Salisbury High School

2021 annual report to the community

Salisbury High School Number: 0892

Partnership: Orion

	Signature	
School principal:	Mrs Sylvia Groves	
Governing council chair:	Nathan Scerri	
Date of endorsement:	**11 March 2022**	

Context and highlights

Last year we worked towards achieving a number of goals, individually, in teams and as a whole school providing many opportunities for our students to be successful. Looking at the growth across all year levels, it is clear that our staff make a significant contribution to student learning. SACE completion was well above State average with our school achieving 100% SACE completion for the 9th year in a row. Our A and B grade percentages showed improvement and were high with 79.03% of our grades falling in this range. This exceeded state average.

The divide between the advantaged and disadvantaged was widened with the COVID impact and efforts and results during
this time are even more of an achievement.

2021 stands out. It was problematic, challenging and required significant flexibility and adaptability for our staff. The return of Strive Camp was a huge success and an important part of celebrating the success of our students. We had numerous students receive scholarships in 2021 where Salisbury student representatives flourished in the public arena. These scholarships were strongly supported by the hard work of our teachers. Already we have students who have won scholarships for 2022 and beyond.

Our vocational students showed persistence in the challenges this year provided. Access to courses and sites were hampered but final results were strong.

2021 Indicators of success were

• Once again, strong Year 12 results – 100% SACE completion – 127 in total, 2 Merits, 12 A , 105 A grades, 204 B grades, an
impressive 79.03% of students achieved A and B grades, 10 students achieved ATARs above 90, highest unadjusted score
was 96.35 adjusted to 99.95.

• 59.52% of our students achieved their SACE using VET.

• University entry saw 95% of our students who applied, gain entry.

• High Year 12 retention rate of 79% this showed the strong persistence and commitment of our teachers and is a statistic that
we should be very proud of. It highlights our capacity to not give up on our students and help them complete Year 12.

• 100% staff involvement in Professional Learning Teams focused on quality task design and explicit lesson planning.

• Guided Reading and Levelled Literacy Intervention continued and is supported by an amazing team of English teachers and support staff resulting in significant improvements in reading outcomes for our students.

• Successful and much needed Well Being Day

• 12th Musical performed.

Governing council report

2021 has become a year of re-establishment, acknowledging the ongoing challenges COVID 19 has brought but adapting, learning & most importantly from what I see within the Salisbury High School, persisting. No virus, no restrictions, no barriers will overcome the staff or students here at Salisbury High School.

Your School Governing Council continues to review, debate & work together towards achieving the best outcomes for the school, students, staff and community. We look forward to another successful year ahead including the transition of Year 7 students into our school, the continuing success of Well Being Day & the importance it carries in building student support systems & NAIDOC week, a journey into discovery of indigenous culture & celebrating our growing number of indigenous students. These are only a small cross section of events on the Salisbury High School calendar.

This school no longer "punches above its weight," it's a highly sought after educational facility that genuinely provides students' opportunities, growth & grounding as you transition into career paths & further education. You are the future of our community & state, be proud, be persistent, you are valued.

The continued effort & dedication our teachers & affiliated staff devote towards this school is extreme, the culture is to work above & beyond to keep our students engaged, inspired and on task to fulfil their aspirations. For this, the School Governing Council & wider community are highly appreciative of the continued positive outcomes you all achieve. Congratulations to individual award winners on this significant day & congratulations to all students here at Salisbury High School as you move closer to building your dreams.

Written by Nathan Scerri, Governing Chairperson 2021

Quality improvement planning

SACE
Stage 2 Grades and Percentages 2016 to 2021
A 21.27% 19.41% 16.94% 21.76% 17.76% 26.85%
B 53.72% 48.51% 46.11% 48.84% 54.05% 52.18%
C 23.67% 31.73% 16.53% 29.4% 27.15% 20.46%
D 1.33% 0.37% 1.47% 0% 1.04% 0.52%
E 0% 0% 0% 0% 0% 0%
% of Stage 2 A and B grades increased from 71.81% to 79.03%. 2 merits and 105 A grades awarded. Highest adjusted ATAR 99.95,
highest unadjusted 96.35. 10 students achieved ATAR above 90. Mean ATAR was 68.87% . 100% SACE completion for 9th
successive year.
59.52% of SACE completers participated in VET.

