Salisbury East High School

2020 annual report to the community

Salisbury East High School Number: 1011

Partnership: Salisbury

	Signature
School principal:	Mr Mark Hodgson
Governing council chair:	Mr Adam Duncan
Date of endorsement:	**5 February 2021**

Government of South Australia

Department for Education

Context and highlights

Our vision is to inspire and empower every student in every class to achieve to their fullest potential and develop the capacity to overcome academic and life challenges with resilience, innovation, collaboration and critical thinking. This commitment is underpinned by our values of respect, responsibility and resilience that guide our behaviours, actions and interactions and are shaped by our focus on high standards of student achievement and providing equity in education for all of our students.

Salisbury East has an enrolment in 2020 of 811. The school has an ICSEA score of 963, and is classified as Category 2 on the Department for Education Index of Educational Disadvantage. Our school population includes 5% Aboriginal students, 12% students with disabilities, 25.77% students with English as an additional language or dialect (EALD) background, 1% children/young people in care and 37.5% of students eligible for School Card assistance.

The Schools Principal was appointed to Angle Vale B-12 midway through the year and was replaced by an acting Principal (Deputy Principal) for Term 3 and 4. The leadership team is comprised of the Principal, 2 B4 - Deputy Principal and 2 B3 leaders that make up the executive team, 3 B2 leaders and 15 B1 leaders. There are 40 teachers including 8 in the early years of their career and 10 Step 9 teachers (including leadership fallback).

HIGHLIGHTS

Continuing to provide a safe and supportive environment as well as access to learning for all students in a year that has been continuously disrupted due to Covid-19 has been our number one achievement for 2020. We were particularly proud of the manner in which the entire staff were able to provide a hybrid of remote and face to face learning as outlined in our 'Learning from home' procedure ensured continuity of learning and wellbeing for all students.

Salisbury East High School received $120000 as part of the yr7 to HS to upgrade facilities. This funding along with significant negotiation with DfE Capacity unit will result in the school securing additional facilities including 2 modular buildings to support the delivery of Technology & Art as well as the refurbishment and commissioning of 2 extra Science labs.

New bell times and a mentoring program with a focus on students achievement, reflecting on learning and positive education was successfully implemented.

A successful ESR that affirmed SEHS as a site that promotes a culture of learning with high expectations of achievement for all and utilises evidence-based and targeted to raise student achievement.

Governing council report

The Governing Council is an important voice of the school community, and we were very fortunate again to have a wonderful, diverse representation of the community as council members, including students and school staff.

Whilst disrupted by covid-19, the Governing Council has continued to focus on:

Improving parent and community involvement within our school. Developing an improved forum for parental and school community involvement - increasing parent portal participation through daymap, information nights and whole school events.
Lobbying local council regarding traffic conditions around the schools and investigating viable solutions
Working through the transition of yr7 to HS in 2022 including transition, teaching & learning, community concerns and capacity issues
Ensuring that the cultural and social diversity of the site community is considered and the needs of all student groups are appropriately identified.
Collaborating on broad site policy statements such as the Site Learning Plan, the site budget, and student safety, welfare and discipline policies.
Monitoring and reporting on the Site Learning Plan
Developing and approving the 2020 interim budget, continuing to monitor the finances of the school
Setting and seeking community endorsement for the Material & Services fees for 2020 and incorporating DfE policy changes to be implemented in 2021

KEY ACHIEVEMENTS

Governing council collaborated on the development and review of the 2021 - 2023 Site Improvement Plan.
Significant upgrades to school facilities, new learning resources, technology upgrades and new infrastructure - modular and science upgrade.
Significant upgrades to Gloucester Avenue speed restriction zones and crossing for students. Commitment from Salisbury council to continue traffic management for Smith Road
Participation of Governing Council members on sub-committees to ensure the school runs efficiently and within budget, scrutinising policies, programs and strategies.

The review and implementation the School Uniform Policy as well as extending contract for uniform supply

Quality improvement planning

Salisbury East High School is committed to inspire and empower every student in every class to achieve to their fullest potential and develop the capacity to overcome academic and life challenges with respect, resilience and responsibility.

