Salisbury High School

2022 annual report to the community

Salisbury High School Number: 892

Partnership: Orion

	Signature
School principal:	Mrs Sylvia Groves
Governing council chair:	John Lynn
Date of endorsement:	30 March 2023

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 10th year in a row. Our A and B grade percentages showed improvement and were high with a staggering 86.87% 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.

2022 stands out. It was even more problematic, challenging and required significant flexibility and adaptability for our staff than we expected. The continuation of the Strive Camp was a huge success and an important part of celebrating the success of our students.

We had numerous students receive scholarships in 2022 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 2023 and beyond.

Our vocational students showed persistence in the challenges this year provided.

2022 Indicators of success were
• Once again, strong Year 12 results – 100% SACE completion – 131 in total, 2 Merit, 77 A grades, 168 B grades, an impressive 86.87% of students achieved A and B grades, 11 students achieved ATARs above 90, highest unadjusted score
was 93 adjusted to 99.25.
• 44.7% of our students achieved their SACE using VET.
• University entry saw 95% of our students who applied, gain entry.
• 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
• 13th Musical performed.

2022 became 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.

The School Governing Council continues to review, discuss and work together towards achieving the best outcomes for the school, students, staff and community. We look forward to another successful and full year ahead including the transition of Year 6 students into our school, the continuing success of Well Being Day & the importance it carries in building student support systems, NAIDOC week, numerous cultural events and events led by our very proactive Student Action teams. These are only a small cross section of events on the Salisbury High School calendar.

Governing council report

The Governing Chair for 2022 was Betty Mackenzie. She was an active member of the community and started her journey at Salisbury High School.

She would like to acknowledge the great challenge that the class of 2022 have had to face during their whole senior year experience. Covid came and hit them all hard in different ways. She believed the 2022 students were the hardest hit senior year yet. They have suffered three years of obstacles, guidelines, rules and hurdles. Online classes, school closures, no teachers and compulsory masks. However, with all the behind the scenes work from the leadership team, the teachers, the admin staff and the governing council, Salisbury High has pushed forward through it all and has achieved the best outcomes possible.

With our school motto being "Pathways to Success" that is exactly what has been delivered in getting our students to graduate, helping them accomplish their tasks and to jump the hurdles to direct them all down their own pathways. Betty reminded students that wherever that pathway may lead is now up to them. She asked them to remember where they have come from and to remember the pathway they have walked to get here. She asked that they be proud to be from the North, to remember the good times they have had, the friends they have made, the friends they have lost but always remember pathways can change and change can be good and it may just be more obstacles for you in the pathway. She reiterated that they are now prepared for success and to start their own new pathways for further success.

The Governing Council met regularly both in person and via zoom. They provided the parental voice and connection we needed. They have been solid throughout the year supporting decisions and providing direction when needed.

Quality improvement planning

Literacy Improvement
158 students across year 7 had Running Record Assessments completed. Mean growth 2.4 reading levels.
163 students across year 8 had Running Record Assessments completed. Mean growth 2.4 reading levels.

Key Actions
Professional learning with Orbis Literacy 7 - 9 for 3 teaching staff (including Cross-Curricular Literacy leader)
Develop site wide approach to explicitly teaching writing – Cross curricular team working with learning areas to develop authentic approach
Introduction of BDA reading strategies to whole staff with whole site agreement for implementation
Maintain NAPLAN high band reading classes across Years 8-10 (Limited impact, will cease in 2023)
Running records for all Year 7 and 8 students used to inform guided reading in literacy blocks in all English classes. (will utilise DIBELS in lieu of running records in 2023)
Literacy blocks for all years 9 and 10 students to explicitly teach writing in English classes
All students in Year 8 and 9 below SEA continued participation in either Levelled Literacy Intervention (LLI) or phonics intervention program.
ATSI and EAL students below SEA in NAPLAN reading to received additional 200 minutes if literacy in year 7 and 8.
Studio class program to deliver addition 200 minutes of literacy for most at risk students in years 7, 8 and 9.
SWD targeted students participated in phonics and LLI programs dependent upon individual learning needs.

Numeracy Improvement
Increase in the percentage of students at or above NMS.
Increase in the percentage of students increasing their Achievement Status.