Key Actions
Commitment to whole site agreement around quality teaching and learning.
Continued focus on collaborative moderation on site and with other schools focusing on consistency and quality task design.
Shared and cross marking of assessments.
In Special Education modified SACE is implemented to meet the needs of individual students.
PD around CCT utilizing Tactical Teacher critical and creative thinking trainers.
Intentional targeted lesson planning by all teaching staff using data sets (NAPLAN, PAT, running records, class profiles).
QTR reviewed and implemented with modifications to address the PL needs of SHS staff.

Literacy Improvement
2020 169 students across year 8 had Running Record Assessments completed. Mean growth 2.2 reading levels.
2021 191 students across year 8 had Running Record Assessments completed. Mean growth 2.9 reading levels.
2020 163 students across year 9 had Running Record Assessments completed. Mean growth 1.6 reading levels.
2021 162 students across year 9 had Running Record Assessments completed. Mean growth 2.7 reading levels

Key Actions
Appoint a cross curriculum literacy leader to work with learning areas in relation to developing the capacity of teachers to explicitly teach subject specific text types and academic vocab.
Professional learning with Orbis Literacy 7 - 9 for 5 teaching staff.
Develop a plan of action for the development of writing across all learning areas.
Maintain NAPLAN high band reading classes across Years 8-10
Running records for all Year 8 and 9 students used to inform guided reading in literacy blocks.
All students in Year 8 and 9 below SEA continued participation in either Levelled Literacy Intervention (LLI) or phonics intervention program.
SWD targeted students participated in phonics and LLI programs dependent upon individual learning needs.

Numeracy Improvement
Significant increase in the percentage of students with upper levels of progress and reduction in the percentage of students with low levels of progress. Significant increase in the percentage of students at or above SEA.
NAPLAN Numeracy: Progress Low 2021 15% 2019 19% Upper 2021 39%, 2019 19%
Mean 2017 539.7, 2018 536.7 2019 549.1 2021 549.1
At or above NMS 2017 90% 2018 77% 2019 89% 2021 86%
At or above SEA 2017 51% 2018 48% 2019 47% 2021 59%

Key Actions:
Establish a Numeracy leadership team, develop and review Numeracy Plan annually.
Diagnostic testing of Year 6/7/8 students "Trusting the Count" and "Place Value".
Professional Learning with Orbis Maths 6 - 9 for 2 teaching staff and Thinking Maths for 4 teaching staff.
Continued focus on developing teachers' skills and understanding of the 6 big ideas in number (trusting the count, place value,
multiplicative thinking, partitioning, proportional reasoning and generalising).
Introduce a numeracy SSO to support teachers during numeracy blocks and manage/prepare resources.
Implement weekly Numeracy Blocks using data (PAT Maths and/or NAPLAN Numeracy) to plan for targeted and differentiated numeracy learning, with identified students withdrawn to do focused and intentional intervention on the first 2 Big Ideas.
Professional Learning to build the capacity of Maths staff to develop critical problem solving skills in students.

