



# SCHOOL CONTEXT STATEMENT

Updated: 11/15

**School number:** 1011

**School name:** Salisbury East High School

## **School Profile:**

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.

### ***Vision Statement:***

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

SEHS has high expectations of all students in regard to their intellectual potential; success in vocational and co-curricular activities; respect for themselves and for others; work output and responsible behaviour. Our students engage in a wide variety of learning opportunities, which connect Salisbury East High School with local, national and international communities.

### ***Learning Together, Achieving Together***

#### ***Values***

Respect, Responsibility, Pride, Integrity, Excellence

#### ***Strategic Directions/Priorities***

Quality teaching and learning

Well-being

Partnerships and pathways

## As a school community we

- ✓ Foster excellent communication
- ✓ Build respectful, positive relationships
- ✓ Create effective pathways
- ✓ Pursue High Achievement
- ✓ Support local, national and international citizenship
- ✓ Encourage creativity, critical thinking and entrepreneurial skills
- ✓ Build resilience
- ✓ Embrace diversity

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 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 DECD, Department Improvement and Accountability Framework.

The school is outward looking. Educational partnerships have been agreed with Huang Dao No. 1 Middle School in Shandong Province (China), as well as a number of Thai and Indonesian Schools and these relationships are influencing the school's development of an international focus. The school hosts annual visits from Huang Dao No. 1 Middle School (China) and from Ritsumeikan Junior High School (Japan). Every two years students have the opportunity to tour north-eastern China (particularly Beijing, Qingdao, and Shanghai). In 2015, two staff members and 10 students participated in a study tour, visiting our sister school in Huang Dao. Students and staff also attended the Global Summit in Kyoto, Japan and further staff have visited and worked in schools in Korea and Thailand establishing and maintaining international educational links with teachers and students.

## 1. General information

School Principal's name:	Jacqui van Ruiten
Deputy Principal's name:	Steve Clark
Year of opening:	1966
Postal Address:	PO Box 691, ELIZABETH SA 5112

Location Address: 50 SMITH ROAD, SALISBURY EAST SA 5109  
 DECD Partnership: Salisbury Partnership  
 Geographical location: 18km from GPO  
 Telephone number: 08 8258 2070  
 Fax Number: 08 8250 3733  
 School website address: [www.sehs.sa.edu.au](http://www.sehs.sa.edu.au)  
 School e-mail address: [dl.1011.info@schools.sa.edu.au](mailto:dl.1011.info@schools.sa.edu.au)  
 MOODLE Web Site: <http://dlb.sa.ed.au/sehsmoodle>

#### February FTE student enrolment:

	2011	2012	2013	2014	2015
<b>February total FTE Enrolment</b>	<b>792</b>	<b>748</b>	<b>737</b>	<b>678</b>	<b>675</b>
<b>Male FTE</b>	<b>415</b>	<b>402</b>	<b>378</b>	<b>351</b>	<b>344</b>
<b>Female FTE</b>	<b>377</b>	<b>346</b>	<b>359</b>	<b>327</b>	<b>331</b>
<b>July School Card (Persons)</b>	<b>213</b>	<b>171</b>	<b>183</b>	<b>188</b>	<b>152</b>
<b>NESB Total (Persons)</b>	<b>116</b>	<b>120</b>	<b>121</b>	<b>117</b>	<b>124</b>
<b>Born O/S &amp; in Aust less than 1 yr (Persons)</b>	<b>2</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Aboriginal FTE Enrolment</b>	<b>25</b>	<b>27</b>	<b>27</b>	<b>29</b>	<b>26</b>
<b>NEP</b>	<b>70</b>	<b>63</b>	<b>52</b>	<b>46</b>	<b>56</b>
<b>FLO</b>			<b>24</b>	<b>28</b>	<b>35</b>

#### Student enrolment trends:

There has been a steady decline in enrolments in line with the local demographic decline experienced in our feeder primary school. Nevertheless we have consistently been above our predicted enrolments and preliminary Year 8 numbers for 2016 suggest a noticeable increase in enrolments.

