



Henley High School 2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Henley High School Number: 809
Partnership: Western Adelaide Shores

Name of School Principal:

Sandra Moran

Name of Governing Council Chair:

Peter Evans

Date of Endorsement:

9th March 2017

School Context and Highlights

In 2016 enrolments at Henley High have continued to grow across all year levels from 8-12, with many families moving into the school zone and an increasing number of inquiries from families living out of zone. Numbers in Year 8-11 continue to range between 250-260 per year level with Year 12 at 256, an increase of 34 from 2015. The school attracts students from a large number of primary schools with the 2016 cohort coming from 48 different primary schools. The school has a population of 1382 students from diverse backgrounds who identify with 64 different cultures. These are generally small numbers of students, with 3% of students identifying as Aboriginal or Torres Strait Islander. In 2016 the International Student Program has maintained a quality program with a sustainable number of 100 full fee paying international students comprising of both Graduates and Study abroad students. Henley HS has a 'child site' Special Education Unit catering for 26 students with a range of intellectual & physical disabilities. The population of the school also comprises 10% school card holders, 19% of students identify as having English as Another Language or Dialect (EALD), 43 students are accessing Flexible Learning Options (FLO) 4% of students have a Negotiated Education Plans (NEP) with a further 3% being identified as having learning difficulties. Henley HS continues to offer a comprehensive educational program to cater for students with diverse aspirations and pathways including: tertiary, apprenticeships, skilled employment and special needs.

Henley HS Highlights - Inclusivity - Henley Dingoes participates in the Ice Factor program and the Ice Factor Spectacular at the Hilton. The 'Success for All' program for the SLC/ Cert 2 Sport and Recreation continues to grow with students collaborating to participate in 5 different sports. Global Education - Increased Outbound travel opportunities for students to USA, New Caledonia, Japan Vietnam and Malaysia, hosted 8 international short term study groups from Cambodia, Thailand, New Caledonia, Malaysia and Japan. Specialist Sport - Howard Mutton shield winners for the 5th consecutive year, 8 State Championships SSSSA KO sport. STEM - Inclusion in 7/8 STEM Collaborative Inquiry Project with 6 WASPN Primary Schools, 10 Year 12 students access the UoA's Science Early Entry program, Leon McCalla ATAR 99.85, 4 Merits, Chemistry Medal & Santos Scholarship. ICT - Office 365 OneNote to support Teaching & Learning and operations.

Governing Council Report

During 2016 the Governing Council (GC) participated in the recruitment of a new principal for the period 2017-2023 and we welcome Eddie Fabijan to the role of Principal. The GC congratulates Liz Schneyder on her long and successful tenure as Principal of Henley High School (HHS) and sincerely thanks her for her tireless efforts to further the education, employment and social outcomes for all students at our school. We wish Liz well in her future endeavours.

The total enrolments at HHS increased again in 2016. This popularity among community members means the school facilities have exceeded their capacity. Discussions will be necessary in 2017 to formulate a management plan to address associated issues.

GC and senior staff have been discussing impact of STEM works planned at HHS during 2017/2018 with a view to maximise the resources available to HHS and minimise the disruption to curriculum delivery. The canteen location and layout will be reviewed during 2017 in light of the proposed STEM works.

The GC continues to encourage all families to support the schools consistent approach to uniform. It is very pleasing to see our students in the community visibly representing the school. Our aim is to provide a uniform that is workplace appropriate, functional and cost effective.

The constitution of the GC will be reviewed during 2017 to determine the role that will be played by the Student Executive body.

The achievements of students were celebrated at various functions throughout the year. Congratulations to all students in areas including community involvement, academic improvement, excellence in arts and creativity and sport success.

The International Program at HHS continues to excel due to ongoing care and commitment of the team responsible for that area and our valued partnership with the members of our school community that participate as homestay families.

The Information, Communication & Technology (ICT) team at HHS continues to deliver 24x7 access for students to a laptop and curriculum appropriate software, including warranty services, at the outstanding value of \$1.37 per day per student.

Thanks to those families that entered into early payment plans with the school to ensure the agreed school fees are paid to the school. It makes the thankless task of the finance team easier. If you experience hardship, please contact the school early to enter into a payment plan or to find out about applying for school card.

