



SALISBURY EAST HIGH SCHOOL

LEARNING TOGETHER, ACHIEVING TOGETHER

2013 ANNUAL REPORT



School No: 1011



Government
of South Australia

Department of Education
and Children's Services

RESPECT INTEGRITY RESPONSIBILITY PRIDE EXCELLENCE



CONTENTS

1	Context.....	3
1.1	2013 Overview—Principal's Reflection	4
1.2	2013 Highlights and Improvements	6
1.1	2013 Student Success	7
2	Report from Governing Council.....	10
2.1	Annual Report Verification.....	12
3	Site Improvement Planning.....	13
3.1	Strategic Direction 1: Quality Teaching.....	14
3.2	Strategic Direction 2: Well-being.....	17
3.3	Strategic Direction 3: Pathways & Partnerships.....	19
4	Student Achievement.....	
4.1	NAPLaN	21
4.2	Senior Secondary (SACE & VET Pathways)	23
5	Student Data.....	
5.1	Attendance	26
5.2	Destination	27
6	Client Opinion.....	
6.1	Parent Satisfaction Surveys.....	28
6.2	Student Satisfaction.....	29
6.3	Teacher Satisfaction.....	30
7	Accountability: STAFF.....	
5.1	Staff Attendance, Retention & Composition.....	31
5.2	Teacher Qualifications.....	31
5.3	Teacher Participation in Professional Learning	31
8	Financial Statement.....	33



CONTEXT

School Name:	Salisbury East High School	School Number:	1011
Principal:	Jacqui van Ruiten	Region:	Northern

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

737 students accessed our educational programs in 2013 (including 24 Flexible Learning Options students (FLO), but excluding our 1 full-fee paying international students). The school has an increasingly diverse student population with 36 nationalities represented. 81% of our students are Australian citizens with 4% Aboriginal and Torres Strait Islanders, 5% from Africa and 4% from Asian countries (1.5% from Philippines). 12% of our students were born overseas in non-English speaking backgrounds. 7% have a Negotiated Education Plan and approximately 27% are on School Card. Whilst this enrolment figure is similar to the previous year, it also reflected the declining enrolment trends of our feeder schools, yet demonstrated that the school was still considered a desirable school in our local community. Throughout the year staff worked to improve student retention through engaging activities along with new marketing strategies to promote our innovative learning initiatives. The new site-funded SEAL (Salisbury East Alternative Learning) Program for disconnected youth was introduced to re-engage 26 students in learning with a focus on pathways and training, supported through case-management and mentor teachers.

Salisbury East High School graduates have a reputation for achieving excellence in their academic and vocational programmes and the vast majority of students move successfully into University studies, TAFE courses and the world of work. The school offered 62 subjects accredited in the South Australian Certificate of Education (SACE), thus guaranteeing academic pathways 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.



1.1 2013 Overview - Principal's reflection

2013 was a year of implementation following a significant focus on review in 2012. Staff have been assiduous in pursuing our revised priorities and targets and new guiding statements to drive our focus for improvement. Leaders worked with teams to analyse data and review action plans with respect to the 2011 CIS recommendations, DECD requirements and site priorities.

Essentially our work during this time has focused on the following areas for improvement:

- Challenge students to achieve their personal best through an engaging, relevant curriculum that connects students to their local, national and international communities. Teachers have engaged in quality professional learning and performance conversations to improve teaching practices that incorporate effective use of technologies and support individual student's needs.
- Foster school pride through the review and promotion of new guiding statements (including the design and endorsement of a new logo, marketing strategy and promotional materials). The revised statements were endorsed by the community in early 2013....

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

The Salisbury East High School Community's actions and interactions are based on the values of: **respect, integrity, excellence, pride and responsibility.**

- Implement a new staffing and leadership profile to support the revised vision and site directions (ie establish new DP, 4 AP and 2 Coordinator positions).
- Strive to actively embrace internationalism / interculturalism through the expansion of our international student program, promotion of our student's own cultural and linguistic backgrounds and inclusion of internationalism in the formal curriculum.
- Facilitate the implementation of genuine 'student voice' and leadership opportunities across the school.
- Expand our IT rich learning environment through the development of an ICT vision/strategic plan and installation of the Virtual Desktop Infrastructure, thus supporting the use of diverse technologies as a learning tool, an administrative tool and to aid improved communication with the whole school community. (The school has introduced SMS messaging, Day-map, Parent Portal and extended the virtual learning network.)
- Establish and formalize new community partnerships through our involvement with the Beacon Foundation and STEM initiatives.



- Expand innovative curriculum opportunities, which include the pursuit of STEM (Science, Technology, Engineering and Mathematics) initiatives, Specialist Music and the delivery of VET programs in our new Trade Training Centre.
- Promote staff wellbeing by increasing the level of consultation, valuing staff contributions, and endeavouring to maintain staffing consistency.
- Engage staff in regular professional learning in technology and its application to 21st century practice and continued the process of refining their curriculum and its delivery to support the implementation of the Australian Curriculum.

Our staff and students have thrived as a consequence of these improvements, which is evidenced in our improved SACE Achievement data, Attendance and Behaviour figures and perception feedback, along with a sense of improved staff morale and more positive school culture. Yet even with these improvements the school is experiencing a falling enrolment due to the local, declining demographic. We continue to attract proportionally more students from feeder schools than other schools in the region, thereby maintaining student numbers and demonstrating the community's confidence in our school. Even though this presents a long term challenge we are confident the strategic improvements made to our organisational structures and physical environment, coupled with the improved community perception and future plans will facilitate growth.

In our pursuit for enrolments and new curriculum opportunities leaders are investigating the establishment of 'niche' special entry programs in sport (with strong club partnerships and sponsorship) and Gifted Education. Plans are also underway to formalise partnerships with local businesses and corporate organisations to enrich our learning programs and provide student scholarships and site sponsorship.

The consolidation of our current site priorities will continue to frame our future work, in particular the provision of quality teaching and learning experiences for all students and promotion of internationalism. Further expansion and sustainable maintenance of our ICT programs to support 'just in time' learning will also continue to be a priority, along with the ongoing resourcing of facility improvements to support new initiatives.

Personally I am proud of these improvements achieved collaboratively in such a short time frame and am excited by the future possibilities for our school community. Salisbury East High School is preparing for the next phase in the CIS Accreditation process and looks forward to new insights for future improvement.

Jacqui van Ruiten
Principal



1.2 2013 Highlights and Improvements

FACILITY IMPROVEMENTS

Facility improvements across the school have continued to be a focus for advancement in 2013. The plans for the Capital Works project were finally completed and endorsed by government. This project is anticipated to commence in Term 2, 2014 and conclude in mid- 2015.

Other site funded projects were initiated including the front-office re-development, painting the main building, installation of lockers and security cameras, upgrading the board-room and renovating the Library. Following the endorsement of our new logo design the school implemented a branding strategy, including new literature, banners, signage and website. This should be finalised in 2014.



INTERNATIONAL PARTNERSHIPS

In 2013 our school community welcomed international visitors, Indonesian teachers and students on Study Tours from China, Indonesia and Japan. These visits, both long and short-term, have enriched our school by providing unique opportunities to engage with young people from other cultural backgrounds in ways that recognise difference and create international friendships.

During the October holidays a small study tour group of 12 SEHS students and 2 teachers visited our sister-school Huangdao No 1 Middle School in China to improve their Chinese language proficiency and develop a better understanding of the rich, beautiful Chinese culture and lifestyle. In addition the Principal was invited to join IES representatives to train leaders and promote SA schools in Java, Indonesia. This business trip has already generated future business ventures and strengthened our sister-school relationship with four schools.

We are proud of our international focus, our international accreditation status, our language programs and value the opportunity to expose our community to international experiences to increase their intercultural understanding. Student involvement in the celebration of cultural events, increased student participation in the international study tour programs, continued business opportunities as well as substantial financial gains are

evidence of our success in this market. Whilst the school continues to be outward looking we recognise the need to authentically embed interculturalism and formalize global connections in the formal curriculum to improve student understanding and empathy of global perspectives.



1.3 2013 Student Successes

In 2013 SEHS students displayed their talents and achieved successful outcomes in their academic, sporting, performing pursuits....

