



# Salisbury East High School

## 2021 annual report to the community

Salisbury East High School Number: 1011

Partnership: Salisbury

Signature

School principal:

Ms Kristen Masters

Governing council chair:

Mr Adam Duncan

Date of endorsement:

4 April 2022



Government  
of South Australia

Department for Education

## Context and highlights

Salisbury East High School is a Category 2 school in the northern suburbs of Adelaide. In 2021 we had 848 students. The student population included approximately:

- 41% school card holders
- 26% students with English as an Additional Language or Dialect (EALD)
- 9.5% students with disabilities
- 5% Aboriginal students

The principal took up her appointment at the beginning of 2021 and was supported by a leadership team of a Deputy Principal (B4), four B3 leaders, three B2 leaders and fifteen B1 leaders. Many members of the leadership team were in 12-month positions and as such, a focus throughout the year was recruitment and selection for 2022, resulting in an increase in the number of staff in longer term tenures. There was a combination of externally and internally advertised positions.

Preparations for Year 7 into High School also saw a number of additional permanent teaching positions advertised throughout the year while the process of converting high-performing contract staff to permanency was undertaken. There continued to be a significant number of early career teaching staff who were mentored through an on-going program of support.

Considerable advocacy occurred with the Capacity Management Unit, wider Department for Education and the South Australian Government to ensure that there would be adequate learning spaces to accommodate the additional enrolments resulting from Year 7 to High School. As such, a commitment was made to construct two modulars to 'house' additional Design and Technology and Food Technology learning areas as well as undertake a refurbishment of Wing 2 to create additional Science laboratories. Announced in the 2021 State Budget was an additional project to construct a new Special Options building and general learning area modulars – projected to be available from the beginning of 2023.

There was an increasing focus on intercultural understanding and belonging and connection. Moving from a medium sized school to a larger school presented us with specific challenges but also opportunities to focus more in our school culture and ethos going forward. We continued to return to our values of RESPECT, RESPONSIBILITY and RESILIENCE to guide our behaviours, actions and interactions as well as our focus on high standards of student achievement and providing equity in education for all of our students.

Once again, we were pleased by the achievement of our Year 12 students as they completed their secondary education. 100% of eligible students completed their SACE and there was an increase in the proportion of students achieving A and B grades.

# Governing council report

In 2021 The Governing Council continued its work as the voice of the school community.

In the last year we welcomed new parent members who give a fresh perspective for the strategic direction of SEHS and we also welcomed our new Principal, Kristen Masters into the Council.

2021 was a key year for SEHS, a year of transition of leadership, a year of construction and a year of preparation for one of the biggest changes in Education in many years, that being the introduction of Year 7s to High School. All whilst still managing the impacts of Covid-19 on our school.

The Governing Council ratified the 2022 draft budget which shows the school in a healthy financial situation.

Talks commenced and a design concept was made with Salisbury Council for a new exit for the student/visitor car park that will include a new kiss n drop for traffic heading west and north as well as changes to the existing under-utilised kiss n drop to now be used for traffic heading east or north via Gloucester. Funding was committed by the newly elected State Government for the project and Salisbury Council has also committed to their share of the works required. We are hoping these works can commence as soon as possible in the 2022/23 Financial Year.

The Governing Council was successful along with strong arguments from our Principal and leadership group to pressure the previous State Governments into reviewing their decision not to offer any capacity upgrades for the introduction of Year 7s.

Works have commenced and we are expecting the 1st stage of works to be completed by the start of Term 2 and the 2nd stage works will commence at a date to be determined but not looking like being completed in 2022. The delays have been disappointing as it has created some disruption to our introduction of Year 7s but the outcomes are great and our staff have done a great job minimising those disruptions.

The March 19 State Election saw a change of Government and a change of MPs representing our school's area. Rhiannon Pearce replaces Paula Luethen as the new Member for King and the Governing Council thanks Ms Luethen for supporting the Governing Council's calls for urgent capacity funding and her concerns about the construction delays when she attended one of our meetings.

# Quality improvement planning

The 2019-2021 School Improvement Plan had three components:

## GOAL 1:

Increase student achievement in literacy (years 8-10) with a particular focus on close reading and writing

### 2021 target:

Increase the percentage of students at or above SEA and increase percentage of students achieving in the higher bands

### Outcomes:

Both Reading and Writing NAPLAN achievement was lower than 2019 (NAPLAN not conducted in 2020 due to COVID-19) and also below the national average. However, achievement was commensurate with students with similar background.

64% of Year 9 students met the Standard of Educational Achievement (Band 7 or above) for Reading while 12% achieved in the upper two bands which was comparable to previous years.

### Commentary:

It was evident that a higher proportion of students undertook the NAPLAN tests in 2021 compared to 2019. (ie lower rate of exemptions).

Going forward, it is intended to streamline the literacy focus and focus on just one area.

## GOAL 2:

Increase student achievement in Numeracy (years 8-10) with a particular focus on Number and Algebra

### 2021 Target:

Increase the percentage of students at or above SEA and increase percentage of students achieving in the higher bands

### Outcomes:

Numeracy NAPLAN achievement was marginally higher than 2019 (NAPLAN not conducted in 2020 due to COVID-19) and but below the national average. However, achievement was commensurate with students with similar background.

