

Glossop High School

2020 annual report to the community

Glossop High School Number: 776

Partnership: Berri & Barmera

Signature

School principal:

Mrs Emily Griggs

Governing council chair:

Ms Anne Schutz

Date of endorsement:

2 March 2021



Government
of South Australia
Department for Education

Context and highlights

Glossop High School (GHS) is a Secondary School with a rich history dating back 80 years. We pride ourselves on our student centred learning, academic success, sporting involvement, student wellbeing and our connection with our community.

Our School's Vision Statement

Our school's pride, innovation and excellence will lead to learning, independence and success for all of our students.

Number of students 607

Category 3

Number of staff 86

Aboriginal Students % 12.69

School Card % 36

We also host a number of regional initiatives to support Educational outcomes across the Riverland, these include being the host school for the Regional Vocational Education Training Program in conjunction with the Regional Trade Training Centre, hosting 2 Regional Special Options Classes and hosting the Riverland South Australian Aboriginal Secondary Training Academy (SAASTA)

At GHS we promote and deliver education of excellence in which initiative, creativity, effectiveness and efficiency are not only valued but also celebrated. A priority for GHS is to foster best practice in the areas of teaching and learning and wellbeing. It is our schools vision that all students are successful in their learning, supported by expert teachers, positive wellbeing practices and clear connections to community and positive post school pathways.

We are proud of our students and staff and all that they have achieved this year. Our successes include the continuation of the Mount Gambier Exchange, state and Australia wide success within the 2020 Education Perfect Languages World Championships, award recipients of the Dame Roma Mitchell scholarship and Walpaara Anpa award, State success within Knockout Cup sports, Learning success within SACE and VET. Staff have also been recognised through nominations and finalists of the SA Public Teaching Awards and also through AST2 acknowledgment.

We continue to prioritise our 2019-2021 Site Improvement Plan with our key focus on our 3 goals

GOAL 1 - Increase Student Achievement in Reading Comprehension

GOAL 2 - Increase Student Achievement in Numeracy

GOAL 3 - Increase the percentage of students who complete SACE or are on a positive post school pathway

Governing council report

2020 has certainly thrown us many unique challenges, which we have met and overcome as a strong resilient school community. I would like to thank and acknowledge our Principal Mrs Emily Griggs and her staff for their response to the challenges the global pandemic has dealt us. Remember, we may not always get everything right but we learn and grow with every challenge.

Improvements were added to our site improvement plan. A School based trainee was employed. Focus Groups looking at areas of concern for the Consolidation of the School were formed and are working well. Our mobile phone policy is being examined and reviewed. Mount Gambier exchange happened "COVID 19" style. Again, we thank the organisers for making this possible.

The internet at both campuses has been upgraded with fibre optic cables giving us much needed speed and capacity increases. With this, the upgraded ICT system and with ageing laptops, the decision was taken to roll out a "bring your own device policy", initially for years 8, 11 and 12 with the opportunity to purchase a suitable device from an organised supplier. The majority of software required will be available free from the school. There will always be a limited amount of devices available on site. No student will be disadvantaged.

The New Build on the Berri site is well underway and on track for ownership in late 2021. The community response to the renaming of our school was amazing and we look forward to seeing the results. Again, with the survey on proposed transitions for 2021, our school community showed they are willing to embrace change with the site swap going ahead. Year 8 and 9 on site in Berri ready to welcome year 7 and the rest of the school in 2022. Years 10, 11 and 12 at Glossop where composite classes and SACE can be actioned.

What amazing young people we have. Let us celebrate their successes no matter how small. Glossop pride shines when we see groups of students out in the community volunteering, producing great media coverage (GHS Media), involved in mental health initiatives (Our town Berri), giving their all in sporting competitions, using their voice for the community. Watching them transition into young adults with amazing capabilities, gaining employment, apprenticeships, traineeships, going to university or whatever pathway they choose makes us all "Glossop Proud".

