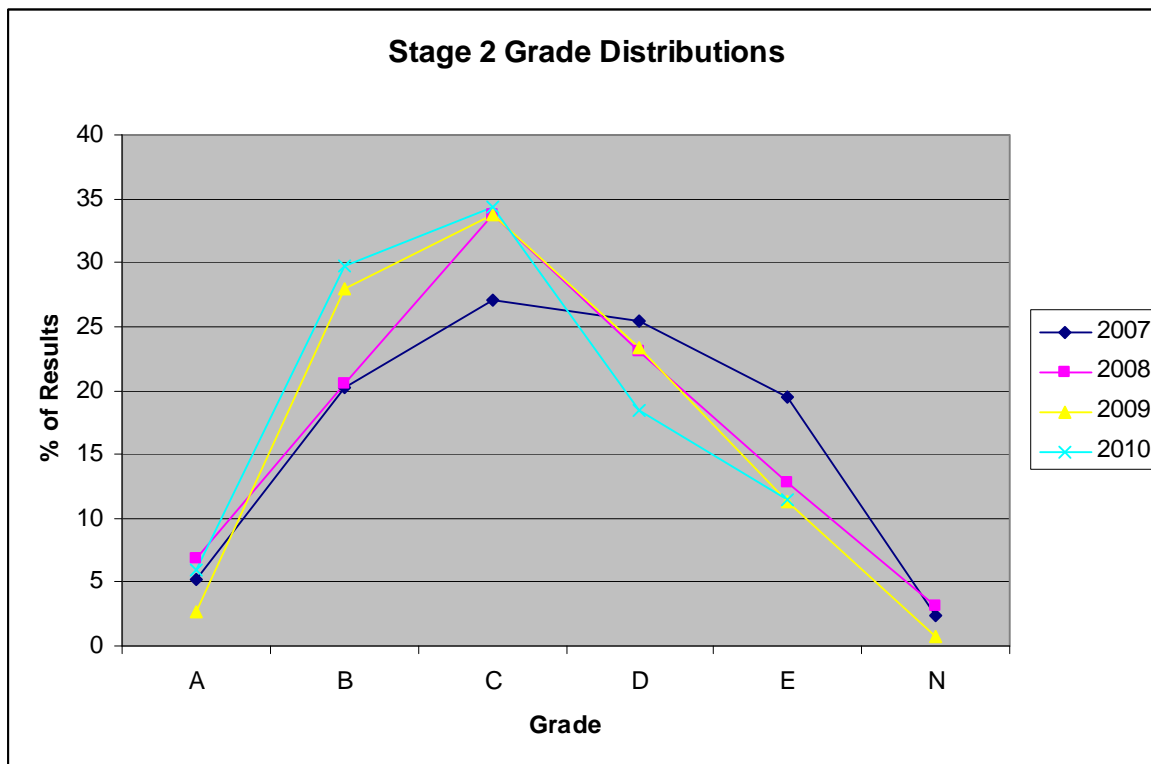
Grade	School Count	% School	% Like Schools	% State
A	10	2.7	11.1	20.5
B	102	28.0	31.4	35.3
C	123	33.8	33.1	28.1
D	85	23.4	15.3	10.9
E	41	11.3	8.2	4.7
N	3	0.8	0.9	0.5

2008

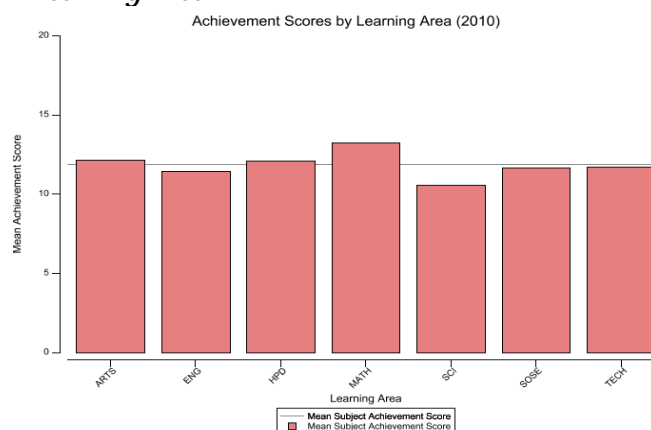
Grade	School Count	% School	% Like Schools	% State
A	31	6.8	10.9	20.2
B	93	20.5	29.8	35.5
C	153	33.8	32.8	28.0
D	104	23.0	15.8	10.9
E	58	12.8	9.4	4.9
N	14	3.1	1.3	0.5