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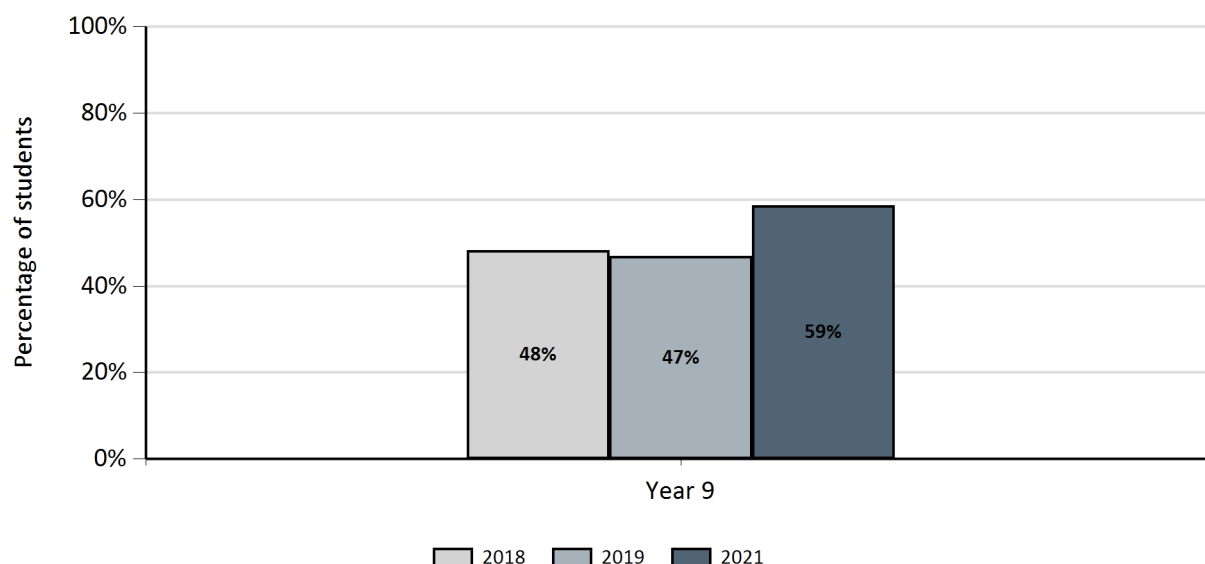
Reading
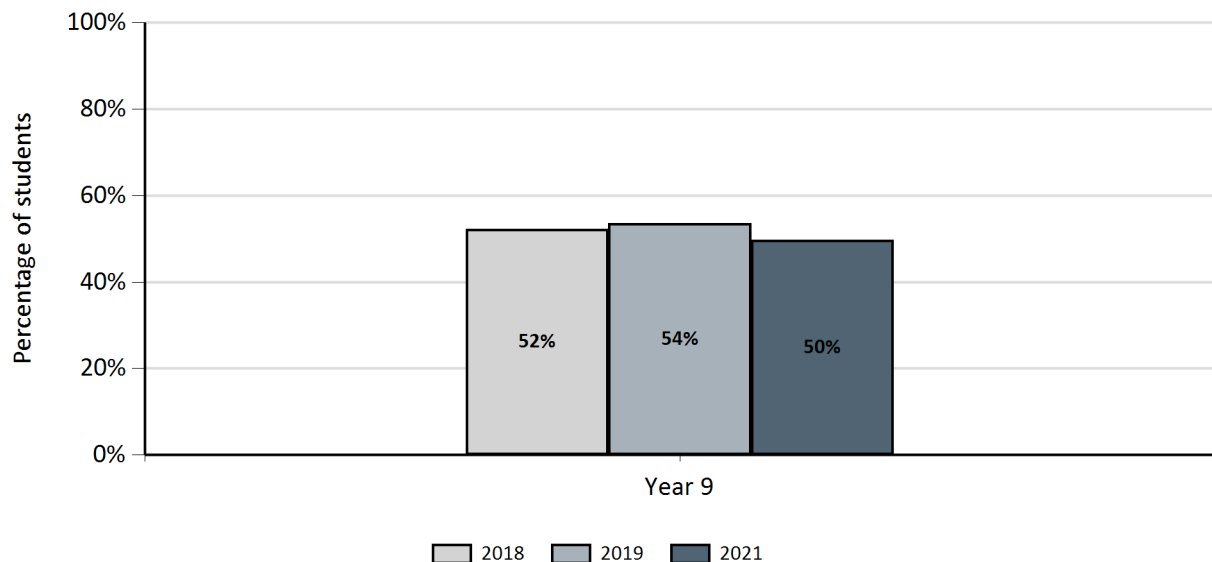
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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.

