



Highgate School 2016 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:

Allie Howard

Date of Endorsement:

20 February 2017

School Context and Highlights

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. Below are a few of the many highlights of the year.

Academic

- Students participated in the SASTA Oliphant Awards Competition. Students won first prize and third prize for their respective age groups in the Programming and Robotics section and the Scientific Enquiry section. Three students received high commendations from the judges for their entries.
- Highgate hosted the Interschool Readers Cup. Students were accepted based on a written application, and competed in teams of 4 to answer questions from 5 set books.
- Students competed in the UNSW competitions with 2 students winning medals in Computing. This means they have achieved the highest score in that test in NT and SA at that year level.
- A Year 7 student received The Prudence medal and prize for the highest number of consecutive correct answers in the Australian Mathematics Competition
- Two robotics teams took part in the First Lego League Competition. Again an all girls' team competed and a boys' team competed.
- A number of students achieved Credits, Distinctions, and High Distinctions in the English, Science, Maths and Computing competitions (results in student achievement area).
- Year 7 students once again travelled to Canberra, which is always a highlight for their final Primary year. Again we were delighted to have the Governor General address the children.
- 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 Old Tailem Town, the Magistrates Court, Urrbrae Wetlands and the Central Market to name but a few.
- All teachers participated in a range of whole school training including Maths. Reception teachers joined Kindergarten teachers for a two half day meetings about curriculum transition.

Performing Arts

Music and the Performing Arts enjoy a high profile at Highgate School, and many of our students learn one or more instruments, or play or sing in a band, or all three!

- The band and Senior Choir performed at many functions both in school and in the community.
- Senior Choir again received a A for their assessment.

Governing Council Report

Highgate School has traditionally had a strong community which supports the school in all its operations and in providing a quality education for the students. The community continued to maintain this culture, assisting the students to continue to achieve in their academic, sporting, musical, artistic and community participation. Throughout these pursuits, students, teachers and families showed the strength of the school's values and culture. The variety of extra curricula activities, together with the broad academic offerings, further shows the school's commitment to providing a well-rounded and balanced education for its students.

The teaching group are encouraged to embrace all learning styles, and are supported to do this through their own personal development and school training courses. Highgate School Leadership work together with the teaching group to embrace educating students for the 21st century, and using the latest technologies to do so.

The Highgate School community is proud of school's reputation. The school attracts volunteers to assist with the grounds, classroom activities and operations of the school, and these people all play a vital role to the school. The Governing Council is one such group of volunteers who work to "raise the standard" of the school, and in 2016 this group have successfully worked together to achieve many improvements and outcomes.

In 2016, a number of new parent members joined Governing Council, adding fresh ideas. These members have also been a crucial part of the Governing Council, and provided informed perspectives and expertise to the discussions.

Throughout the year, the GC group as a whole reviewed the Site Learning Plan, put together ideas for a "wish list" of resources and improvement required around the school and updated the Constitution. Another significant decision was to approve for the school to pursue the introduction of a French Bi-Lingual program. Highgate School was then formally announced as the successful primary school candidate for the program. This will be a significant change for the school in 2017, and it is exciting to see that the program has been so enthusiastically filled for its first year.

Thank you to the schools volunteers, in particular within the Governing Council. Each member should be proud of the significant and positive impact they make to the school, and I would like to thank the outgoing members, Natalie Ielasi, Amy Simons and Vanessa Pembshaw.

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 planing 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 2016.

Training and development of teachers included a day across the Greenhill South Partnership Primary Schools focusing on the resilience of students through the Resilience Australia Program with Andrew Fuller. This will support the current work in PERMA throughout the school and build on the values based program "Play is the Way".

A cross section of students from years 3 - 7 participated in the TfEL Student Voice project so improvement planning will include student input. This was unpacked with staff to give them information to support planning of activities for learning.

Staff also spent another day as a follow up on the 2015 student free day learning in about Positive Psychology to further support the school focus on wellbeing.