SACE Stage 2 Distributions

	2007	2008	2009	2010
A	5.2	6.8	2.7	6
B	20.2	20.5	28	29.7
C	27.1	33.8	33.8	34.3
D	25.5	23	23.4	18.5
E	19.5	12.8	11.3	11.5
N	2.4	3.1	0.8	



The Percentages of Results in Learning Area



Learning Area	Enrolments (School)	Mean Subject Achievement Score
ARTS	44	12.18
ENG	49	11.47
HPD	113	12.12
MATH	44	13.25
SCI	46	10.59
SOSE	66	11.64
TECH	55	11.71

overall

Learning Area	Enrolments (School)	Mean Subject Achievement Score
*	417	11.87

SACE completion

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

2007	2008	2009	2010
58%	74%	75.4%	82.2%

SACE – TREND ANALYSIS SUMMARY

	2007	2008	2009	2010
<i>SACE</i>				
<i>Completion</i>	58%	74%	75.4%	82.2%
<i>Stage 1 (mean)</i>				
<i>Stage 1 pass</i>	-	-	82.5%	75%
<i>Stage 1 English/literacy</i>	-	-	80%	83%
<i>Stage 1 Maths/numeracy</i>	-	-		74.7%
<i>Stage 1 PLP</i>				70%
<i>Stage 2 (mean)</i>				
<i>Mean achieve</i>	10.62	11.18	11.49	11.87%
<i>Research Project</i>				
<i>ABC %</i>	52.7	61.1%	64.5%	70%
<i>ABC St 2 Mths</i>	-	70.4%	74.6%	82%
<i>ABC ST 2 Sci</i>	-	48%	63%	52.3%

