



Glossop High School 2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Glossop High School Number: 776

Partnership: Berri & Barmera

Name of School Principal:

Mrs Julie Ahrens

Name of Governing Council Chair:

Mrs Louisa Godden

Date of Endorsement:

15.03.17

School Context and Highlights

Glossop High School is a valued community school and has been for 75 years. 2016 marked our 75th Anniversary and hundreds of current and past students, teachers and staff joined in the festivities. Together we celebrated our proud history and traditions. It was a magnificent occasion and filled me with pride to be a leader of such a great school.

Our vision at Glossop High School (GHS) is to be innovative and continually improve. We want to be creative with learning and foster independence and success for all of our students. Our major priority as a school is to develop staff to work with students in an engaging manner. We believe that this approach will maximize the opportunities for our students to attain the outcomes they desire and deserve.

2016 has been a year of great achievement for GHS. We strengthened our student voice and encouraged our student leaders to facilitate staff meetings. This initiative has increased our understanding of what helps our students improve their learning. As a result new courses have been scheduled for 2017.

Glossop High students represented the school in many areas including debating, Lion 's Youth of the Year, environmental events, community services, international exchanges and sport at the highest level.

A significant achievement in 2016 was our South Australian Aboriginal Sports Training Academy (SAASTA) winning the 2016 SAASTA Shield. The Glossop Academy triumphed over 16 other academies to take the shield after accumulating the most points from a variety of practical and theoretical tasks throughout the year. Congratulations to the staff and students. Special mention to David Binney who was awarded Coordinator of the Year at the SAASTA Award Night and Ronald Bromley who was awarded the Governor's Commendation for achieving the highest 'Modified SACE student' in South Australia!

Support from the local community continued to grow in 2016. The development of our career strategy expanded this year with more career professionals supporting our students than ever before. We saw an increase in the number of Australian School Based Apprenticeships and traineeships taken up by GHS students at local businesses which is a great outcome for everyone. A special mention to Tayla Kingham who took out the Riverland School Based Trainee of the Year at the recent award dinner.

We also managed to secure funding for a second Special Options class in 2017 and further facilities upgrades.

Governing Council Report

As another school year comes to an end we can take pride in the positive activities and results achieved at Glossop High. This is my first year as Chairperson of the Glossop High School Governing Council and I have pleasure in submitting this report.

Firstly, I would like to express my admiration of the Principal - Julie Ahrens, Deputy Principal - Natasha Hefford and Assistant Principal - Alistair Williams. Their leadership and efforts to make parents feel that they are an important part of their child's education has been second to none.

I thank all of the people involved in the Governing Council for actively contributing to the school community by improving facilities and supporting the development of school policy and programs in 2016.

In 2016 the Governing Council participated in discussions that covered a variety of topics. Our main discussions centered around:

The new format School Continental where the focus is on one night in order to minimize the impact on teaching and learning. This is our main fundraising event where students, staff and families work together to raise funds for the school. This year we raised \$25,000 which has gone toward new kayaks and a covered trailer for the band and excursions.

A successful External School Review where parents provided feedback on Learning, Teaching, Leadership and the Improvement Agenda of the school.

Securing \$2.5 million funding from this year's state budget for the knowledge-intensive industries of Science, Technology, Engineering and Maths (STEM).

The secure position of the school's finances to enable commencement of a major upgrade of our technology infrastructure and working to improve the link between campuses.

The 75th birthday of Glossop High School and celebration events held in October.

Support to continue with the School Chaplaincy Service for the benefit of students, families and staff.

Upgrades and a new air conditioner for the canteen.

Grounds improvements at the senior campus with a path to Glassey Park.

A new Uniform Brochure to promote growth in the pride of students in the school.

The use of the Glossop High School Facebook page to connect the school with its community.

Governing Council has been impressed with the outstanding academic and sporting achievements of our students during 2016. We wish the Year 12 graduates the best fortune for their future endeavours.

Louisa Godden Chairperson



Improvement Planning and Outcomes

The External Review was a fantastic process that provided us with a chance to gain feedback about our progress towards our goals. It also allowed us to reflect and plan for the future. Thank you to all of the parents who were involved and provided feedback. Parent feedback was, in general, very positive with most responses indicating they are confident in the leadership and direction of the school. The next External Review will take place again in four years.