NAPLAN Numeracy
– Mean 2018 536.7, 2019 549.1, 2021 549.1, 2022 546
– At or above NMS 2018 77%, 2019 89%, 2021 86%, 2022 87%
– At or above SEA 2018 48%, 2019 47%, 2021 59%, 2022 53%
– Decreased 2018 22%, 2019 22%, 2021 16%, 2022 19%
– Maintained 2018 70%, 2019 72%, 2021 75%, 2022 68%
– Increased 2018 8%, 2019 7%, 2021 9%, 2022 14%

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 4 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
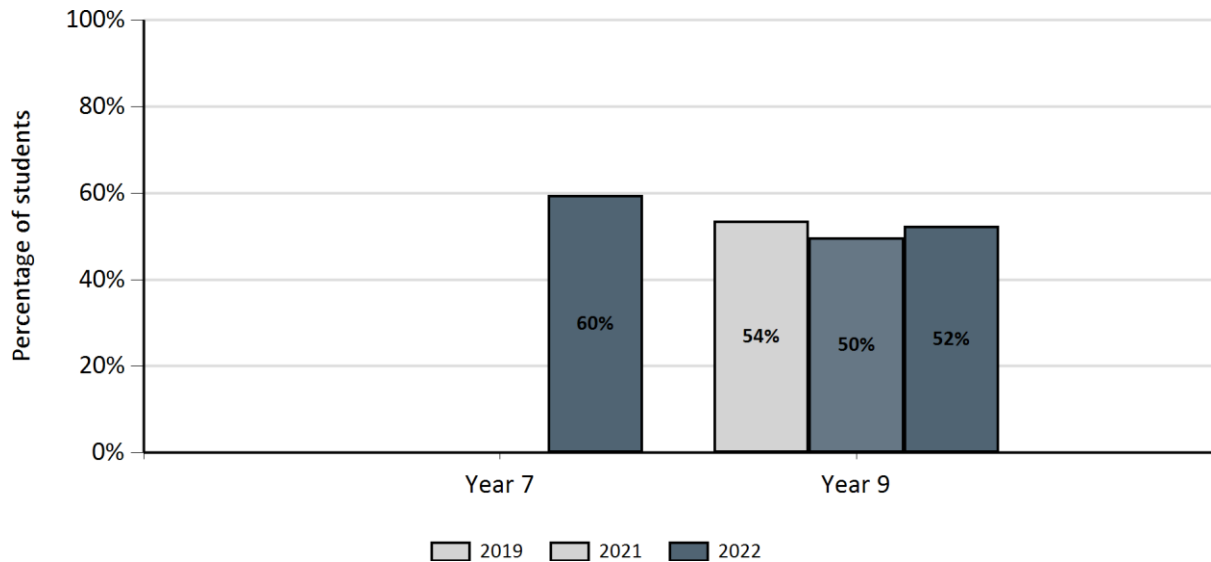
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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.
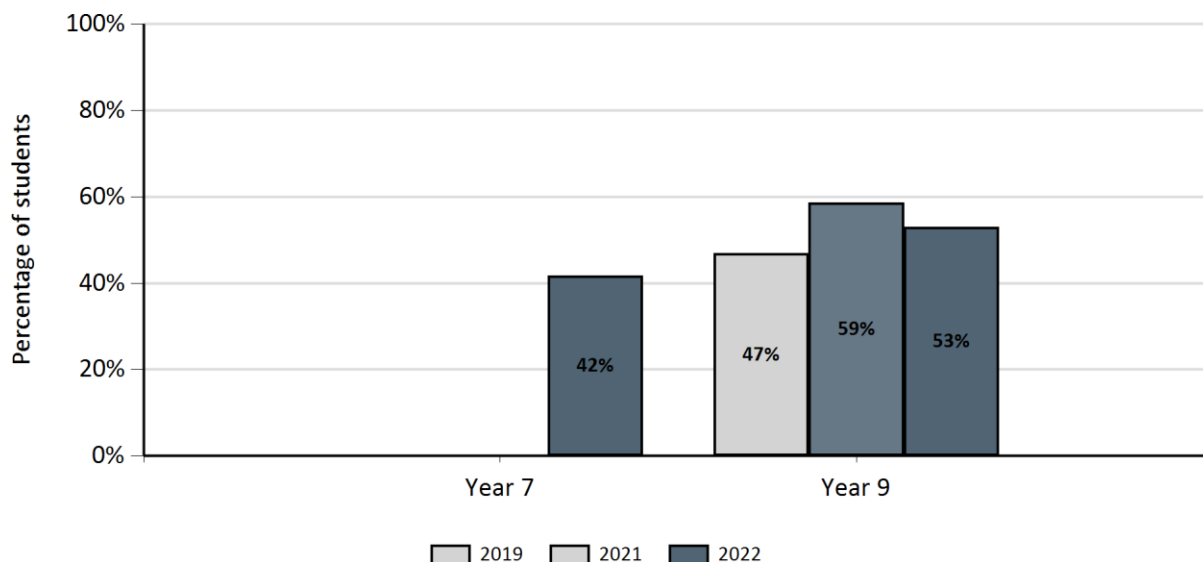
Numeracy

*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 2022.