64% of Year 9 students met the Standard of Educational Achievement (Band 7 or above) for Reading while 7% achieved in the upper two bands which was marginally higher than previous years.

### Commentary:

It was evident that a higher proportion of students undertook the NAPLAN tests in 2021 compared to 2019. (ie lower rate of exemptions).

Going forward, it is intended to work with a consultant who can develop intervention programs with teachers that address misconceptions about number.

## GOAL 3:

Improve percentage of A and B grades within Stage 1 and 2 of the SACE

### 2021 Target:

5% increase in the proportion of A and B grades in Stage 2 SACE

### Outcomes:

There was a 4.5% increase in the proportion of A and B grades

### Commentary:

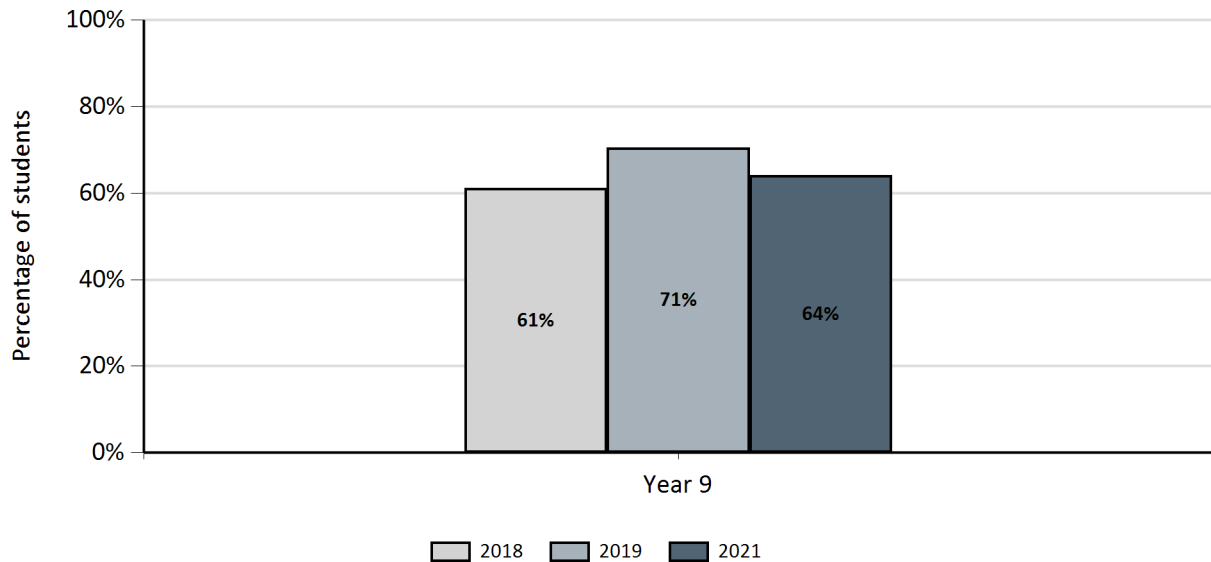
To further grow A and B grades at SACE, the 2022-2024 literacy strategy will focus on Writing in all subjects and all classes.

# 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

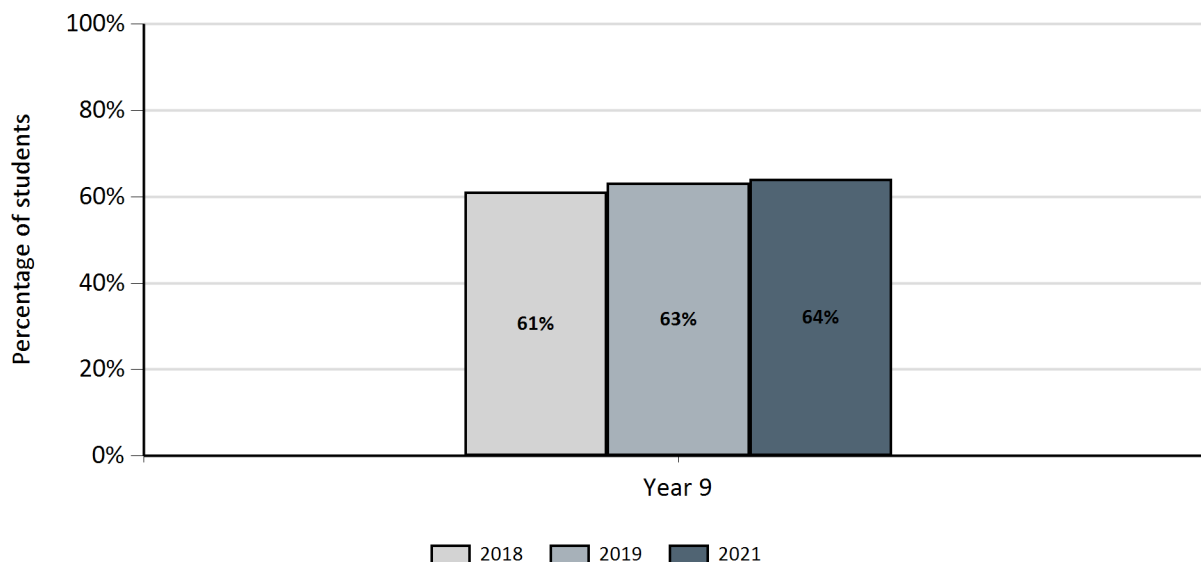


\*NOTE: No NAPLAN testing was conducted in 2020.