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 2021.

*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 2019 to 2021 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%	35%
Middle progress group	47%	48%
Lower progress group	19%	17%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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	39%	34%
Middle progress group	46%	48%
Lower progress group	15%	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*
Year 9 2021	157	157	9	12	6%	8%
Year 9 2019-2021 Average	160.5	160.5	12.5	12.0	8%	7%

*NOTE: No NAPLAN testing was conducted in 2020.

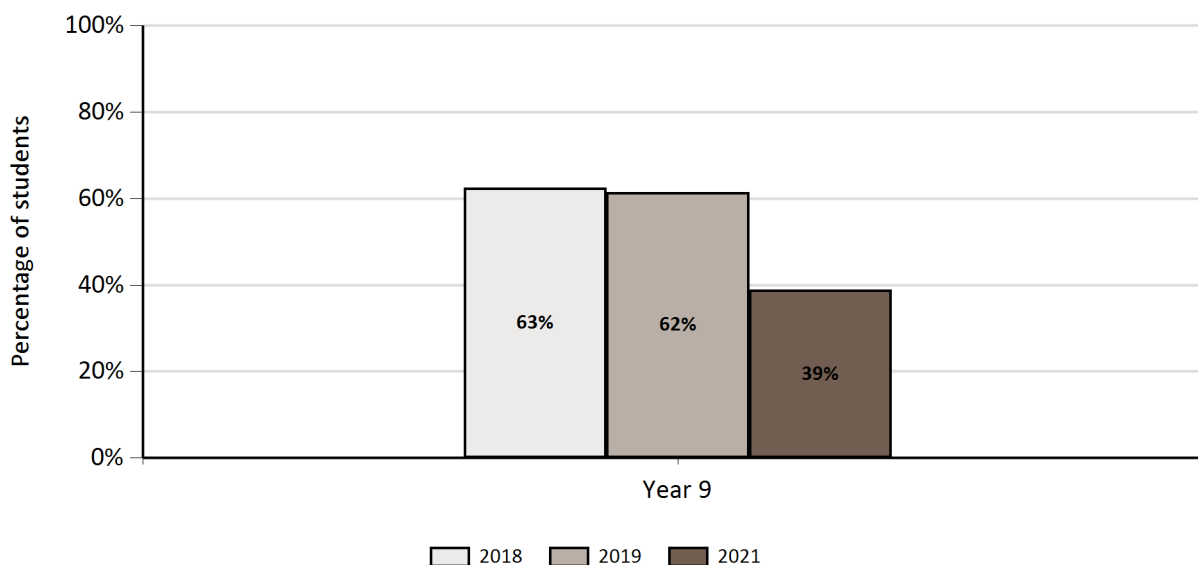Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.
^includes absent and withdrawn students.
*Reporting of data not provided when less than six students in the respective cohort.
**Percentages have been rounded off to the nearest whole number.
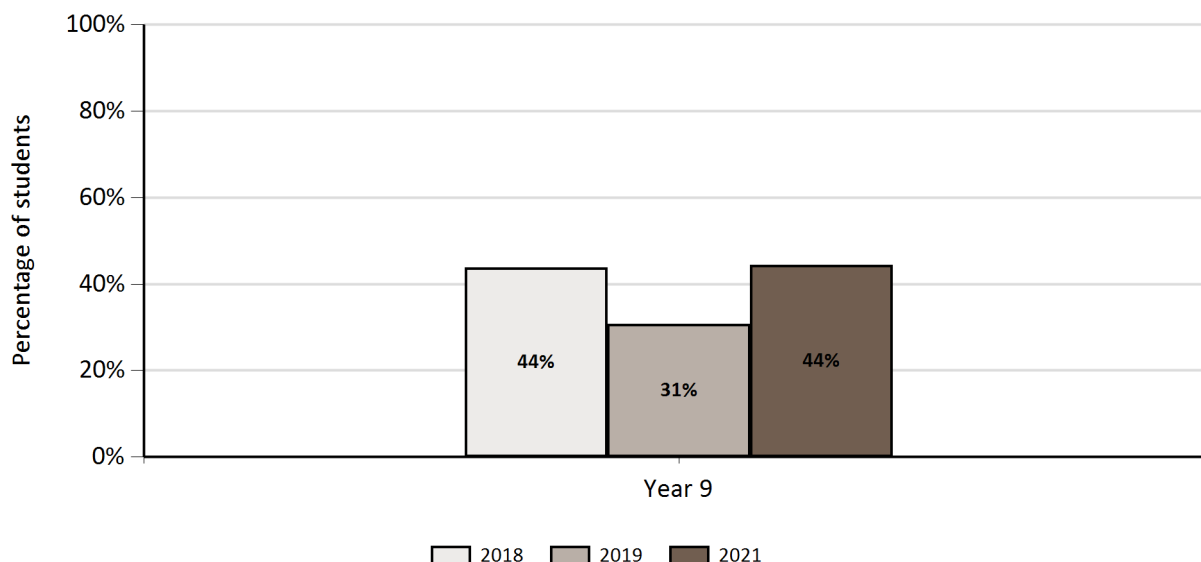
NAPLAN proficiency - Aboriginal learners