*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 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 07 2022	178	177	22	11	12%	6%
Year 07 2021-2022 Average	178.0	177.0	22.0	11.0	12%	6%
Year 09 2022	187	187	15	7	8%	4%
Year 09 2021-2022 Average	172.0	172.0	12.0	9.5	7%	6%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

^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 2022.
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

*NOTE: No NAPLAN testing was conducted in 2020.
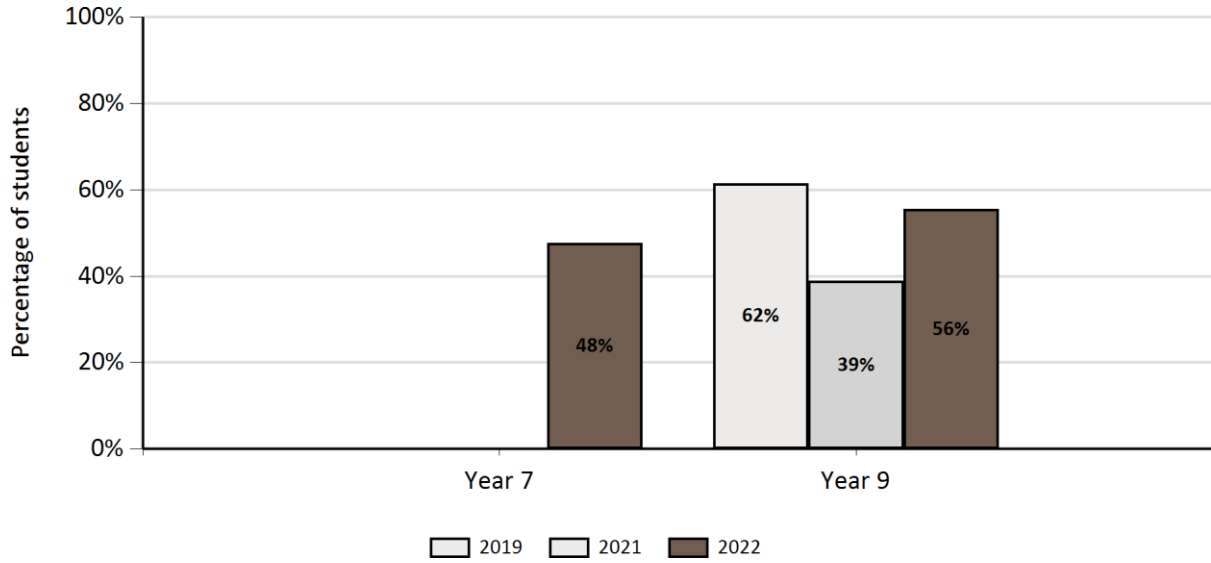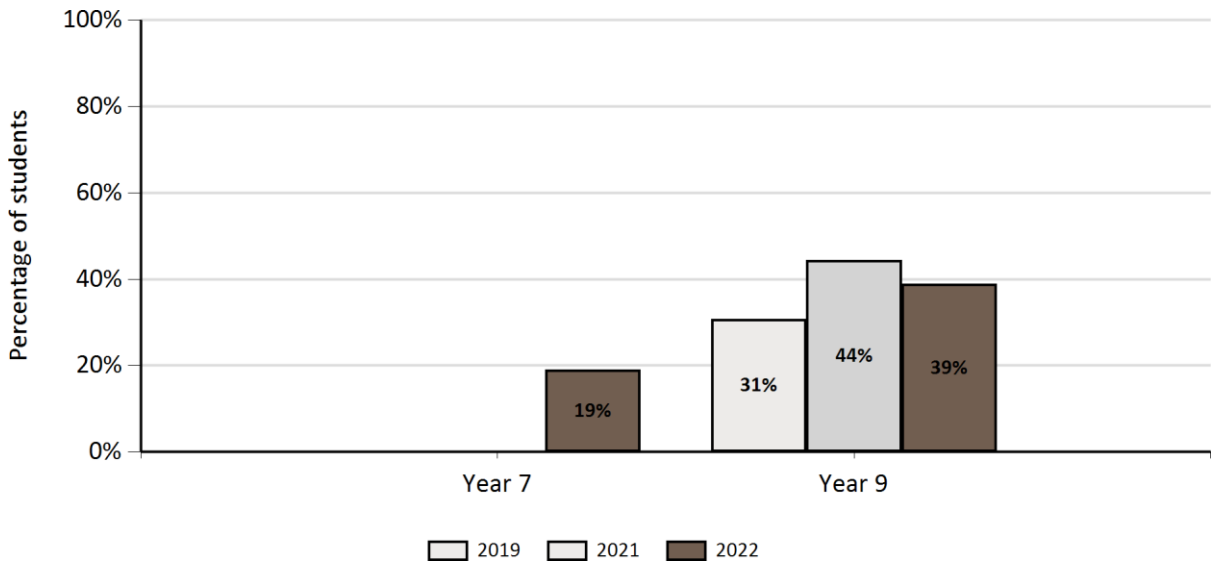Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
Data is only shown for Aboriginal learners.

