DEPARTMENT FOR EDUCATION AND CHILD DEVELOPMENT
OFFICE FOR EDUCATION AND EARLY CHILDHOOD

EXTERNAL SCHOOL REVIEW

REPORT FOR GLOSSOP HIGH SCHOOL

Conducted in June 2016

**Government
of South Australia**

Department for Education
and Child Development

Review details

A priority for the Department for Education and Child Development (DECD) is to improve the educational attainment and wellbeing of South Australia's children and young people.

The purpose of the External School Review is to support schools to raise achievement, sustain high performance and to provide quality assurance to build and sustain public confidence in DECD schools.

The framework underpinning the External School Review identifies the key levers for school improvement and has been shaped and informed by research.

The overarching review question is "How well does this school improve student achievement, growth, challenge, engagement and equity?"

This Report of the External School Review outlines aspects of the school's performance verified through the review process according to the framework. It does not document every aspect of the school's processes, programs and outcomes.

The support and cooperation provided by the staff and school community is acknowledged. While, not all review processes, artefacts and comments are documented, they all have been considered and contributed to the development and directions of this Report.

This External School Review was conducted by Liz Schneyder, Review Officer, Review, Improvement and Accountability Directorate and Marion Coady, Review Principal.

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Policy compliance

The External School Review process includes verification by the Principal that key DECD policies are adhered to and implemented.

The Principal of Glossop High School has verified that the school is compliant in all applicable DECD policies.

Implementation of the *DECD Student Attendance Policy* was checked specifically against documented evidence. The school was found to be compliant with this policy. The school attendance rate for 2015 was 85.8%, which is below the DECD target of 93%.

School context

Glossop High School is a dual-campus school located in the Riverland, with Years 8 to 10 at Glossop campus and Years 11 and 12 at the Berri campus. The total enrolment in 2015 was 718, which represents little change from the recent historical average. The school has an ICSEA score of 961, and is classified as Category 4 on the DECD Index of Educational Disadvantage.

The school population includes 9% Aboriginal students, 11% Students with Disabilities, 16% students with English as an Additional Language or Dialect (EALD), 5 students under the Guardianship of the Minister (GoM), and 30% of families eligible for School Card assistance. There are 25 students in the SASTA Academy and 50 Flexible Learning Options (FLO) students. The school hosts a regional Special Options Class on the Middle School campus, with 12 students. The senior campus shares facilities with TAFE and has a Trade Training Centre to accommodate regional VET programs. A Band 2 Coordinator manages this centre on behalf of Secondary Schools in the region.

The school Leadership Team consists of a Principal in the 3rd year of her first tenure, a Deputy Principal - Middle School, and Assistant Principal - Senior School, both in the first year of their tenure. There are 9 Coordinators who have a curriculum and student wellbeing responsibility. There are 31.45FTE teachers, including 13 who are in their first three years of teaching, and 20.4FTE School Services Officers (SSOs).

School Performance Overview

The External School Review process includes an analysis of school performance as measured against the DECD Standard of Educational Achievement (SEA).

Reading

In 2015, the reading results, as measured by NAPLAN, indicate that 49% of Year 9 students demonstrated the expected achievement under the DECD SEA. This result represents a decline from the historic baseline average. The school is achieving within the average results of similar students across the DECD system in Year 9 NAPLAN Reading in 2015.

In 2015 NAPLAN Reading, 8% of students achieved in the top two bands.

For those students who achieved in the top two NAPLAN proficiency bands in reading, 25%, or 6 of 24 students from Year 3, remain in the upper bands at Year 9 in 2015, and 46%, or 5 of 11 students from Year 7, remain in the upper bands at Year 9 in 2015.

Numeracy

In 2015, the numeracy results, as measured by NAPLAN, indicate that 55% of Year 9 students demonstrated the expected achievement under the DECD SEA. This result represents little or no change from the historic baseline average. The school is achieving within the average results of similar students

across the DECD system in Year 9 NAPLAN Numeracy in 2015.

In 2015 NAPLAN Numeracy, 8% of students achieved in the top two bands.

For those students who achieved in the top two NAPLAN proficiency bands in numeracy, 35%, or 8 of 27 students from Year 3, remain in the upper bands at Year 9 in 2015, and 64%, or 7 students from Year 7 remain in the upper bands at Year 9 in 2015.

SACE

In terms of SACE completion, 100% of students who had the potential to complete their SACE did go on to successfully achieve their SACE. This result represents an improvement from the historic baseline average. Between 2013 and 2015, the trend has been upwards from 87% to 100%.

Eighty-seven percent of grades achieved in the 2015 SACE Stage 1 were C or higher. In 2015 SACE Stage 2, 95% of grades achieved were C- or better. This represents an improvement from the historic baseline average. Between 2013 and 2015, the trend has been upwards at SACE Stage 1, from 79% to 87%.

