



Highgate School 2017 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Highgate School Number: 1063

Partnership: Greenhill South

Name of School Principal:

Phil Johansen

Name of Governing Council Chair:

Alex Neil

Date of Endorsement:

School Context and Highlights

Highgate School caters for children from Reception to Year 7. It is situated 5km south of the Adelaide CBD, and is part of the Greenhill South Partnership. The enrolment is 690 students. The school is classified as Category 7 on the DECD Index of Educational Disadvantage. The school's ICSEA score is 1134.

The school population includes 1 Aboriginal student, 21 (4%) students with disabilities, 6% of families eligible for School Card assistance, and 38% of students of EALD background.

The school Leadership Team consists of a Principal about to commence his second tenure at the school, two Assistant Principals, Director of French, and 1 Coordinator (Student Wellbeing).

Highgate School provides a rich, engaging curriculum and is well supported by its dedicated staff and supportive school community. Our students are given the opportunity to participate in a wide range of activities, both in and out of school.

A French Bilingual Bi-National program commenced in 2017 through the establishment of a reception class and a year 1 class. The students work cover most areas of the curriculum in French for 80% and English 20% each week. The local community has great interest in the program with two reception classes beginning in 2018.

Highlights.

45 students participated in the SASTA Oliphant Awards Competition. Students won prize's in the posters section, multimedia and the Australian Institute of Energy section with several students receiving high commendations for Models and inventions and multimedia.

Highgate again hosted the Interschool Readers Cup. Students competed in teams of 4 to answer questions from 5 set books. Three robotics teams took part in the First Lego League Competition. The all girls' team came 6th and the boys' team 8th against much older students.

Students competed in the UNSW competitions in English, Science, Maths and Computing competitions with many students receiving outstanding results. A student won a medal in Computing achieving the highest score in NT and SA at that year level. Music and the Performing Arts enjoy a high profile, many of our students learn one or more instruments and play in a our band. Senior Choir and Junior Choirs performed at many functions.

All classes participated in a diversity of excursions and incursions which complemented the in-class learning. Incursions included dance, sports clinics, the Adelaide Symphony Orchestra and Camp Quality puppets, while excursions included, the Magistrates Court.

Governing Council Report

2017 has been an exciting and busy year for Highgate School. With the very successful introduction of the Bi-lingual French program, renewal of our Principal's tenure for another term and a great result from the Education Review, Highgate School is well placed to complement and grow the level of community involvement, education performance and student satisfaction throughout the 2018 year.

Highgate School sets a high level for teacher quality and ability, and this year has been no exception. Support for personnel development and new technologies are key principles of ensuring our teachers are well prepared to give students the best opportunities to learn and advance. This year, Highgate will lose a number of senior teachers through retirement and transfers.

The school leadership group is working to ensure our teachers and new staff will be ready to deliver a well-rounded and balanced education for all students next year.

There is a great sense of pride amongst the school community toward promoting a great school culture and community spirit. This is evident in the volunteering at all levels over all aspects of the school program. From working bees to sports coordinating, parents donate time and experience to ensure students learning and school lives are as best they can be. Community events such as the popular quiz night and the carols night, reintroduced again for the first time this year, attracted great attendances and were very successful.

The Highgate School Governing Council had a very successful and busy year, ensuring the School maintained and nurtured it's traditional values. All representatives on the council were enthusiastic and brought great experience to the discussion and program. New initiatives planned and carried out include the upgrade of the junior primary toilet blocks proudly funded by the School fundraising team, and the expansion of the support for the school sports, with a new Sports Administrator to be employed to enhance the sports program. The Grounds committee in particular took big strides throughout the year and exciting things are planned for Beryl's garden and initiatives to promote more bike riding activity.

Thank you to everyone that takes an interest and participates in Highgate Schools achievements. Volunteers, teachers, School Leaders, parents and members of the Governing Council all contribute greatly to make this school what it is today.

Improvement Planning and Outcomes

4. SITE IMPROVEMENT PLANNING AND TARGETS

The site improvement targets from 2016 continued to be Quality Teaching and Learning, Literacy, Numeracy, Wellbeing and the implementation of the Australian Curriculum through TfEL.

Much of the site planning is around tracking student improvement, developing the capacity of each teacher in mathematics, numeracy and wellbeing. A training session on the moderation protocols was held at the beginning of the school year. A partnership moderation day was held in term two where all teachers were involved in moderating mathematical tasks to ensure they allowed students to reach the standards from the Australian Curriculum. Our partnership focus on numeracy will continue in 2018.