STUDENT ACADEMIC SUCCESSSES

- Axl Galvez was the 2012 DUX with an ATAR score of 97.90
- 34% of Year 12 students achieving very high ATAR Scores
- 12.5% students with ATARs achieved over 95
- Two students received Merits for their exemplary achievement in the fields of Mathematical Studies and Music (Solo Performance).
- 57% students completing their SACE with VET competencies.



Music (Solo Performance) Merit Winner, **Jacob Howard** with Mr Zajac and Ms Frahn



2013 DUX and Mathematical Studies Merit Winner, **Axl Galvez** with his family

GIFTED EDUCATION

Gifted Education at SEHS has emerged through the 2013 appointment of the STEM / Gifted Senior Leader. Priorities for this year included PD around exploring the characteristics of Gifted Learners and strategies for identification. AOS teams have developed subject specific Teacher Nomination Forms and the Gifted PLC developed Parent Nomination forms in consultation with Curriculum Leaders for use with Year 7 Parents of students transitioning into the school.

Other whole-school PD involved Differentiation strategies for Gifted Learners through Problem-Based Learning and fostering a Creative Problem-Solving Classroom through collaboration approaches.

We have 4 Gifted students who are benefiting from accelerated programs. One student, Kenneth Jacks, has been accelerated a full academic year (Year 9 to Year 11) due to his exceptional abilities across a range of subjects. Matthew Heath, a recent graduate of 2013, also attended Adelaide University studying Mathematics under the Headstart Scholarship and achieved 9.7/10 for the subject. Four students also attended Youth Workshops (run by the Gifted and Talented Association of South Australia) in the Term 3 holidays for 3 days to Flinders University. Students chose a variety of subjects ranging from Archaeology to Professional Interviewing. In 2014, we are looking forward to providing a greater depth and breadth of experiences for Gifted Learners to expand their thinking and increase engagement.



STUDENT STEM ACHIEVEMENTS

Following the appointment of a STEM / Gifted Senior Leader in 2013 the school's involvement in STEM (Science Technology Engineering and Mathematics) -related initiatives has been further strengthened. Students have enriched their experiences through targeted approaches and industry/ tertiary partnerships (ie General Dynamics, Lockheed Martin, Uni SA and TAFE SA) to promote strong connections between their learning and STEM pathways.

Highlights of 2013 included:

- **SpiRit of Science Scholarship** – Stage 1 student Kellie Murfitt attended Christmas Lectures in London hosted by the RiGB (Royal Institution of Great Britain). Kellie returned to school having developed a stronger passion for STEM subjects and goals for future STEM careers.
- **Geosciences Summer School** – Kyle Shepherdson (Year 9) and Rachel Bayer (Year 10) successfully gained placements (out of 18) to attend the program with a focus on developing an awareness of planet Earth and career paths.
- **Advanced Technology DIPP4 program** – 2 Year 10 students Karishma Lal and Jessica McGuire participated in a Stage 1 accredited Design and Technology unit through Regency TAFE with a focus on futuristic skills and capabilities required in the highly skilled defence industries that can be applied to all engineering and advanced manufacturing career pathways.
- **NASSSA Maths Olympics** – a biannual event where 16 of our students (made up of Junior and Senior teams) participated in a Mathematical Quiz Night against 8 other schools from our region. Our Senior Maths Teams won both events.
- **STEM Competitions** – The Australian Informatics Competition (AIC) was run for the first time to stimulate an interest in Technology and the Science behind computers and the internet. We had excellent results in all three:
 - * **AIC** – 31% students attained Merits with 2 students in the 90th Percentile
 - * **Big Science Competition** – 73 students participated with 28% receiving a Merit Award. Justin Heath attained a High Distinction placing him in the top 2% of the state for his year level.
 - * **Australian Mathematics Competition** – 52% of our students received a Merit Award with 3 students placed above the 90th Percentile.
- **Scalextric** – All Year 8 students participated in this engaging 5 week cross-curricular STEM unit. A team of 5 students then represented the school in the **C2C Holden Cruze Assembly Challenge** and came 2nd overall. The students used 3D Printers, the Roland Mill and Pro-Engineer to design their Scalextric Car to improve overall performance.
- **Links with Adelaide University** – Groups of students participated in University-run activities specifically designed to engage and excite students through: *Bridge building; Computer Programming and Problem Solving; Engineers Without Borders; STEM careers and pathways*
- **NBN Virtual School of Emerging Sciences (NVSES)** provided 6 Year 10 students the opportunity to actively participate in cutting edge emerging sciences by utilising the new NBN infrastructure. The students participated in real-time, virtual Astrophysics and Nanotechnology units delivered by teachers at the John Monash Sci-



SABRE's SPORTING ACHIEVEMENTS

In 2013 Salisbury East High School has continued to provide a well-rounded sporting program. With sports ranging from Soccer and Basketball, all the way to Rock Climbing and Ultimate Frisbee, SEHS has been able to cater for a wide range of different skills and interests.

Throughout the year we celebrated a great deal of success in both team and individual sport. With strong representation in Northern Zone and Secondary School Sport SA competitions, our students were able to challenge themselves against some of the best talent our state has to offer. It is appropriate that we congratulate everyone involved with school sport from those who participate in interschool sport to those who are successful at the highest level. Although winning is always the aim, we have maintained a key focus on participation and enjoyment.



As a result of the effort and participation in sporting events this year, Salisbury East High School was able to finish 26th in the Howard Mutton Award. This award ranks metropolitan schools in South Australia according to participation and results. 26th in the state is a fantastic achievement, and hopefully we can place even higher in 2014.

We are very excited about the direction that sport is taking at Salisbury East High School. With the continuation of the Elite Physical Education Program in the School, we look forward to increased participation levels and success in the sporting arena in 2014.

Special performances:

Northern Zone (NZ) Boys Open Basketball – 3rd

NZ Girls Open Basketball – 1st

NZ 8/9 Girls Futsal – 1st

8/9 Girls State Futsal Finals – 7th

NZ 8/9 Boys Futsal – 2nd

NZ 8/9 Super 8's Cricket – 2nd

NZ Open 9-a-side Football – 2nd

NZ 8/9 9-a-side Football – 1st

NZ Open Beach Volleyball – 1st

Vista & Northern Zone Athletics – Year 8 Girls Champions





2. REPORT FROM GOVERNING COUNCIL

The Salisbury East High School Governing Council is an enthusiastic and dedicated team of elected parents, staff, students and community representatives. We enjoy a healthy, active partnership with the Principal and members of the school community and have recently experienced an increasing parent membership with diverse representation.

The Governing Council values and acknowledges a range of site improvements enacted in 2013, including the expansion of our international program; uniform implementation, new landscaping and facility upgrades, instruments for enhanced communication just to name a few. The team has supported these changes and made significant contributions to shape the organisational structures and procedures of the school. This work has included supporting:

- The introduction of new school uniform (ie design of new items, development of policy and selection of uniform supplier)
- The generation and endorsement of the Vision and Values statements and new logo
- The development and implementation support of the school's 4 year plan with clear directions for improvement (including staffing and financial resourcing)
- The review and endorsement of the Anti-Bullying, Uniform, Attendance, Enrolment and Hot Weather policies
- The successful submissions for 'Parents in Education', Numeracy and Literacy Coaches and Reconciliation grants
- The development and analysis of parent surveys (that drives our work)
- The fund-raising and sponsorship of school programs and some students.

Measures have been taken to increase parental participation and involvement in the life of the school. These measures were introduced after analysis had been made of feedback gathered directly from parents at school functions and through perception surveys.

The Council has continued its efforts with mixed success to consult parents on a number of key policy revisions during 2013 including Debt Collection, uniform review and ICT advancement. The Governing Council has provided feedback on updating the Uniform, Hot Weather, Enrolment and Anti-Bullying policies and had representation on the Evaluation team for the new uniform supplier. This is consistent with the department's (DECD) recommendations.

The main areas Governing Council undertook this year centred around advice and guidance with general school policy. Council supported a poll of parents to legally recover the full amount of school fees and set an increase in fees to \$415 for next year. Council has supported ICT advancement in the school by endorsing new infrastructure plans, the BYOD policy for new Year 8 and 9 students and the deployment of additional DER funds.