#### Staffing numbers (as at February 2015 census):

Deputy Principal	Steve Clark
Assistant Principal, Student Well-being and Engagement	Mark Hodgson
Assistant Principal, Teaching and Learning & Senior School	Paul Hudson
Assistant Principal, STEM, Gifted	Yvette Riley

Assistant Principal, Literacy and Supportive Programs	Veronika Jeske
Business Manager	Roslyn Warren
FTE	49.4

#### Public transport access:

The school is served well with a number of buses going west to the Salisbury Interchange, North to Elizabeth and Hillbank, and South to Para Hills. There is a designated bus service – Bus “476” –, which operates through the Salisbury Heights and Elizabeth East area both before school and after school.

## 2. Students (and their welfare)

#### General characteristics:

We continue to have a diverse student population with 4% identifying as Aboriginal and Torrens Strait Islander (ATSI), 18% from Non-English Speaking backgrounds (NESB), 9% qualifying as having English as a Second Language (ESL), 8% on Negotiated Education Plans (NEP) and 23% on School Card. Interestingly the percentage of all Aboriginal and non-English speaking backgrounds has risen 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 international fee paying students are not represented in this data, as they are not included in enrolment census data collection.

#### Student support offered:

Student Services provides continuity and consistency with regards to Student Behaviour Management. The Student Services Team is comprised of:

- Assistant Principal – Student Well-Being (whole school leadership)
- the five Year Level Coordinators
- the Student Support Coordinator
- the Pathways Coordinator
- SEAL Alternative Learning Coordinator
- the School Social Worker
- the Aboriginal Education Coordinator
- the Aboriginal Education Teacher
- the ASETO

The Student Services Team has worked consistently, since its inception, to embed the school values (RESPECT, RESPONSIBILITY, EXCELLENCE,

INTEGRITY and PRIDE) into our practice and to make them central to all our interactions with students.

Students are supported through the deployment of Year Level Coordinators and the team of home group teachers who continue to work with their class throughout the students' time at SEHS.

#### Student management:

The school's behaviour management policy is based on the school values which are displayed in all classrooms, and are well understood by students and teachers. Exits from classroom and other incidents are documented via DayMap. The Year Level Coordinators oversee behaviour contracts, suspensions and contact with the interagency and behaviour support teams.

#### Student government:

Salisbury East High School actively promotes the involvement of students in all aspects of school life, including contributing to decision-making processes within the school. The school also aims to provide students with opportunities to build on their leadership and communication skills. There are a number of ways in which students can be involved with leadership programs at SEHS.

Year Level Captains and Vice Captains provide leadership for students and represent the school and student body at official functions, including assemblies. The captains are part of a Student Voice group, which aims to represent and reflect the opinions of students within each year level. Members of the Student Voice also have the opportunity to be part of the NASSSA Youth Action Team (YAT). As part of this group students meet with student representatives from other schools in our district twice a term to discuss various issues.

Year 11 students have the opportunity to participate in the Peer Support program and as mentors in the High Resolves Program for Year 8 students. Peer Support leaders actively engage with year 8 students throughout the year by attending Year 8 home group twice a week and leading various workshops during student development.

Year 10 students have the opportunity to develop leadership and communication skills through involvement with the Beacon Foundation. Through this program students are able to work with businesses and community organisations to promote career awareness and provide students with opportunities to experience the workplace through work experience and industry visits.

#### Special programmes:

Flexible Learning Options, Salisbury East Alternative Learning (SEAL), NASSSA Vocational Programs.

### 3. Key School Policies

#### Council of International Schools (2005 – 2015)

Salisbury East High School received full international accreditation from the Council of International Schools in 2007 and saw the accreditation confirmed in 2011 with numerous commendations during the 5 year review process. In February 2016, the 10 year accreditation visit will take place.