In 2017 students from years 3 - 7 again participated in the TfEL Student Voice project. This has allowed improvement planning to include student voice. Staff use the information to support planning of activities for learning. A wellbeing Coordinator was appointed and actioned several initiatives around PERMA – specifically in gratitude and thankfulness. Positive Psychology continues to support our students, in 2017 staff delved into the area of Growth Mindsets with James Anderson. Initial evidence suggests teachers are keen to engage in a planned training program in 2018.

Training staff to interpret the data from PAT R and PAT M tests and other relevant data was revised and built on during the year allowing teachers to better target individual student improvement. Staff also used the PAT resource centre to identify specific resources to support classroom learning.

Teacher capacity improved through Brightpath. Brightpath results showed significant improvement in student writing skills between the first assessment at the end of term 1 and the second assessment at the end of term 3. The process of moderating and assigning levels to student work through a comparative process increased teachers' understanding of the authorial choices and writing conventions that constitute quality writing.

Numeracy plus. 6 staff members were a part of the Numeracy Plus project that involved 5 sessions with Tierney Kennedy. This focused on the proficiencies of reasoning, understanding and most of all, problem solving. The teachers who were involved in this have developed a greater understanding of what constitutes quality problem solving, common misconceptions and how to incorporate this into their numeracy program. They are sharing their learning in this area with the staff around them and are meeting regularly to plan how to continue this staff development in 2018 to ensure greater consistency in maths teaching across the school, with a focus on stretch and problem solving.

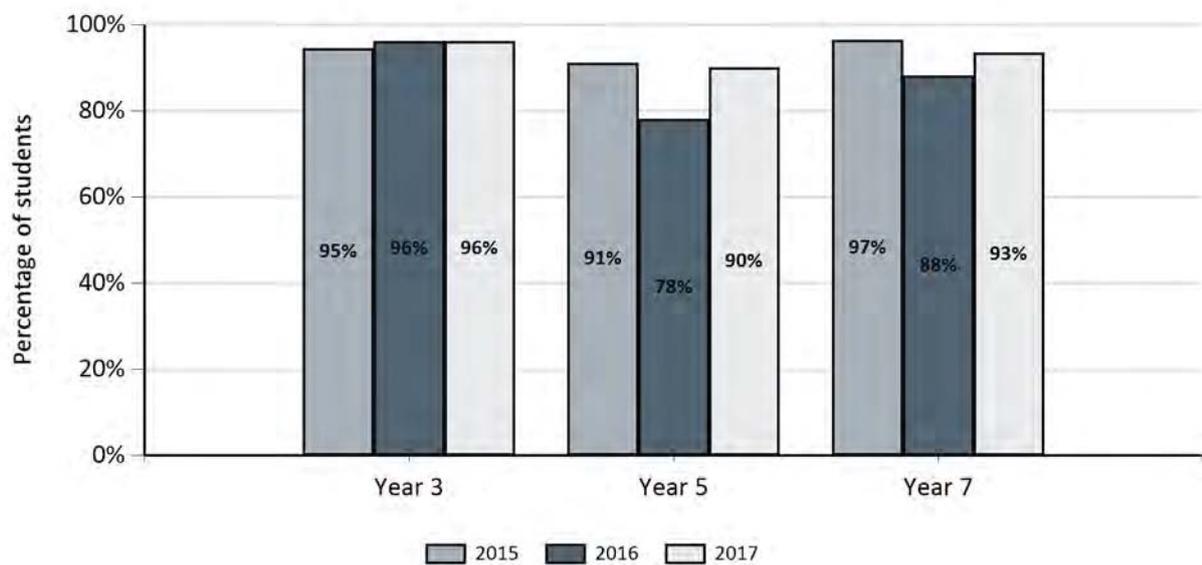
All staff received training to support the schools focus on higher level numeracy skills and use of AC proficiencies specifically in problem solving, reasoning and understanding.

Performance Summary

NAPLAN Proficiency

The DECD 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 one 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 DECD SEA for Reading and Numeracy.

