



SCHOOL CONTEXT STATEMENT

Updated: 07/12

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:

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.

Values

Respect, Responsibility, Pride, Integrity, Diligence

Strategic Directions/Priorities

Quality teaching and learning

Well-being

Partnerships and pathways

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

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

The school is outward looking. Educational partnerships have been agreed with Jiaonan No. 1 Middle School in Shandong Province (China), as well as a number of Indonesian Schools and this relationship is influencing the school's development of an international focus. The school hosts annual visits from Jiaonan No. 1 Middle School (China) and from Ritsumeikan High School (Japan). Every two years students have the opportunity to tour north eastern China (particularly Beijing, Qingdao, Nanjing and Shanghai). In 2011, eleven staff members participated in professional development, visiting sister schools in Jiaonan and Nanjing.

1. General information

School Principal name:	Jacqui van Ruiten
Deputy Principal's name:	N/A
Year of opening:	1966
Postal Address:	PO Box 691, ELIZABETH SA 5112
Location Address:	SMITH ROAD, SALISBURY EAST SA 5109
DECS Region:	Northern Adelaide Region
Geographical location:	18km ie road distance from GPO (km):
Telephone number:	08 8258 2070
Fax Number:	08 8250 3733
School website address:	www.sehs.sa.edu.au
School e-mail address:	sehs@sehs.sa.edu.au
MOODLE Web Site:	http://dlb.sa.ed.au/sehsmoodle

February FTE student enrolment:

	2008	2009	2010	2011	2012
February total FTE Enrolment	849	881	831	792	748
Male FTE	421	442	439	415	402
Female FTE	428	439	392	377	346
July School Card (Persons)	250	247	222	213	171
NESB Total (Persons)	122	112	114	116	120
Born O/S & in Aust less than 1 yr (Persons)				2	5
Aboriginal FTE Enrolment	12	19	22	25	27
NEP	75	76	74	70	63

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.

Staffing numbers (as at February census):

Assistant Principal, Human Resources	Steve Clark
Assistant Principal, Student Well-being	Mark Hodgson
Assistant Principal, Curriculum	Peter Voudantas
Assistant Principal, Communication, Information and Accountability	Wayne Wallace
Business Manager	Roslyn Warren
FTE	50.4

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 “H” –, 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 3 % identifying as Aboriginal and Torrens Strait Islander (ATSI), 10% from Non-English Speaking backgrounds (NESB), 9% qualifying as having English as a Second Language (ESL), 9% on Negotiated Education Plans (NEP) and 27% on School Card. Interestingly the percentage of all Aboriginal and non-English speaking backgrounds 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 four international fee paying students are not represented in this data, as they are not included in enrolment census data collection

Student support offered:

The 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 Counsellor (now called the Student Support Coordinator),
- the Pathways Coordinator (career counselling)
- the Special Education teacher
- the Aboriginal Education Teacher
- the teacher who manages the Student Mentor programme

The Student Services Team has worked consistently, since its inception, to embed the school values (RESPECT, RESPONSIBILITY, DILIGENCE, 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 Managers and the team of home group teachers who continue to work with their year level throughout the students' time at SEHS. For example, the Year 11 team consisting of the YLM and the home group teachers have been working with the cohort since they were in Year 8.

Student management:

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

Student government:

The school is keen to develop student voice in all aspects of school life and therefore offers a variety of ways that the students can participate in decision making and contribute to the school. In year 12, the Head Boy and Head Girl and the Vice Head Boy and Girl provide leadership and advice to the Executive Leadership Team of the School. Annual student forums are run by the Student Services Team attended by all volunteer students. In addition, each year level manager is advised by the year level student representatives. Recent student forums have resulted in a change to the uniform, site improvement plan priorities and facilities development in the school.

Special programmes:

FLO, NASSSA Vocational Programs, eLearning for Year 12 Mathematics and Physics.

3. Key School Policies

Council of International Schools (2005 – 2014)

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.

The key principles of the CIS framework are outlined below.

Key Principles:

- The school is devoted to its mission. It cares enough about what it does to seek validation by a recognised accreditation authority.
- 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 the school community and by outside experienced Evaluators.
- The school is constantly seeking to improve its performance in curricular and other areas.
- The school plans 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:

- Philosophy and Objectives

- Curriculum
- Governance and Management
- Staff
- Student Support Services
- Resources
- Student and Community Life

Site Improvement Plan

The school is seeking to align the recommendations from the 5 year CIS review with the DECS Quality and Improvement Framework.

The three school priorities are

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

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

4. Curriculum

Subject offerings:

Open Access/Distance Education provision:

Only under special circumstances may a student study via this mode of delivery.

Special needs:

There is a Special Needs teacher who develops Negotiated Education Plans and works with SSO's to provide inclass support to identified students.