Reading

*NOTE: No NAPLAN testing was conducted in 2020.
Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
Data is only shown for Aboriginal learners.

Numeracy

NAPLAN progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 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	*	29%
Middle progress group	57%	48%
Lower progress group	*	23%

Numeracy

NAPLAN progression	Year 7-9	State (average)
Upper progress group	*	30%
Middle progress group	40%	46%
Lower progress group	*	23%

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*
Year 9 2021	18	18	0	0	0%	0%
Year 9 2019-2021 Average	15.5	15.5	1.5	0.5	10%	3%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.
^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.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2021: Quality Teaching

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

> Agreed set of classroom practices that includes modelled and guided reading, literacy blocks, and numeracy blocks. Shared resources detailing the importance of an Aboriginal voice for curriculum areas have been purchased by the site.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

> YEAR 8:
>
> 16 ATSI students across year 8 had a running record assessment complete.
> Mean growth of 2.1 reading levels.
> 2 students reading at Z (independent)
>
> YEAR 9:
>
> 16 ATSI students across year 9 had a running record assessment complete.
> Mean growth of 2.9 reading levels.
> 2 students reading at Z (independent)

South Australian Certificate of Education - SACE

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

2018	2019	2020	2021
99%	100%	99%	99%

SACE Stage 2 grade distribution

Grade	2018	2019	2020	2021
A+	4%	3%	2%	12%
A	5%	9%	6%	42%
A-	8%	10%	10%	51%
B+	12%	11%	18%	0%
B	15%	17%	17%	67%
B-	19%	21%	18%	63%
C+	20%	18%	19%	0%
C	13%	10%	8%	48%
C-	3%	2%	1%	6%
D+	1%	0%	1%	0%
D	0%	0%	1%	1%
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%

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

2018	2019	2020	2021
100%	100%	100%	100%

	2019	2020	2017	2018
Percentage of year 12 students undertaking vocational training or trade training	64%	59%	57%	59%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	68%	63%	63%	58%

2021
60%
100%

School performance comment

SACE
Stage 2 Grades and Percentages 2016 to 2021
A 21.27% 19.41% 16.94% 21.76% 17.76% 26.85%
B 53.72% 48.51% 46.11% 48.84% 54.05% 52.18%
C 23.67% 31.73% 16.53% 29.4% 27.15% 20.46%
D 1.33% 0.37% 1.47% 0% 1.04% 0.52%
E 0% 0% 0% 0% 0% 0%
% of Stage 2 A and B grades increased from 71.81% to 79.03%. 105 A grades awarded. Highest adjusted ATAR 99.95, highest unadjusted 96.35.10 students achieved ATAR above 90. Mean ATAR 68.87 improved from a C to a B grade.
100% SACE completion for 9th successive year.
59.52% of SACE completers participated in VET.
Increase in SACE special provisions for qualifying students to ensure assessment equity and remove disadvantage.