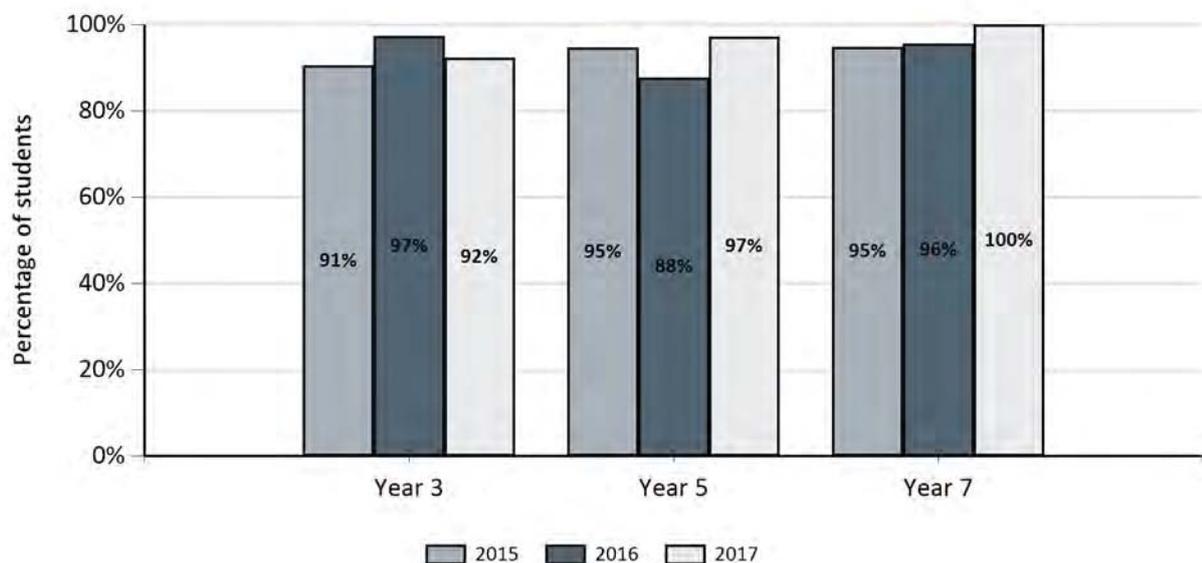
Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*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, July 2017.

*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 2015 to 2017 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	36%	34%	25%
Middle progress group	35%	57%	50%
Lower progress group	29%	9%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*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 5-7	Year 3-5	State (average)
Upper progress group	47%	48%	25%
Middle progress group	39%	43%	50%
Lower progress group	14%	9%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*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 3 2017	79	78	54	44	68%	56%
Year 3 2015-17 Average	77.0	76.7	55.3	41.0	72%	53%
Year 5 2017	71	71	40	35	56%	49%
Year 5 2015-17 Average	67.0	67.0	33.3	27.0	50%	40%
Year 7 2017	46	46	24	27	52%	59%
Year 7 2015-17 Average	57.3	57.3	28.7	32.7	50%	57%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

[^]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.

School Performance Comment

The running records for both year 1 and 2 were low in 2016 due to the lower expectation in achievement. In 2017 the running records for year 1 improved from 74% to 91% whilst in year 2 the RR improved from 82% to 89%.

The Year 3 cohort of student remained steady on their already high level. The DECD expected achievement was at 96%.

Reading and Numeracy achievement in the upper 2 bands decreased by 6% and 4%. I believe this is cohort based as supported by the year 4 success in UNSW testing compared between year 3 and 4.

The lower progress levels years 3 – 5 decreased by 5% in numeracy and 3% in reading. I believe this shows the impact of the school and partnership numeracy strategy.

The year 5 cohort of students show good improvement. The year 3 -5 upper progression group show a 20% improvement in reading and a 37% in numeracy. The upper two bands showed an increase of 7% in reading and 15% in numeracy.

Year 7: The DECD expected achievement was improved on in numeracy by 4% and reading by 7%.

The cohort showed slight increases in the number of students in the top two bands in numeracy and reading.

The year 5 - 7 upper progression group show a 13% improvement in reading and a 28% in numeracy. The lower progress levels 5 – 7 decreased by 23% in numeracy and 25% in reading.

Attendance

Year level	2014	2015	2016	2017
Reception	94.9%	95.8%	96.5%	95.6%
Year 1	94.4%	95.5%	94.6%	95.5%
Year 2	95.6%	96.1%	95.8%	94.4%
Year 3	96.5%	95.0%	95.4%	95.7%
Year 4	96.8%	94.9%	95.6%	95.4%
Year 5	95.3%	96.4%	95.3%	95.8%
Year 6	95.5%	95.8%	95.7%	95.0%
Year 7	93.9%	95.3%	95.5%	95.8%
Primary Other				78.9%
Total	95.4%	95.6%	95.5%	95.4%

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

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

Attendance Comment

Attendance remains high over several years at 95% plus. Areas to investigate are overseas holidays exemptions which we believe will increase the schools attendance significantly. We continue to work with the few students who continue to be of concern through constant absence.

