

# Salisbury High School

## 2018 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 chair:**

Stewart Sparrow

**Date of endorsement:**

4th March, 2019

## School context and highlights

School Name: Salisbury High School 0892

Principal: Sylvia Groves Region - Northern Adelaide Enrolments - FTE 828 ATSI 79 SWD 158 EAL 288

### 2018 Highlights

Once again amazing Year 12 results – 100% SACE completion for the 6th year in a row – 125 in total, 11 Merit Awards – perfect scores, Top unadjusted ATAR 99.80, 4 students achieved 99.95 adjusted ATAR. Successful destination outcomes for 2018 44% of stage 2 students received a University placement.

Highly successful and engaging Well Being Day and Speech Day

Highly successful 10th school musical

SAASTA award winners

NASSSA Vocational Award winners

Hosei Junior University High School Japanese school visit

High number of scholarship winners in STEM,

Ongoing successful NASSSA Olympics involvement in Mathematics

Introduction of Literacy Learning Intervention Program and whole school literacy Plan.

Our involvement in the Power Cup program showcased our ATSI student's commitment to this State wide indigenous program winning 5 major awards, exhibiting pride and a shared vision of academic success.

One ATSI Year 12 student achieved an ATAR of and won the Amy Levai University scholarship. He has also been accepted into teaching at UniSA.

Our Year 12 students continue to excel with most students receiving first round offers to University in areas including teaching, law, nursing, construction management, financial planning etc.

In 2018 we introduced a whole school literacy plan incorporating phonological testing, levelled literacy intervention and weekly 1 hour literacy blocks with a focus on teachers planning for differentiation in learning that accommodates the needs of all learners. Teachers across all learning areas developed learning sequences that identify subject specific literacy features.

## Governing council report

2018 was a year of recognition, motivation and accountability to transform from humble beginnings to present and future influential citizens within our communities. We embraced change and continued to challenge those perceptions that attempted to limit our aspirations and abilities. Our care and compassion for one another has elevated our students and teachers to further aspire, achieve, excel and fulfil personal growth and capabilities. We have continued to strongly demonstrate our solid focus of innovative and connected relationships and learning that resonates throughout our school and within our community, to ensure we empower our students with remarkable and respectable life skill for greater future success in this world that they will define and evolve for a better tomorrow.

The Governing Council this year undertook training for Principal Selection Panel as we farewelled Mrs Anne Prime and congratulated Mrs Sylvia Groves on her appointment as our Principal for the next 5 years. We took time to revisit many processes, policies, achievements, direction and goals for maintaining future projections for success, which provided a safe environment for honest and robust conversations. Our Student Representative Council has a loud and strong voice and culture for school pride and merit towards tackling social injustices and becoming leaders of change to educate and correct such issues to become responsible and accepting citizens.

Our facilities continue to evolve to ensure we can provide the best learning spaces to facilitate the world's best educational practices and teachings to engage our student to broaden their minds and horizons. Our partnerships with our Orion Schools, the Northern Adelaide State Secondary Schools Alliance and the Doorways 2 Construction remain collaborative and united to benefit our students. We are looking forward in celebrating 60 years of providing and delivering educational excellence next year and preparing our site to welcome the transition of Year 7 into Secondary schooling. Throughout all of this, our student body and teaching professionals have demonstrated an agile behaviour and strong resilience to embrace and work with the excitement of our future.

The Governing Council is constantly pleased with the engaged culture and attitude students are applying and dedicating to their subjects and results, along with the appreciation and gratitude for our teaching staff.

## Improvement planning and outcomes

A record number of 11 merits were achieved in 2018. This is above state average.

SACE Results: Stage 2 A grades marginally decreased 2.46% from 2017. D grades remain low at 1.41% and E grades remain at 0%, both better than the state average.

SACE Stage 2 Grades and Percentages 2013 to 2018

A	13.79%	15.42%	19.23%	21.3%	19.41%	16.94%
B	51.26%	46.77%	53.63%	53.72%	48.51%	46.11%
C	33.01%	39.32%	24.21%	23.67%	31.73%	35.53%
D	1.56%	1.5%	2.53%	1.33%	0.37%	1.41%
E	0%	0%	0%	0%	0%	0%

Although the number of A grades has slightly declined 11 Merit Awards were awarded (perfect scores). 16 A+ grades were awarded which is above the state average. The focus remains on quality task design and professional development to support achievement at the highest level.