Sixty-four percent of students used VET to achieve their SACE, which represents an increase from 50% in 2014.

Lines of Inquiry

During the review process, the panel focused on four key areas from the External School Review Framework:

Student Learning: How are students challenged to aspire and achieve?

Effective Teaching: To what degree are the school's agreements about learning illustrated in each class?

Effective Leadership: How well does leadership facilitate the development of coherent high quality curriculum planning and effective teaching?

Improvement Agenda: How well does the school make data-informed judgements about student learning?

How are students challenged to aspire and achieve?

Glossop High School students, and their parents, who were interviewed by the Review Team, are happy and proud to be part of the school community. They believe most students are supported and encouraged to achieve their best.

This was particularly evident in interviews with the 20 students on the Senior School (SS) campus (Years 11 and 12). The students talked about being challenged and could articulate what they needed to do to be successful. Some of the Year 12 students agreed that the culture of achievement on the SS campus had caused them to be more motivated and their work ethic had improved. Most could articulate their post-school pathway. They particularly commented on their appreciation of the 1 to 1 conversations that are readily available. Year 10 students are looking forward to moving to the senior school campus.

A passionate team of leaders support the Senior School Assistant Principal to provide a broad range of Vocational Education and Training options for senior students, including a number of Certificate III courses. These support achievement of SACE for a large student cohort. The same team also manages the Personal Learning Plan and work experience programs. These are well-supported by the local community, who are eager to provide vocational opportunities for their young people. There are 50 students in the FLO program, with an intention to reduce this number. This program includes support for some young mothers.

A strong student wellbeing program also operates on the Middle School (MS) campus, with a focus on achievement for the increasing number of students identified with special needs. There is a regional special options class located on the MS campus, as well as a Learning Hub for students experiencing difficulties with their literacy and numeracy. The students enjoy the support provided in this space by the assigned SSO, which includes access to a range of IT programs including Multi-Lit and Maths On-line. An SSO successfully monitors the attendance and achievement of the Aboriginal students enrolled in the school, while another SSO has experienced similar success in managing attendance of, and required intervention for, other students at risk.

However, it became very evident, in observation of lessons and interviews with students, parents and teachers, that there is a concern about the aspirations of some students in the Middle School. The NAPLAN data, especially in reading, supports this concern. There is also widespread concern about the capacity of some MS teachers to manage the behaviour of these students and engage them in their learning. Many students resented the impact the disengaged students were having on their learning, and teachers were also honest about the impact these students were having on their own wellbeing. Many students were vague about what they were learning and why. Two teachers could articulate the intent of their lessons and identify high-achieving students in their classes, and are using the Learning Space attached to their classroom effectively for these students.

Direction 1
Establish effective teacher planning and practices across the whole school in order to ensure that all students have the opportunity to learn and achieve their potential.

To what degree are the school's agreements about learning illustrated in each class?

The Site Improvement Plan has been collaboratively developed by staff over the past two years and has a focus on student achievement. There has been significant improvement in SACE data, including SACE completion over the past two years, attributed by leaders and teachers to intervention by the DECD SACE Improvement Team, and a focus on moderation and task design in staff Professional Development programs. Teachers are also working with colleagues from other schools.

Senior School teachers and students talked about the use of flipped classrooms in maths, but there was little other evidence of any innovative practice, despite teachers having ready access to a wide range of IT and other learning tools at the adjacent Trade Training Centre and TAFE. Some Year 9 teachers are using Go-Pro cameras and making videos to engage students, and this had been effective and appreciated by the students.

The slow internet is impacting on the use of ICT in Middle School lessons, but most senior students are expected to use their own computers or computers borrowed from the library, mainly for word processing and accessing current information.

Most lessons are 'chalk and talk', with students in the Middle School using textbooks and worksheets. Senior students talked about their rubrics and access to Learning and Assessment Plans. This was not evident in the Middle School.

The leaders indicated that TfEL has been introduced as a curriculum and learning framework, but this was not evident in any documentation, interviews or classroom practice. The Review Panel looked at the documentation of the curriculum, but the presentation was inconsistent and some curriculum areas were not represented.

Common Assessment tasks are being used in Middle School English and some formative assessment is included in senior school physical education. However, there was no consistency in the use of performance or achievement standards, including at Stage 1 and 2. Students are not expected to provide feedback to teachers, and teacher feedback to Middle School students was not evident in any of the work books sighted. The current process for reporting to parents is not efficient.

Having two campuses impacts on the capacity of high-achieving students to be accelerated across Years 10/11, and has limited options for hybrid courses, particularly at the SACE level. This is especially the case in drama.