Behaviour Management Comment

There is a very clear values based behavior expectation and clear processes to support children who have difficulty with their behaviour.

Wellbeing of students and staff is a high priority. Bully audits are regularly conducted with any individuals identified counseled in their behaviors. The number of students identified and the number of individuals identifying these students remains at a very low number.

The audit identifies levels of bullying and harassment, reporting to teachers, teacher responses to the report, bullying via technology / social media and the action taken to stop the bullying.

The school reviews the Yard and Class behavior processes regularly. Audits are reviewed to be able to identify the well being of students.

Client Opinion Summary

Parent Opinion Survey.

The client opinion survey remains very consist in the their view.

The French bilingual survey was added this year. The results indicate:

78% agreed they feel informed about the French bilingual bi national program. 85% agreed the teachers are positive and enthusiastic about their teaching. 94% agreed teachers and staff are caring and supportive. 91% agreed the teacher creates a safe learning classroom environment. 80% agreed my child feels comfortable asking questions in class.

In the general survey to others in the community:

Many parents strongly agreed:

- My child is happy at school.
- My child's teachers make learning interesting and enjoyable.
- I am comfortable in approaching my child's teacher.
- The school is always looking at ways to improve.
- I think my child receives high quality teaching at this school.
- My child's teachers know what my child can do and what he/she needs to learn.
- This school has high expectations of its students.
- The school is well organized this year.
- Have confidence in how the school is managed.
- The school includes parents in and community in decision making.

Staff Opinion Survey.

Staff strongly agreed/agreed:

- Learning programs at the school were responsive to student needs.
- Teachers clearly explain what students are learning.
- Staff is supported by the school in the management of student's behavior.
- This school has high expectation of the students.
- Our school environment is focused on learning.
- The school encourages students to have a sense of pride in their achievement.
- Our school has effective procedures to address bullying and harassment issues.
- At this school people care about each other.
- I am encouraged to share and discuss teaching methods and strategies with other teachers.
- Our school keeps parents informed about what is going on at the school.
- There is supportive leadership in this school.

Student Opinion Survey.

Students strongly agreed/agreed that:

- Class activities were interesting.
- Teachers make learning interesting.
- Teachers expect students to do well.
- Students are well behaved.
- There are lots to do at recess and lunch time.
- My class activities are interesting and help me learn.
- I like the kinds of things I am learning this year.
- Students are encouraged to participate in school events.
- I like to try new things and help others.
- There are a number of different ways I can be involved in making decisions about the school.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	31	21.2%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	33	22.6%
Transfer to SA Govt School	65	44.5%
Unknown	17	11.6%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

Highgate School obtains and maintains DCSI clearances in accordance with DECD instruction/policy. A data base has been set up that identifies DCSI clearances for all that are required. These include Non-teaching staff, SSO's, ECWs. Speech paths, language specialists.

Others included are Governing Council members and members of all subcommittees, GC employees, such as OSHC and canteen. Volunteers are also included along with third party music providers, student's teachers and third party providers such as cleaners.

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	79
Post Graduate Qualifications	11

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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	38.4	0.0	8.5
Persons	0	43	0	14

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	38 436.40
Grants: Commonwealth	4800.00
Parent Contributions	622 041.79
Fund Raising	41 650.00
Other	309 777.75

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

2017 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 2017 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	Highgate School staff engaged with the concept of "A growth mindset" through a student fee day with James Anderson, the purchase of resources and several short workshops to further this work.	Students develop an open mind set, the harder I works the smarter I get attitude
	Improved Outcomes for Students with an Additional Language or Dialect	With many more students identified through rigorous training of staff there has been a need to increase the staffing to support students in this area.	A greater understanding of the structure of language.
	Improved Outcomes for Students with Disabilities	Highgate school staff continue to develop the strategies need to manage the needs of students with disabilities.	Greater access to the Australian Curriculum.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	Minilit and multiit are used to support language improvement through targeted intervention.	Significant literacy improvement.
	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Greek mother tongue continued to support the children.	Greek language proficiency.
	Australian Curriculum	Student supported through RAAP had a very successful year.	Developing skills in the mainstream.
Program Funding for all Students	Aboriginal Languages Programs Initiatives		
Other Discretionary Funding	Better Schools Funding	Used to support students through intervention and teachers in building capacity.	More targeted support for students.
	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)	Primary Counsellor was released 0.2. In this time they ran the wellbeing program and worked with students to develop resilience, empathy and gratitude.	Wellbeing greatly enhanced.