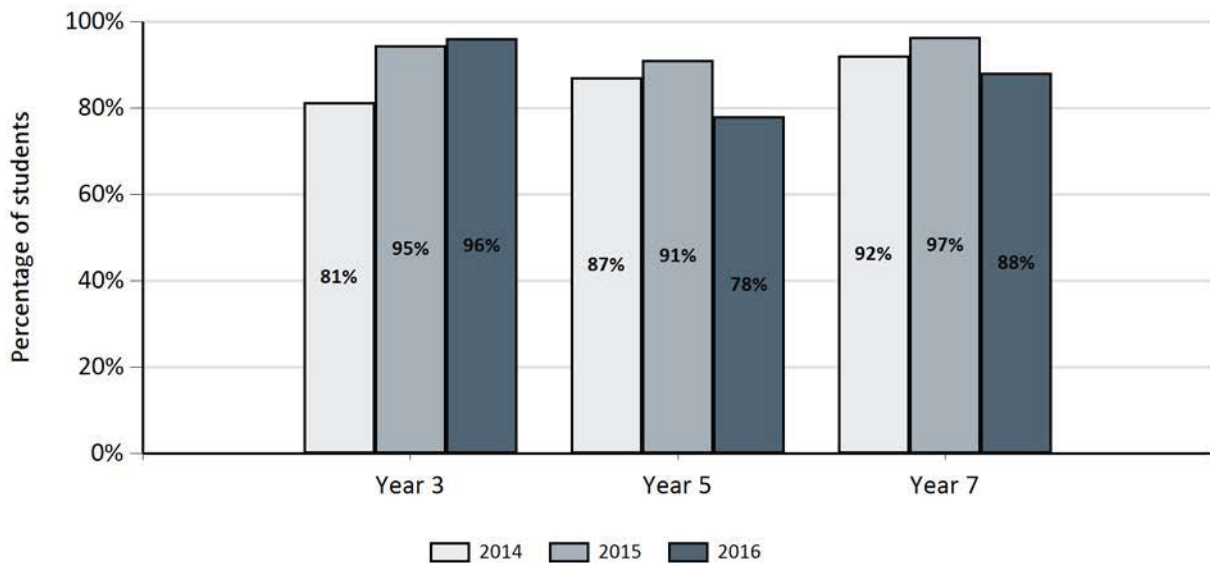
Training staff to interpret the data from PAT R and PAT M tests and other relevant data was implemented during the year allowing teachers to target individual student improvement. Staff are able to access the PAT resource centre which has resources that target specific questions in maths and reading comprehension through regular IT training in the use of data.

Performance Summary

NAPLAN Proficiency

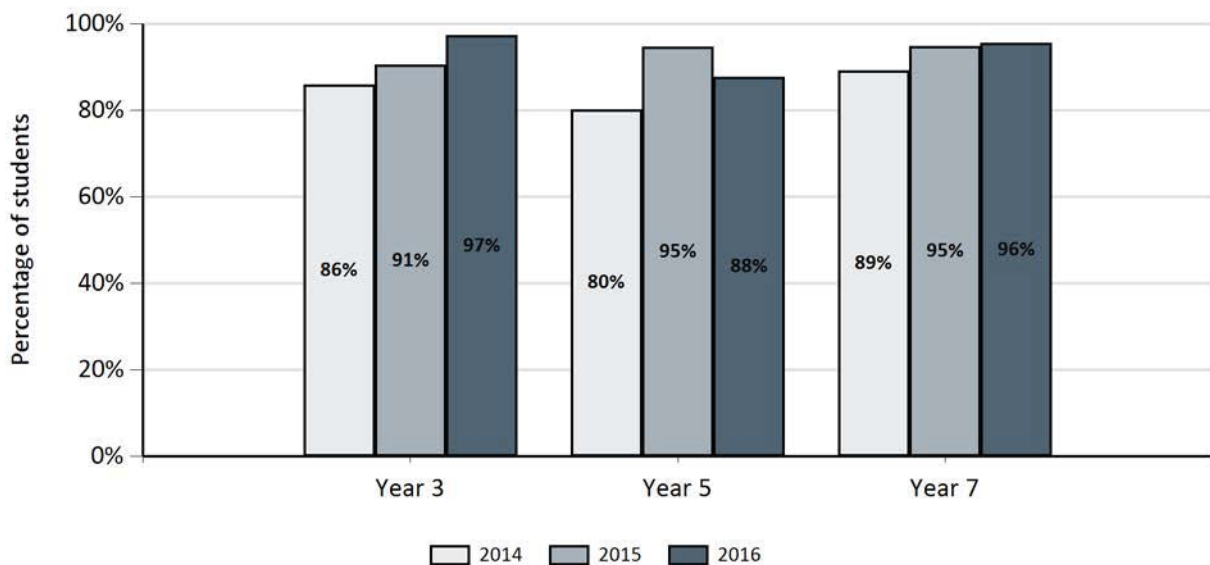
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young 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 3-5	Year 5-7	State (average)
Lower progress group	16%	21%	25%
Middle progress group	52%	47%	50%
Upper progress group	32%	32%	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 3-5	Year 5-7	State (average)
Lower progress group	19%	11%	25%
Middle progress group	44%	26%	50%
Upper progress group	37%	62%	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 3 2016	78	78	58	47	74%	60%
Year 3 2014-16 Average	74.0	74.3	50.0	38.0	68%	51%
Year 5 2016	73	73	36	25	49%	34%
Year 5 2014-16 Average	72.0	72.0	28.3	23.3	39%	32%
Year 7 2016	68	68	31	39	46%	57%
Year 7 2014-16 Average	63.3	63.7	30.3	34.3	48%	54%

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.

