

Glossop High School

2018 annual report to the school community



Government
of South Australia
Department for Education

Glossop High School Number: 776
Partnership: Berri & Barmera

Name of school principal:

Emily Griggs

Name of governing council chair:

Anne Schutz

Date of endorsement:

13 February 2019

School context and highlights

CONTEXT

Glossop High School (GHS) has continued to grow this year in providing quality and differentiated learning for all students. Our vision of "Our School's pride, innovation and excellence will lead to learning, independence and success for all of our students" continues to spark passion and pride amongst our students, staff and school community.

We are proud of our students and staff and all that they have achieved this year. Some highlights include success at the annual Mount Gambier and Glossop Exchange, interschool debating, regional Masa Quiz night, Lions Youth of the Year, Maths Olympics and the Riverland Drone Challenge just to name a few. We also had 6 teachers nominated for the South Australian Public Teaching Awards.

Our Community connections was a focus for us this year, growing our image and connectedness within our community. The GHS band played at many community events, proudly representing us with their talents, groups of students volunteered at local age cared facilities and Primary Schools and our student leadership represented us at Anzac Day and Remembrance Day. Similarly, we invited the community into our school with significant attendance at our Middle School Arts Night, Glossop High School Open Night and the Regional Research Project Exposition.

Student Wellbeing became a clear area that the Student Leadership wished to improve, this took form in the decorating student toilets with positive wellbeing messages, Are U OK day, supporting the senior campus health class in their Health Exposition and a student notice board at the senior campus.

Late 2018 the Department for Education introduced a new Stages of Improvement Initiative, supporting schools in the development of a 3-year School Improvement Plan. Along with Governing Council the leadership and staff of GHS worked hard to develop meaningful goals and targets which will support our work around improving all student achievement in reading comprehension and numeracy and improving the retention of students in SACE or a positive post school pathway.

We proudly look forward to continual growth in the future.

Governing council report

My second year as chair of the Governing Council started with our Principal Julie Ahrens on leave, leaving Alistair Williams as Principal. With Alistair winning the Principal position at Kadina Memorial School, term 2 saw Emily Griggs step up to the role. As Julie relinquished this role, the position was open and won by Emily Griggs. I would like to acknowledge the staff for stepping up and making this unsettled time appear seamless. We thank Julie for her continued passion, dedication and unmeasured enthusiasm for Glossop High School.

The Continental was cancelled in 2018 due to a lack of community support when called for. A Continental meeting was held in the second half of the year with significant support shown from the community allowing a committee to be formed to create a new formatted 2019 Continental.

In 2018 we introduced The Pride Cup for the house that showed the most team spirit and participation within our sporting carnivals. I congratulate Deakin on winning the inaugural Pride Cup. I hope this continues to be a well fought after trophy.

The well-being of the Glossop High School Community is of importance to Governing Council. We support the pastoral care programme which gives us an extra person to support the wellbeing of our Glossop High Community. Support was also given to our wellbeing leaders for their bullying survey and the students request to support "Wear it Purple day" for 2019. Wellbeing week always amazes us with the enthusiasm and support the students show for each other from their wellbeing notice board, yoga, ball games, craft activities to fundraising. We congratulate them.

Communication with the school has been a feature on Governing Council. With the trial of traffic light reporting, text/phoning on unexplained absences and hopefully the use of Daymap by parent's/carers late term one 2019, we will see a better transfer of information for all in supporting our students learning.

I would like to congratulate all students on any success they have achieved whether it be great SACE results, passing their SACE, VET success, gaining a job, an apprenticeship, a traineeship, a sporting achievement a better grade, completing a new task or even just coming to school consistently. Success is different for each person and should be celebrated.

2018 also saw a number of facility upgrades that have help improve our learning environment.

Improvement planning and outcomes

In 2018 we continued to focus on our vision of pride, innovation and excellence. The Site Improvement Plan priorities were Wellbeing, Writing and Reading, Numeracy Improvement and SACE success for all students.