At SEHS we have a shared understanding and focus that as a school community we: Know our students by utilising multiple data sets and effective formative assessment to inform intentional teaching. Know our practice by engaging with our professional learning schedule to design learning and assessment that incorporates a variety of innovative pedagogies that engages and stretches ever learner. We know our impact by monitoring the progress of every child to reflect on and adjust teaching practices accordingly through effective formative and summative assessment practices.

Key Work

Embedding of processes and documentation that describe leaders and teachers teachers' work. Aligned to the SIP , the teaching and learning strategy outlines teachers' expectations in providing high-quality teaching and improvement of learner outcomes for all students.

Consolidated & strengthened the performance and development process within the school to align with AITSL standards and DfE and focus on quality teacher pedagogy

Introduction of the Common Assessment Template (CAT), developed through extensive collaboration and embracing the collective expertise of our curriculum leaders and teachers

Implemented a systemic approach to collect and analyse school-based data to make informed decisions and evaluate impact. This includes an innovative and efficient way of collecting and presenting school-based data using Power BI and dedicated PL sessions centred on data literacy and strategies to build teacher capacity to make evidence-based decisions

Continued improvement in student achievement in Numeracy and Literacy through a a multilayered school approach. Utilising the 'AC Numeracy and Literacy continuum' to assess and improve student learning outcomes. AOS coordinators given more time to assist team members to plan and deliver high quality learning and assessment.

Establishing a range of high quality assessment strategies to allow students to effectively demonstrate their learning including providing descriptive feedback that enables students to improve the quality of their work

Established a Professional Learning Schedule model that clearly and concisely outlines teachers' responsibilities and learning within 4 key areas; Curriculum, PLT's, Sub Schools and Personal Professional Learning

Collaborative Moderation to enhance consistency of teacher judgments across AOS and within SEHS to ensure that data is effectively analysed for school improvement

Support character development and promotion of growth mindsets through embedding principles of positive education throughout the curriculum.

Building a culture of success by making the recognition and celebration of student success a focus and priority

Moving Forward

Further development of effective differentiation practices that enable all learners to access the curriculum as well as further alignment of tasks to ensure greater engagement and challenge

Provide meaningful and relevant Professional Development to enable teachers to increase alignment of task to AC standards, general capabilities and cross-curricular perspectives. Also include a whole school focus on timely and assessment focussed feedback for students aligned to the effective rubrics

Further develop a culture of success and high expectations by strengthening staff and student collaboration to ensure challenge for all