#### Characteristics of an Accredited School

- The school is devoted to its Mission and Vision for Students, as expressed in its Guiding Statements. The school also adheres consistently to the [CIS Code of Ethics for Schools](#).
- The school cares enough to seek validation from a recognised accreditation authority for the work it does for its students.
- The schools focuses on the quality of teaching and the progress students make, their standards of achievement (in the broadest sense) as well as the students' well-being.
- The school knows itself. It has thought deeply about the services it offers to students, family and community.
- The school is student-orientated. Its philosophy of education is suitable for the students on roll and encompasses the development of the whole individual.
- The school keeps its promises. It promises only what it can deliver.
- The school accepts objective assessment. It is prepared to open its doors periodically to regular evaluation by its own school community and by outside experienced practitioners.
- The school is constantly seeking to improve its performance in all areas in order to ensure it attains the desired learning outcomes for its students.

- The school plans strategically for the future. As part of the on-going nature of the evaluation process, accredited schools are continually planning future developments.

Accreditation ensures that the school meets the demanding CIS Standards in all school areas:

- School Guiding Statements
- Teaching and Learning
- Governance and Leadership
- Faculty and Support Staff
- Access to Teaching
- School Culture and Partnerships for Learning
- Operational Systems

### **Site Improvement Plan**

The school is seeking to align the recommendations from the 5 year CIS review and the feedback from the 2014 Preparatory Report with the DECD external reviews in schools conducted by the Review Improvement and Accountability team.

The four school priorities are to

1. Quality Teaching and Learning in a culture of school improvement
2. Well-Being – Support our community to flourish in their learning
3. Building Capacity and Participation
4. International Mindedness: Cultural and Ethical Understanding

The CIS reports and other site improvement documentation are available on the school website.

## 4. Curriculum

### Subject offerings:

Salisbury East High School offers a broad curriculum to students from Years 8-12 that challenges and supports all learners.

In the Middle school students study a full range of subjects from the Australian Curriculum. A STEM class will be created at Year 8 in 2016.

Senior School students study a range of subjects accredited by the South Australian Certificate of Education (SACE) Board.

As a member of the NASSSA alliance, we are able to offer in addition to academic subjects an extensive range of Vocational Education Training (VET) options for students to complete their SACE.

### Special needs:

There is an Assistant Principal, Supportive Programs and a Special Needs teacher who develop Negotiated Education Plans and work with SSOs to provide inclass support to identified students as well as support in the WAVE Room.

EALD students (for whom English is an additional language) are similarly supported in classes with selected English teachers, skilled in working with students from Non English Speaking Backgrounds.

### Special curriculum features:

We have a Pathways Coordinator who manages the Vocational Education and Training programs which our students can access. We are a STEM school and have won a grant to work with schools in the Salisbury Partnership to embed an ongoing STEM program. We are in the preliminary phase of establishing a special Soccer school program in 2016. The school was awarded the 2015 National Beacon 'School of the Year' award and 'Best Innovation' award for the exemplary work in providing students with the necessary skills and exposure to a myriad of pathways. As a Beacon school we have developed significant contacts with local industry, hosting Beacon Breakfasts and opening up opportunities for students to connect with the world of work.

### Teaching methodology:

The school has an emphasis on 21<sup>st</sup> Century methodology and Quality Teaching. Significant ongoing PD has been supported in this area.

Students have 24/7 access to online coursework and teacher support via several platforms. In addition, PLP, Research Project and overviews of all curriculum are stored in this way. Students comment favourably in relation to this initiative.

Daymap is increasingly being used to provide easy access to learning materials and assignments with assessments and attendance also be recorded here.

### Student assessment procedures and reporting:

Staff report student progress to parents 4 times per year. At the end of term 1 & 3 an interim report is issued via a report collection evening, during which parents collect their child's report from the homegroup teacher and can meet with their children's teachers. An end of semester "final report" is issued at the end of term 2 & 4 and this is sent home with the student on the last day of term.

The school uses the Daymap reporting system to produce its reports electronically.

Years 8 and 9 participate in *My 21<sup>st</sup> Century Learning Project* at the end of Term 4. This provides students with an opportunity to showcase their research skills, their learning and their presentations skills using technology to their parents and their teachers.