Wellbeing strategies identified attendance as a key target for 2018, although we did not reach the DfE target we did improve our overall attendance to 87.7% of students while also reducing our unexplained absences. For the past 4 years we have been consistently growing our attendance and continued to use the following successful strategies to achieve this for 2018.

- * Clear and comprehensive processes around early identification and intervention for all students.
- * Working closely with district support agencies
- * Developing whole school wellbeing programs to support attendance and engagement
- * Continuing our Visible Learning Journey, supporting quality teaching and engaging curriculum which incorporates student voice.

Writing and reading targets identified our significant improvement in SEA in PAT-R Comprehension across Year 8, 9 and 10 levels. Year 8, 9 and 10 students also met all growth targets, demonstrating growth through their scaled score from their previous years PART-R test.

A specific mention of the Year 9 students who showed a significant growth in their scaled score from a target of 45% to an actual achievement of 80.9% and also achieved above their 74% target of SEA, receiving 78.4%.

Unfortunately, we did not meet our target of 98% of Stage 1 students meeting their 20 compulsory literacy credits, with only 93.8% successfully doing so in 2018. However, we this continues to be an important focus for us in future planning around whole school literacy and early intervention strategies.

Unfortunately, we did not see a growth to 96% (94%) of our students achieving National Minimum Standard (NMS), however we had an overall growth of 6% on participation in the PAT-M testing across years 8, 9 and 10.

We continue to focus on growth for students, but have yet to meet our target of 100% of students for PAT-M across Years 8, 9 and 10. Only 61.6% of students demonstrated growth within the last year in their PAT-M results.

Our NAPLAN results demonstrated a 4% growth from 2017 (18%) to 2018 (22%) of students who are in the high bands. We also achieved our targets within SACE and Australian Curriculum for numeracy improvement.

All of our Stage 1 SACE targets were met - results below a C grade were below 10%, the completion of compulsories was above 96% (98.6%), there was 100% completion of ASBAs and 100% completion of Certificate III qualifications.

Although in Stage 2 we did not meet our target of 100% SACE completion, falling short by 1 student we did however meet our target of 3% of grades assigned below a C-, we achieved 1.37%.

Through the use of the school improvement planning cycle, specially analyse and prioritise, determine challenge of practice and plan actions for improvement steps the GHS leadership, staff and Governing Council have developed our key goals for the 2019-2021 School Improvement Plan as

*Increase Student Achievement in Reading Comprehension with the 2019 target of "100% of students who achieved in the high bands in 2018 Year 7 NAPLAN Reading will maintain in the high bands in 2019 Year 8 PAT Reading Comprehension"

*Increase Student Achievement in Numeracy with the 2019 target of "100% of students who achieved in the high bands in 2017 Year 7 NAPLAN Numeracy will maintain in the high bands in 2019 Year 9 NAPLAN Numeracy"

