

Salisbury High School

2019 annual report to the school community



Government
of South Australia
Department for Education

Salisbury High School Number: 892

Partnership: Orion

Name of school principal:

Sylvia Groves

Name of governing council chairperson:

Stewart Sparrow

Date of endorsement:

5 March 2020

School context and highlights

School Name: Salisbury High School 0892

Principal: Sylvia Groves

Region: Northern Adelaide

Enrolments - FTE ATSI SWD EAL

2019 Highlights

- Once again amazing Year 12 results – 100% SACE completion, 7th year in a row– 125 in total, 11 Merit Awards – perfect scores, 16.7% of students with ATARs above 90.
 - A grade results 16.94%, A, B and C grades 98.7% with 16 A+ grades.
 - High Year 12 retention rate
 - Highly successful and engaging Well Being Day and Speech Day
 - Highly successful 11th school musical and a massive Candance team
 - 100% staff involvement in Professional Learning Communities including work with around unit design, quality task design and explicit lesson planning.
 - The strong literacy learning interventions supported by an amazing team and structures which are showing significant improvements in literacy for our students.
- Hosei Junior University High School Japanese school visit.
Expanding International students program.
Ongoing successful NASSSA Olympics plus extensive STEM opportunities throughout the year.
Continuation of the Literacy Learning Intervention program and introduction of phonics screening and phonics trial intervention program.
Ongoing SAASTA Academy for Year 11 and 12 Aboriginal students.
11th Musical performance, 'Gumshoe'.
Celebrated Salisbury High Schools 60th birthday with a plethora of fundraising and community activities.
An improvement in NAPLAN reading was evident particularly with the Aboriginal and high band students.

Our Year 12 students continue to excel with most students receiving first round offers to University in areas including one students gaining entry in to medicine at Flinders University.

Governing council report

We have changed the perceptions of what is possible, we have broken away from those that wanted to hold us back and we are elevating who we are and what is it that we will accept. Our School and our community continue to demonstrate astounding compassion and care for each another that strengthens our relationships to aspire, achieve, excel and fulfil our expectations. We have continued to strongly showcase the innovative learning and thinking that makes us stand out within our community and the Northern region, ensuring that every student remains empowered, humble and respectful in the years ahead. The Governing Council has remained focused on growing and building our school to strengthen our positioning within the state for being a school of hope, light and achievement. Our Student Representative Council voice is strong and is aligning to the social challenges that our young people are to tackle in today's world, all at the same time as becoming leaders within their generation. We have continued to maximise the partnerships with our Orion Schools, the Northern Adelaide State Secondary Schools Alliance and Doorways 2 Construction to position our students with the best opportunities we can give. We celebrated 60 years of delivering educational excellence and the display of school pride and spirit, shone brighter than the brightest star on this day. We are not far away from commencing the build of new spaces that will match our attributes of delivering the best educational practices and teachings in spaces that will truly expand the minds of our students and establish brighter horizons of opportunities. We know that our student body and teaching professionals will benefit greatly by the new spaces, although there will be some creative workarounds during the construction.

The Governing Council is thrilled with the engaged school spirit and attitude students have applied to studies and results, together with the admiration and thankfulness for our teaching staff. This mutual respect has developed strong connections, established bonds of trust and lasting friendship that will be remembered for many years, further role modelling the behaviours we are seeing within our school, community and society.

To all of our teaching professional, once again you have continued to inspire and aspire our students to unlock and fulfil their capabilities, something that I sincerely thank you for and know that you have changed many outlooks and lives in the room today.