Quality improvement planning

2020 witnessed the continuation of our 2019-2021 Site Improvement Plan (SIP). The review and evaluation of each 2020 target is as follows:

GOAL 1 - Increase Student Achievement in Reading Comprehension with the 2020 target of "95% of Year 8 students will show progress in reading comprehension as measured against the Reading Progressions."

Significant work has been developed with Professor Rosie Kerin around reading progression and growth for students. By upskilling the key teachers within the Junior Secondary program and by providing staffing for specific levels of intervention for students we have successfully reached the above target. Additional focus has been on continuing to build whole school teacher capability to effectively implement reading strategies, to interpret this information and to redirect teaching strategies using the reading progressions across all year levels.

GOAL 2 - Increase Student Achievement in Numeracy with the 2020 target of "85% Year 9 students who have completed a previous years PATM test will show their expected growth in their 2020 PATM test"

In 2019, 68.14% of year 8 students met the SEA of the test they were assigned. In 2020 76.70% of Year 9 students who had completed a previous years PATM test showed their expected growth in their 2020 PATM test. We made some significant growth, increasing our expected growth by 8.56%, however with various interruptions resulting in changes to the Numeracy improvement plan we were unable to reach our target of 85%.

GOAL 3 - Increase the percentage of students who complete SACE or are on a positive post school pathway with the 2020 target of "90% 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"

96% of students who were in the Stage 2 February enrolment either completed their SACE 90% or exited into a positive post school pathways 6%.

Through the utilisation of the Campus Action Team, individual student intervention and the significant growth in outcomes from our Flexible Learning Centre we have greatly improved these results within 12 months. In 2021 our next steps are to strengthen the emphasis on Trauma Informed Practices and continue the growth of not only our students at risk, but the students of excellence to ensure that growth occurs across the board.

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

*Increase Student Achievement in Reading Comprehension with the 2021 target of "100% of year 8 and 9 students will show an increase in their scale score for PAT R testing. (Year 8s currently 51% SEA, Years 7s currently 62% SEA)"

*Increase Student Achievement in Numeracy with the 2021 target of "100% of all Junior Secondary students will show an increase in their PAT M scale score"

*Increase the percentage of students who complete SACE or are on a positive post school pathway with the 2021 target of "95% of students who are in the Stage 2 February enrolment either complete SACE or exit into a positive post school pathways in the November results"

Improvement: Aboriginal learners

In 2020 our Aboriginal Education team has utilised the Aboriginal Learner Achievement Leaders' Resource and focused on Key Element 1 – Data-informed planning. The improvement actions that we have worked on is building an Aboriginal learner data wall to ensure data is visible and appropriate intervention programs and strategies are actioned in a timely way. As a team we have worked to build the capacity of teachers through cultural awareness, ensuring that staff know where Aboriginal learners are with their learning and how they can improve learning outcomes for our students.

