

<b>Date:</b>	10 Sept 2019	<b>Action</b>
<b>Opened:</b>	7pm	
<b>Present:</b>	Merida Hansen, Matt Hobbs, Jo Wright, Heather Thomas, Sue Waters, Kim Butterworth, Amy Cupitt, Blake Hahn, Tammy Kerr, Leeanne McHarg, Helen Millar, Adam Forrester & Annette Eastwood	
<b>Apologies:</b>	Dannielle Lightfoot, Sophia Ott, Kelly Gaden, Trish Doust, Carl Yeomans, Scott Macansh & Graeme Quinn	
<b>Previous Minutes:</b>	Moved Annette Seconded Jo Wright	
<b>Business Arising:</b>	<p><b>Spiral chairs</b> – No concrete as yet – still haven't got enough quotes.</p> <p><b>Senior Study</b> – plumbing is to be starting in term 4, toilets to be addition if the quote is right, it will be a block off the back of the building, entry into the toilets will be from the kitchen end from inside the building only, no outside access, it will not be a permanent structure, it belongs to the school and could be moved within the school.</p> <p><b>Minutes on website</b> – Yes approved - How far back do you want to go, August? Yes</p> <p><b>Reports</b> – See principals report</p> <p>Are the teachers paying accounts at the canteen – They are be reminded and the canteen ladies haven't mentioned it further.</p> <p><b>Parent teacher interviews</b> – Look at changing – knowing numbers would be better, rather than booking a specific time but the teachers knowing who is coming so they can leave if no one else is coming – flexibility is better – book a few into one time slot – a longer session – different years on different nights might be an option.</p> <p><b>Social</b> – all organised – Helen &amp; Patrick Lane are organising food etc – Carl, Sue, Tammy &amp; Sophia to cook the bbq.</p> <p>School captain speeches on Thursday.</p> <p><b>Laptops</b> to be used on specific day? – still working on it with Mr Carrig to see if we can identify which lessons they are needed for. The kids are still getting in trouble for not bringing it. Note to parents – The computers can be left in the library. Adam again mentioned that there</p>	School to get quotes

are special bags that you can buy. There is no solution atm.

**School Medallion** – see presidents report

Comments:

Adam said he was just asked if they could have Carol Sparks on the panel and said yes. Adam said it isn't a precedent that a P&C member is on the panel. We said that for the past 6 years it has been a P&C member and we were told that previous to that it wasn't always. Adam was happy for there to be a P&C rep on the interview panel as well. Annette to ask around. – No one was free at such short notice. In future – please advise sooner.

Heather again reiterated that their needs to be better communication and consultation with the P&C. As she had stated in an email that was sent to Adam and Helen there continues to be a disregard for the P&C about decisions that are made (not just this one) and that the P&C were told they would be involved and weren't even notified by Mr Forrester (as per the minutes of the previous meeting) to let us know we weren't needed.

Helen mentioned that from year to year the Year Advisors change and they don't always know what the precedent is. Matt Hobbs suggested that the process needs fixing up and that it is important to communicate with the P&C to let them know what is happening and if they are required to assist the process.

**Integrated sport** – As a mother of a child who is not at all sporty, it will be in the middle of the day on two different days, will they still be able to do different sports like roller skating, walking. We were told at the last meeting that there would be limited choice because of staffing, but Adam and Helen said in some cases there would be more choice as sports fill up from year 10 down and now the sport being split into 2 days there will be more spaces. Heather mentioned the timeline and is it reasonable to expect a new timetable to be arranged by Term 4. She also asked if the senior timetable would be affected. Helen said that Mr Carrig had it all under control and in fact had nearly completed the timetable for next term. As far as seniors there will be no changes except for where the classes fall on a line but no changes to staffing or amount of lessons. Helen also mentioned that she preferred to have a "trial" run Term 4 so that an issues can be ironed out before next year.