Improvement planning - review and evaluate

SACE Stage 2 Grades and Percentages 2013 to 2019

A 13.79% 15.42% 19.23% 21.3% 19.41% 16.94% 21.76% 21.76%

B 51.26% 46.77% 53.63% 53.72% 48.51% 46.11% 48.84% 48.84%

C 33.01% 39.32% 24.21% 23.67% 31.73% 35.53% 29.4% 29.4%

D 1.56% 1.5% 2.53% 1.33% 0.37% 1.41% 0% 0%

E 0% 0% 0% 0% 0% 0% 0% 0%

A grades increased by 4.82%. 7 Merit Awards (perfect scores). 13 A+ grades awarded. Focus on quality task design and professional learning to support achievement at the highest level.

Highest adjusted ATAR 99.95, highest unadjusted 99.35. 14 students achieved ATAR above 90. Mean ATAR 64.6, slightly down from 2018.

Increase in SACE Special Provisions for qualifying students to ensure assessment equity and remove disadvantage. 100% SACE completion for 7th successive year. Stage 2 retention 84% February enrolment, improvement of 7%.

Vocational students excelled in industry certificate courses. 67.94% of SACE completers participated in VET.

Partnership with NASSSA provides opportunities through VET, VET in Schools arrangements, school based apprenticeships and traineeships allowing students to experience a range of career options and gain work ready skills whilst completing SACE. Participation in Cert III courses decreased slightly to 60.78%.

Literacy and Numeracy

All Y8 students tested for phonological awareness; intervention provided. Literacy Levelled Intervention for all Y8 below SEA NAPLAN Reading and Y9 ATSI, EAL and Studio. (Withdrawal 3x30 min weekly).

One-hour literacy blocks across Y8-10. Teachers using Running Records to inform Modelled and Guided Reading (Y8) and analysis of PAT diagnostic data to inform the differentiation of learning for students (Years 9-10). Ongoing PD for English/EAL/support staff in Running Records, Guided Reading and Modelled Reading.

Focus across all subjects on literacy supported by early dismissal Wednesdays for intentional lesson planning PLTs.

NAPLAN: % students achieving Upper growth in Reading (32%) increased from 2018 (27%) and surpassed (higher) State average (25%). % students achieving Low growth in Reading (16%) decreased from 2018 (19%) and surpassed (lower) State average (25%).

% students achieving Upper growth in Numeracy (19%) maintained from 2018 (19%) and below State average (25%). % students achieving Low growth in Numeracy (19%) decreased from 2018 (26%) and surpassed (lower) State average (25%).

% students achieving high band in Reading increased to 9.8% (from 3% in 2017 and 6% in 2018) and an increase in % students achieving high band in Numeracy to 7.3% (1% in 2017 and 3% in 2018).

Increase in % students achieving SEA in Reading to 54% (from 49% in 2017 and 52% in 2018). Decrease in % of students achieving SEA in Numeracy at 47% (from 51% in 2017 and 48% in 2018).

High Band Retention Y3 – 9 increased for Reading to 43.5% (from 21.4% in 2017 and 34.5% in 2018) and increased for Numeracy to 33.3% (from 9.1% in 2017 and 27.3% in 2018).

High Band Retention Y7 – 9 increased for Reading to 63.2% (from 30% in 2017 and 52.9% in 2018) but decreased for Numeracy to 46.1% (from 0% in 2017 and 57.1% in 2018).