2. REPORT FROM GOVERNING COUNCIL (CONT'D)

The main areas Governing Council undertook this year centred around advice and guidance with general School Policy. Council supported a poll of parents to legally recover the full amount of school fees and set an increase in fees to \$415 for next year. Council has supported ICT advancement in the school by endorsing new infrastructure plans and the BYOD policy for new Year 8 and 9 students. Throughout the year the members have provided feedback on our electronic communication model (including SMS, email and website communication).

In relation to resources and finances the Council applied for and acquitted a number of grants, approved the Budget and financial statements for the 2013 school year, supported methods being used to increase the number of families paying the Materials and Services charges and considered and approved fund raising requests from groups such as the Formal Committee, Concert Band and charities. The Governing Council employed an indigenous student trainee undertaking Certificate III in Community Services, Youth Work.

The Governing Council Chair is a member of the Northern Area State Secondary School Alliance (NASSSA) Governing Council. The Council consists of the Governing Council Chairs and Principals of 9 schools who work together to ensure increased opportunities are provided for the students across the schools. The Council believes this is an important initiative and looks forward to continued work with the alliance.

The school community remains committed to the school's involvement in the Council of International Schools' process to ensure continual reflection of the school's practices and services as it strives for excellence.

Kerrie Wulczynski

Chairperson, SEHS Governing Council



2. REPORT FROM GOVERNING COUNCIL

2.1 Annual Report Verification

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

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

The Chief Executive

The school community

All Members of the Governing Council

Mr David O'Brien, Education Director

The Annual Report is one significant way in which our school meets accountability requirements.

This report is signed below by the Principal and the Chairperson of the Governing Council to signify that it represents an accurate account of the operations of the school and that it complies with the requirements for the preparation of annual reports.



JACQUI VAN RUITEN
Principal



KERRIE WULCZYNSKI
*Chairperson,
SEHS Governing Council,*



3. SITE IMPROVEMENT PLANNING

INTRODUCTION:

Staff and Governing Council members engaged in self-review processes to collect and review valuable feedback about our school, affirm good practices and, above all, identify areas for further improvement. This informed our work for 2014, site improvement priorities and our commitment to strengthen our focus areas in STEM, ICT, Literacy and Creative Arts.

The Site Priorities for 2013 included:

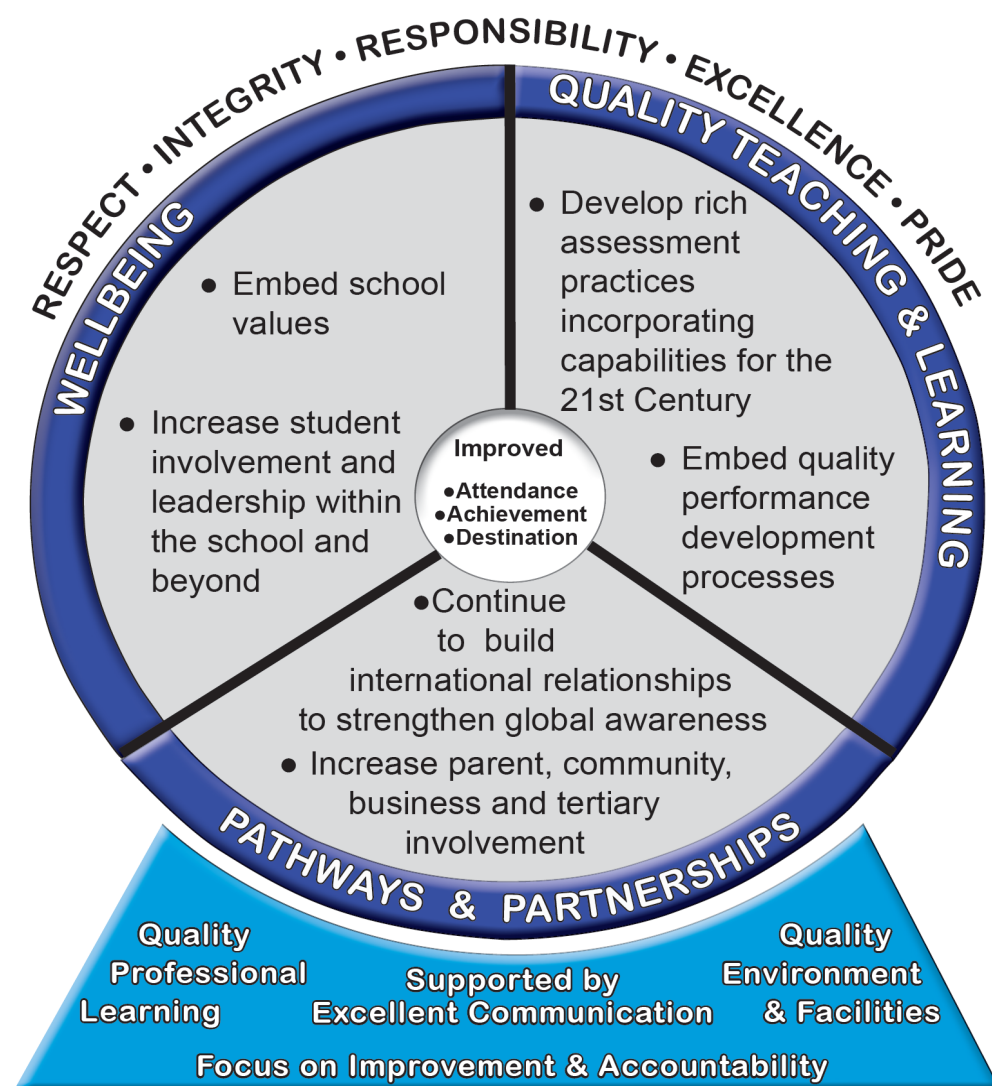


2013 - 2016 Improvement Plan



Our Vision

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



3. SITE IMPROVEMENT PLANNING

3.1 STRATEGIC DIRECTION 1: Quality Teaching

Target/s:

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

- Improve Grade Point Average of middle school students (> 3.5)
- SACE Completion is 90%
- Increase the A-Band and improve the percentage of passing grades, ie A, B and C Grades in Year 12 subjects > 80%
- Increase the mean ATAR Score > 59
- ATSI students achieve SACE Completion
- VET participation exceeds 35%

Progress/Achievements

2013 progress and achievements in relation to our targets are positive. A trend of continuous improvement in Year 12 results is now evident across the past four years. The improved SACE results and GPA data supports the new intervention strategies implemented across the year levels that will continue to be enhanced in 2014.

Generally our 2013 Stage 2 results have demonstrated an improvement from all perspectives, including an increase in the number of students completing the SACE (from 78% in 2012 to 86% in 2013), with a strong increase in the number of A-grades (ie 9.1% compared to 6.8% in 2012) . Similarly the Mean ATAR score continued the increasing trend rising to 63.85 (compared to 54 in 2011 to 59.90 in 2012), however the number of students wishing to achieve an ATAR, based on their preferred pathways, decreased from 75% in 2012 to 59%. Based on these results we have achieved most targets and will continue to strive to ensure all students achieve their SACE.

Our target to increase VET options and participation rates has also been achieved with over 57% of our SACE students using VET to complete their SACE. In 2013 52 senior students undertook VET with 3 students engaging in Certificate III courses (100% completion). Students continue to be supported to access a range of flexible options to complete their schooling.

In the senior years we have supported students to be successful by monitoring individual progress, providing case-management with leaders and, where necessary, negotiating with parents and students a modified learning program that will support and engagement and success. The successful 2012 implementation of Interim Reports has expanded to incorporate all year levels and has provided valuable data to identify students at risk of underperforming.



3.1 STRATEGIC DIRECTION 1: Quality Teaching (continued)

Curriculum and Professional Learning

In 2013 we have continued the development of Area of Study (AOS) protocols which support accountability of teaching and learning. This has been achieved through the use of AOS action plans and outlining priorities which support the development of teachers and students' learning. Teams worked on the development and documentation of curriculum plans, overviews and interactive curriculum resources that have been made available via our Moodle site and student on-line courses. Extensive PD has been provided to support teachers with the development of Moodle course where teachers can share resources. This has provided teachers with the opportunity to develop programs collaboratively and provided consistency in terms of the content taught at each year level. AOS teams have reflected on students' achievement data and explored a range of strategies to improve results. The use of assessment rubrics and performance standards were also explored and implemented by AOS teams as a strategy to support structured assessment delivery and the provision of constructive student feedback.