Increase in SACE Board Special Provisions for qualifying students to ensure assessment equity and remove disadvantage remains the focus for affected students.

Top unadjusted ATAR 99.80, 4 students achieved 99.95 adjusted ATAR

Mean ATAR for 2018 was 65.15 which was a light drop from 2017 when it was 67.38.

4 student achieved perfect ATAR of 99.95 adjusted, with the top unadjusted ATAR being 99.80.

100% SACE completion for the 6th successive year and Stage 2 retention of 85% from February enrolment and an improvement of 5% from 2017.

Vocational Education - Vocational students excelled in industry certificate courses. As a result, one of our students were recognised at the NASSSA VET awards as leaders in their industry area. Our continued partnership with NASSSA allows us to provide pathway opportunities through vocational education programs and VET in Schools arrangements, school based apprenticeships and traineeships which allows our young people to experience a range of career options and gain work ready skills whilst completing their SACE. The participation in Certificate 3 courses increased by 15.48% to 65.35% with a number of students using their certificate III to gain an ATAR.

Literacy and Numeracy

All Year 8 and 9 students were tested for phonological awareness and subsequent intervention was provided where needed.

Literacy Levelled Intervention occurred for all Year 8 students below SEA in NAPLAN Reading and Year 9 ATSI, EAL and Studio class. Withdrawal 3x30 min weekly occurred to support these students.

One hour literacy and numeracy blocks were introduced Yr 8-10 in English and Mathematics, with teachers analysing PAT diagnostic data to inform the differentiation of learning for all students.

A focus across all subject areas on literacy was implemented and supported with early dismissal each Wednesday to allow weekly intentional lesson planning to occur as part of the PLT for all teachers, resulting in targeted, intentional and explicit teaching. Supported by SLIP (Tom Atterton).

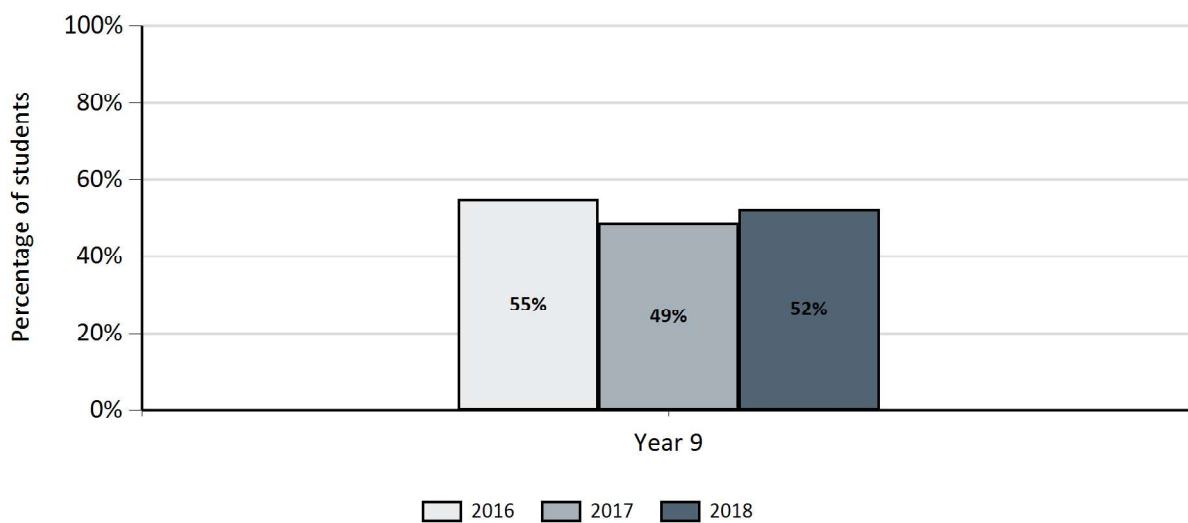
Ongoing professional learning for all teaching staff in the effective use of academic vocabulary (Katrina Spencer).

## Performance Summary

### NAPLAN Proficiency

The Dept. 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.