	<p><b>Barnaby Joyce funding</b> – It is now in the school’s hands. Deadline is 30 September.</p> <p><b>Grants</b> – Kim &amp; Leeanne to connect and talk about it and will bring Graeme Quinn up to date on his return. Kim &amp; Leeanne will ask parents &amp; students.</p>	
<b>Incoming Mail:</b>	Regional Aust Bank letter	
	Glen Innes Council re food safety x 2 – no action needed	
<b>Outgoing Mail:</b>	Email to GIHS re Barnaby Joyce funding letter	
<b>Presidents Report</b>	See attached	
<b>Treasurers Report:</b>	See attached <b>Eftpos</b> is going really – it is slowly overtaking the cash.	
<b>Principals report</b>	<p>See attached</p> <p><b>Response to P&amp;C Concerns about the English faculty – 13.8.19 meeting – attached:</b></p> <p>P&amp;C’s comments/questions</p> <p><b>Report comments</b> It was brought up that the N letter does not answer this question. An N letter is if the child is not doing the course – if the child is failing there should be a multitude of comments to help the child improve.</p> <p><b>Trial Exams</b></p> <ol style="list-style-type: none"> <li>1. The trial exams are not just a trial – they are worth part of their HSC mark – so should be given every opportunity to succeed</li> <li>2.</li> <li>3. We aren’t asking that they see the actual trial exam question but that they have done a previous exam during the year that will reflect the trial – where they haven’t seen the question – Like a half yearly exam.</li> <li>4. A half-yearly should could have reflected this</li> <li>5. We understand the teachers are saying that the students are getting sample tasks etc but the students are saying differently and the students are saying that they aren’t getting the experience needed.</li> </ol> <p><b>Half Yearly exams</b></p> <ol style="list-style-type: none"> <li>1. There WAS an opportunity to run a half yearly exam, as the other half yearly’s were, as non-official exams to give the kids experience – this</li> </ol>	

	<p>conversation wouldn't have even come up if there was this practice given to the students.</p> <ol style="list-style-type: none"> <li>2. This differs to what the kids are saying</li> <li>3. Experience is better than freaking the kids out without having never done it before</li> <li>4. Working on assessments is great but having no experience for the exams is setting them up to fail. The high achievers are stressed more by lack of preparation rather than over preparation.</li> <li>5. They still were given the question in this instance – not a reflection of the HSC or trial</li> </ol> <p>We understand this is a new syllabus and lots of things are new but there was no communication about what the assessments were going to be, no communication about their not being a half yearly or why there wasn't.</p> <p>Adam said that generally the school didn't communicate well the curriculum change over all faculties. The changes weren't communicated to the parents or kids very well at all – Adam has accepted this and will do this better in the future.</p>	
<p><b>General Business:</b></p>	<p><b>Dog in a teachers classroom?</b> The teacher was told that it could be in the staffroom only. The teacher was told to remove the dog before and now the dog has returned. Adam didn't know about it and has told the teacher again to remove. Any problems like this please ring Adam.</p>	
	<p><b>Mobile phones in classrooms</b> should be revisited – kids are using their phones in heaps of the year 7 classes – they are during the class time, Nerida is getting messages for her son. Some kids are hiding the phones behind their laptops. Nerida was impressed with the phone rules when started this year, but rules have slipped again. Victoria is banning them next year, why can't we? It encourages kids to interact more when they don't have a phone. Nerida is concerned about what children are missing out on because of the phones. Adam &amp; Helen said all we can do is ask staff to enforce the rules. They are running with the "SRC" – safe, responsible &amp; considerate rule.</p> <p>It was said that some schools have phone docks, why can't we?</p> <p>Mr Cameron, Ms Gaden &amp; Ms Derreder have boxes that the students put them in before the class starts – if these teachers have this policy why doesn't everyone?</p> <p>Blake pointed out that this is the world we live in, phones are not going away. School banning phones is not going to fix any problems the child may/may not have with addictions.</p>	