APPENDIX TWO

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

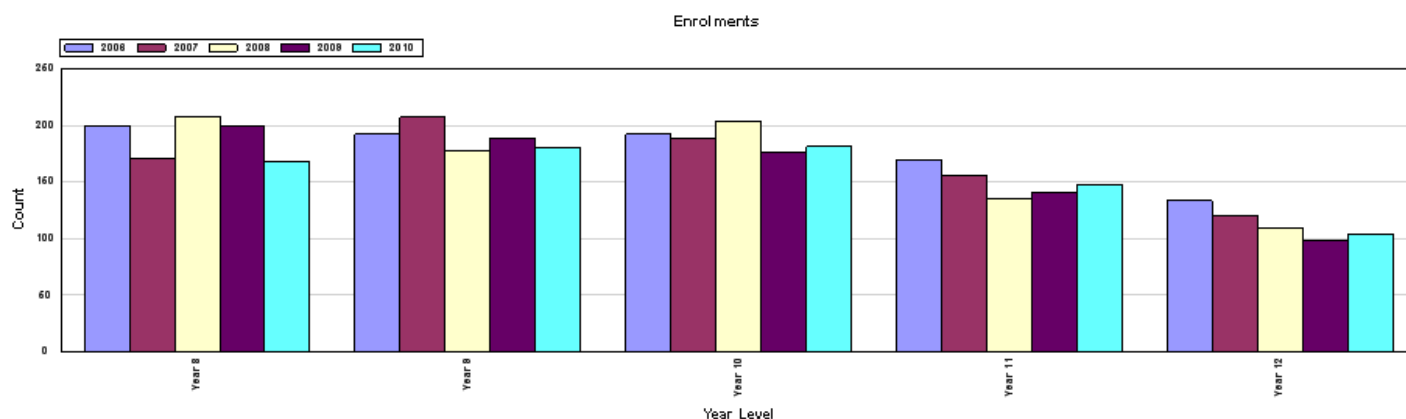
Governing Council List

Member	Yrs Service	Position	Meetings Attended
CARUSO, Cr G (Joe)	19	City of Salisbury Council	4
CINI, Cathy	1	Parent	5 (Resigned)
DEARDEN, Dianne (Chairperson)	6	Parent	10
FINCH, Leonie	4	Parent	3
GEORGE-DUIF, Sue	4	Principal	10
HARRATT, Margret	4	Parent	10
HEATH, Bronwyn	2	Parent	10
HILL, Nola	1	Parent	1 (Resigned)
PAIGE, Carol	1	Staff	5
READETT, Kerry	4	Parent	2
USHER, Deta	5	Parent	1 (Resigned)
WALLACE, Wayne	20	Staff	4
WARREN, Roslyn	1	Staff	9
WULCZYNSKI, Kerrie	3	Parent	6
ZAJAC, Edgell	1	Staff	4

ENROLMENT

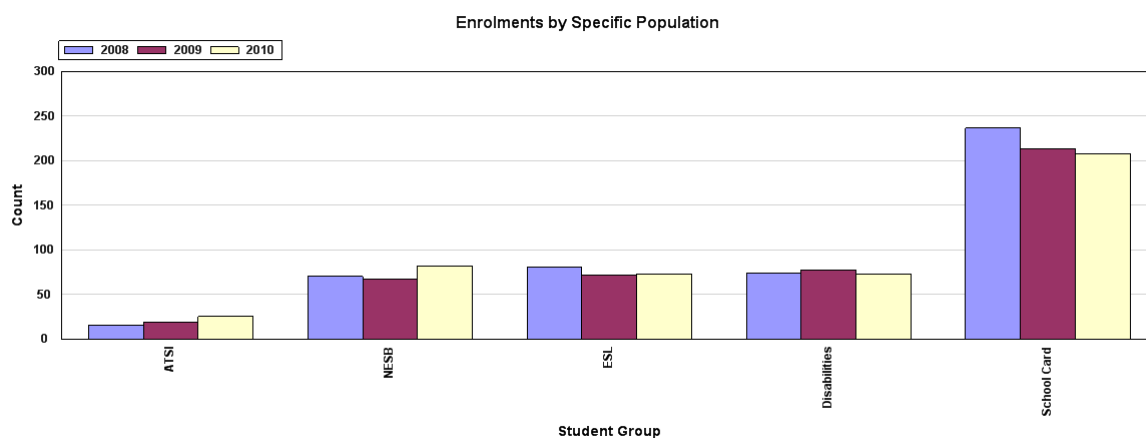
Student Enrolments (FTE) by year level 2008 – 2010

Year Level	2008	2008	2008	2009	2009	2009	2010	2010	2010	Change	Change
	M	F	T	M	F	T	M	F	T	2008 - 2009	2009 - 2010
8	115.0	93.0	208.0	112.0	87.0	199.0	87.0	81.0	168.0	-9.0	-31.0
9	82.0	95.0	177.0	109.0	80.0	189.0	104.0	76.0	180.0	12.0	-9.0
10	102.0	101.1	203.1	88.0	88.0	176.0	108.0	73.0	181.0	-27.1	5.0
11	63.0	72.0	135.0	72.0	69.0	141.0	67.8	79.8	147.6	6.0	6.6
12	44.6	64.6	109.2	42.0	56.0	98.0	50.4	53.8	104.2	-11.2	6.2
Total	406.6	425.7	832.3	423.0	380.0	803.0	417.2	363.6	780.8	-29.3	-22.2



Student Enrolment by Specific Population

Student Group	2008	2008	2008	2009	2009	2009	2010	2010	2010	Change	Change	
Student Group	M	F	T	M	F	T	M	F	T	2008-2009	2009-2010	
ATSI	5.0	10.0	15.0	8.0	11.0	19.0	15.0	10.0	25.0	4.0	6.0	
NESB	32.0	37.9	69.9	32.0	35.0	67.0	40.8	41.0	81.8	-2.9	14.8	
ESL	38.0	41.9	79.9	32.0	39.0	71.0	43.0	30.0	73.0	-8.9	2.0	
Disabilities	53.0	21.0	74.0	56.0	21.0	77.0	57.0	16.0	73.0	3.0	-4.0	
School Card	115.0	121.6	236.6	105.0	108.0	213.0	106.8	101.0	207.8	-23.6	-5.2	