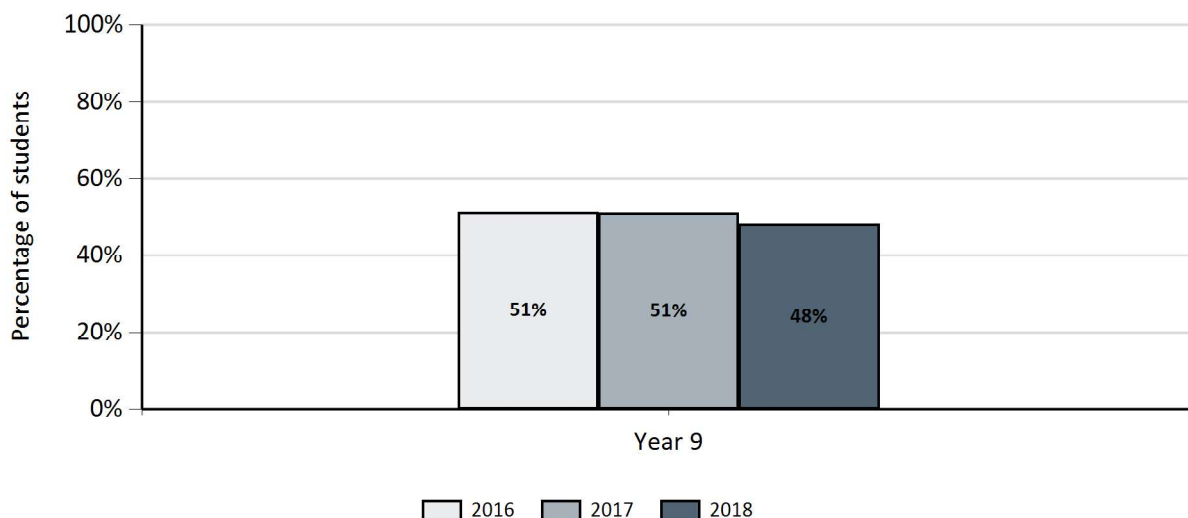
#### Reading



Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

\*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: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

\*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 2016 to 2018 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	27%	25%
Middle progress group	54%	50%
Lower progress group	19%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

\*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%.

### Numeracy

NAPLAN progression	Year 7-9	State (average)
Upper progress group	19%	25%
Middle progress group	55%	50%
Lower progress group	26%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

\*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%.

## 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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 9 2018	172	172	14	7	8%	4%
Year 9 2016-18 average	165.7	166.7	9.7	5.3	6%	3%

Data Source: Dept. for Education special extract from NAPLAN SA TAA data holdings, August 2018.

<sup>^</sup>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)

2015	2016	2017	2018
97%	99%	100%	100%

Data Source: SACE Schools Data reports, extracted February 2018.

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

### SACE Stage 2 grade distribution

Grade	2015	2016	2017	2018
A+	1%	3%	1%	3.8%
A	7%	6%	7%	4.7%
A-	11%	12%	12%	8.5%
B+	16%	13%	13%	11.8%
B	20%	19%	23%	15.1%
B-	18%	21%	13%	19.3%
C+	10%	11%	15%	19.5%
C	10%	9%	15%	13.4%
C-	4%	3%	2%	2.6%
D+	2%	1%	0%	0.9%
D	1%	1%	0%	0.5%
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 2018.

\*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

2015	2016	2017	2018
100%	100%	100%	100%

Data Source: SACE Schools Data reports, extracted February 2018.

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

	2015	2016	2017	2018
Percentage of year 12 students undertaking vocational training or trade training				
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification				

## School performance comment

### SACE

100% SACE completion for the 6th year in a row above the state average – 125 in total.

Salisbury High School achieved a record number of 11 merits (perfect scores), across 5 subject areas. 11

Top unadjusted ATAR 99.80, 4 students achieved 99.95 adjusted ATAR

10 students with an ATAR above 90.

Stage 2 A grade results 16.94%, with 16 A+ grades.

Stage 2 A, B and C grades 98.7%

High Year 12 retention rate

62 students (44%) intended to study at university received an offer.

One ATSI Year 12 student achieved an ATAR of and won the Amy Levai University scholarship. He has also been accepted into teaching at UniSA.