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	29%	35%
Middle progress group	48%	48%
Lower progress group	22%	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	28%	34%
Middle progress group	55%	48%
Lower progress group	17%	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 <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 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*
Year 9 2021	195	195	24	13	12%	7%
Year 9 2019-2021 Average	165.5	165.5	19.5	10.5	12%	6%

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

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

<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.

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## 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%	99%	99%	99%

Data Source: SACE Schools Data reports, extracted February 2021

\*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	2018	2019	2020	2021
A+	1%	1%	0%	2%
A	6%	5%	9%	7%
A-	10%	8%	8%	11%
B+	10%	11%	10%	0%
B	18%	19%	22%	12%
B-	17%	11%	10%	17%
C+	14%	15%	13%	0%
C	20%	24%	25%	21%
C-	4%	5%	2%	1%
D+	1%	1%	0%	0%
D	0%	0%	0%	1%
D-	0%	0%	0%	0%
E+	0%	0%	1%	0%
E	0%	0%	0%	0%

E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2021

\*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

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

Data Source: SACE Schools Data reports, extracted February 2021

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

	2017	2018	2019	2020	2021
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	99%	100%	100%	100%	100%
Percentage of year 12 students undertaking vocational training or trade training	35%	33%	38%	39%	33%



# School performance comment

## STAGE 2:

- Maintained 100% SACE completion with 98 out of 98 potential completers being successful.
- This included mainstream, alternative learning and Special Options (undertaking modified SACE).
- A-C% was 99% for the third consecutive year.
- 19.1% of grades were A's – an 8-year high.
- 44.4% of grades were B's – a 6-year high.
- 63.5% of grades were A/Bs – a 5-year high.
- 49% of students undertook a range of subjects that made them eligible for an ATAR – increase from 2020 when it was 47.5%.
- The average ATAR (prior to adjustment points) was 63.18 – an increase from 62.1 in 2020.
- Nine students achieved ATARs in excess of 80 (top 20% of the state) prior to adjustment points.
- 2021 DUX was Myah Shepherd – 93.10 prior to adjustment points
- 32/44 students received a first preference university offer
- There was one merit - Evelline Nkombera (Health) and five other A grades (including two achieved by Year 11 students)

## • A grades were achieved in the following subjects:

- Visual Art - 66%
- Specialist Soccer - 50%
- Essential Mathematics - 47.4%
- Health - 40%
- English - 30%
- Essential English - 25%
- Sports Studies - 25%
- Biology - 23.1%
- Creative Arts (Photography) - 22.2%
- Research Project - 19.8%
- Child Studies - 11.1%
- Community Studies - 10.9%
- Food & Hospitality - 8.3%

## STAGE 1/2 COMPULSORY SUBJECTS:

A-C% for Stage 1 subjects – 78.9%

- Stage 1 Literacy: 84.8%
- Stage 1 Numeracy: 75.3%
- Stage 1 PLP: 95.5%
- Stage 2 Research Project: 100%

## YEAR 8-10 – TERM 4 A-C%

- Year 8: 88.02%
- Year 9: 82.55%
- Year 10: 80.58%

## 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	Maintenance of additional leadership positions to focus on learner achievement and engagement across both middle and senior school. Focus on implementation of mentoring program. Strategies to engage 'at-risk' students.	Improved Grade Point Average (GPA) and fewer students at risk.
	Improved outcomes for students with an additional language or dialect	Reduced class sizes to support EALD learners. EALD classes in Semester 1. Provision of BSSOs.	Improved literacy skills enabling increased access to curriculum.
	Inclusive Education Support Program	SSOs in classes to support individual and small groups of students. Leadership positions created to build the capacity of teachers - particularly in differentiation. Employment of Speech Pathologist to work with staff.	Increased differentiation and personalisation of curriculum.
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	Team of Aboriginal Education teacher, ASETO and Inclusive Education leaders provided 'wrap-around' support to work with Aboriginal leaders and to monitor and track engagement and achievement with learning.  Targeted Literacy and Numeracy blocks in Year 8 and 9.  Increase in staffing to support students engaging in our school based alternative learning pathway (SEAL). School based teachers and youth workers support students on alternative pathways.	Increased number of SEAL students achieved SACE in 2021. 79% of Aboriginal Learners achieving a GPA of 2.7 or above.
Program funding for all students	Australian Curriculum	N/A	N/A
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Resourcing for Literacy and Numeracy interventions for students who were identified as significantly below DfE SEA. Literacy and Numeracy block (half classes) for students in Years 8 and 9.	Improved literacy and numeracy skills for students involved in interventions.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