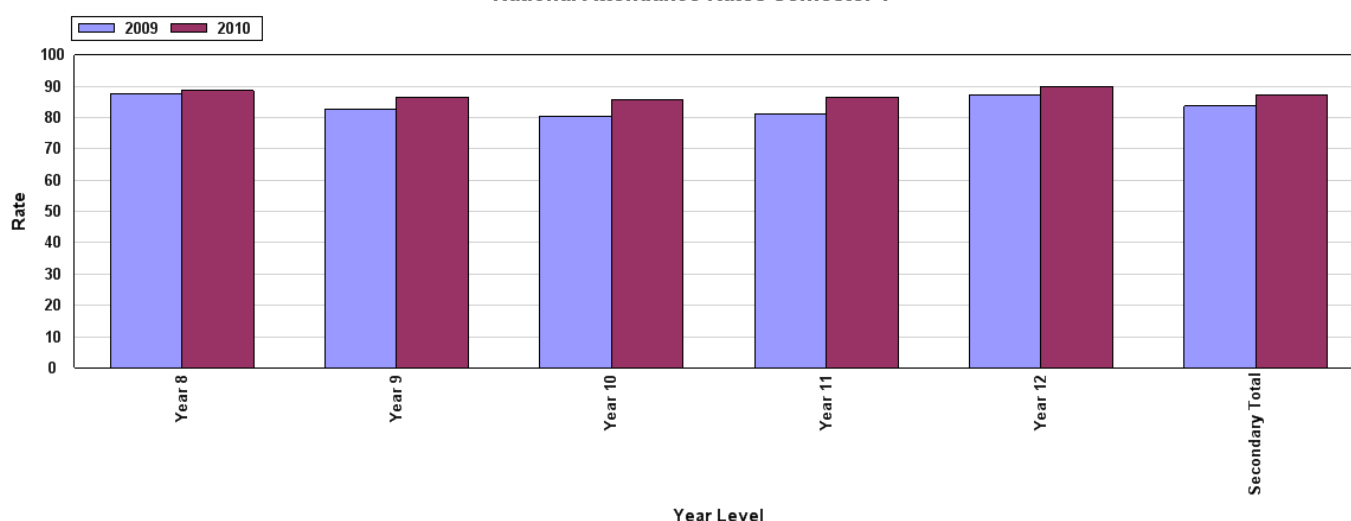


ATTENDANCE

Attendance Rates by Year Level 2010

Year Level	2009	2009	2009	2009	2010	2010	2010	2010	Change
Year Level	School	Region	DECS	Index	School	Region	DECS	Index	2009-2010
Year 8	87.6	86.6	89.2	90.4	88.6	87.2	89.5	90.5	1.0
Year 9	82.5	83.9	86.8	88.0	86.5	84.2	86.8	87.7	4.0
Year 10	80.4	83.1	85.2	86.5	85.6	82.9	85.4	86.6	5.2
Year 11	81.0	82.3	84.9	85.7	86.5	82.6	84.9	85.1	5.5
Year 12	87.2	83.0	86.3	87.3	89.9	83.3	86.0	86.7	2.7
Secondary Total	83.6	83.9	86.6	87.7	87.2	84.1	86.6	87.4	3.6
Total All Year Levels	83.6	88.7	90.0	90.8	87.2	88.8	90.0	90.7	3.6
Total ACARA 1 TO 10	83.6	89.4	90.6	91.4	86.9	89.6	90.7	91.4	3.3

National Attendance Rates Semester 1



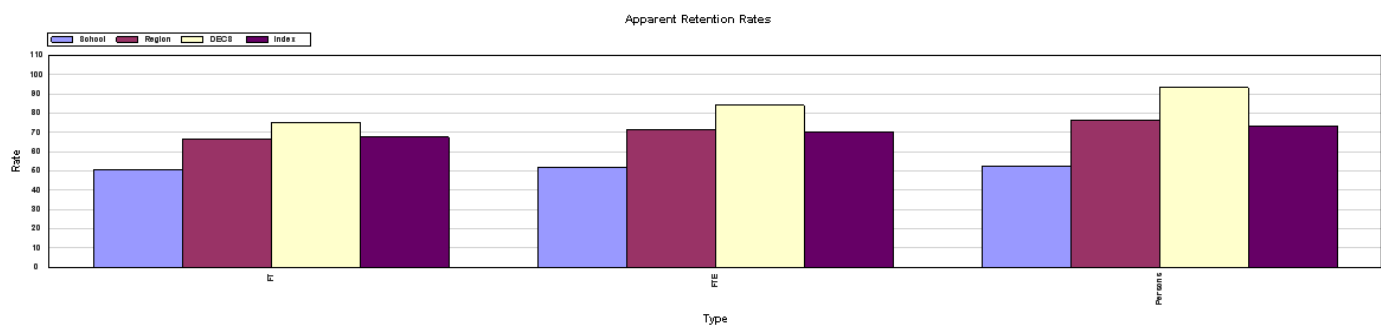
Attendance Rates ATSI by Year Level 2010