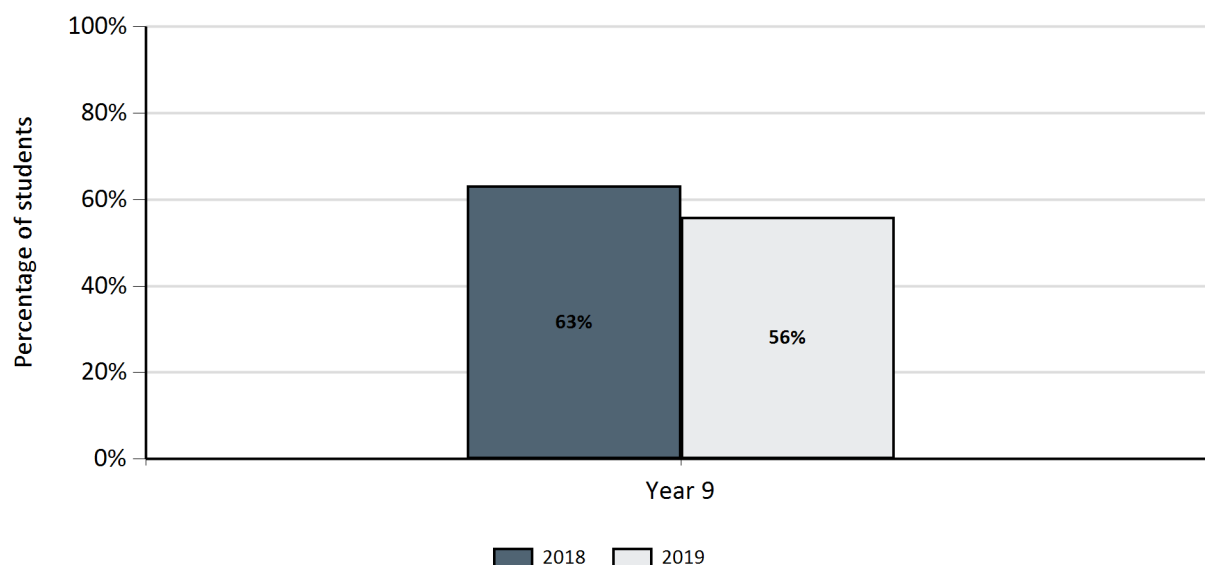
Our Aboriginal Education team has supported five Aboriginal students to complete their SACE last year, with two of these students having traineeships throughout Year 11 and 12, giving them clear positive post school pathways and connections with employers. Our SAATA and SAATA Connect programs engaged 45 young people throughout the year, and are continuing to provide learning opportunities in cultural identity, education, employment, healthy living and sport. Additionally, our Aboriginal Education team has been engaging with the community, through the cultural connections program to build cultural identity of young people. Including, seeking feedback and consultation with Aboriginal elders and community members for the cultural garden for the Berri campus consolidation, in order to improve Aboriginal parent, carer and community engagement at Berri Regional Secondary College from 2022.

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

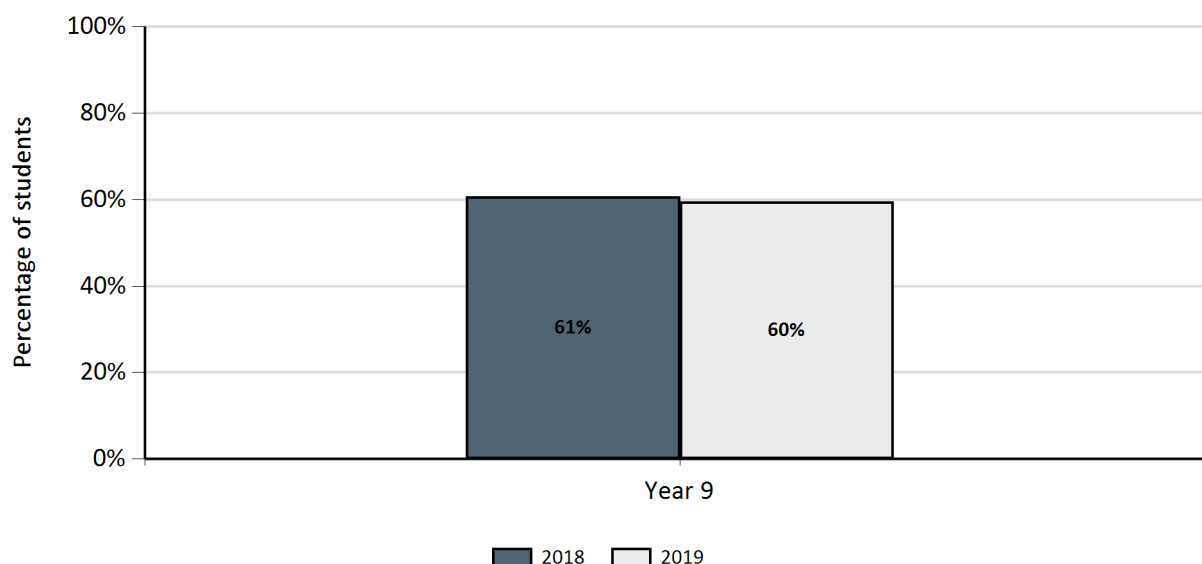


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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 2020.