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

Reading
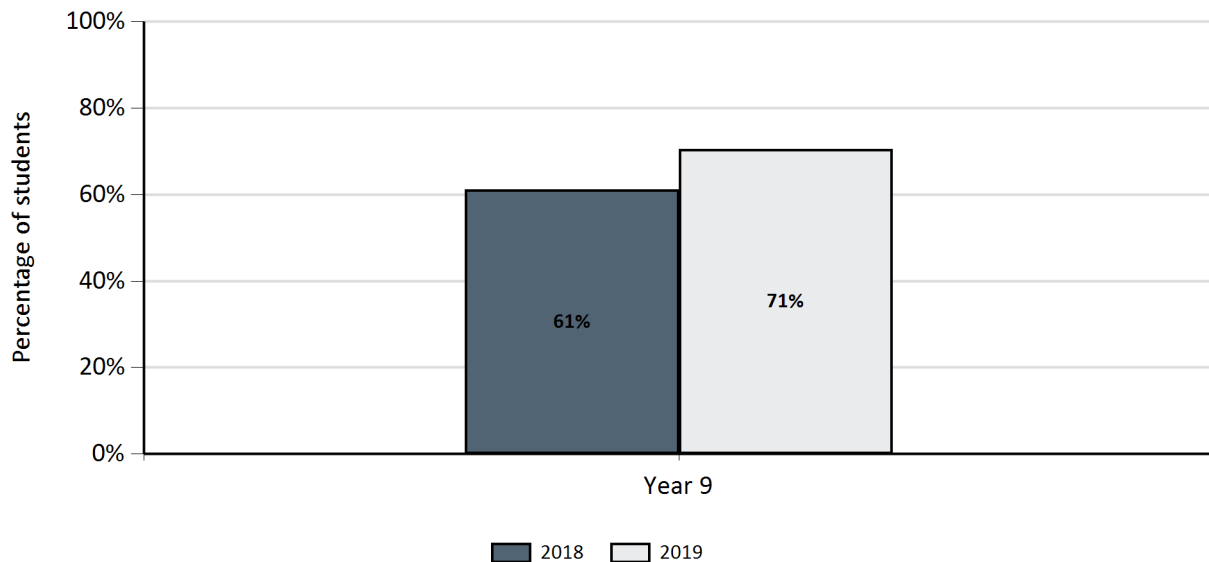
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six acros all cohorts.
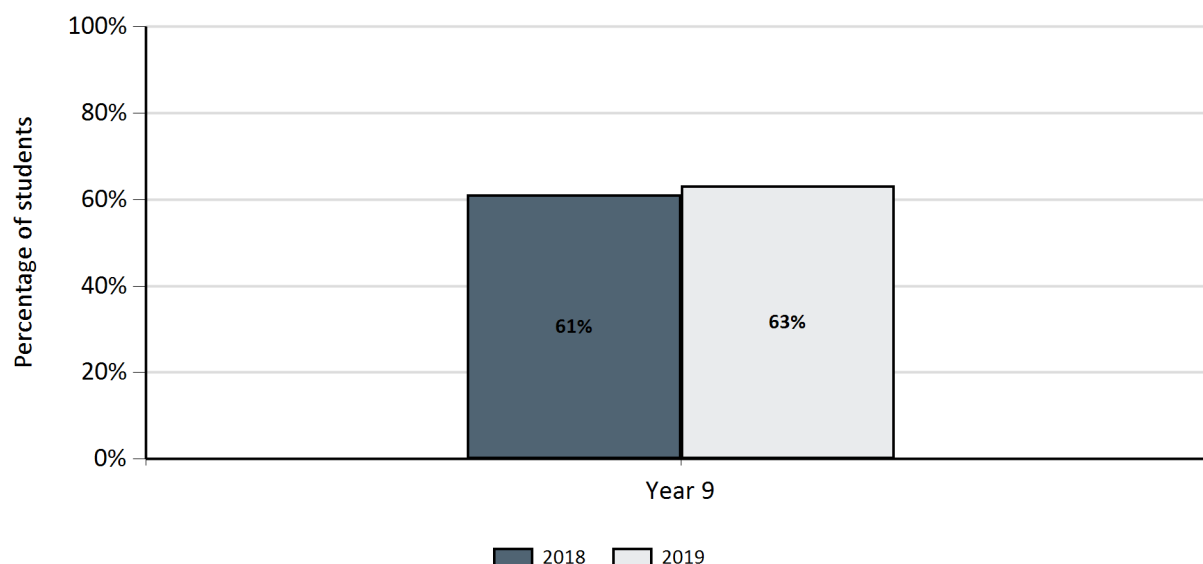
Numeracy

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN progress

The data below represents the growth of students from 2017 to 2020 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 7-9	State (average)
Upper progress group	34%	25%
Middle progress group	50%	50%
Lower progress group	15%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 7-9	State (average)
Upper progress group	21%	25%
Middle progress group	62%	50%
Lower progress group	17%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 9 2019	136	136	15	8	11%	6%
Year 9 2017-2019 Average	138.0	138.0	12.7	7.3	9%	5%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August2020.
^includes absent and withdrawn students.
*Reporting of data not provided when less than six students in the respective cohort.
**Percentages have been rounded off to the nearest whole number.