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.

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

Student Apparent Retention 8-12

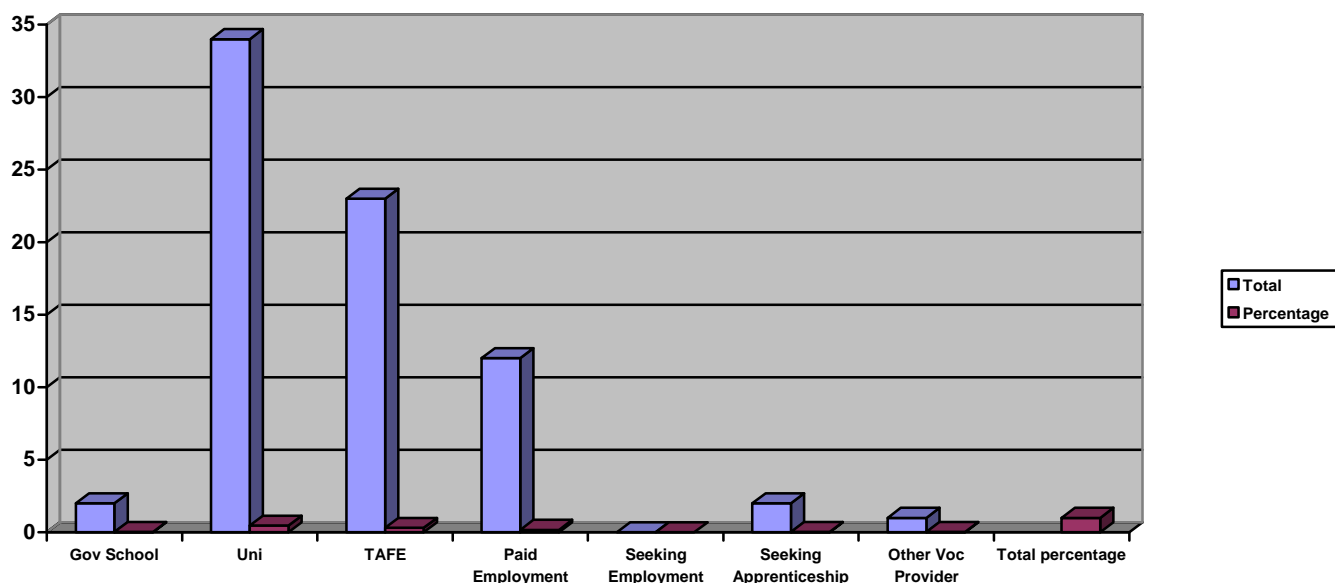
Year Level	Type	2008	2008	2008	2008	2009	2009	2009	2009	2010	2010	2010	2010
Year Level	Type	School	Region	DECS	Index	School	Region	DECS	Index	School	Region	DECS	Index
Year 8 to 12	Full-time	51.5	59.2	64.7	53.4	50.0	61.3	69.1	59.3	50.5	66.7	75.2	67.5
Year 8 to 12	FTE	53.0	64.9	75.3	60.0	50.0	66.6	79.5	65.4	52.1	71.7	84.2	70.4
Year 8 to 12	Persons	53.9	69.7	84.6	63.5	50.0	71.4	89.2	69.2	52.5	76.4	93.3	73.3
Year 8 to 10	Full-time	100.5	101.0	100.7	92.8	103.5	101.6	102.5	96.6	87.0	104.7	102.4	93.0
Year 8 to 10	FTE	101.6	100.9	100.8	93.1	103.5	101.7	102.6	96.7	87.0	104.7	102.7	93.0
Year 8 to 10	Persons	102.5	100.9	100.9	93.2	103.5	101.7	102.6	96.7	87.0	104.7	102.8	93.0
Year 9 to 12	Full-time	51.0	60.1	65.2	53.8	51.0	63.2	69.5	60.9	48.8	66.3	74.6	67.6
Year 9 to 12	FTE	52.5	66.0	75.9	60.4	51.0	68.7	80.0	67.1	50.3	71.4	83.4	70.6
Year 9 to 12	Persons	53.4	70.9	85.2	63.8	51.0	73.6	89.6	71.0	50.7	76.0	92.5	73.5
Year 10 to 12	Full-time	55.2	62.1	66.0	57.0	51.9	62.8	68.9	64.1	50.2	66.1	74.7	72.7
Year 10 to 12	FTE	56.9	68.0	76.7	63.9	51.9	68.1	79.0	70.2	51.3	71.1	83.5	75.7
Year 10 to 12	Persons	57.8	73.0	86.0	67.6	51.6	73.0	88.4	74.3	51.2	75.8	92.5	