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 07 2022	21	21	0	0	0%	0%
Year 07 2021-2022 Average	21.0	21.0	0.0	0.0	0%	0%
Year 09 2022	18	18	0	0	0%	0%
Year 09 2021-2022 Average	18.0	18.0	0.0	0.0	0%	0%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
^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 2022: Quality Teaching

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

> In 2022 we focused on key element number 3, Assuring Consistent, High Quality Classroom Practice. Due to covid restrictions we chose to continue with the same goals from 2021. We ensured our RAP goals were met and we continued to provide cultural safety training for staff and celebrating significant dates as a whole site. Staff showed enthusiasm and participation regarding all events run by the Aboriginal education team, English and Humanities teachers ran curriculum that gave voice to Aboriginal people. We introduced a 'Respecting Diversity team', with staff from Aboriginal education, EALD and leaders to ensure culture was represented and celebrated.
> Literacy and numeracy are seen as everyone's business, and Aboriginal students follow the same processes for building literacy and numeracy skills as any other child at our site. In addition to many processes already in place to support literacy and numeracy, Aboriginal students have access to an additional line of literacy, if they are below SEA level, and senior have access to extra tutoring using the APAS funding. These additional literacy and numeracy supports, ensure students are thriving and being supported with their learning.

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

> 19 students across year 7 had Running Record Assessments completed. Mean growth 2.6 reading levels.
> 19 students across year 8 had Running Record Assessments completed. Mean growth 1.9 reading levels.

South Australian Certificate of Education - SACE

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

2019	2020	2021	2022
100%	99%	99%	100%

Data Source: SACE Schools Data reports, extracted February 2022
*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	2019	2020	2021	2022
A+	3%	2%	3%	3%
A	9%	6%	11%	10%
A-	10%	10%	13%	15%
B+	11%	18%	17%	15%
B	17%	17%	19%	25%
B-	21%	18%	16%	19%
C+	18%	19%	12%	9%
C	10%	8%	7%	4%
C-	2%	1%	2%	0%
D+	0%	1%	0%	0%
D	0%	1%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2022
*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

2019	2020	2021	2022
92%	95%	93%	94%

Data Source: SACE Schools Data reports, extracted February 2022
*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2019	2020	2021	2022
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	68%	63%	100%	100%
Percentage of year 12 students undertaking vocational training or trade training	64%	59%	60%	44%

School performance comment

SACE
Stage 2 Grades and Percentages 2017 to 2022
A 19.41% 16.94% 21.76% 17.76% 26.85% 27.03%
B 48.51% 46.11% 48.84% 54.05% 52.18% 59.57%
C 31.73% 16.53% 29.4% 27.15% 20.43% 13.12%
D 1.33% 0.37% 1.47% 0% 1.04% 1.47% 0%
E 0% 0% 0% 0% 0% 0.22% 0%

% of Stage 2 A and B grades increased from 71.81% to 79.03% in 2021 to 86.87% in 2022. 1 merits and 77 A grades awarded. Highest adjusted ATAR 99.25,
highest unadjusted 93. 11 students achieved ATAR above 90. Mean ATAR was 76.37. 100% SACE completion for the 10th successive year.
44.7%% 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.
Professional Development for the development of innovative pedagogies including; the development of powerful learners, CCT and LDAM
Ongoing observations to support teacher practice (trial of Justin Baeder Learning Walks model to be implements across site in 2023)
Intentional targeted lesson planning by all teaching staff using data sets (NAPLAN, PAT, running records, class profiles).
Increase in SACE special provisions for qualifying students to ensure assessment equity and remove disadvantage.