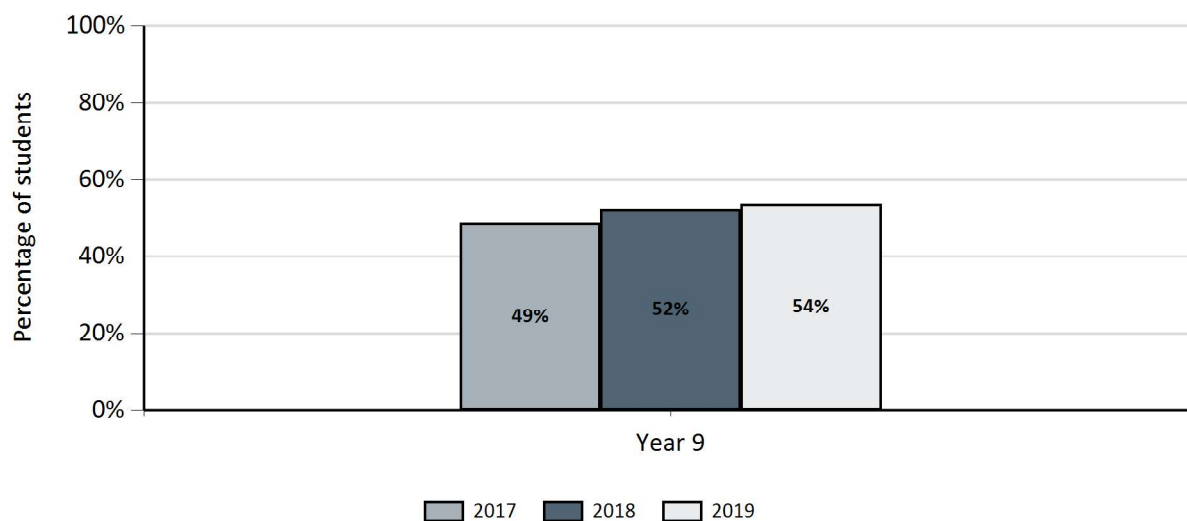
Mean score Reading (543.9) increased (from 539.1 in 2017 and 539.3 in 2018) and Numeracy (549.1) increased (from 539.7 in 2017 and 536.7 in 2018).

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.

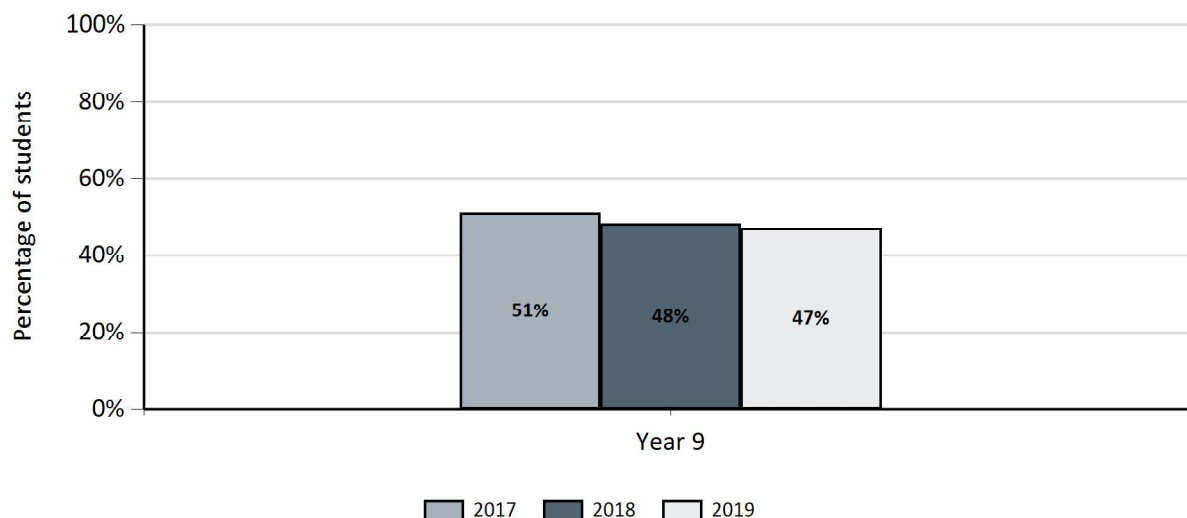
Reading



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*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.

Numeracy



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*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 2019 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	32%	25%
Middle progress group	52%	50%
Lower progress group	16%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*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	19%	25%
Middle progress group	62%	50%
Lower progress group	19%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*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	164	164	16	12	10%	7%
Year 9 2017-19 average	169.3	169.3	11.7	7.0	7%	4%

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.

[^]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)

2016	2017	2018	2019
99%	100%	99%	100%

Data Source: SACE Schools Data reports, extracted February 2019.