### Joint programmes:

The school works closely with all state secondary schools in the northern region as the Northern Adelaide State Secondary Schools' Alliance or NASSSA. This network focuses on delivering school industry links by increasing vocational offerings throughout the region and shared curriculum delivery. Principals, Deputy Principals, Area of Study Coordinators and Student representatives from each school meet regularly and share their practice and arrange common school closure days to support curriculum knowledge and pedagogy.

## 5. Sporting Activities

The school competes in State knockout competitions and northern zone activities as well as holding an annual whole School Sports Day. An elite Physical Education course has been offered for selected students since 2012.

## 6. Other Co-Curricular Activities

The school conducts regular Concert band tours, Canberra Trips for Year 11 students and Ski Trips. SEHS also showcases its students through a range of activities including the "It's Showtime" Arts extravaganza, Australian Maths Competition, Science Competitions, Australian Informatics Competitions, NASSSA Maths Olympics Quiz Nights, STEM Competitions and Activities (such as DIRT TV, First Lego League Robotics Competition and the C2C Holden Cruze Assembly Challenge), Premier's Reading Challenge, Aerobics Competitions and the Balaklava Eisteddfod.

## 7. Staff (and their welfare)

### Staff profile

In 2015, there are 50 teaching staff members and 17 non teaching staff.

### Leadership structure

Executive Team: Principal, Deputy Principal, Assistant Principals (4), Business Manager

The Leadership Team of Coordinators: 5 Area of Study Coordinators, one Student Support Coordinator (Counsellor), Pathways Coordinator, Alternative Learning Coordinator and five Year Level Coordinators.

### Staff support systems

The staff has an active PAC and a Staff Association. Staff work in a supportive and cohesive way.

The Area of Study team meetings all include professional development opportunities for staff as documented via Agenda/Minutes. Items included in this forum include the use of rubrics, interactive technologies, sharing of resources and pedagogy.

In addition, we have significantly changed the culture from one that few staff accessed professional development opportunities to all staff participating in Professional Development.

Strategies we have implemented to improve this include:

- Establishing the expectation that all staff continue to develop through professional development (eg all staff participating in training in the Australian Curriculum and SACE).
- Changing the focus for Area of Study team meetings from routine to professional development and sharing of pedagogy.
- The establishment of Professional Learning Communities to trial and implement new strategies. The work of these communities now drives the work of all Professional learning for all staff.
- Whole staff professional learning activities where staff from different curriculum areas share their practices with the rest of the staff on a range of topics.
- Encouragement of staff to participate in projects with DECD, Beacon, Universities and Industries.
- The establishment of the NASSSA Curriculum Area Team meetings for curriculum area coordinators from neighbouring secondary schools.

- Regular professional learning opportunities for members of the leadership team to develop skills in identified areas (eg professional development and performance and development).
- Establishment of a Professional Development team to oversee Professional Development for the school.
- Professional Development budget providing funds to cover costs (accommodation, travel and conference fees) of national conferences.
- Tuesday evenings quarantined for 'voluntary' professional development. Staff have taken responsibility for organising and delivering training. In 2010, (16 staff) participated in ESL in the mainstream, How Language Works (2011, 15 staff) Moodle, ICT training and DayMap. Recent PD has included First Aid, Autism Spectrum, Cultural awareness presentations for African, Indigenous and Muslim students, Sharepoint, Internationalism, student and staff presentations following overseas study tours and Daymap.

Quality Professional development is now embedded in the SEHS culture.

### Performance Development and Review

The Department of Education and Child Development (DECD) is committed to a high performing workforce where excellence is pursued and performance development systems are embedded in the culture.

Performance Development & Review is an ongoing process of planning, monitoring, reflecting, reviewing and making decisions about performance which results in actions to continuously improve learning and performance. It is a process which can be both informal and formal and involves identifying performance objectives and learning goals, and reviewing performance against indicators of success. All staff members complete a self-review that is based either on their job and person specification or Teachers' Work. Staff meet with their designated line manager at least once per semester. Conversations are documented in a PD&R Plan and submitted to the Principal.