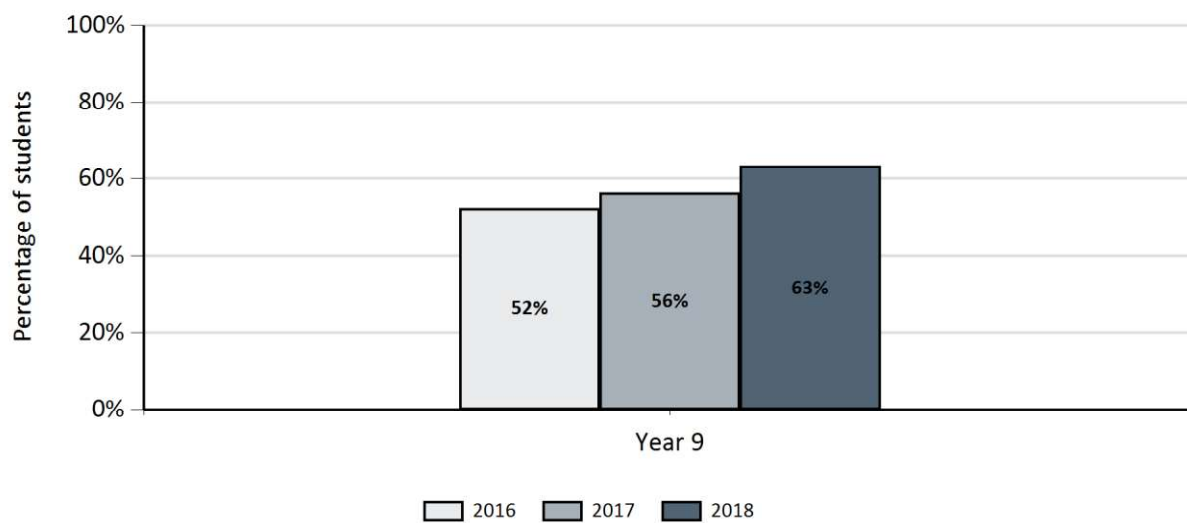
*Increase the percentage of students who complete SACE or are on a positive post school pathway with the 2019 target of "85% of students who are in the Stage 2 February enrolment either complete SACE or exit into a positive post school pathway in the November results"

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.

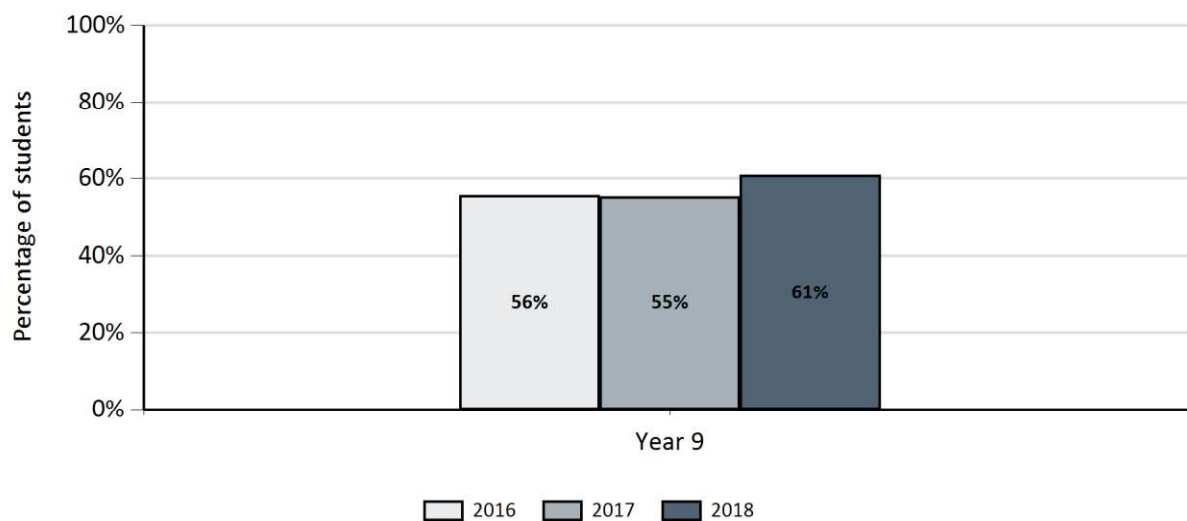
Reading



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	29%	25%
Middle progress group	46%	50%
Lower progress group	25%	25%

Data Source: Dept. for Education special extract from Student Data Warehouse, 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	20%	25%
Middle progress group	57%	50%
Lower progress group	23%	25%

Data Source: Dept. for Education special extract from Student Data Warehouse, 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 [^]		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 2018	125	125	18	13	14%	10%
Year 9 2016-18 average	130.0	130.0	11.3	7.7	9%	6%