We have worked on the development of Australian Curriculum through our targeted PD days with a focus on the Task Design and working towards the creation of centralised courses where teachers shared the development of critical resources and assessment tasks that meet the Australian Curriculum Achievement Standards.

Other PD days continued our focus on Quality Teaching (TfEL and curriculum differentiation). The ability to collaborate on the preparation of assessment tasks and resources that address both NEP and Gifted students will make a significant difference in the way we support students to achieve the appropriate achievement standard.

Staff identified and committed to trialling various strategies to differen-

tiate their learning tasks to accommodate for all student's interests and abilities and to develop independent analytical skills. This continued to be a focus for staff development in a range of forums. To consolidate our teaching and learning expectations the Quality Teaching Team will work with our learning community to develop a Teaching and Learning Charter in 2014.



3.1 STRATEGIC DIRECTION 1: Quality Teaching (continued)

It is interesting to note that **85%** of our SACE completers successfully completed more than the compulsory 210 credits. This is indicative of the range of courses, in addition to their Year 12 subjects, that students at Salisbury East have access to, which can be used to contribute to SACE completion; including VET subjects, work-based apprenticeships and community learning programs.

SEAL Program: The school implemented and funded a new program to connect disengaged students. The Salisbury East Alternative Learning (SEAL) program was staffed by an interested teacher and youth worker to provide a pathways focused program to engage students with training options. Students accessed VET programs and completed SACE Literacy and Numeracy requirements. Given the success of the 2013 program and the support from the school community, the school advertised an Alternative Learning Coordinator position to improve student learning outcomes and to develop effective community links and social action programs.

Students with Special Needs: A new leadership position was established in 2013 to support student learning and oversee the development of NEP and EAL/D students. A team of staff worked effectively to liaise with staff, parents and community groups to establish a strong network to support students who have learning difficulties. An audit of teaching programs and policies was also conducted, best practice from other sites explored and procedural changes related to NEP meetings and accessing Support Agencies was initiated. A series of staff workshops around curriculum differentiation and formative assessment was also actioned. Following the extensive review and consultation with staff, students and parents a new support intervention program was developed for implementation in 2014, whereby NEP students will come out of core subjects for 2 lessons a week to work with the Special Education teacher in the WAVE Room to develop identified learning skills and increase their confidence and success in subjects.

Performance and Development: Most staff engaged in our site's Performance and Development process (using the DECD proforma) and received feedback on their performance. All leaders participated in professional learning to assist them in providing constructive feedback to their team.



3.2 STRATEGIC DIRECTION 2: Well-Being

Target/s:

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

Progress/Achievements

Student / School Presentation: 2013 saw the introduction of our new uniform across all year levels. This has changed the look of our students and increased the standard of dress for the school. The students displayed pride in themselves and though it cannot be all attributed to the uniform, they also have a pride in their school. The continued work to upgrade our facilities and introduction of our new smart school uniform have contributed to the positive tone of our school and the sense of pride our students have for themselves and their school. This is evidenced in the substantial decrease of vandalism and reduced litter in the yard and the increase in positive community comments related to our improved student and site presentation.

Student Voice: Salisbury East High School students engage in a wide range of learning opportunities that connect them with local, national and international communities. The school's commitment to facilitating a genuine and effective 'student voice' and service orientation is evident in the effective leadership and community-service programs for students across all year levels. These programs, such as Student Voice (8-12), Community Monitors (Year 8), Beacon Ambassadors (Year 10), Music Band Leaders (Year 12), International student buddies (Years 8-12) and Peer Leaders (Year 11), are supported by student training and teacher mentors and develop students organization, sense of social responsibility and communication skills. This new model was effectively introduced in 2013. These student leaders have been active in site decision-making and fund-raising. They have also played a key role in our Anzac Day, Harmony Day and Reconciliation assemblies and participated in supporting the Ride to Conquer Cancer event with SEHS being a stop for the riders.



3.2 STRATEGIC DIRECTION 2: Well-Being (continued)

Student Behaviour Management: The 2013 Student Behaviour Management data demonstrated another slight decrease in the number of suspensions and exclusions from previous years. This was attributed to our high expectations and transparent procedures, collaborative 'buddy support' approach, along with the effective (and timely) intervention strategies employed by the student services team and an increased whole-school focus on positive relationships.

	2010	2011	2012	2013
SBM Consequences	214	192	159	121
(% of school population)	27%	25%	21%	17%

The Student Services team reviewed the site's grievance procedures, Anti-Bullying policies and related documentation to ensure DECD compliance. This was supported by implementation of the National Safe Schools framework and restorative practices to reduce the occurrences of bullying. These procedures were promoted to our community. The 2013 bullying data suggests that there has been a decrease in the number of bullying incidences reported to staff with only 27 cases. This suggests that some students did seek support and followed our procedures, which was followed up immediately – 1 case was reported to DECD.



When analysing the reported bullying incidences we observed that over 70% of cases involved some connection to cyber bullying and online harassment. In response the student services team delivered education programs about cyber bullying, online safety and bullying via the Student Development program and has trained peer leaders to assist Year 8s with friendship issues. Student survey feedback from late 2013, however, indicates that not all students are comfortable with reporting bullying incidences. Therefore the school plans to trial new strategies to further reduce the occurrence of bullying by providing student training in restorative practices and increasing student involvement in National Day of Action against bullying and violence.



Student Co-Curricular Activities: Leaders worked with the Student Voice leadership group to identify and offer co-curricular opportunities. Year 10 students enjoyed the Canberra camp, Language students explored the beautiful sights and culture of China, student leaders engaged in leadership training camps at the zoo and the Arts community showcased their talents at various performances. 2014 Plans for the Year 8 Aquatics camp and Year 9 Ballarat trip were developed in consultation with students, staff and parents.

3.3 STRATEGIC DIRECTION 3: Pathways and Partnerships

Target/s:

Improve **connections** with community:

- Review and align new guiding statements
- Refocus on international mindedness (including formalising international partnerships)
- Formalised partnerships with community organisations, industry and international schools
- Improve parent participation

Progress/Achievements

Aligning guiding statements: In 2012 a review of Salisbury East High School's Guiding Statements was conducted in which all constituents of the school community were invited to participate. There was extensive involvement of staff and Governing Council members, along with seeking the views of student representatives. In early 2013 the Governing Council, after suggesting amendments, approved and adopted the current guiding statements which comprise:

a Motto: Learning Together, Achieving Together

A Vision statement

Values that reflect and support the school vision

Site Principles and the 4-year Site Improvement Plan

These comprehensive documents and plans provide a basis for all decision making and are the drivers of strategic planning.

Various measures have been taken to ensure that these statements and principles are known by the school community and drive high quality teaching and learning throughout the school. The dissemination and understanding of the guiding statements has been achieved by ensuring they form a vital part of new staff induction; are highlighted in the staff handbook and student diary and are re-introduced at the first Staff and Governing Council meetings at the beginning of each new school year. The school's Vision and Values statements are reinforced continually at public functions, parent forums, and through reference in newsletters and promotional material, as well as related awards. The school is working to continue to promote and embed these principles into every aspect of school life and plans to devise a formal process to gauge the effectiveness of this implementation.

Agreed targets are used to monitor and measure site performance which is evident on the site plan. The school seeks feedback from families through surveys and this information is analysed and shared with staff, Governing Council and student leaders to inform new directions. Outcomes and future plans are explicitly shared, reflected and celebrated with the school community. Although it is clear the quality of communication and consultation with all members of the community has improved, the governing body and school's leaders acknowledge that parent communication and participation needs to remain a focus for further improvement.





3.3 STRATEGIC DIRECTION 3: Pathways and Partnerships (contd)

Increased formalised partnerships: Throughout 2013 the school worked to increase community, tertiary and international partnerships.