Improvement Planning and Outcomes

In 2016 the focus of the Henley High School Site Improvement (SIP) plan has been to address the External School Review (ESR) recommendations of: "Increasing the number of students attending school and attaining higher levels of achievement by identifying and promoting teaching practices that stretch and challenge learners"(ESR Recommendation 1) & "Raise and sustain higher levels of achievement for all students as they progress through the school by building teacher capacity to effectively design assessment tasks to cater for the full range of student learners and to measure the effectiveness of tasks" (ESR Recommendation 2). WASPN review recommendations were consistent with the ESR's targeted areas: to increase the Middle Years literacy and numeracy levels, including the proportion of students in the higher bands, monitor attendance of year 8, 9, 10 students as an indicator of engagement. The targeted focus of the SIP was Student Wellbeing and Quality Teaching and Learning. The aim has been to address the key issues of improvement in engagement, attendance and intellectual stretch through a whole school focus on quality teaching and learning.

A Senior School Mentoring program was introduced to improve attendance and follow up, with all teachers and leadership responsible and accountable for a Mentor group in 2016. The role of the Mentor is to build a relationship with students and their parents/caregivers, monitor attendance, achievement, pathways and provide a central point of contact for communication between the family and school. In order to support the implementation and success of the Mentoring program all teaching staff were required to include either an AITSL standard 1.1 or 3.7 as part of their Professional Development Plan (PDP). To further support this OneNote Mentoring Notebooks were set up for all Mentors to record and monitor attendance and achievement regularly and 2 Student Wellbeing (SWB) meetings per term to action attendance and ILP follow up. In 2016 attendance rates in Year 10 were the lowest with 87.7% of all year levels reflecting a pattern of disengagement evident previous years. In order to improve Year 10 engagement and therefore attendance, Curriculum Coordinators in Maths, Science and English in collaboration with their teachers and the Senior Student Well Being team have changed the structure of the Year 10 courses for 2017 from general courses to more specific content ie. Year 10 Maths to Year 10 Maths Essential/Methods aligning with SACE Subject Outlines.

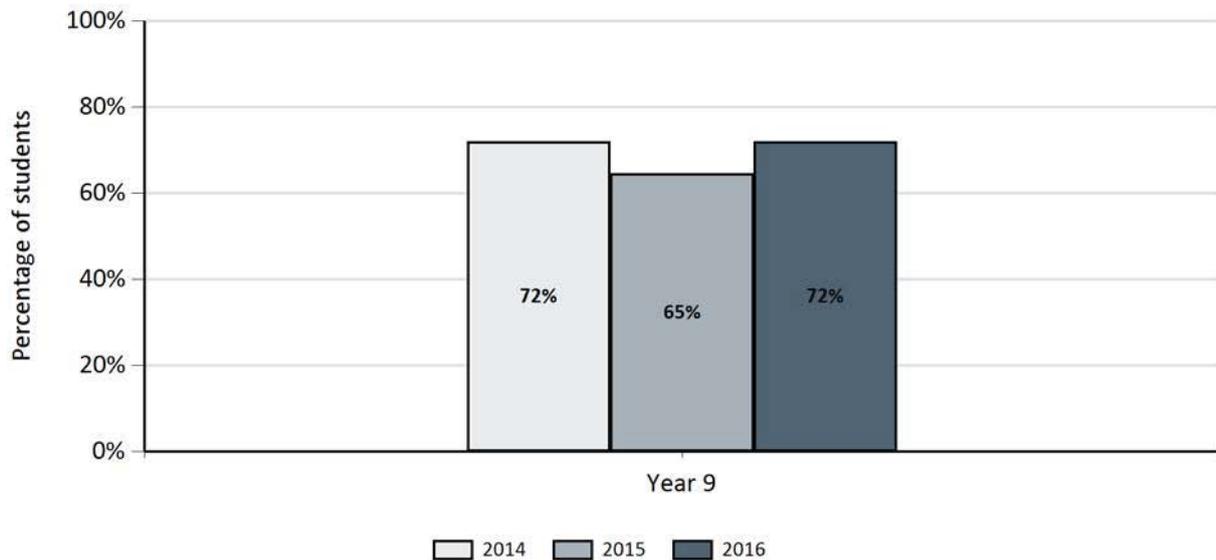
NAPLAN and the Partnership review indicated that strategies for in the retention of Year 9 students in the higher bands, especially in Reading, and an overall improvement in Standard of Edu Achieve (SEA) were required. Class profiles with NAPLAN and PAT data were developed and shared with Mentor and subject teachers for all Year 8 & 9 classes in 2016 and this has extended into Year 10 in 2017. This has enabled staff to have access the data required to differentiate their tasks and provide specific support to enable all students to be successful within their subject. Further strategies which have been implemented include: the analysis and use of data to inform intervention strategies, monitoring of effectiveness of literacy and numeracy support and intervention through student achievement data, tasks developed which enable growth mindset, intellectual stretch, variety of pedagogies and multiple entry and exit points, time allocated for curriculum teams to further develop task design. For 2017 the SIP focus areas will continue to be Quality Teaching and SWB with PDP's reflecting this, we have identified the need for a Literacy & Numeracy Intervention and Extension Coordinator to measure the success of the intervention/extension, review and adjust.