Our 2016 goals were: numeracy improvement, improvement of literacy – writing and reading and SACE success for all students. The External Review assessed us on these goals. I am pleased to report the following progress against targets set:

Build positive relationships with families - Achieved

Improve student attendance was achieved but reaching the DECD standard of 93% attendance across all year levels was not achieved

Refer attendance concerns to leaders and parents promptly - Achieved

Reduce the number of unexplained absences across all year levels - Achieved

Beginning to provide a dynamic learning program which is differentiated and includes student voice - Achieved

Continuation of Mind Matters and review wellbeing programs - Achieved

Identification of students at risk as early as possible and support teachers to take action - Achieved

Tracking through traffic light, report data, SACE pattern checks and other data - Achieved

Communicate with parents around students and the SACE - Achieved

Use moderation to improve design and marking of tasks Stage 1 - Achieved

Reduce the number of students below C grade to 10% - Achieved

93% completion of SACE compulsories - Achieved

VET - All ASBA students complete SACE Stage 2 - Achieved

95% SACE Completion - Achieved 100%

Less than 15% below C- grade - Achieved

In 2016 we devoted significant resources to provide targeted intervention programs for students identified with gaps in literacy and numeracy. Students used the Lexia online program and Mathsonline to supplement their learning. In a great result, all students using the Lexia program at least three times per week showed at least one-year of growth according to the Lexia program progress data.

Mathsonline was used by teachers as an extension intervention and as a means to support and close gaps in learning.

Two SSO's and the Learning Inclusion Coordinator (LIC) completed the Quicksmart training. Data from students who participated in the 20 week program shows an effect size of no less than 0.6. A survey of students, parents and teachers revealed that everyone believes the program has considerably advanced student automaticity and confidence in maths.

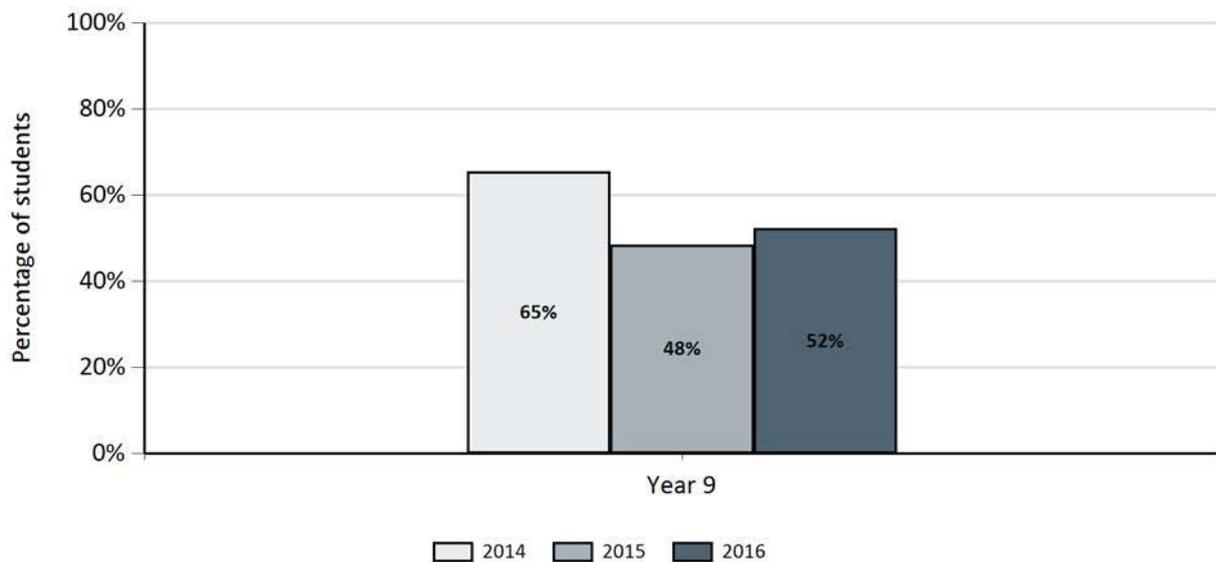
Our Learning Inclusion Coordinator facilitated several professional development sessions throughout the year to develop staff awareness and skills in the areas of differentiation and inclusion. A follow up survey revealed that 100% of staff found the sessions either valuable or highly valuable. 78% of teachers reported that they are implementing Learning Intentions and Success Criteria in their classroom. A further 67% of staff reported to be implementing the non-negotiables of Differentiation and 89% of staff reported to be utilising Transforming Tasks. In 2016, PLC's were established and teacher coaching processes were used, with all teachers involved in the coaching program reporting to have pedagogical growth as a result.