Literacy Improvement
Year 8
191 students had running record assessments completed. Data below shows growth in reading levels across 2020 to 2021 for the 8 cohort.
no improvement data available 5% 9, 5% 9
independent readers unknown, 5% 9
no growth 4.1% 7, 3% 6
growth 1 reading level 22.5% 38, 19% 36
growth 2 reading levels 39.6% 67, 23% 43
growth 3 reading levels 13.6% 23, 14% 26
growth 4 reading levels 4.7% 8, 17% 33
growth 5 reading levels 4.7% 8, 8% 16
growth 6 reading levels 3.6% 6, 3% 6
growth 7 reading levels 1.2% 2, 2% 3
growth 8 reading levels 0% 0, 1% 2
growth 9 reading levels 0% 0, 1% 2
growth 13 reading levels 0.6% 1, 0%
 100.0% 191 students
Mean growth of year 8 reading 2020 2.2 levels, 2021 2.9

Year 9
162 students had running record assessments Completed. Data below shows growth in reading levels across 2020 to 2021 for the 9 cohort.
Independent Readers 12.88% 21, 7% 11
No data available 1.23% 2, 6% 9
no growth 4.91% 8, 5% 8
growth 1 reading level 22.70% 37, 18% 29
growth 2 reading levels 41.72% 68, 22% 35
growth 3 reading levels 9.82% 16, 19% 31
growth 4 reading levels 5.52% 9 , 11% 18
growth 5 reading levels 1.23% 2, 6% 9
growth 6 reading levels 0% 0, 4% 7
growth 7 reading levels 0% 0, 2% 3
growth 8 reading levels 0% 0, 1% 2
 162 100.00%
Mean growth of year 9 reading 2020 1.6 levels, 2021 2.7 levels

Attendance

Year level	2018	2019	2020	2021
Year 8	91.0%	86.1%	85.0%	86.4%
Year 9	89.1%	86.7%	84.5%	82.2%
Year 10	90.2%	86.2%	83.7%	83.4%
Year 11	91.3%	88.0%	87.3%	83.1%
Year 12	93.0%	89.8%	85.8%	87.4%
Secondary Other	90.4%	86.2%	80.6%	81.9%
Total	90.8%	87.2%	85.0%	84.3%

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

Attendance comment

The school closely monitors student attendance using DayMap, monitoring each student's attendance every lesson. A text message is sent to parents if their child is absent on any given day. Parents can view their child's attendance through the Parent Portal. Attendance concerns are monitored and data on attendance is distributed to care teachers. Rates of attendance are monitored at Snapshots and Student Led Conferences. Chronic absences are reported to the DfE social worker truancy for assistance. Due to the COVID-19 pandemic attendance rates were affected in comparison to previous years. Uncertainty and fear of the impacts of covid have been significant in our community impacting on attendance.

Behaviour support comment

The Salisbury High School Anti-Bullying Policy is published on the school's website and DayMap. Reports are presented to Governing Council in relation to bullying using feedback from students. The counselling team, consisting of psychologists, youth workers and a lead teacher counsellor, are involved in this process through counselling and restorative practices.
Parents/student meetings are held to provide supportive structure that reduce the impact of bullying. The school has a strategic direction in developing well-being trough Positive Education Psychology and strategies that are embedded in classroom practice which encourage individuals to flourish. Positive Behaviour for Learning provides an explicit framework for staff and student interactions.
The PD program at Salisbury High School utilises and outsources guest speakers and organisations to further support student wellbeing.