### Staff Utilisation Policies

This is managed by the PAC in their advisory role to the Principal.

### Access to special staff

Instrumental teachers, guidance officers, behaviour support and interagency personnel, Northern Futures, Flexible Learning Options (FLO) workers, local community groups.

## 8. Incentives, support and award conditions for Staff

### Medical expenses:

The school covers the cost of the voluntary annual flu vaccination.

### Technology:

All teaching staff are provided with a personal laptop and have a choice between an ACER and an Apple Macbook.

## 9. School Facilities

### Buildings and grounds

There have been considerable upgrades to the buildings and facilities in recent years, including 4 new science labs, Trade Training Centre, all main building classrooms and verandas. 2015 saw the completion of a \$7.26 million capital works project (Creative Arts Centre and extensive landscaping) and a school funded development of a dedicated Senior School Centre.

The Creative Arts Centre has

- a state of the art Dance facility / performance space with retractable seating for 140 people
- a purpose built music room with two soundproofed practice rooms
- unisex toilets
- change rooms
- storage facilities for instruments and equipment
- a multimedia room and editing suite
- two art rooms and storage facilities
- a flexible gallery space /classroom
- staff office and display areas

In addition to the above there are STEM labs, a Gym, a Library, Dedicated Computer rooms, a Music Technology Suite and a Weights Room.

### Heating and cooling

The FPU (Flexible Plan Unit) and library are equipped with temperature controlled reverse cycle air conditioning. Other classrooms are provided with individual reverse cycle airconditioning units.

### Specialist facilities and equipment

All classrooms are equipped with a data projector and audio system. Most have blinds or curtains.

### Student facilities

A dedicated area, the new Senior Centre is available for Year 12 students who have study lines. This area is also available for Year 11 VET students. A very comfortable and well appointed area, it is available for use at recess and lunch times. There is a Senior Students Courtyard available for the use of Year 11 and Year 12 students adjacent to the Senior Centre. Students from all Year levels enjoy the library during break times and for Homework Club after school. Shelter sheds and the Arts Centre and the gym are also popular at lunchtimes. Although we have a BYOD policy, there is a limited hire scheme for students to hire laptops.

### Staff facilities

The Staff room and Boardroom have been upgraded. All teaching staff have an office space provided as close as possible to their main teaching area. The school is organised into curriculum learning spaces to allow the teachers to team teach and to work with colleagues in the same learning area. The Conference Centre is available for larger staff, student or parent sessions.

### Access for students and staff with disabilities

There is good access for staff and students with a physical disability. A lift with key access allows those with temporary or permanent disabilities to access the second floor of the main building. There are numerous access points with compliant ramps available to allow entry to most parts of the school. There are 2 disabled carparks in the main carpark.

### Access to bus transport

The school is served well with a number of buses going West to the Salisbury Interchange, North to Elizabeth and Hillbank, and South to Para Hills. There is a designated bus service – Bus “476” –, which operates through the Salisbury Heights and Elizabeth East area both before school and after school.

## 10. School Operations

### Decision making structures

The Decision Making Policy encourages the use of naturally occurring teams to generate issues for decision-making, according to their role and responsibility. The main teams that staff are involved in are directly linked to their duty of care (year level teams) curriculum delivery (Area of Study teams). The curriculum leadership team and student services team have responsibility for leadership and decision making in their areas. The structure is documented with clear procedures and is included in the staff handbook.

All minutes of meetings are available to staff to access at their leisure.

Staff can share grievances or new ideas via the Wellbeing box (located in the staff room) which is managed by PAC.

### Regular publications

The school newsletter is published twice per term and is available on our website. The newsletter has a focus for each edition. They regularly feature student achievement and successes of students and staff.

News updates with photos regularly appear on the school website.

Course handbooks are no longer printed as Course selection is done online via *eschoolsolutions*.

All staff receive an annually updated handbook (now in electronic form) that provides useful information regarding school policies and procedures.