Direction 2
In order to support intellectual stretch for all students, ensure there is whole-school coherence in the documentation of curriculum, development and implementation of assessment tasks, and curriculum delivery.

How well does leadership facilitate the development of coherent high quality curriculum planning and effective teaching?

Parents, students, teachers and leaders are positive about the impact of a new Principal, and more recently, the Deputy and Assistant Principals, to lead the Middle School and Senior School respectively. There has been improvement in facilities, growth in the pride of students in the school, evident through the wearing of the school uniform, and a focus on student learning. SACE results have improved. The appointment of increasing numbers of early career teachers and leaders, has been appreciated by students, and there is a high level of collegiality evident amongst the staff.

However, the historical leadership structure has meant that many leaders have multiple responsibilities across both student wellbeing and curriculum, are new to leadership, and are also inexperienced teachers.

The school has invested in teams to support student wellbeing, with some stand-out appointments, particularly of SSOs. There is coherence evident within and between these teams, both in the Middle School and Senior School.

The complexity of the school's leadership is further compounded by having two campuses. This is particularly evident in curriculum leadership, where there is no allocation of a Year 8 to 12 curriculum focus. Individual faculty leaders generally teach in either school, which makes line management difficult. The Principal has recently organized for joint meetings of staff from both sites, on Monday nights, which has been appreciated and already resulted in improved communication. A formal Performance Development Program using the AITSL standards is to be implemented later in 2016 for all staff.

The split campuses also impact on the effectiveness of student leadership. While the school acknowledged that this was a work in progress, it is not easy for senior students to be role models for the middle school students and, hence, gain leadership experience in a rural community.

Direction 3
Ensure a leadership structure is developed and implemented, which has a focus on leading improvement in whole-school student wellbeing and achievement, curriculum documentation and delivery, and staff accountability.

How well does the school make data-informed judgements about student learning?

The school could provide many examples of datasets, including Traffic Lights, tracking of student attendance, achievements in A-E for all students and comprehensive data about students at risk, including Aboriginal students. The Review Panel observed staff participation in a meeting where analysis of student attendance was discussed and intervention strategies determined. Teachers confirmed that data was regularly shared in staff meetings and was used in line management meetings.

However, most teachers could not talk about the capacity of their students in their classes and had limited understanding of differentiation. Some Stage 1 teachers could not talk about the performance of their students in Year 10 or whether there had been improvement in Year 11. Senior School teachers confirmed seeing some SACE data in meetings, but had not been involved in personal reflection on their teaching.

Leaders of numeracy and literacy have been involved in some preliminary analysis of NAPLAN, PAT-M/R and MYDI data, but they are new to their leadership roles. They are looking for time and guidance to triangulate the data and determine strategies for improvement.

The other major factor inhibiting effective use of data is the school's aging ICT system, which does not

support the sharing of data across the two campuses. As a result, the school has made a decision to not yet fully utilise the capacity of DayMap for tracking students, assessment and reporting and data management. Sharing of data, and expecting all teachers to use data to inform their teaching, is therefore a work in progress. Maintaining accurate attendance records and achievement data across the two campuses continues to be a challenge.

Direction 4

In order to improve school administration, reporting to parents, generation and sharing of data, and innovation in teaching, ensure an appropriate ICT system is provided across both campuses.

OUTCOMES OF EXTERNAL SCHOOL REVIEW 2016

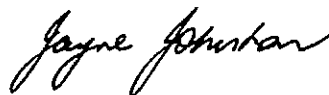Glossop High School is valued by its community and is focused on improving student learning.

The Principal will work with the Education Director to implement the following Directions:

1. Establish effective teacher planning and practices across the whole school in order to ensure that all students have the opportunity to learn and achieve their potential.

2. In order to support intellectual stretch for all students, ensure there is whole-school coherence in the documentation of curriculum, development and implementation of assessment tasks, and curriculum delivery.

3. Ensure a leadership structure is developed and implemented, which has a focus on leading improvement in whole-school student wellbeing and achievement, curriculum documentation and delivery, and staff accountability.

4. In order to improve school administration, reporting to parents, generation and sharing of data, and innovation in teaching, ensure an appropriate ICT system is provided across both campuses.

Based on the school's current performance, Glossop High School will be externally reviewed again in 2020.

Tony Lunniss
DIRECTOR
REVIEW, IMPROVEMENT AND
ACCOUNTABILITY

Jayne Johnston
CHIEF EDUCATION OFFICER

The school will provide an implementation plan to the Education Director and community within three months of receipt of this report. Progress towards implementing the plan will be reported in the school's Annual Report.

Julie Ahrens
PRINCIPAL
GLOSSOP HIGH SCHOOL

Governing Council Chairperson
Louisa Godden.