Performance Summary

NAPLAN Proficiency

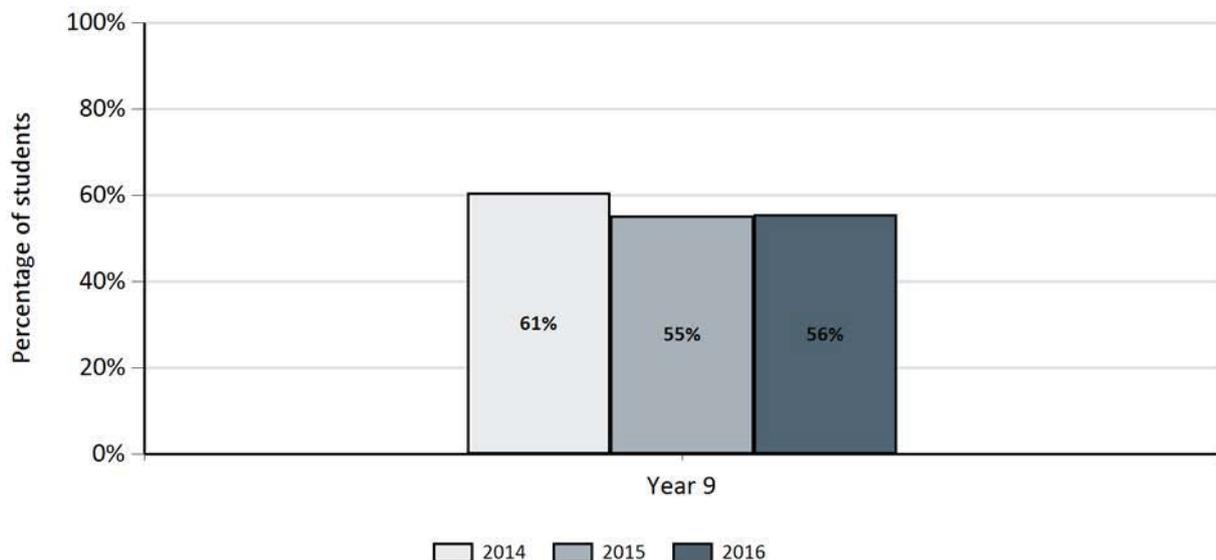
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 7-9	State (average)
Lower progress group	30%	25%
Middle progress group	50%	50%
Upper progress group	19%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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)
Lower progress group	30%	25%
Middle progress group	55%	50%
Upper progress group	15%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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		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 2016	153	153	11	6	7%	4%
Year 9 2014-16 Average	142.3	142.3	15.3	9.7	11%	7%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

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

**NOTE: 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).

2014	2015	2016
81%	96%	99.17%

Data Source: SACE Schools Data reports, extracted January 2016.

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

SACE Stage 2 Grade distribution

Grade	2014	2015	2016
A+	0%	1%	0.55%
A	1%	5%	4.13%
A-	3%	9%	9.37%
B+	9%	16%	13.50%
B	12%	16%	19.28%
B-	13%	17%	14.60%
C+	16%	14%	17.63%
C	15%	13%	14.33%
C-	11%	5%	5.79%
D+	7%	2%	0.83%
D	3%	1%	0%
D-	2%	1%	0%
E+	2%	0%	0%
E	3%	0%	0%
E-	1%	0%	0%
N	1%	0%	0%

Data Source: SACE Schools Data reports, extracted January 2016.

*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 that year.