South Australian Certificate of Education - SACE

SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA)

2017	2018	2019	2020
98%	99%	99%	98%

Data Source: SACE Schools Data reports, extracted February 2020
*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2017	2018	2019	2020
A+	2%	1%	1%	4%
A	3%	6%	5%	11%
A-	7%	10%	8%	15%
B+	14%	10%	11%	15%
B	14%	18%	19%	15%
B-	16%	17%	11%	13%
C+	17%	14%	15%	11%
C	20%	20%	24%	11%
C-	6%	4%	5%	3%
D+	1%	1%	1%	1%
D	0%	0%	0%	0%
D-	0%	0%	0%	0%
E+	0%	0%	0%	0%
E	0%	0%	0%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2020
*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE in October that year

2017	2018	2019	2020
99%	99%	100%	100%

Data Source: SACE Schools Data reports, extracted February 2020
*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2017	2018	2019	2020
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	99%	100%	100%	100%
Percentage of year 12 students undertaking vocational training or trade training	35%	33%	38%	39%

School performance comment

Salisbury East High School moved has continued four years of sustained growth within key student literacy and numeracy achievement 37 % SEA in 2016 to 71% in 2019. Whilst 2020 NAPLAN data is unavailable due to covid-19, the school is confident of a continuing upward trend reflected in slight improvements in PAT-R and PAT-M data.

SACE data sets, such as SACE completion rising from 80% in 2016 to 100% in 2020 and an upward trend in % A and B grades resulting in a shift in the school performance score to 0.48 from 0.39 in 2016. This has taken place in a context of increasing complexity, evidenced by a shift from Category 4 to Category 2 in 2019, 10% increase of EALD students since 2016 and increasing enrolments (15% over 4 years, 2017-2020).

KEY SACE RESULTS

STAGE 2

Maintained 100% SACE completion
Retention increase from 95% in 2019 to 97% based on February enrolments
Average SACE grade move from C in 2018 to B- in 2020
47.5% of students achieved an ATAR - increase in average ATAR to 62.1 from 59.8 in 2019
3 Alternative Learning students achieving SACE and 1 Modified SACE completer
Continued upward trend of %A-C over last 5 years - 99% in 2020
Significant increase in %A grades - 14% in 2019 to 17.4% in 2020

91% of 45 students offered a University placement in 2021 using Yr11 grades

STUDENT

1 Merit - Abby Vebrek (Health)

TOP ATAR SCORES
Joseph Kim 99.5
Liam Borghi 99
Abbie Veprek 98
Ella Smith 97
Rohan Dahal 93
Amelia Bechara 89
Chris Decrea 88
Ammal Basnet 86
Maryam Hasani 85
Georgia McInerney 85

A grades were achieved in the following Stage 2 subjects:

Business Innovation: 16.1%
Chemistry: 14.3%
Community Studies
English: 21.4%
Essential English: 18.2%
Essential Mathematics: 57.9%
Health: 36.7%
Photography: 33.3%
Physics: 40%
Specialist Soccer: 75%
Sports Studies: 62.5%

STAGE 1

% Students that achieved a C or better

Stage 1 Literacy: 91.3%
Stage 1 Numeracy: 83.5%
Stage 1 PLP: 100%
Stage 2 Research Project: 100%

Attendance

Year level	2017	2018	2019	2020
Year 8	89.2%	88.5%	89.3%	85.2%
Year 9	84.1%	86.6%	89.0%	82.4%
Year 10	85.7%	87.9%	86.1%	84.4%
Year 11	90.0%	89.4%	86.6%	83.4%
Year 12	85.7%	93.8%	91.1%	81.4%
Secondary Other	N/A	82.5%	85.8%	83.7%
Total	87.0%	88.9%	88.2%	83.6%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Attendance at SEHS has significantly declined this year to 83.6% due to the disruption caused by Covid-19 restrictions and parental concern for the welfare of their children. Our attendance rates have historically remained in the upper 88%, preliminary analysis using school based attendance data in the latter half of the year suggests the 2020 attendance rate to be approximately 89%. A pleasing note was the % of students engaging in learning via Daymap and Google classroom has increased significantly.