<i>PATHWAYS AND PARTNERSHIP</i>		
VET % of Year 11 Completion of cert Continued year 12 VET to Employment	Planned and actual destination %	Portfolio Entry

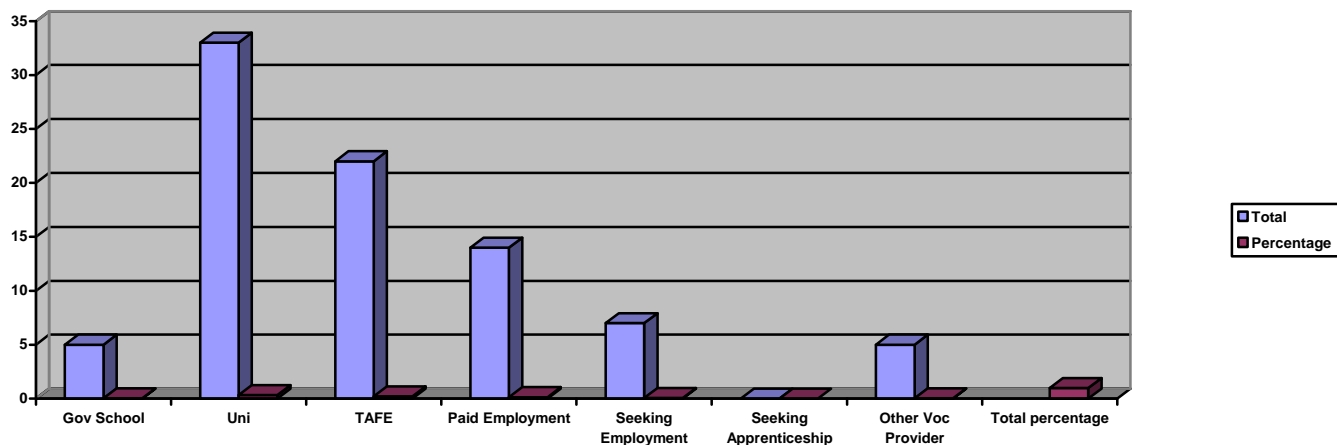
Planned Destination

Name	Gov School	Uni	TAFE	Paid Employment	Seeking Employment	Seeking Apprenticeship	Other Voc Provider	Total percentage
Total	2	34	23	12	0	2	1	
Percentage	2.70%	45.95%	31.08%	16.22%	0.00%	2.70%	1.35%	100.00%



Actual Destination

Name	Gov School	Uni	TAFE	Paid Employment	Seeking Employment	Seeking Apprenticeship	Other Voc Provider	Total percentage
Total	5	33	22	14	7	0	5	
Percentage	5.21%	34.38%	22.92%	14.58%	7.29%	0.00%	5.21%	100.00%



TEACHING STAFF ATTENDANCE

	2009	2010
Term 1	97.05	92%
Term 2	95.58	88%
Term 3	94.88	89%
Term 4	95.91	93%
Total	95.86	91%

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.