*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	2016	2017	2018	2019
A+	3%	1%	4%	3%
A	6%	7%	5%	9%
A-	12%	12%	8%	10%
B+	13%	13%	12%	11%
B	19%	23%	15%	17%
B-	21%	13%	19%	21%
C+	11%	15%	20%	18%
C	9%	15%	13%	9%
C-	3%	2%	3%	2%
D+	1%	0%	1%	0%
D	1%	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 2019.

*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

2016	2017	2018	2019
100%	100%	100%	100%

Data Source: SACE Schools Data reports, extracted February 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2016	2017	2018	2019
Percentage of year 12 students undertaking vocational training or trade training	57.85%	63.22%	57.60%	67.94%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	100%	100%	100%	100%

School performance comment

SACE

100% SACE completion for the 7th year in a row above the state average – 131 in total.

Salisbury High School achieved 7 merits (perfect scores) across 3 subject areas

Top unadjusted ATAR 99., 4 students achieved 99.95 adjusted ATAR

14 students with an ATAR above 90.

Stage 2 A grade results 21.76%, with 13 A+ grades.

Stage 2 A, B and C grades 100%

High Year 12 retention rate 84%

NAPLAN

The percentage of students achieving Upper levels of growth in NAPLAN Reading (32%) increased from 2018 (27%) and continues to surpass (higher) than the State average (25%). The percentage of students achieving Low levels of growth in NAPLAN Reading (16%) decreased from 2018 (19%) and surpassed (lower) than the State average (25%).

The percentage of students achieving Upper levels of growth in NAPLAN Numeracy (19%) was maintained from 2018 (19%) and is below the State average (25%). The percentage of students achieving Low levels of growth in NAPLAN Numeracy (19%) decreased from 2018 (26%) and surpassed (lower) than the State average (25%).

The percentage of students achieving high band in NAPLAN Reading increased to 9.8% (from 3% in 2017 and 6% in 2018) and an increase in the percentage of students achieving high band in NAPLAN Numeracy to 7.3% (1% in 2017 and 3% in 2018).

An increase in the percentage of students achieving SEA in NAPLAN Reading to 54% (from 49% in 2017 and 52% in 2018). A decrease in the percentage of students achieving SEA in NAPLAN Numeracy at 47% (from 51% in 2017 and 48% in 2018).

High Band Retention from Year 3 – 9 increased for NAPLAN Reading to 43.5% (from 21.4% in 2017 and 34.5% in 2018) and increased for NAPLAN Numeracy to 33.3% (from 9.1% in 2017 and 27.3% in 2018).

High Band Retention from Year 7 – 9 increased for NAPLAN Reading to 63.2% (from 30% in 2017 and 52.9% in 2018) but decreased for NAPLAN Numeracy to 46.1% (from 0% in 2017 and 57.1% in 2018).

The NAPLAN mean score for Reading (543.9) increased (from 539.1 in 2017 and 539.3 in 2018) and for Numeracy (549.1) increased (from 539.7 in 2017 and 536.7 in 2018).

Attendance

Year level	2016	2017	2018	2019
Year 7		10.0%		
Year 8	89.2%	88.8%	91.0%	86.1%
Year 9	85.3%	86.6%	89.1%	86.7%
Year 10	87.1%	86.3%	90.2%	86.2%
Year 11	86.6%	91.1%	91.3%	88.0%
Year 12	87.8%	88.7%	93.0%	89.8%
Secondary other	86.8%	88.4%	90.4%	86.2%
Total	87.2%	88.2%	90.8%	87.2%

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 students attendance using the Day Map learner Management system, 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 by the school care system. Data on attendance is distributed to care teachers. Rates of attendance are monitored at Snapshots and Student Led Conferences. A student services office operates with a focus on attendance tacking and maintaining contact with parents.

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, social workers and lead teacher counsellors, 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 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.