- A new partnership was established with Training Prospects to deliver Electra technology (Electrical) in our Trade Training Centre facility. This program attracted 16 students from across the region (including 5 SEHS students) and is continuing in 2014.
- The school also introduced the Beacon Foundation Program to support students to remain connected at school through the involvement of our community organisations. Whilst this program was in the early stages of development we were able to develop new community and business links to support our student's learning experiences, provide engaging industry/ business tours and mentoring programs. Student Ambassadors organized a successful Beacon Breakfast, Mock interviews for all Year 10 students and a unique charter signing event.
- Our indigenous students engaged in the AIME mentoring program through Uni SA, where they developed a deeper understanding of their cultural heritage and were mentored to achieve learning goals.
- Various partnerships were formalized with business and tertiary organisations to support the development of our STEM program and promote engineering with our students.
- In collaboration with Salisbury Park Primary School we participated in the highly successful 'Pathways to Remember' project (ANZAC Grant), where our senior Art and Technology students assisted Year 6 and 7 students with their local research, creative design work and construction of metal soldier sculptures. The primary students attended special ANZAC Day functions at our site, visited specialized classrooms to facilitate the project work and were supported to engage in on-line learning with our students and teachers.

Commitment to internationalism: During the year we also continued to focus on strengthening our international partnerships and embedding intercultural understanding across the curriculum. A small group of SEHS students enjoyed touring China and visiting our sister-school during the October holidays. Our school joined 13 other SA schools to partner with a Thai school (with a STEM focus). This partnership was reinforced over the summer holidays when a SEHS Executive member visited the school, trained teachers and further developed our working relationship. This partnership has already generated future business with a 2½ week study tour planned for early 2014. It is only through the generous support of our local families in their role as hosts that we are in a position to actively build our international program and provide intercultural experiences for our students. As well as the rich learning experiences these programs provide our students, they have also generated additional funds for our school. Based on the successes of our past international study tour programs, our team's commitment and our international reputation we have already increased the number of long-term international students to 6 and have committed to hosting four study tours in 2014.

4. STUDENT ACHIEVEMENT

4.1 NAPLaN

92% of our Year 9 cohort participated in the 2013 NAPLAN testing. This was an increase from the previous year with 5 student exemptions.

Mean Scores by Test Aspect	Year 9		
	2011	2012	2013
Numeracy	547.2	533.5	528.5
Reading	541.0	536.9	548.0
Writing	517.2	523.5	527.8
Spelling	555.0	539.2	550.3
Grammar	538.6	528.3	532.1

When comparing 2013 with past results, the 2013 student cohort achieved a higher mean score in the literacy components (however performed lower in numeracy). Comparing different cohorts is difficult. The 2013 Year 9 cohort had a high number of students from non English speaking backgrounds (17%). Our results are more comparable to our like grouping of index schools, however still slightly below these figures and the regional results.

Our Writing and Reading mean scores show an increase and was above the scores for Northern Adelaide and like schools. This suggests that the targeted literacy strategies and professional development implemented from 2011 are having a positive effect. Unfortunately our NAPLaN results in Numeracy demonstrate a negative trend.

% above or below National Mean				12 month	Ave
Year	2011	2012	2013	trend	
Reading	-6.7	-6.6	-5.6	●	-6.0
Writing	-8.7	-5.2	-4.7	●	-5.5
Spelling	-4.5	-6.6	-5.6	●	-5.5
G&P	-5.8	-7.9	-7.1	●	-6.7
Num	-6.2	-8.6	-9.4	●	-7.5
Ave	-6.4	-7.0	-6.5		-6.3

= positive 3 yr progression data ● = positive 12 month trend
 = negative 3 yr progression data ● = negative 12 month trend

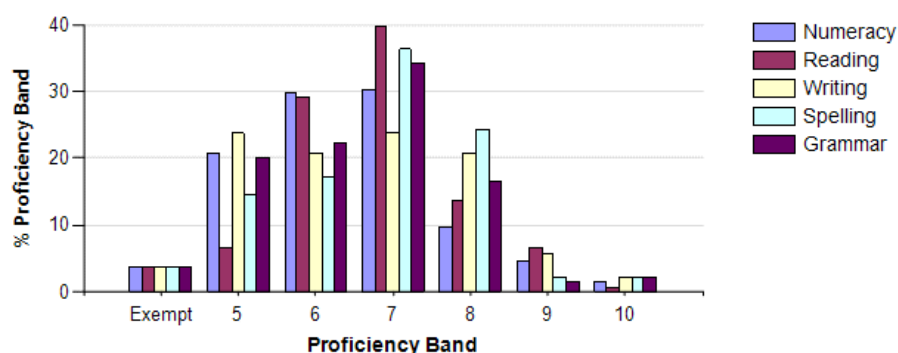
As evident from the chart above the 2013 NAPLaN achievement has presented a positive trend in all literacy components. With more students achieving their National Minimum Standards in Reading, whilst Numeracy achievement was lower than previous years. The most significant growth was in spelling with a 11.1 point increase and a 4 point increase in the number of students achieving the NMS in Writing.

When comparing the progress of our 2013 Year 9 cohort (below there were mixed results. An improvement in Reading was evident with progression from the lower band to the middle range, however a corresponding fall occurred from the upper band. The progression data in Numeracy is more of a concern with a shift to the lower bands.

Growth by Test Aspect	2013 Year 7-9	
	Progress Group	Site
Numeracy	Lower 25%	37.5
	Middle 50%	43.8
	Upper 25%	18.8
Reading	Lower 25%	25.7
	Middle 50%	54.9
	Upper 25%	19.5



4.1 NAPLaN (continued)



To support our continued Literacy and Numeracy improvement agenda the school successfully applied for resourcing and created new Literacy and Numeracy Coach positions from Term 2 2013. These coaches worked with staff to interrogate data and develop literacy and numeracy capabilities in the middle school, build staff capacity and implement intervention programs.

The Literacy coach had a primary role to support the EAL/D students and classes, as well as providing further training for staff. A genre focus was implemented in Maths, Science and SOSE to enhance the explicit teaching and learning strategies to support all students. The school continued with the provision of the intensive literacy intervention program (additional literacy subject, EAL) designed to support students from culturally and linguistically diverse backgrounds and/or those who have poor literacy skills. In-class learning support access was also extended to both EALD and Mathematics classes to assist targeted students. In 2014 all Year 8 students will have access to an online game, Grammatikus, to support their development of spelling and grammar.

The main focus for the Numeracy coach was to explore pedagogical approaches to improve reasoning and problems-solving (by enabling questions and prompts), develop and trial resources to improve basic numeracy skills and interrogate data. Another aspect of her work was to support the QuickSmart program and dedicated Learning Support Officer in identifying and monitoring students. Overall the numeracy growth of the Year 8 students was clearly evident (in comparison of PAT-M testing) and improved student confidence in attempting new tasks was identified by teachers.

A site priority is to also increase student performance in the top three bands. The Literacy and Numeracy teams plan to unpack questions into fluency and fluency+ groups, analyse the correlation with our student performance and thereby develop a range of experiences to support these identified language/ numeracy requirements. Furthermore we plan to seek resourcing for a Numeracy coach in 2014 to consolidate previous work and develop a whole school numeracy approach to facilitate common language and strategies. Other plans include making data accessible to teachers and providing opportunities for students to reflect on their learning experiences in round table presentations. A continued focus on the explicit scaffolding and common language and genre expectations across all learning areas will also be a main focus to support the growth of student performance in the top three proficiency bands.