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

[^]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
96%	99%	100%	98.5%

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%	1%	3%	1.65%
A	5%	4%	10%	9.62%
A-	9%	9%	14%	10.71%
B+	16%	13%	14%	12.64%
B	16%	19%	16%	16.21%
B-	17%	15%	14%	12.91%
C+	14%	18%	13%	13.74%
C	13%	14%	15%	16.21%
C-	5%	6%	1%	4.95%
D+	2%	1%	0%	0.27%
D	1%	0%	0%	1.10%
D-	1%	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%	99%

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	59%	58%	69%	89%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	100%	100%	100%	99%

School performance comment

SACE

Glossop High School SACE results continue to be a highlight of our achievement. ten students achieving an ATAR over 90, demonstrating the dedication and hard work of Students, Staff and parent/Carers.

Over 60% of all grades assigned in Stage 2 were within the A and B band, with 22% in the A band. A total of 2 merits were achieved for GHS in Biology and Physical Education.

Our Vocational Education results continue to excel significantly above the state average with 51 students achieving a Certificate III and 27 students who have undertaken an Australian School Based Apprenticeship or Traineeship. This would not have been possible without the continual support from our community and our strong, focused leadership within this area.

SACE completion was 99% for those students who completed Year 12.

100% of our Aboriginal and Torrens Straight Island Students either completed their SACE or left school on a positive post school pathway.

GHS 2018 DUX is Kira McMahon with an ATAR of 99.50, subsequently receiving the highest ATAR in the Riverland.

NAPLAN

2018 NAPLAN results saw a significant increase from 2017 in the Standard of Education Achievement (SEA), an increase of 7% to 63% in Reading and an increase of 6% to 61% in Numeracy. This can be attributed to specific levels of intervention for all students, but specifically for those identified below SEA. The Whole School Literacy initiative commenced in 2018 with staff working with professionals in the field of both Reading Strategies and Developmental Language Disorders.

NAPLAN data indicated that there is still work to be done in maintaining high band retention of students which will be supported in our School Improvement Plan for 2019, with greater level of whole staff training in tactical reading strategies and other student based literacy interventions.

Attendance

Year level	2015	2016	2017	2018
Year 8	86.6%	90.3%	85.1%	88.0%
Year 9	82.6%	83.1%	88.3%	86.4%
Year 10	85.1%	84.5%	88.5%	88.2%
Year 11	82.1%	86.6%	84.9%	88.1%
Year 12	86.0%	86.1%	85.0%	87.9%
Secondary other	86.8%	88.6%	83.2%	86.9%
Total	84.6%	86.0%	86.3%	87.7%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

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

Attendance comment

Over the past 4 years our attendance continues to grow with our attendance from 2018 now at 87.7%. Although this does not yet meet the DfE attendance expectations we will continue our extensive work with students, families and outside resources to help address this issue.

There has been an improvement in the year 9 and 12 cohort of students from their previous year's data and a significant growth in attendance from the year 8 students.

Staff have undertaken training in engagement strategies, trauma informed practices and literacy and numeracy intervention to work with students positively.

Behaviour management comment

At Glossop High School we believe that every student has the right to learn without harassment or bullying and every staff member has the right to work in a safe environment. We are serious about maintaining the good order of the school. Appropriate policies and procedures are in place and updated.

With the introduction of our GET REAL program in Term 2 we were able to accommodate the learning of a range of students who struggled to meet the behaviour expectations of the school consistently. This program aids in assisting students who are either completely disengaged which has presented in a number of ways, one which includes violence, threatened or actual.

Client opinion summary

In 2018 we received a return of 34 parent surveys. Areas of responses were categorised into 4 areas

1. Quality of teaching and learning
2. Support of Learning
3. Relationships and Communication
4. Leadership and Decision Making

Over 90% of the parent responses were 3 or higher on a 5-point scale, which is positive to see. Key areas identified as strengths within our school from the parents were: This school encourages students to have a sense of pride in their achievement (3.7), I am comfortable about approaching my child's teachers to talk about his/her progress (3.7), This school provides opportunities to discuss my child's progress (3.8), I feel welcome at this school (3.6). In summary we are pleased that parents have identified that the school is approachable in regards to their child's learning.