Client opinion summary

At Salisbury High School our parents and staff were asked to complete a school survey using the School's Survey website. These surveys provided an opportunity to give feedback about Salisbury High School which assisted us in reviewing our priorities.

The following responses received a ranking above 4/5

- Teachers at SHS expect my child to do his or her best
- The School is well maintained
- My child feels safe at school
- I can talk to my child's teacher about any concerns

Student opinion was captured by the MDI survey of Wellbeing and Student Engagement. The report indicates that students had a strong sense of optimism, connectedness to school and a sense of belonging. 428 students responded to this survey and over 80% of these strongly agreed that they:

- had a connection with an important adult at the school
- they felt connected to the school
- felt a sense of peer belonging
- were cognitively engaged at school
- had strong perseverance
- had a strong academic self concept

Survey results indicated that an area for improvement was school climate. As a result, we have appointed year level managers in every year level who will address the issue of school culture and endeavor to improve in this area. A clear focus on improving processes within the school is ongoing with a strong focus on consistency and fairness. A whole school focus on led by the Positive Education Manager. The Breakfast Club and What's Up space will continue to run in 2020.

The staff Survey highlighted that:

- Teachers at this school expect students to do their best
- Students at this school can talk to their teachers
- Parents at this school can talk to teachers about their concerns
- The school looks for ways to improve

Intended destination

Leave Reason	School	
	Number	%
Employment	8	3.7%
Interstate/Overseas	1	0.5%
Other	3	1.4%
Seeking Employment	21	9.8%
Tertiary/TAFE/Training	68	31.6%
Transfer to Non-Govt School	5	2.3%
Transfer to SA Govt School	42	19.5%
Unknown	67	31.2%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

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	111
Post Graduate Qualifications	43

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

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	1.0	65.3	2.9	38.2
Persons	1	74	4	48

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Financial statement

Funding Source	Amount
Grants: State	\$60,000
Grants: Commonwealth	\$9,000
Parent Contributions	\$373,251.25
Fund Raising	\$22,721.18
Other	\$272,703

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

2019 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 2019 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 behaviour management and engagement		
	Improved outcomes for students with an additional language or dialect	Focused LLI support. Sustainment of EAL classes across years 8-12 with expert teachers. Increased in-class support provided across curriculum for EAL students below SEA.	Improved literacy levels, NAPLAN, attendance and learner achievement.
	Improved outcomes for students with disabilities	Identified and developed models to track effect of intervention and support on targeted students. SSO support targeted at literacy in specific classes. Access to targeted learningsupport timetabled for NEP students.	NAPLAN data indicated an improvement in upper levels of growth.
	Improved outcomes for <ul style="list-style-type: none"> rural and isolated students Aboriginal students numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Learning difficulties grant	ATSI students were supported through targeted literacy learning intervention program. Reading program implemented 3x weekly for all ATSI Students below SEA focusing on comprehension, fluency and confidence. Implementation of a combined Yr 8 & 9 literacy class for all ATSI students below SEA in lieu of their language class. The teacher is an expert in teaching literacy. Targeted weekly ATSI numeracy program across Yrs 8 & 9. Individual ATSI learner achievement review/meetings every 5 weeks. Senior students provided with mentoring & learning support in all subjects.	100% ATSI students SACE completion. PATR and PATM indicated ATSI improvement. 100% ATSI retention at Stage 2. 1 student achieved ATAR and university entry.
Program funding for all students	Australian Curriculum		
Other discretionary funding	Aboriginal languages programs initiatives	N/A	
	Better schools funding	Senior school workshops provided during school holidays. Mentoring provided for senior school students. Tuition and learning support provided for students with learning difficulties.	100% SACE completion. 7 Merits with a high Stage 2 retention, 84% achieved.
	Specialist school reporting (as required)	N/A	
	Improved outcomes for gifted students	N/A	
	Primary school counsellor (if applicable)	N/A	