Literacy Improvement
Year 7
158 students had running record assessments completed. Data below shows growth in reading levels across 2022 for the year 7 cohort.
no improvement data available 9%, (15)
no growth 6% (10)
growth 1 reading level 18% (31)
growth 2 reading levels 35% (61)
growth 3 reading levels 13% (23)
growth 4 reading levels 10% (17)
growth 5 reading levels 5% (8)
growth 6 reading levels 2% (3)
growth 7 reading levels 1% (2)
growth 8 reading levels 1% (1)
growth 11 reading levels 1% (1)
Mean growth of year 7 reading 2022 2.4 levels

Year 8
163 students had running record assessments Completed.
Independent Readers 3% (6)
No data available 18% (33)
no growth 4% (7)
growth 1 reading level 13% (23)
growth 2 reading levels 33% (61)
growth 3 reading levels 18% (33)
growth 4 reading levels 5% (9)
growth 5 reading levels 5% (9)
growth 6 reading levels 1% (1)
growth 8 reading levels 1% (1)
Mean growth of year 9 reading 2022 2.4 levels

Attendance

Year level	2019	2020	2021	2022
Year 6	N/A	N/A	N/A	N/A
Year 7	N/A	N/A	N/A	84.1%
Primary Other	N/A	N/A	N/A	N/A
Year 8	86.1%	85.0%	86.4%	80.9%
Year 9	86.7%	84.5%	82.2%	77.7%
Year 10	86.1%	83.7%	83.4%	72.2%
Year 11	88.2%	87.3%	82.7%	75.1%
Year 12	89.8%	85.8%	87.2%	75.9%
Secondary Other	86.2%	80.6%	82.0%	74.2%
Total	87.2%	85.0%	84.2%	77.6%

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 data from the Student Wellbeing Helpdesk ticket system. The Student Wellbeing Team, consisting of a Student Wellbeing Leader, and youth workers are involved in this process through wellbeing support and restorative practices. Staff/parents/caregivers/student meetings are held to provide a supportive structure that helps reduce the impact of bullying. The school has a strategic direction in developing wellbeing through 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 students.

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:
• 83% of respondents felt that people respect each other at Salisbury High School.
• 89% of respondents felt that teachers and students treat each other with respect
• 87% of respondents felt their child was important to the school
• 87% of respondents felt that school communication as effective
• 90% of respondents felt they knew what standard of work the school expected from their child

Intended destination

Leave Reason	Number	%
IL - ILLNESS	6	4.7%
NG - ATTENDING NON-GOV SCHOOL IN SA	26	20.5%
NT - LEFT SA FOR NT	1	0.8%
OV - LEFT SA FOR OVERSEAS	1	0.8%
PA - PARENTING/CARER	1	0.8%
PE - PAID EMPLOYMENT IN SA	19	15.0%
PT - ATTENDING PRIVATE TRAINING INSTITUTE IN SA	2	1.6%
QL - LEFT SA FOR QLD	1	0.8%
SM - SEEKING EMPLOYMENT IN SA	11	8.7%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	50	39.4%
U - UNKNOWN	4	3.1%
VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE)	3	2.4%
VI - LEFT SA FOR VIC	1	0.8%
WA - LEFT SA FOR WA	1	0.8%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. 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 2022 .

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 2022 .

Financial statement

Funding Source	Amount
Grants: State	$65,000
Grants: Commonwealth	$18,990
Parent Contributions	$356,070
Fund Raising	$7,853
Other	$74,921

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

2022 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 2022 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 2022. 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.
	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, which is widely shared that includes modelled and guided reading, literacy and numeracy blocks. The Ab Ed staff share resources with curriculum teams. The funding is utilized for employing an SSO1 to tutor Aboriginal senior school students to support these students to achieve their SACE and optimize their potential.	Supported students to increase their understanding of text types. Access to technology for all students. Improved learning environments.
	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