4. STUDENT ACHIEVEMENT

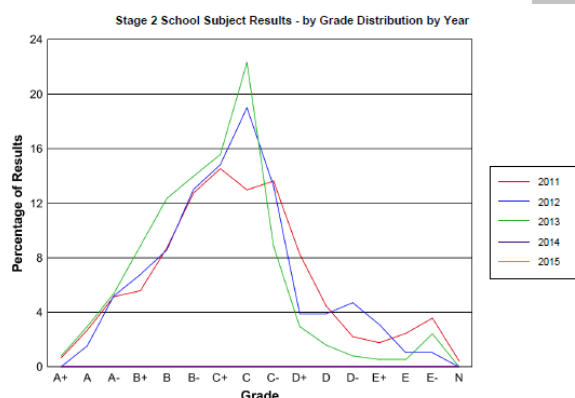
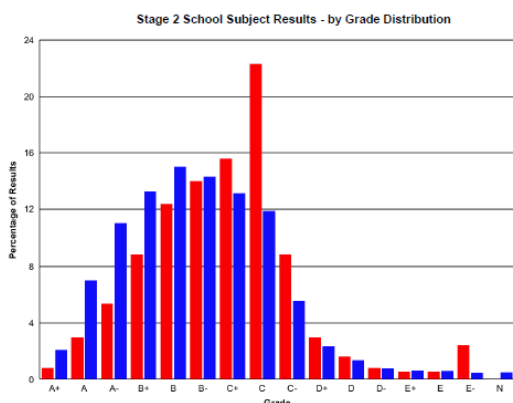
4.2 Senior Secondary – SACE (Stage 2 Results)

In 2013 66 Year 12 Students completed their SACE out of 76 potential completers. This indicates a completion rate of 86%, higher than the completion rate 78% achieved by the 2012 student group. The school is proud of the 2013 Stage 2 results that clearly demonstrate a continuous trend for improved student achievement. Please refer to the table below that highlights the growth in the past three years of the current SACE. Framework.

	2010	2011	2012	2013
SACE Completion	75%	72%	78%	86%
% A-Grades	6	8.5	6.8	9.1 B's – 36%
% Passing Grades	NA	76.7	81.8	91.1
Mean ATAR	NA	54.42	59.90	63.85
% Uni Pathway	32	42	27	40

The improved SACE completion data also features the increased number of students satisfactorily achieving passing grades (from 82% in 2012 to 91% in 2013). Not only has the school worked to improve case management, intervention strategies and promote diverse student options to support student achievement, but staff have been committed to developing rich, challenging tasks to extend students to achieve higher results. This has been evident by the increased number of A-Grades from previous years and the improved mean ATAR score of 63.86 (compared to 59.9 and 54.4 in respectively in years 2012 and 2011). Other improvements and success include:

- 34% of potential completers achieved a ATAR greater than 80 (compared to 16% in 2012)
- 5 students achieved ATAR scores above 95 and 2 students were awarded Merits (in Maths Studies and Music, Solo Performance).



As identified in the graphical representation above the 2013 Stage 2 grade distribution data demonstrates a positive trend compared to previous years. This is also evident in the increase in the number of subjects with 100% pass rates, including the compulsory Research Project.

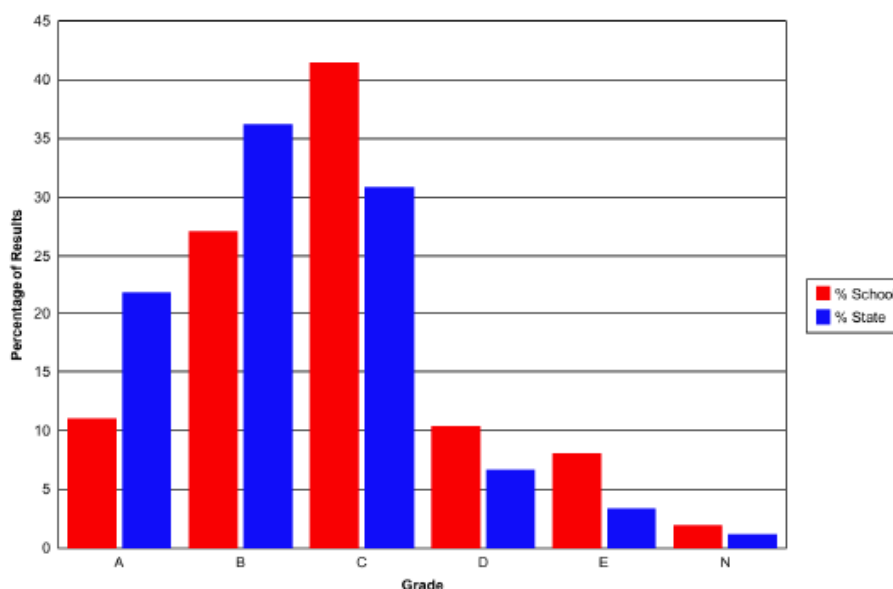
2013 SACE results and access to preferred pathways also continued the positive trend of achieving more than 201 credits (88%) and 57% used VET studies to complete the SACE requirements. Our future work is to increase resourcing and leadership in the senior school team to consolidate these effective intervention strategies and provide continued support for teachers.

4. STUDENT ACHIEVEMENT

4.2 Senior Secondary – SACE (Stage 1 Results)

A similar trend presents in our Stage 1 results with a positive trend of students achieving more passing grades. Whilst this improvement is pleasing a deeper analysis of our Stage 1 data shows that the percentage of A grades is consistent with previous years, there has been a decrease in the percentage of failing grades, however a decrease in the number of B grades. In most subject areas the trend appears to be higher values in C, grade bands than state average and lower values in the A, B grade bands. Over the past twelve months the school has worked to increase the number of failing grades and N results, which has been achieved by the successful implementation of the progress reports in Terms 1 and 3 and the effective case management procedures.

Stage 1 School Subject Results - by Grade Distribution



The analysis of 2013 Stage One Literacy, Numeracy and PLP student achievement data highlighted a continued increase in satisfactory completion from previous years. In Numeracy subjects our students achieved pleasing results with 83% successfully completing the course in Semester 1 and 87% in Semester 2, compared to 84% and 75% respectively in 2012. Student completion in Literacy subjects was significantly improved with 89% in Semester 1, followed by 92% in Semester 2 and compared to 2012 results of 75% and 66% respectively. It was also observed that 2013 Semester 2 student achievement improved in Semester 2 in both Literacy and Numeracy, and that the number of N and Pending results was significantly reduced (ie N-results: 9% in 2012 → 1% in 2013. Pending Results: 14% in 2012 → 3% in 2013.)

Stage 1 and 2 SACE Board school data has been shared with the school's leadership team. Case-management, moderation and the promotion of using multi-modal forms of assessment presentation in the middle school are strategies for future development. The school recognises, however, that more work needs to be done to improve this data, monitor student progress (and involve parents in this process) and to further increase student performance.

4. STUDENT ACHIEVEMENT

4.3 Senior Secondary – VET Pathways

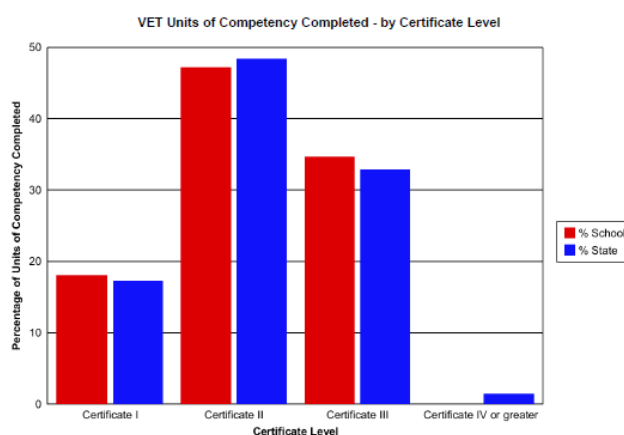
In 2013 we worked to expand our curriculum offerings to provide a wide range of subjects in the SACE, thus guaranteeing academic and vocational pathways. 52 senior students participated in a broad selection of VET programs and traineeships, such as retail, construction, automotive, plumbing and aged care to name a few. **57% of our students who completed their SACE used VET credits**, which is significantly higher than most SA schools.

	2011	2012	2013
% SACE completers studying VET	36	47	57
% Students needing VET to complete SACE	15	30	35
Cert III completion	NA	10	3 (100%)

Of this 35% required the VET component to meet their SACE pattern requirements. Three of our Stage 2 students achieved 100% success rate in their completion of Certificate III qualifications. (A Stage One ATSI student, employed by the SEHS Governing Council, completed her Cert. III qualification in Youth work with the Arts faculty.) We are proud of these results and the work we are doing to keep our senior students connected with learning and their preferred pathways.