ESL students are similarly supported and classes run at Stage 1 and 2.

Special curriculum features:

We have a Pathways Coordinator who manages the Vocational Education and Training programs which our students can access. There is a whole school literacy focus on Comprehension (Northern Adelaide Region priority) and we have a numeracy coordinator

Teaching methodology:

The school is a pilot school for the comprehension focus for the Northern Adelaide Area. All teachers are expected to explicitly teach vocab and questioning to all of their classes and in all areas of study. Members of the Comprehension Professional Learning Community conduct termly walk throughs to identify good practice and to determine the extent of implementation of the specified strategies.

Teachers proudly showcase the strategies they use in staff and professional learning meetings and a number of key staff have addressed, local, state and national audiences on this topic.

All Year 12 course materials are on Moodle which allows 24/7 access to these materials by students. In addition, PLP, Research Project and overviews of all curriculum are stored by this mechanism. Students comment favourably in relation to this initiative.

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 8-11 participate in Round Table assessment and course counselling. This provides students with an opportunity to showcase their learning with their parent, member of the community and their teacher.

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.

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 is offered for selected Year 9 students from 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 at the Golden Grove Arts Centre, Australian Maths Competition, Science Competitions, Premiers Reading Challenge, Aerobics Competitions and the Balaklava Eisteddfod.

7. Staff (and their welfare)

Staff profile

In 2012, there are 52 teaching staff members and 13 non teaching staff.

Leadership structure

Principal, Assistant Principals (4),

The Leadership Team of Coordinators include: 7 Area of Study coordinators, one Student Support Coordinator (Counsellor), Pathways Coordinator and five Year Level Managers.

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 now include professional development opportunities for staff as documented via Agenda/Minutes. Items included in this forum include the use of rubrics, Moodle, sharing of resources and pedagogy.

In addition, we have significantly changed the culture from one that few staff accessed professional development opportunities to now 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 new 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 on comprehension. 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 comprehension.
- Encouragement of staff to participate in projects with DECD, Universities and Industries.
- The establishment of the NASSSA Curriculum Area Team meetings for curriculum area coordinators from neighbouring schools.
- Regular professional learning opportunities for members of the leadership team to develop skills in identified areas (eg professional development and review).
- 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. In 2009/2010 Forty staff completed Moodle PD. In 2012 twenty PD Courses have been offered to staff.

A significant driver to this change was the introduction of the new SACE into secondary schools coupled with the expectation clearly articulated to all staff that the executive team expected all staff to participate in one Professional development session on the SACE.

There was a significant rise in staff PD particularly in New SACE issues such as how to use the new Performance Standards and moderation process.

Quality Professional development is now embedded in the SEHS culture and the nature of this recommendation is that it will always be a priority.

Performance Development and Review

The Department of Education and Children's Services (DECS) 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, regional behaviour support and interagency personnel, Northern Futures, local community groups.

8. Incentives, support and award conditions for Staff

Medical and dental treatment 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 over the last 5 years. This has included 3 new science labs, trade training centre, all main building classrooms and verandas.

The school has been successful in their application for a Capital Works project to build a new Creative Arts Centre with extensive landscaping. This will commence in 2013.

Heating and cooling

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

Specialist facilities and equipment

All classrooms are equipped with a data projector, and audio system linked to ClickView (a facility that allows access to media).

Student facilities

An area for year 12 students is provided in the schools cafeteria complete with wireless internet. In addition, students and their families from years 10-12 are able to take a laptop home for a small fee. Laptop trolleys are located around the school to cater for all curriculum areas.

Staff facilities

The Staff room has 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.

Access for students and staff with disabilities

There is limited access for staff and students with a physical disability. Access to the main building and technical studies is via a ramp. There is no special access to the upstairs classrooms. 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 “H” –, 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 structure was revised in 2011. 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 three times per term and is available on our website. The newsletter has a focus for every edition. The first one for each term is dedicated to achievement and details achievements of the students and staff. Curriculum handbooks and information are published online during term 3 so that students and their parents can access information for course counselling.

All staff receive an annually updated handbook that provides useful information regarding school 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.

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.

It is now common practice to:

- Conduct a face-to-face survey of parents attending interview night (at least once per year) to gauge parent view points. An example is the SMS Communication conducted in April 2012.
- 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.
- Interpreters are organised by the International Coordinator for families for school events such as Meet the Teacher, Parent Interview Night and Course Counselling and Round Table Assessment.
- Parents attend Course Confirmation and Round Table Assesments with their child (previously no parent contact).
- 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.

In 2012, all positions for Governing Council were 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.

Other local care and educational facilities

A local council Neighbourhood House is next door.

Commercial/industrial and shopping facilities

Excellent facilities. Salisbury Council are keen to continue to develop facilities.

Local Government Body

We are located within the Salisbury Local Government Area