Performance Summary

NAPLAN Proficiency

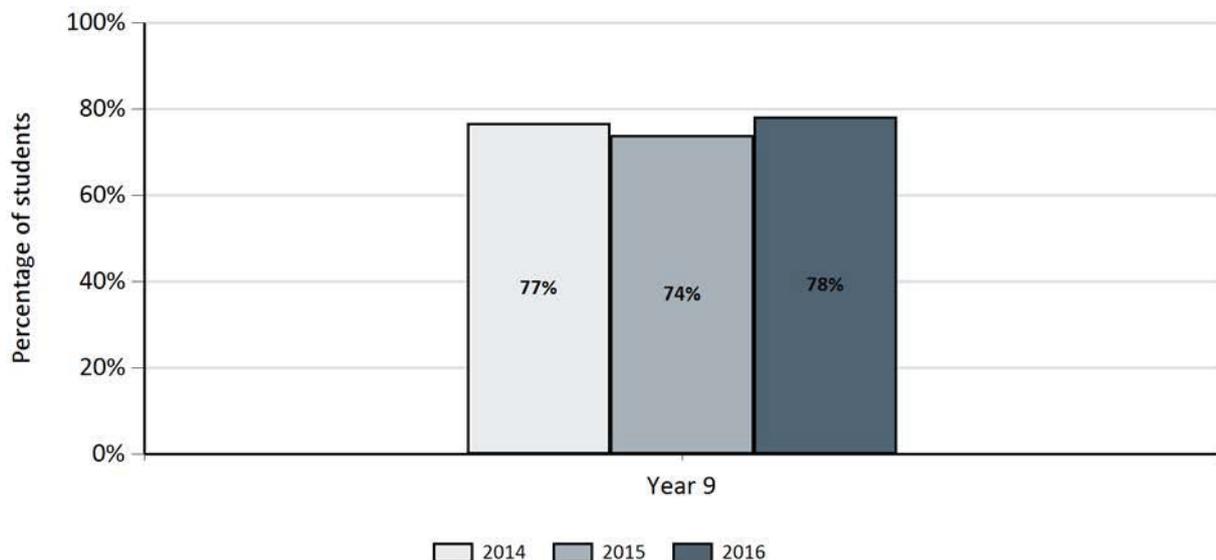
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young 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 7-9	State (average)
Lower progress group	27%	25%
Middle progress group	57%	50%
Upper progress group	16%	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 7-9	State (average)
Lower progress group	23%	25%
Middle progress group	51%	50%
Upper progress group	26%	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 9 2016	257	257	21	24	8%	9%
Year 9 2014-16 Average	255.0	255.0	32.7	34.7	13%	14%

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.

South Australian Certificate of Education - SACE

SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA).

2014	2015	2016
98%	97%	98%

Data Source: SACE Schools Data reports, extracted January 2016.

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

SACE Stage 2 Grade distribution

Grade	2014	2015	2016
A+	1%	1%	3.5%
A	6%	6%	6.46%
A-	10%	9%	10.99%
B+	13%	14%	16.10%
B	16%	15%	14.37%
B-	17%	15%	15.43%
C+	16%	14%	14.56%
C	14%	15%	10.90%
C-	3%	7%	5.50%
D+	1%	1%	1.54%
D	1%	0%	0.29%
D-	0%	0%	0.19%
E+	0%	0%	0%
E	0%	0%	0.10%
E-	0%	0%	0%
N	0%	0%	0%

Data Source: SACE Schools Data reports, extracted January 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%.

SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE that year.

2014	2015	2016
99%	96%	98%

Data Source: SACE Schools Data reports, extracted January 2016.