Our VET program supported courses offered across our Northern Adelaide State Secondary School Alliance (NASSSA) sites with 52 students participating in these site-based programs.:

Aged Care	2
Allied Health	5
Automotive	2
Building and Construction	5
Community Services	3
Children's Services	3
Computing	16
Creative Arts	2
Electro-technology	7
Hair and Beauty	4
Tourism and Hospitality	1
<u>Music</u>	<u>2</u>
Total:	52 students



Twelve students also completed competencies towards their School Based Apprenticeship or Traineeship.

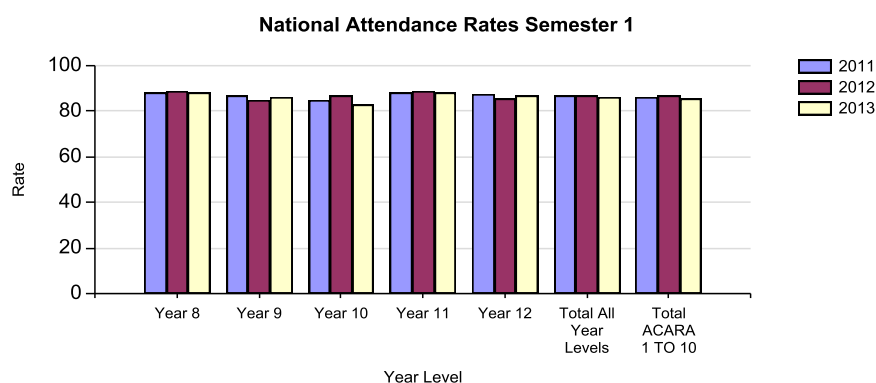
To further increase our VET offerings the school established a new partnership with Training Prospects to deliver Certificate II in Electro-Technology (Electrical) in our Trade Training Centre facility. This program was provided to 16 students from across the ten NASSSA schools. This program will continue and the partnership has been expanded to include school delivery support for Cert I Construction with Year 10 and Stage One classes from 2014.

5. STUDENT DATA

5.1 ATTENDANCE

Attendance by Year Level	% Attendance		
	2011	2012	2013
Year 8	88.1	88.7	88.5
Year 9	86.9	84.7	86.1
Year 10	84.6	86.9	83.2
Year 11	88.3	88.6	88.0
Year 12	87.3	85.6	86.7
Total All Year Levels	86.9	87.0	86.4
Total ACARA 1 TO 10	86.4	86.8	85.8

Our Attendance Rates have remained reasonably stable in 2013, in comparison to the 2011 and 2012 figures with the mean rate of 86%, only a slight decrease on 2012. In addition, our Attendance Rates appear to be congruent with the graphed data for National Attendance Rates (below).



The Student Services Team has introduced a number of diverse strategies aimed at promoting and increasing attendance, including:

- ◆ Staff professional development in the effective use of Daymap to monitor student attendance data and establish 'watch lists'
- ◆ Year Level Coordinators analysing daily attendance data to recognise and act on trends
- ◆ Educating the school community with newsletter articles dedicated to attendance
- ◆ Communicating absences and lateness to families via SMS
- ◆ Working with the Regional Attendance officer
- ◆ Awarding students with 100% attendance certificates at Celebration Assemblies
- ◆ Running a Home Group (HG) Attendance Competition and publicly awarding the HGs with the highest attendance rate a prize each term. This competition has encouraged students to monitor the displayed weekly attendance graphs and encourage their peers to attend school.

Future developments include:

- ◆ increasing the staff ICT skills to use a range of Daymap tools (ie individual attendance maps) and 'put a face to the data'.
- ◆ Introducing the 'parent portal' so that families can access student attendance for each lesson
- ◆ Continue to increase education of school community re attendance
- ◆ Review and implement changes to attendance policy.

5.2 DESTINATION

Table 5: Intended Destination

Leave Reason	2012				
	School		Region	Index	DECD
	No	%	%	%	%
Employment	15	7.8%	2.4%	4.7%	2.9%
Interstate/Overseas	4	2.1%	6.7%	7.7%	9.1%
Other	2	1.0%	4.9%	1.0%	2.3%
Seeking Employment	20	10.4%	3.9%	5.2%	3.3%
Tertiary/TAFE/Training	58	30.1%	4.5%	5.6%	4.2%
Transfer to Non-Govt Schl	10	5.2%	8.0%	8.1%	9.8%
Transfer to SA Govt Schl	53	27.5%	52.9%	46.7%	48.0%
Unknown	31	16.1%	16.5%	20.9%	20.4%

Student retention remains a concern with a number leaving to pursue work and/or TAFE options. When comparing the data from previous years, it is pleasing to notice the increase in the number of students leaving school to access training and the decrease in the 'unknown' category. The school continues to encourage students to remain at school unless opportunities for paid employment and ongoing training present. If these opportunities do present then the school supports what is best for the needs of each individual student.

In 2013 the school introduced the SEAL (Salisbury East Alternative Learning) Program to support disengaged students to remain connected and engaged in their schooling and to assist them in transitioning to a viable pathway and/or training program. We are confident this program will increase our retention data and are committed to resourcing the program for at least the next three years.

Improved destination data collection and analysis is needed to effectively monitor the number of students who have transitioned into viable learning or earning pathways away from SEHS and the support mechanisms that have enabled those students to transition successfully.





6. CLIENT OPINION

6.1 PARENT SATISFACTION SURVEYS

In 2013 the school personalised the DECD opinion survey tool and invited parents to participate in the on-line process. We received 31 responses - more than double the responses from previous years. Using the 2012 responses as base-line data, it was pleasing to note that the 2013 parent responses were even more positive than previous years, which is a testimony of our work to engage our parent community and improve communication strategies. This feedback is also reflected in parent comments, improved parent involvement in forums and the reduction in the number of parent complaints from the Regional Office.

Significant improvements were highlighted

- 97% of parents agreed that they can be involved in decision making and school decisions (compared to 75% in 2012). Other responses related to parent involvement were also encouraging, such as 'I am given the opportunity to be involved in the school's educational activities' (97% agree compared to 70% in 2012) and 'parents have an opportunity to participate in decisions about their children's schooling (an increase from 68% to 77%).
- 85% believed their child receives high quality teaching at this school (an increase of 9%) and 87% agreed that teachers really want to help their child learn (compared to only 71% in 2012). 95% of respondents also believed the school provided opportunities for students to develop intercultural understanding.
- 'I am satisfied with the school's planning' (73% from 43% in 2012) and 'The school is well organised this year' (72% agree compared to 61% in 2012).
- Responses also reflected a sense of improved relationships and communication in the school based on the statements: 'I feel welcome at this school' (an increase to 77% from 71%), 'the staff listen to what I say about my child's developments' (and increase of 9% to 73%) and 'The school will respond appropriately to my concerns and suggestions' (74% compared to 57% the previous year). Generally responses also supported our newly introduced communication strategies with 85% suggesting 'I am well informed about school activities', 'the school uses a variety of communication strategies' (93%) and 'the school provides a range of parent forums to share information and engage parents in their child's learning' (89%).
- 97% of parents respondents recognised and that the school 'provides a safe and secure environment', as well as encouraging students to have a sense of pride in their achievement.

Clearly there were some identified areas for improvement and requiring further investigation

- 40% of respondents do not feel their child's teachers clearly inform them about the learning program and only 54% consider the 'teachers make the learning interesting and enjoyable' (even though this data is slightly higher than previous years)
- Only 66% consider that 'students from all backgrounds and cultures are treated fairly' (a decrease of 20% from 2012) and
- 21% were not satisfied 'with the management of school facilities school (although 97% considered the 'school's facilities had improved')
- 31% stated that they do not believe 'Teachers are enthusiastic in their teaching' (which is consistent with 2012).

late 2013 the school encouraged middle school students to complete an opinion survey. This survey was modelled on the 2012 DECD survey so that comparisons could be made from previous years. The school received responses from 130 students across Years 8-10. Members of the Student Voice leadership team analysed the results and presented their findings and recommendations to staff in early 2014.