*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 2017 to 2020 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	15%	25%
Middle progress group	62%	50%
Lower progress group	23%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*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	33%	25%
Middle progress group	49%	50%
Lower progress group	18%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*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^		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 2019	141	141	4	8	3%	6%
Year 9 2017-2019 Average	126.0	126.0	9.0	8.3	7%	7%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

^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)

2017	2018	2019	2020
100%	99%	99%	98%

Data Source: SACE Schools Data reports, extracted February 2020

*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	2017	2018	2019	2020
A+	3%	2%	0%	3%
A	10%	10%	6%	10%
A-	14%	11%	10%	10%
B+	14%	13%	11%	11%
B	16%	16%	15%	12%
B-	14%	13%	17%	15%
C+	13%	14%	17%	14%
C	15%	16%	15%	17%
C-	1%	5%	7%	6%
D+	0%	1%	1%	1%
D	0%	1%	0%	1%
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 2020

*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

2017	2018	2019	2020
100%	99%	100%	100%

Data Source: SACE Schools Data reports, extracted February 2020

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

	2017	2018	2019	2020
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	N/A	99%	100%	100%
Percentage of year 12 students undertaking vocational training or trade training	N/A	78%	74%	76%

School performance comment

Glossop High School is delighted with their 2020 SACE results and are very proud of their students and their success overall.

The 2020 DUX is Gemma Kruger with an Australian Tertiary Admission Rank of 98.35

Merits

Students can gain a Subject Merit in a Stage 2 Board-accredited subject, if they meet the following two criteria:

1. gain an overall subject grade of A for that subject, and
2. be selected by a panel, appointed by the SACE Board, as demonstrating exceptional achievement in the subject.

Typically, fewer than 2% of the subject cohort would meet this criterion.

* Despina Eleftheriadis received a Merit within Health

* Tahlia Karagiannis received a Merit within English

Further outstanding outcomes include:

* 98% of Stage 2 students either achieved their SACE or exited on a positive post-school pathway

* In 2020, 12 students achieved an ATAR over 85% with 6 above 90%

* Over 60% of all Stage 2 Grades were in the A and B band, with 23% in A Band

* 28 Glossop High School students have undertaken an Australian School Based Apprenticeship or Traineeship.

* 36 completed a Certificate III in Vocational Education and Training

PAT MATHS

We were ambitious with our target of 85% of students showing their expected growth in PAT Maths. In 2019 68.14% of year 8 students met the SEA of the test they were assigned. In 2020 76.70% of Year 9 students who had completed a previous years PATM test showed their expected growth in their 2020 PATM test. We made some significant growth, increasing our expected growth by 8.56%, however with various interruptions resulting in changes to the Numeracy improvement plan we were unable to reach our target of 85%.

PAT READING

In 2020, PAT Reading Results showed there remains work to be done within the improvement of student achievement in reading comprehension. At Year 10 level, of the 96 students who sat the 2020 PAT Reading test, 77% were at or above SEA. In Year 9, 96 students also sat the test, again with 77% of students achieving SEA. Within this data, one pleasing result was that of the 15 students who achieved within the High Band for NAPLAN Reading in their Year 7 test, 14 of these students achieved a scale score of 140.9 or above, which can be attributed to our Site Improvement Goal of 2019 where we aimed to retain these students as high band achievers. Within Year 8, 79% of students were at or above SEA, however of the 21 students who were below the expected Standard of Education Achievement for Year 8, 6 of those students have achieved at or above SEA in testing within previous years. This reinforces the importance of students knowing and owning their data and ensuring a positive approach to the testing period. Positively, in 2020, 71% of Year 9 student showed growth in their PAT Test results, an increase from 62% in 2019.