### Other communication

The Daymap system provides an easy method of disseminating and accessing notices. Email is used on a daily basis by all staff for communication with colleagues, parents, students and others. All relief lessons and class tasks and assessments are now being put on the Daymap system and parents have access to the Parent Portal of Daymap. Emergency communication and unexplained absences are communicated via text message to parents/ caregivers.

### School financial position

Salisbury East High School has a sound financial position.

## 11. Local Community

### General characteristics

Situated in the Northern Adelaide region, the community is a mix of socio-economic class and cultural backgrounds.

### Parent and community involvement

The Governing Council has implemented a number of strategies to encourage greater involvement by parents in the life of the school. This is a common agenda item at Governing Council, who take every opportunity to try new ways to involve parents in decision making and the life of the school. The Governing Council have come to the conclusion that parents want different levels of involvement with the school ranging from dealing with the issues faced by their sons/daughters, input into decision making to being Governing Council members.

Some recent initiatives:

- Parent Interview Night conducted on a structurally less formal basis with no appointment times to allow easier access to staff by parents.
- Year 8 New Parent Interviews where parents and their children can discuss information about the school and their child on a more informal and personal basis in the year prior to commencing at the school.
- Interpreters are organised as required by the International Coordinator for families for school events such as Meet the Teacher, Parent Interview Night and Course Counselling.
- Parents attend Course Confirmation and *My 21 PCLP* presentations with their students
- Targeted communication with parents of Aboriginal students to ensure accurate information and encourage attendance at school events.
- Annual perception surveys are completed by parents.
- An annual Year 8 Meet the Teacher night conducted at the beginning of the school year.
- Transition Evening for parents
- Open Day events for prospective families
- Parent Sessions (organised by the Governing Council) on Social Media and ICT at SEHS
- Opinion Surveys
- Parent and students meet with Year Level Coordinator and AP for NEP meetings

Since 2012, almost all positions for Governing Council have been filled indicating an increased interest in participating on the Council.

Parents are members of the Governing Council. From time-to-time some volunteers are involved in the Resource Centre and Administrative functions. The Governing Council and Executive Team involve parents/caregivers in many aspects of the school.

#### [Feeder or destination schools](#)

Students come from more than 25 primary schools in the local area but mainly from our cluster primary schools: Gulfview Heights, Keller Road, Madison Park, Brahma Lodge, Salisbury, Salisbury Park and Salisbury Heights.

Along with Salisbury East High School, five preschools (Brahma Lodge Kindergarten, Madison Park Kindergarten Manor Farm Kindergarten, Salisbury Heights Preschool, Salisbury Park Kindergarten) and six of these primary schools make up the **Salisbury Partnership**. The Partnership has a focus on Numeracy, STEM and Continuity of Learning.

#### [Other local care and educational facilities](#)

A local council Neighbourhood House is next door on Smith Road. Our SEAL (Salisbury East Alternative Learning) group has developed an excellent

relationship with the Neighbourhood House. There is also some shared curriculum delivery with local secondary schools and potentially sharing the skills of language teachers with the local partnership.

#### [Commercial/industrial and shopping facilities](#)

There are small local shops nearby and more extensive commercial operations along the Main North Road along with a major regional shopping centre Parabanks about two to three kilometres from the school.

#### [Local Government Body](#)

We are located within the Salisbury Local Government Area.

## **12. International Program**

Salisbury East High School works with International Education Services (IES) to provide study programs for full fee paying international students. We have also developed in recent years a strong International program welcoming study tour groups of teachers and students from schools in Indonesia, Thailand, Korea and Japan. We also have an ongoing series of inbound and outbound visits with students and teachers from our sister school in Shandong province, China, Huang Dao Number One Middle School.

We take advantage of every opportunity for our staff and students to experience living and working in an overseas environment and to further their competence as global citizens. Our offering of Mandarin and Japanese languages reflects the importance of our international connections.

In 2016 Salisbury East is planning to offer Nepali and Kirundi out of hours to our students and those from neighbouring schools who are speakers of these community languages.