### NAPLAN

The % of students achieving Upper levels of growth in NAPLAN Reading (27.1%) surpassed (was higher than) than the State average (25%) and the % of students achieving Low levels of growth in NAPLAN Reading (18.6%), Spelling (21.3%) and Grammar (19.7%) were all better (lower) than the State average (25%).

100% increase in the % of students achieving high band in NAPLAN Reading (from 3% in 2017 to 6% in 2018) and 200% increase in the % of students achieving high band in NAPLAN Numeracy (from 1% in 2017 to 3% in 2018).

A 16.7% increase in the % of students achieving SEA in NAPLAN Reading (from 42% in 2017 to 49% in 2018).

## Attendance

Year level	2015	2016	2017	2018
Year 7			10.0%	
Year 8	86.2%	88.0%	88.5%	91.3%
Year 9	86.4%	84.2%	86.2%	89.3%
Year 10	81.1%	86.2%	85.7%	90.5%
Year 11	84.5%	85.8%	91.2%	91.5%
Year 12	89.0%	87.5%	89.0%	93.2%
Secondary other	85.0%	85.9%	87.2%	90.6%
Total	85.6%	86.3%	87.9%	91.0%

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 the DayMap 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 students Services office operates with a focus on attendance tracking and maintaining contact with parents.

## Behaviour management 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 incidences of bullying. The counseling team, consisting of psychologists, social workers and lead teacher counselors, are involved in this process through counseling and restorative practices. Parents/student meetings re 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 n 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 nationally consistent DE approved 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 parent survey result showed a clear majority of parents have a positive opinion of the school. Some of the questions asked resulted in the parents agreeing that:

- Teachers at SHS expect my child to do his or her best (91%)
- My child likes being at this school (72%)
- The school looks for ways to improve (70%0
- Teachers at SHS provide my child with useful feedback (74%)

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 high 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 Whats Up space will continue to run in 2019.

## Intended destination

Leave Reason	School	
	Number	%
Employment	13	7.1%
Interstate/Overseas	6	3.3%
Other	5	2.7%
Seeking Employment	12	6.6%
Tertiary/TAFE/Training	8	4.4%
Transfer to Non-Govt School	4	2.2%
Transfer to SA Govt School	44	24.0%
Unknown	91	49.7%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2018.

## Relevant history screening

SHS maintains criminal history screenings as per DE requirements. Coordinated records, inclining teacher registration, are maintained and reviewed in the secure administration drive available to relevant personnel. Volunteers, tutors, special needs bus drivers, pre-service teachers and consultants have been added to the system and are supported by a structured induction process. The online application process engages both the requesting organisation and the applicant to complete documentation online.

## Teacher qualifications 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	135
Post Graduate Qualifications	54

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

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	1.3	36.5
Persons	0	72	2	45

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

## Financial statement

Funding Source	Amount
Grants: State	61,626.00
Grants: Commonwealth	14,800.00
Parent Contributions	357,957.82
Fund Raising	9,698.14
Other	141,696.19

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

## 2018 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 2018 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 the expert teachers. 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 learning support timetabled for NEP students.	NAPLAN data indicated an improvement in upper levels of growth.
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> <li>rural and isolated students</li> <li>Aboriginal students</li> <li>numeracy and literacy including early years support</li> </ul> First language maintenance and development Students taking alternative pathways Students with learning difficulties grant	<p>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.</p> <p>Implementation of a combined Year 8 and 9 literacy class for all ATSI students below SEA in lieu of their language class. The teacher is an expert in teaching literacy.</p> <p>Targeted weekly ATSI numeracy program across Years 8 and 9.</p> <p>Individual ATSI learner achievement review meetings every 5 weeks.</p> <p>ATSI Senior students provided with mentoring and learning support in all subject areas.</p>	<p>100% ATSI students SACE completion.</p> <p>PATR and PATM indicated ATSI improvement</p> <p>100% ATSI retention at Stage 2.</p> <p>3 students achieved ATAR and university entry.</p>
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 learnign support provided for students with learning difficulties.	100% SACE completion. Stage 2 retention. 11 Merits across 4 subjects.
	Specialist school reporting (as required)	N/A	
	Improved outcomes for gifted students	N/A	
	Primary school counsellor (if applicable)		