Attendance

Year level	2017	2018	2019	2020
Year 8	85.9%	87.9%	87.5%	85.9%
Year 9	88.7%	86.2%	86.7%	85.4%
Year 10	88.6%	88.1%	80.3%	87.1%
Year 11	84.6%	88.0%	79.0%	85.3%
Year 12	85.7%	87.7%	86.4%	86.7%
Secondary Other	83.6%	86.7%	77.2%	82.8%
Total	86.6%	87.6%	83.8%	86.0%

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

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

Attendance comment

The 2020 Attendance data shows a decline in GHS attendance by 0.66% to 83.68%. However, we had a focus on improving our processes which led to ensuring more accurate data.

Through the work undertaken in 2020

- We had a 300% increase in attendance plan meetings with students who fall into the chronic absenteeism (10 days absent a term) area. Through these parent/student/teacher meetings it was clearly identified that GHS needs to explore effective strategies on how to further engage our parents on the positive impact of regular attendance.

As GHS continues to sit below the DfE attendance expectations, we will continue to explore strategies that will have a positive impact on our student's attendance.

Behaviour support comment

At GHS 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 when needed.

With the continuation of our ENGAGE program and the Flexible Learning Centre in 2020 we were able to accommodate the learning of a range of students who struggled to meet the behaviour, attendance and learning expectations of the mainstream school consistently. These programs aid in assisting students who are disengaged from mainstream school to ensure all students of GHS have access to an authentic learning experience that is individually catered for their needs.

Client opinion summary

In 2020 we received a return of 100 parent surveys.

Key areas identified as strengths within our school from the school parent engagement survey were within:

- * I feel like my child is important to the school
- * The school communicates effectively with me
- * I receive enough communication from the school

Areas identified for future focus and growth were within

- * People respect each other at this school
- * The school provides an opportunity for me to have input about my child's learning
- * The school encourages parents to help students learn

As a school we continue to review, evaluate and grow our connection with families and the wider community.

We have a strong, passionate Governing Council, who supports, drives and challenges our school and community to continue to grow and improve.

2021 will see the development and implementation of a range of community connection strategies that will support students, families and wider community to connect together. This work has been initially driven through the Fay Fuller, Berri Our Town initiative, focusing on strong mental health wellbeing within the community. Work in this area is also being supported through the new VET in schools policy through our work to connect students to employment, this is supported by our Regional Connections Assistant Principal and the Early Adopter Project, Broad Area Partnership.

Intended destination

Leave Reason	Number	%
Employment	16	7.1%
Interstate/Overseas	25	11.1%
Other	2	0.9%
Seeking Employment	8	3.5%
Tertiary/TAFE/Training	7	3.1%
Transfer to Non-Govt School	4	1.8%
Transfer to SA Govt School	28	12.4%
Unknown	136	60.2%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

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 DfE volunteer policy and processes. Parents who host students for our student exchange programs are screened in accordance with DfE requirements.

Qualifications held by the teaching workforce 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	85
Post Graduate Qualifications	30

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	1.0	48.8	1.5	26.9
Persons	1	52	2	32

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$8,426,802
Grants: Commonwealth	\$18,750
Parent Contributions	\$189,682
Fund Raising	\$0
Other	\$0

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

2020 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 2020 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	Whole school training and development within Trauma Informed Practice, student intervention programs were initiated and implemented.	Student Wellbeing survey showed growth within student belonging and wellbeing
	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 when needed.	Students successfully engaged with identified goals, students completing SACE
	Inclusive Education Support Program	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.	Students actively engaging with identified goals, students completing SACE
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	<p>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.</p> <p>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 SAATA Academy and funds a transition SAATA Connect program.</p> <p>Leaders are given additional time to develop authentic learning plans with students</p>	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	Subject funding for faculties to ensure learning programs are engaging, rigorous and student centred	Students achievement is clearly demonstrated and recognised
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Targeted literacy and numeracy programs to improve student achievement. Coordinated through the learning hubs.	Individual Student Progress tracked with against benchmarks and SIPs.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	Subject funding for faculties to ensure learning programs are engaging, rigorous and student centred.	Students achievement is clearly demonstrated and recognised