School Performance Comment

Highgate School continues to achieve at high levels in all areas of Running Records and NAPLAN but there are areas from the 2016 results that identify areas for improvement.

The running records for both year 1 and 2 were lower than previous years. For year 1 91% decreased to 74% and for year 2 87% decreased to 82% of students reaching the expected DECD achievement. The management of the running records collection was identified as a potential reason along with the lowering of DECD expectations.

The Year 3 cohort of students has improved on their already high level. The DECD expected achievement was at 97% up from 90%. Other areas also improved with a 2% increase in reading and a 7% increase in numeracy. When compared with like schools a realistic target is to achieve around 60% of students in the top two bands in all areas with no students in the bottom bands. In 2016 numeracy levels improved by 13%. In 2016 NAPLAN all literacy areas were above 70% in the top 2 bands.

The year 5 cohort of students continue to an area of concern in comparison with year 3 results with the DECD reading data dropping from 91% to 78%. This group can be tracked from year 1 running records through to year 5 NAPLAN where the group has consistently performed well below other years.

The DECD expected achievement was below the 2015 results, with 13% less in reading and 7% less in numeracy. In 2016 the top two bands in Numeracy are similar to 2015 results, Reading up by 5% and Writing down by 4% with spelling and grammar also showing slight decreases. There was an expectation that the strong gains made from 2014 – 15 would be built on, reading showed a 10% improvement while numeracy remained similar. Numeracy is our current focus so I am expecting gains over the next two testing opportunities to be strong.

Year 7: The DECD expected achievement was improved on in numeracy but decreased by 8% in reading. The cohort showed decreases in the number of students in the top two bands in numeracy, a similar result in the top two bands in Reading, writing decreased by 14% with grammar and spelling also decreasing by 15 to 20%. This is very concerning a possible part of this could be, there were many students who left at the end of the year and were replaced by new students.

Highgate School has begun the process of personalising learning for individual students for improvement. This strategy will include the use of NAPLAN individual scores and results from PAT M and PAT R tests to target improvement.

Attendance

Year level	2014	2015	2016
Reception	94.9%	95.8%	96.5%
Year 01	94.4%	95.5%	94.6%
Year 02	95.6%	96.1%	95.8%
Year 03	96.5%	95.0%	95.4%
Year 04	96.8%	94.9%	95.6%
Year 05	95.3%	96.4%	95.3%
Year 06	95.5%	95.8%	95.7%
Year 07	93.9%	95.3%	95.5%
Total	95.4%	95.6%	95.5%

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.

Parents strongly agreed/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.
- Teachers at this school really want to help my child learn.
- 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.
- I am satisfied with the school planning.

Areas that would improve the school

- It would be of benefit to have more information about their child's learning program.
- The school would help by having more information available about other support agencies.

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.
- Staff have opportunities for effective communication with other staff, staff and students.
- 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.
- Staff takes good care of them if they are sick or injured.
- 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.
- The school is well organized this year.
- 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	33	22.8%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	65	44.8%
Transfer to SA Govt School	47	32.4%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

Highgate School obtains and maintains DCSI clearances in accordance with DECD instruction/policy. This has been a very complex task to put in place in such a short time line. A data base has been set up that identifies DSCI 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, act

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	70
Post Graduate Qualifications	7

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	32.8	0.0	8.1
Persons	0	38	0	12

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

Financial Statement

Funding Source	Amount
Grants: State	\$4 860 655.22
Grants: Commonwealth	\$20 871.00
Parent Contributions	\$600 281.05
Fund Raising	\$72 445.00
Other	\$285 448.10

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	Highgate School continues to have a strong focus on wellbeing. We use of Play is the Way to develop children's resilience and language tools, PERMA to develop each individual through developing character strengths.	Empathy, less bullying, gratitude etc.
	Improved Outcomes for Students with an Additional Language or Dialect	EALD program has grown and developed with many more children identified as needing support. A structured program supports this group of children.	Good improvement shown by all children in language.
	Improved Outcomes for Students with Disabilities	Gains have been mostly around developing a consistency of behaviour of students which has allowed greater to access to the curriculum.	Greater access to the curriculum.
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	Multitit, minilit used to support language improvement through targeted intervention. All three groups, Greek, Korean and Chinese have been very successful in engaging students in their mother tongue. Two students were funded through RAAP funding and FLO.	Literacy improvements significant. Greater recognition of languages across the school and local community. GOM student completed his primary schooling.
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	Used to support learning across the school.	Students better supported.
Other Discretionary Funding	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)	Wellbeing focus of the school was greatly enhanced. The Counsellor built on the already strong work that has occurred through school funding.	Wellbeing greatly enhanced