Responses within "Leadership and Decision Making" have provided us with valuable insight for improvement in the future.

We received 223 student responses to the survey and again it was positive to see that over 93% of all responses were 3 or higher. The key area that was identified by students as a strength was "Relationships and Communication", specifically: Students are encouraged to participate in school events (3.8), I like to help other (3.8), I like trying new things (3.7), I get on well with others at my school (3.6).

The 3 specifics that received an average score under 3 were: My school is clean (2.9), Everyone takes good care of the school (2.8), Students at this school are well behaved (2.7). These results indicate that we need to continue to put emphasis on school pride and student ownership over the school, this will continue to be a focus for us in 2019 through the involvement of our Student Leadership Council and Prefect student bodies.

40 staff responded to the survey and it was pleasing to see that all staff believe that teachers at this school care about how their students are going.

Staff also indicated that they can freely express their opinions or concerns to other staff at this school, that they have supportive leadership they can refer to when needed and they feel like they belong at the school. Staff also strongly believed that the school supported their own professional development.

Consistency within behaviour management, support in the classroom and the feedback provided to staff seem to be a common focus area for 2019.

Intended destination

Leave Reason	School	
	Number	%
Employment	16	7.8%
Interstate/Overseas	15	7.3%
Other	8	3.9%
Seeking Employment	36	17.5%
Tertiary/TAFE/Training	39	18.9%
Transfer to Non-Govt School	2	1.0%
Transfer to SA Govt School	33	16.0%
Unknown	57	27.7%
Unknown (TG - Not Found)	0	NA

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

Relevant history screening

All volunteers and staff who work with students have relevant screening and approval to working the school. We have a closely scrutinised system in place to monitor who works with our students. This has been further supported by the new DfE volunteer policy and processes. Parents who home host students are screened in accordance with DfE 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	89
Post Graduate Qualifications	31

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	50.2	1.2	16.9
Persons	0	52	2	23

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

Financial statement

Funding Source	Amount
Grants: State	8928906
Grants: Commonwealth	9900
Parent Contributions	338952
Fund Raising	
Other	139375

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	staffing for case management of individual students at risk. An intervention program introduced from Term 2 to engage severely disengaged students in years 8-10. individual intervention programs for students at risk.	behaviour incidences are reduced
	Improved outcomes for students with an additional language or dialect	Employment of an EALD teacher and SSO who tracked and monitored progress, designed and implemented intervention programs.	59 students showed at least 1 years growth, 6 of which showed 2 years progress
	Improved outcomes for students with disabilities	Teacher implementation of individual task design, whole school training in intervention strategies and curriculum access for students with disabilities. SSO support in behaviour and learning, reduced class sizes.	implementation of One Plans with progress tracked.
	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 Students with learning difficulties	Subsidised activities, excursions and programs to extend and enrich the learning experience of rural students and minimize isolation. Improved access to sporting and cultural activities, performances and presentations, which have promoted learning and wellbeing. ACEO and AET are employed to work with Aboriginal students and families and to develop the cultural competencies of all staff. The school hosts the Riverland SAASTA Academy and funds a transition SAASTA Connect program. Leaders are given additional time to develop authentic learning plans with students and in consultation with parents and staff.	ATSI student attendance and SACE completion is continuing to improve Students with learning difficulties are achieving in SACE and VET.
Program funding for all students	Australian Curriculum		
Other discretionary funding	Aboriginal languages programs initiatives		
	Better schools funding	Targeted literacy and numeracy programs to improve PAT and NAPLAN achievement. Coordinated through the learning hubs.	Individual Student Progress tracked with against benchmarks and SIPs.
	Specialist school reporting (as required)		
	Improved outcomes for gifted students		
	Primary school counsellor (if applicable)		