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

	2014	2015	2016
Percentage of year 12 students undertaking vocational training or trade training	29%	35%	35%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	99%	96%	98%

School Performance Comment

In 2016 SACE stage 2 grades that are C- or above (SEA) improved by 1% from 2015 and this has consistently remained at around the 97-98% for the past 3 years. Considerable resources have been directed to one on one support for senior students to successfully complete SACE compulsories: Personal Learning Plan (PLP), Stage 1 Literacy & Numeracy and Stage 2.

Our 2016 SACE results again demonstrated an upwards improvement, with an increase of 1.6%, resulting in a completion rate of 98.3%. The school community is very proud of the Stage 2 2016 cohort, who's dedication resulted in an increase of 3.6% of students in the A band, that being 21% of the total students. 37 students received a perfect A+ score, 20 more than last year, this allowed for 18 merit winners. These results are a culmination of the efforts that teachers, with support of school processes, have made in elevating student achievement from the B band to the A band. Extensive analysis by Curriculum Coordinators and their teams of the task types in which our students did not achieve highly in and the re-writing of Learning Assistance Plans (LAP) and Assessment tasks has culminated in these improvements. 13% of the Stage 2 completers received an ATAR >90 and the 2016 Dux, Leon McCalla scored 99.85, the schools highest score so far. Leon earned 4 merits in stage 2 subjects and Dalyce Jenner also achieved 2 merits in 2016. One student, Jarrod Drizner, was awarded a merit while still in Year 11.

The NAPLAN percentage of students who demonstrated expected achievement (DECD SEA) has improved in Reading from 65% to 72% in 2016 and Numeracy 74% to 78%. In 2016 teachers were provided with a comprehensive set of NAPLAN and PAT data for all students in Years 8/9 at the beginning of the year enabling them to identify and support those students requiring intervention and extension through a differentiated curriculum.

NAPLAN results for Year 9 students in 2016 continue to be strong in both Literacy and Numeracy. The Percentage of students who achieved the National Minimum Standard (NMS) has increased by 4 to 5% in all areas of Reading, Writing, Spelling and Numeracy. Only 2% of our students did not reach NMS in Numeracy- a vast improvement from previous years. Strategies to support Numeracy were put in place in 2016 included a Maths Homework Club and extra curriculum support School Services Officer (SSO) hours were provided in Maths classes for students requiring intervention. As a result of NAPLAN analysis, Literacy and Numeracy Leadership and coaching for teachers has been recognised as a high priority aimed at extending our high achievers in Literacy particularly in reading as we recognise a need for improvement in this area, as well as to support this cohort of students in the area of writing in a range of genres as they move into Senior School. NAPLAN progression data indicates that a focus is required in improvement in Reading, specifically further extension in the higher bands.

Attendance

Year level	2014	2015	2016
Year 08	91.5%	91.7%	92.5%
Year 09	89.3%	88.7%	89.8%
Year 10	86.3%	88.8%	87.7%
Year 11	92.3%	92.0%	96.6%
Year 12	95.7%	97.2%	97.8%
Secondary Other	90.4%	95.0%	89.9%
Total	91.0%	91.5%	92.9%

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

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

Attendance Comment

Attendance data for 2016 shows some improvement in overall attendance. The main goals were to analyse why attendance rates were at the levels they were and to achieve a 0% rate for unexplained. The implementation of a Senior Mentoring program and review of attendance policies/processes was undertaken to further develop whole-school attendance improvement plans, but also to develop strategies to improve individual attendance. Henley HS reports a student's absence to their Parent/Guardian on a daily basis via email and parents are able to check attendance 'live' through the parent portal.

Behaviour Management Comment

The school continues to invest heavily in human resources to support student behavior and to enable "teachers to teach and students to learn". Both the Middle and Senior School Teams work cohesively with out school's counseling service and external agencies to address behavior issues and to re-engage students back into school after incidents that are not in line with the Student Behavior Management Policy. Our school continues to grow and become more complex and to have so few "external suspensions" (17 students representing 1.3% of our student population) and exclusions (1 student excluded) is testimony to our intervention and zero tolerance policies to bullying and harassment. Cyber safety continues to be our main educational priority to address.

Client Opinion Summary

Parents have demonstrated that they are consistently satisfied with the supportive environment that is provided for their children at Henley HS. They indicated that Henley HS provides a safe, secure environment for their children and that the behaviour management processes are clear and consistent and enable their children to know how they are expected to behave at school. Parents were generally happy with the communication and feedback in relation to their child's attendance, learning, progress and achievement. They did express the desire for more notice before events and access to all of their child's work, not only the summative pieces. Through the implementation and use of OneNote classrooms this is now an option to access with their child. The parent community has also expressed an interest in upskilling opportunities for them personally in ICT, to familiarise themselves with the ICT programs Henley HS uses for communication and Teaching and Learning.