Generally student responses were more positive than previous years and recognised the school was focused on continuous improvement. The students reported that activities are interesting, teachers clearly explain what students are learning, they are learning a lot and they are generally happy about the quality of teaching and learning. They also reported that students get along well with others, however they indicated their concern about the behaviour and friendliness of some students. Our students commented that they feel safe, supported and happy to be at the school. It was clear that students acknowledge and valued the increased student involvement in decision making and leadership. Facility developments and extra-curricular activities were also highlighted as improvements.

Positive responses included:

- 99% know 'how well they are learning at this school'
- 94% acknowledge that 'the school is working to improve facilities'
- 94% believe the 'school provides many different subjects and learning opportunities'
- I really want to learn at this school (93%)
- 91% believe 'My teachers expect me to do as well as I can'.
- 90% indicated that they '...like using technology in my classes'
- 90% agree that 'there are a number of different ways I can be involved in making decisions at this school'.

It is interesting to note that 100% of Year 10s (who completed the survey), agreed that 'the school encourages students to have a sense of pride in their achievement'. These students also indicated that they ...'were happy at this school', whilst this was supported by only 74% of Year 8s.

Issues identified by the students and requiring further action from staff and our Student Voice group include:

- Students not feeling comfortable to report bullying and incidences (40%)
- Cleanliness of the school with 31% believing it is not clean (49% neutral)
- Opportunities to learn about other cultures (30% disagreed that they learnt about other cultures) and
- 18% do not believe that students from all backgrounds and cultures are treated fairly.



The Student Voice leadership group have incorporated the above areas requiring improvement as part of their action plans and work for 2014. They will also design and implement the 2014 Student Opinion Survey and analyse the results.



6.1 STAFF SATISFACTION SURVEYS

In 2013 the school utilised a modified version of the DECD opinion survey tools and received information from 52 staff responses, (including teaching and non-teaching staff). Whilst this data reflected a positive trend it is slightly lower than last year's data from 28 respondents. (Please note that the 2012 responses demonstrated a significant positive shift on previous data and positioned the school close in the upper quartile.)

All staff involved in this survey endorsed the statements:

- Staff are enthusiastic about their work (100% agree)
- Our school involves staff in developing the school's vision (98%)
- The school provides a safe and secure environment (96%)
- There is supportive leadership (89%)
- The school has a positive culture (86%)

Performance and development responses suggested that...

- Teachers can access quality PD (98% agree) and are encouraged to pursue professional development (96% agree)
- 96% suggest that they would value being observed by peer and also engage in professional dialogue about an aspect of teaching
- 96% also agreed that they have opportunities for feedback through peer observation and professional conversations .

Responses related to 'Teaching and Learning' highlighted....

- 92 % believe the SEAL program had a positive effect on students
- 96% agree that our environment is focused on learning
- 94% of our staff believe that teachers incorporate learning technologies and use on-line learning activities to engage students
- 98% agree that our learning programs are innovative
- Teachers use a variety of strategies to help students (96%).



During 2012 and 2013 the leadership team worked to develop collegiate collaboration with transparent consultation and communication processes. Well-being and communication activities including a Well-Being suggestion box, regular staff-acknowledgement and FISH award, door prizes, meeting reports and weekly morning staff briefings contributed to a more harmonious work environment. Generally the leadership team are very pleased with the 2013 responses however will focus on the following identified areas related to communication and staff well-being....

- Staff at this school care about each other (only 80% agree)
- Teachers feel appreciated (83%)
- I am happy to be at this school (82% down from 100% in 2012)
- Staff can freely express opinions or concerns to other staff (71% support this statement)
- Staff are supported by the school in the management of students' behaviour (only 71% agree)

Our work in 2014 will be to continue to involve staff in all future site developments and maintain our high expectations. Staff responses in the Psychological Health Survey were very similar to this feedback.

7. ACCOUNTABILITY—STAFF

7.1 STAFF ATTENDANCE, RETENTION & COMPOSITION

Average Staff attendance remains high at 94.7% in 2013, slightly lower than the 2012 figure of 96.2%. Staff are very happy to work at Salisbury East High School (Staff Perception Survey 2013). However, the decrease in student enrolments has had a slight impact on our staff numbers, minimally affecting the retention rate of **teachers** as we reduce the overall number of teaching staff.

There was an increase in the retention of permanent staff (95% compared to 88% in 2013 and 91% in 2012) and consistent retention of contract teachers (50%) with a total retention rate of 88% (compared with 83% in 2012) from 2013 to 2014. There was a total of 6 teaching staff who left the school at the end of the 2013 school year (1 permanent, 1 leader and 4 contract teachers). Two contract staff won permanent positions at our site.

2013 Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
FTE	0	48.64	1.093	13.94
Persons	0	51	2	18

7.2 TEACHER QUALIFICATIONS

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

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

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

7.3 TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

In 2013 teaching staff continued to avail themselves of a range of opportunities to enhance their professional learning, meeting the needs of individuals and groups identified through **Performance and Development** meetings and annual **Training Needs Analysis**. Professional learning takes place in designated sessions on Tuesday afternoons, during regular Professional Learning Staff meetings on Thursdays, at other times during school hours as well as out of school hours depending on when events, conferences and workshops are offered.

The drivers for the diverse range of opportunities accessed are individual teachers' needs, the priorities of the school (including those identified through the **CIS** processes), and meeting the **SACE** and **Australian Curriculum** requirements. The overwhelming majority of teaching staff easily meet the 37.5 hours of PD to satisfy the requirement for the shortened year.



7.3 TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

The Australian Curriculum continues to demand PD for Phase 1 and Phase 2 Areas of Study through attendance at Clarifying Forums, while Phase 3 Areas of Study are more intensively involved in workshops to advance familiarity with the requirements of the new curriculum. Student Free days have been dedicated to working in AOS groups with support from AC Implementation Officers.

Research Project teachers have regularly shared expertise and supported one another (including during holiday time) to ensure students were able to succeed in this compulsory part of the SACE. A number of teachers have continued to hone their skills in their subject areas by acting as moderators and markers in SACE subjects.

STEM has seen a cross curricular PD focus under the leadership of our new Assistant Principal resulting in increased learning for staff and opportunities for students to explore areas of interest across Science, Technology Engineering and Maths.

Staff have enjoyed professional learning involving diverse topics such as differentiating the curriculum, further developing formative assessment, problem based learning and identifying strategies for catering for the needs of students with special needs and gifted students.

Our use of **Daymap** has continued to expand and regular PD on new applications of this software has enabled staff to improve their skills and improve communication by using more of Daymap's functions as part of our Standard Operating Procedures. Recording of lesson plans (in the case of teacher absence) using Daymap has been embedded and the first successful steps have been made to using the Parent Portal for 2014.

Staff have been encouraged to apply to attend National Conferences including **Edutech**, **Hawker Brownlow** and the **CIS National Conference**. Small teams have attended and shared their learning on return.

Supporting our **International** Program, the Principal and an Assistant Principal were selected and travelled to **Indonesia** and **Thailand** respectively to participate in delivering PD in schools during their vacations and set up connections with schools in those countries while the Deputy Principal and Chinese teacher chaperoned a group of 12 students on a study tour of **China** cementing our ongoing relationship with our sisterschool in Huang Dao.

All of our leaders completed a **Middle Management** PD course to enhance their leadership skills during the first semester of 2013.

A number of short courses were offered to teachers by their colleagues with expertise as taster sessions and those less familiar with Moodle were given support as required.

In 2013 the first of a series of whole staff PD sessions exploring the backgrounds of our student cohorts saw a very successful presentation and question and answer session involving the Community Liaison Officers for our **African** communities. Further sessions are planned for 2014 for increasing our knowledge about **Indigenous** and **Middle Eastern** students as learners in our school.

Staff are supported, where possible, with both time and financial support to attend relevant professional learning and we have gradually embedded a culture of staff searching out and undertaking PD which will improve their teaching skills and outcomes for our students.



8. FINANCIAL STATEMENT

2013 Income by Funding Source

	Funding Source	Amount
1	Grants: State	\$7,938,999.56
2	Grants: Commonwealth	\$153,650.41
3	Parent Contributions	\$319,312.40
4	Other	\$86, 825.97



More information about our school and learning programs, including our context statement, is available from our website at www.sehs.sa.edu.au .





SALISBURY EAST HIGH SCHOOL

LEARNING TOGETHER, ACHIEVING TOGETHER

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