Behaviour support comment

In 2020 behaviour incidents and referrals slightly decreased from 2019, however it is noted that referrals to wellbeing workers rose significantly when compared to 2019 data. Suspensions and exclusions rose by 2% across the school. With the continued development of our middle school structure supported by a new leadership structure and the introduction of a new lesson time schedule we saw a significant decrease in low level behaviour referrals in the middle school. The prevalence of incidents related to threatened or actual violence or related to bullying and harassment were significantly down on previous years - indicating a safer and calmer environment. Our policies aim to promote positive, protective and supportive behaviours and to eliminate all forms of bullying, harassment and violence. Student development programs at all year levels aim to foster mutual understanding, empathy, compassion and generosity.

Client opinion summary

Opinion survey was not administered in 2020

Intended destination

Leave Reason	Number	%
Employment	32	17.9%
Interstate/Overseas	17	9.5%
Other	0	NA
Seeking Employment	50	27.9%
Tertiary/TAFE/Training	35	19.6%
Transfer to Non-Govt School	17	9.5%
Transfer to SA Govt School	28	15.6%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

All staff have undertaken the Responding to Abuse and Neglect and the Child Protection Curriculum training. All teaching staff produced their Teachers Registration Certificate prior to commencement of teaching. All voluntary staff undertook training prior to working at the school. Documentation is sighted and copies are stored both physically at school and with DfE. All Flexible Learning Options Caseworkers provided documentation prior to commencing their work and this was also documented with DfE.

Qualifications held by the teaching workforce and workforce composition

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	103
Post Graduate Qualifications	42

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Please note: Staff who 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.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	62.8	2.3	22.6
Persons	0	66	3	31

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	$11,415,568
Grants: Commonwealth	$1,626
Parent Contributions	$360,979
Fund Raising	$3,074
Other	$111,805

Data Source: Education Department School Administration System (EDSAS).

2020 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2020 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Creation of 2 extra leadership positions to focus on learner achievement and engagement across both middle and senior years. Focus on implementation of mentoring program. Strategies to engage at-risk students	Improved GPA and fewer students at risk. Decrease in behaviour incidents.
	Improved outcomes for students with an additional language or dialect	EALD teacher leader position to support EALD. Development of support classes for EALD student and extra SSO/BSSO support across the school	Improved access to meaningful curriculum for EALD students 8- 12. Improved SACE
	Inclusive Education Support Program	Increased SSO support in the classroom as well as teacher PD - capacity with differentiation. Extra teacher support for verified students in our learning support room. Quick Smart & LLI programs for identified students	Improved access to curriculum. Improved well-being curriculum differentiation
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Wrap around team consisting of AET, AESTO and LET team, developed support strategies in line with Aboriginal Education Policy. Leadership time given to support/monitor ATSI students. Increase in staffing to support an increased number of students engaging with our school based alternative learning pathway(SEAL). School based teachers and youth workers to support students on alternative pathways. Targeted Literacy and Numeracy blocks in years8 & 9 based on evidence as well as involvement in LAN acceleration project.	Increased attendance and engagement within targeted programs. Continued upward trends of students at or above SEA within PATR and PATM.
Program funding for all students	Australian Curriculum	Involvement in LDAM and subsequent professional learning fo teachers to improve task design and embedding of specific literacy and numeracy strategies from the guidebooks. Strategies developed through LAN accel program.	Improved task design and clarity within assessment has increased %A-C
Other discretionary funding	Aboriginal languages programs Initiatives	Not Applicable	Not Applicable
	Better schools funding	Resourcing for Numeracy and Literary interventions for students who were identified as significantly below DfE SEA. Dedicated staff mentoring students at risk.	Improved Literacy & Numeracy skills reflect in PAT R/M and SACE data
	Specialist school reporting (as required)	Not Applicable	Not Applicable
	Improved outcomes for gifted students	Implementation of 'extension' and 'challenge' programs within middle school by introduction of achievement and engagement coordinators,	Increase of students entering higher bands within PAT M