Encouraging results from the student well-being and engagement survey centred on relationships and connectedness, which formulates part of our Mentoring Program. Connectedness - 85% of our students felt as though "there is a teacher who really cares about them believes they will be successful and listens to them with respect". Emotional engagement - 95% of our students indicated they "get along well with most teachers and that their teachers are interested in their well-being". Priorities identified for moving forward include: developing perseverance and resilience, addressing issues related to anxiety, school belonging and engagement in learning.

Data collected from a survey of all staff indicated that 92% of staff believed that the day to day running and decision making at Henley HS reflected the schools' philosophy and vision. There was also consensus agreement that Henley HS provides: a safe and secure learning environment, diverse range of curriculum pathways, access to a high level of ICT to support teaching and learning and opportunities to connect with the wider community. On the whole the staff believe that Henley HS is forward thinking and always looking for ways to improve. Areas for improvement highlighted by staff include: more detailed performance feedback, greater input and consultation in decision making and a higher level of support for students with special needs.

Intended Destination

Leave Reason	School	
	Number	%
Employment	13	3.4%
Interstate/Overseas	84	22.2%
Other	2	0.5%
Seeking Employment	5	1.3%
Tertiary/TAFE/Training	9	2.4%
Transfer to Non-Govt School	25	6.6%
Transfer to SA Govt School	26	6.9%
Unknown	215	56.7%
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

HHS informs staff that other than a one-off event, all visitors/third party providers will need to produce a current DCSI Screening as part of our Induction process before they enter the site. This is then checked to see that the date is within the 3 yr cycle and record the details on the school's data base, the copy is then sighted & approved by the Principal. DCSI screening expiry dates are regularly checked and staff are reminded to follow up on a new one. All SSOs are required to provide a current DCSI screening, the details are recorded on site and in the DECD HR Management System.

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	177
Post Graduate Qualifications	60

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	1.0	96.7	1.0	35.9
Persons	1	104	1	43

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

Financial Statement

Funding Source	Amount
Grants: State	\$14,458,281.86
Grants: Commonwealth	\$9,931.82
Parent Contributions	\$2,120,353.88
Fund Raising	\$11,054.94
Other	\$1,190,610.33

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
	Improved Behaviour Management and Engagement	Not Applicable	Not Applicable
Targeted Funding for Individual Students	Improved Outcomes for Students with an Additional Language or Dialect	Funding was converted to Support staff who supported the whole school Literacy levelling process as well as supporting students to develop skills in Literacy during lesson time and after school homework tutoring.	High% show consistent ongoing improvement 8-12 Increases upto 6 levels over 4yrs
	Improved Outcomes for Students with Disabilities	Funding for students with disabilities increased due to extra SWLD funding. Additional SSO hours supporting students not reaching benchmarks in Literacy and Numeracy, specifically additional hours for Numeracy support	enabled every student with a disability to achieve SACE & 25% improved in 1 plus
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	APS funding used for 1 to 1 tutoring and programs supporting students with their learning across the curriculum. Through these support networks and structures we had 100% year 12 SACE completion and successful entry into university through the Aboriginal Access program. All students progressed through to the next year level, a large % of the year 11 students have already obtained stage 2 SACE credits. The confidence building programs promoted more students to openly identify as Aboriginal. There is evidence of improved family connections and input through the community based programs as well as overall improved engagement & attendance.	Improved outcomes for Aboriginal students have included a 5% increase in students with 1 or more A's and 10% decrease in the number of D and E grades.
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives	Not Applicable	Not Applicable
Other Discretionary Funding	Better Schools Funding	Funding contributes to: in class SSO support, support in Homework club, 1:1 support for Senior students in successfully completing SACE compulsorys and the development of modified student resources to support teachers	High % of completion in SACE compulsorys: PLP, Stage 1 Literacy & Numeracy, RP
	Specialist School Reporting (as required)	Funding contributes to: Athlete preparation program, Athlete support Manager who monitors and provides intervention for students at risk, Human Performance Improvement (HPI) specialist coaches in 10 sports	High % of students using SSP (Cross Disc/VET) to successfully complete SACE/ATAR
	Improved Outcomes for Gifted Students	Not Applicable	Not Applicable
	Primary School Counsellor (if applicable)	Not Applicable	Not Applicable