2014	2015	2016
83%	100%	100%

Data Source: SACE Schools Data reports, extracted January 2016.

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

	2014	2015	2016
Percentage of year 12 students undertaking vocational training or trade training	65%	59%	58%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	88%	100%	100%

School Performance Comment

Glossop High Schools' Year 12 results continue to improve. In 2016, 100% of our Year 12 students completed their South Australian Certificate of Education (SACE). This is compared to the state average of 96% of students. Thirteen GHS students achieved a score greater than 80 for their Australian Tertiary Admission Ranking Score (ATAR) from a possible score of 99.95.

We had 40 SATAC Applicants in 2016 and 39 (97.5%) received an offer to attend university. Of these applicants, 72.5% received an offer for their first preference course.

It is pleasing to note that the total number of A and B grades achieved by Glossop High School students in both Year 11 and 12 has increased dramatically since 2014. We still have work to do, especially in Year 12, but it is fantastic to see our commitment to improving senior school outcomes coming to fruition.

Across Year 11 and 12 we continue to see a downward trend in the number of students receiving D, E and N grades. Under 1% of Year 12 Glossop High students received a D,E or N grade. In year 12, they are down from 19.22% in 2014. It is a similar story in Year 11. The number of students receiving a D,E or N grade has dropped 10 percentage points since 2014.

One of the most impressive 2016 statistics was the reduction in the number of students who were affected by moderation with their results. In 2016 only 9% of students were affected by moderation which is a dramatic decrease since 2014 where 32% of students were affected. This is a credit to our teachers who are striving to make sure the work provided to students is at the same level as schools across the state.

In 2016 we had 89% of students completed their SACE and also studied VET along with school studies. This is a fantastic result, especially compared against the state average of 18.5%. Many of these students would not have achieved their SACE without vocational education and training. Credit for this achievement goes to the students and staff who work together to tailor individual learning programs.

NAPLAN

NAPLAN testing provides us with the opportunity to measure our students' progress against students at similar schools across the country. In 2016, 52% of our students demonstrated expected achievement against the DECD Standard of Education Achievement (SEA) for literacy. This result is an increase from 48% in 2015. Our average for Numeracy remained steady at 55%.

One area from NAPLAN assessment that we are concentrating on is the number of students who demonstrate achievement in the higher skill bands. Our three year average for Reading is 11% however in 2016 it dropped to 7%. Our three year average for Numeracy is 7% but in 2016 it was only 4%. Our challenge is to motivate students to stretch their minds and have a go at the harder questions, which in turn, will result in higher scores.

Attendance

Year level	2014	2015	2016
Year 08	88.0%	88.2%	91.3%
Year 09	85.8%	83.9%	84.4%
Year 10	84.6%	86.3%	84.9%
Year 11	83.8%	83.4%	87.1%
Year 12	89.3%	86.2%	88.2%
Secondary Other	83.6%	88.3%	88.3%
Total	86.2%	85.8%	86.9%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

Note: A blank cell indicates there were no students enrolled.

Attendance Comment

We are proud of our commitment to work with parents to improve attendance. We have put a number of systems in place and have seen an increase to our overall attendance rate to 86.9%. Our attendance figures begin well in Year 8 (91%) but fall short in other year levels, there is however some improvement in Year 9, 11 and 12.

Our overall attendance rate increase has been process driven with everyone at the school working together to improve student attendance. We are well short of the DECD target of 93% and we will continue to work with families to address regular non-attendance issues.

Behaviour Management Comment

At Glossop High School we believe that every student has the right to learn without harassment or bullying. We are serious about maintaining the good order of the school.

In 2016 we have seen a dramatic decrease in the number of behaviour incidents throughout the year. In Term 1 we handled thirty-six behaviour incidents where we considered the 'good of the school' may have been compromised. The number of incidents was reduced to three in Term 4.

There are very few violent incidents at Glossop High School. We recorded nine incidents in Term 1 and seven in Term 4. Often these incidents are caused by the same person re-offending. We work closely with families as soon as something comes to our attention and follow up rigorously.

Client Opinion Summary

The 2016 Staff Opinion Survey revealed that 80% of staff believe the learning programs at Glossop High School are responsive to students needs. This result indicates that we still have some work to meet the needs of some of our students.