Parent opinion survey summary

At Salisbury High School parents were requested to provide feedback on the school. The feedback was very positive and showed belief and praise for the school operations and the teaching and learning provided by the school. The responses from the surveys provide an opportunity for parents to give feedback which will assist us in reviewing our priorities.
Some of the responses are as follows:
• 88% of respondents felt that people respect each other at Salisbury High School.
• 91% of respondents felt that teachers and students treat each other with respect
• 90% of respondents felt their child was important to the school
• 79% of respondents felt that school communication as effective
• 90% of respondents felt they knew what standard of work the school expected from their child
• 80% of respondents felt they had useful discussions about their child's learning with the school
• 97% of respondents talk to their child about what happens at school
• 84% of respondents felt they had an opportunity to have input into their child's learning
• 85% of respondents felt their child had a good routine around reading, studying and working at home
• 96% of respondents felt that education is important to their child's future
• 83% of respondents felt they were equipped to help their child plan what they will do after they leave school
• 75% of respondents felt they would like more help with their child's learning from the school
• 88% of respondents felt the school encourage parents to help their children to learn
• 77% of respondents felt the school provided them with useful tips to help students learn from home

Intended destination

Leave Reason	Number	%
AT - ATTENDING UNIVERSITY IN SA	52	25.1%
IL - ILLNESS	4	1.9%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	0.5%
NT - LEFT SA FOR NT	1	0.5%
PE - PAID EMPLOYMENT IN SA	49	23.7%
PT - ATTENDING PRIVATE TRAINING INSTITUTE IN SA	5	2.4%
QL - LEFT SA FOR QLD	1	0.5%
SM - SEEKING EMPLOYMENT IN SA	28	13.5%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	48	23.2%
U - UNKNOWN	1	0.5%
VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE)	17	8.2%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

Salisbury High School maintains criminal history screenings as per DE requirements. Coordinated records, including teacher registrations, are maintained and reviewed in the secure administration drive available to relevant personnel. Volunteers, HPIs and pre-service teachers have been added to the system and are supported by a structured induction process. The on-line application process engages both the requesting organisation and the applicant to complete documentation on-line.

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	106
Post Graduate Qualifications	37

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	1.0	63.5	2.9	40.9
Persons	2	77	4	53

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Financial statement

Funding Source	Amount
Grants: State	$14,713,216
Grants: Commonwealth	$18,990
Parent Contributions	$35,606,978
Fund Raising	$3,750
Other	$82,773

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

2021 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 2021 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	Tier 2 funding is utilized to improve both literacy and numeracy outcomes for our students with a focus on the Year 8 and 9 students in 2021. A literacy learning intervention(LLI) program has been heavily resourced.	Running records show significant improvement in reading.
	Improved outcomes for students with an additional language or dialect	The LLI program, reduced class sizes and provision of tutors have strongly supported our EALD students.	Strong SACE results. High retention.
	Inclusive Education Support Program	The funding for inclusive education has allowed reduced class sizes, classroom support, LLI and tutoring to improve SEA for our students.	Improved skill in reading results evidenced via running records.
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	Improved classroom practice including modelled and guided reading, literacy and numeracy blocks.	Improved learning outcomes. High retention. Improved skills in reading and confidence.
Program funding for all students	Australian Curriculum	Professional development of staff allowing attendance at targeted training, release time for intentional planning, development and sharing of resources.	Strong beginnings for 2022. All curriculum areas using AC resources.
Other discretionary funding	Aboriginal languages programs Initiatives	We have an agreed set of classroom practices, that is widely shared that includes modelled and guided reading, literacy and numeracy blocks. The Ab Ed staff share resources with curriculum teams.	Supported students to increase their understanding of text types.
	Better schools funding	Provision of laptops for all students. Reduced class sizes.	Access to technology for all students. Improved learning environments.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A