A focus area for staff is discussing how we can stretch the minds of students who are progressing well. This focus area aligns with our other goals identified in this report. We want to help more students achieve higher grades and results within upper skill bands.

I am pleased to report that 90% of our teachers are enthusiastic about their teaching. This enthusiasm for teaching is reflected in the student survey where 85% of students believe that GHS teachers care about how their students progress.

A key trend from the 2016 Parent Survey is that on a scale of 0 to 5, every question received a score of 3.4 or above. This is encouraging.

The questions that received the highest scores were: The school provides opportunities to discuss my child's progress (4.2). The school is always looking for ways to improve (4.1). Students know that they are expected to behave well (4.1). The teachers really want to help my child to learn (3.9). There is effective leadership (3.9).

In 2015, we received strong feedback from parents that we needed to better understand their child's learning steps. Parents also noted that teachers could look at different ways to motivate students in an engaging manner. Our approaches to improve in these areas are well documented in our Site Improvement Plan (SIP). This year we received a score of 3.4 and 3.5 respectively for these focus areas. These will remain firmly in our SIP for future improvement.

The results from the 2016 Student Survey were pleasing. The highest scoring question was 'My teacher expects me to do as well as I can' (4 out of 5). More importantly it appears that most students really want to learn at GHS (3.8 out of 5). I am pleased to report that students also have a better understanding of how they are doing and what needs to be done to improve (3.7). This indicates that our teachers are providing valuable feedback and students know what needs to be done to achieve higher marks.

I would like to thank the people who took the time to provide feedback. Each year we review our client opinion surveys to see our strengths and identify areas for improvement.

Intended Destination

Leave Reason	School	
	Number	%
Employment	3	1.7%
Interstate/Overseas	12	6.7%
Other	8	4.5%
Seeking Employment	7	3.9%
Tertiary/TAFE/Training	12	6.7%
Transfer to Non-Govt School	1	0.6%
Transfer to SA Govt School	22	12.4%
Unknown	113	63.5%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

All volunteers and staff who work with students have relevant screening and approval to work in the school. We have a closely scrutinised system in place to monitor who works with our students. This process was verified during the review process accountability check. Parents who home host students are screened in accordance with DECD requirements.

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	96
Post Graduate Qualifications	28

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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	49.4	1.2	21.4
Persons	0	52	2	25

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	8,767,023
Grants: Commonwealth	192,254
Parent Contributions	359,018
Fund Raising	51,771
Other	64,853

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

2016 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 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	A B2 leader was employed to focus on and lead improving processes and interventions. Staff training and support for individual students in behaviour learning. Reduced class sizes.	Reduced behaviour incidents recorded.
	Improved Outcomes for Students with an Additional Language or Dialect	Teacher release to assess levels and then plan interventions with teachers and support staff. Individual student tutoring.	Progression of levels recorded from work samples. Growth was evident.
	Improved Outcomes for Students with Disabilities	Intervention through strategic use of SSO support, intervention programs, developing teacher skills in task design and monitor outcomes through triangulated data.	Implementation of One Plans with goal progress tracked.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Subsidised speakers, excursions and programs such as Qwestacon science show to allow rural students rich learning opportunities and access to non local cultural and sporting events. An AET and two ACEO's are employed to work with Aboriginal students and develop the cultural competencies of all staff. The school hosts the Riverland SAASTA Academy and a SAASTA Connect program to assist transition. Leaders are granted additional release time to develop authentic learning plans for students in consultation with parents, staff and students. Leaders then support teachers in personalised learning to progress every student.	ATSI student Attendance and SACE completion data is improving. Students with learning difficulties achieving in SACE and vocational programs.
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives	NA	
Other Discretionary Funding	Better Schools Funding	Targeted literacy and numeracy programs to improve PAT and NAPLAN achievement. Programs are staffed and licenses purchased, includes Quicksmart.	Individual student progress tracked with results as reported.
	Specialist School Reporting (as required)	NA	
	Improved Outcomes for Gifted Students	NA	
	Primary School Counsellor (if applicable)	NA	