	<p>Nerida has seen the effects of addiction and is concerned about the age of kids having phones. Adam said this can be reviewed. Kids are bringing games in on usbs and playing them on their laptops. Again, Blake pointed out that it is a learning thing – if a rule comes in during school, this is a good opportunity to learn how to have a phone later on, school is to help and prepare you for later in life.</p>	
	<p><b>Absentee Emails</b> Leeanne’s child attended the da vinci decathlon day – Leeanne got an absent note email at 345pm. The office was closed so she couldn’t ring anyone. Why can’t the emails come before school finishes. The messages should come through at 11am. The teachers are supposed to submit a Variation of routine. Apparently the VOR had been done but it hadn’t been activated. It is very concerning to get an email where it has been more than 8 hours since Leeanne dropped her child at school and could be terrible if something went wrong.</p>	
<b>SRC</b>	<p>Mostly everything has been covered. The BBQ will end at about 730/8pm Adam has asked the SRC to please write to the Services Club, thanking them for holding the previous socials and explaining why the change.</p>	Ms Gaden
<b>Next Meeting</b>	5 November 2019	
<b>Meeting Closed</b>	855pm	

## Presidents Report 10<sup>th</sup> September 2019

Firstly, welcome to Mr Matt Hobbs, the Director of Education for our region.

Yesterday the P&C executive met with Mr Hobbs, Mr Forrester and Mrs Millar to openly discuss issues of concern that have been raised at P&C meetings over the past months. The main area for improvement was identified as more effective communication and specifically the communication from the school to the students and parents regarding the processes and procedures within the school environment, particularly within the curriculum. Written communication is essential for parents to know what is going on as sometimes the students don't get the message home as it is intended, or they are getting conflicting messages from different teachers. Mr Forrester would also like greater communication from the P&C before meetings so he can be aware of issues that may be raised to be better prepared for the meetings. It was agreed that an agenda be put out before P&C meetings and that Mr Forrester make more phone contact with the president regarding any issues or concerns that arise in the parent and community body.

The P&C executive have been concerned about the damage to relationships between the staff and parents over the year and welcome the involvement of Mrs Millar to address the staff at the next staff meeting about our concerns and to clear up any miscommunication that has occurred in the past.

With respect to the involvement of more parents within our school community we are seeking ways to address parental concerns. There are parents who are reluctant to voice their concerns and opinions directly to the senior executive of the school for various reasons. Mr Forrester and Mrs Millar are keen for parents to raise issues so they can be addressed. Mr Hobbs has offered to assist this process by providing an opportunity for parents to speak with him privately and anonymously if they wish to. Mr Hobbs has offered to set up a meeting place away from the school to allow this to happen where parents can come (bringing someone with them if they wish to) and discuss both the positive and negative aspects that they have regarding their children at GIHS. Mr Hobbs will advise a date early next term and the school together with the P&C will advertise this date to the school community. I believe this is a wonderful opportunity for all parents and community members and thank Mr Hobbs for his insight and involvement.

Overall, I feel the meeting has addressed some of the areas of concern and we look forward to working more closely with the leaders of the school.

Heather Thomas

P&C MEETING - 10 September 2019

**PRINCIPAL'S REPORT**

**Year 12 HSC English Study Days**

In Weeks 7 & 8 our Year 12 students participated in Aurora College's HSC Study Days via Adobe Connect. This gave our students the opportunity to connect and revise with others students from rural, remote and metropolitan NSW Department of Education schools. A range of experienced teachers and HSC markers presented updated information on course content. Students had the opportunity to ask questions and seek answers in real time. The sessions were recorded and are available for a period of two school weeks after they took place so if your child was not able to participate 'live' on the day, please ask them to contact their English teacher to access the recording.

**Artist in Residence - Sarah Fordham**

This week the artist Sarah Fordham has set up a studio in Art 1. Sarah will work with student groups to create a mural for the new COLA wall. Sarah will also be hosting workshops with senior groups on visual arts exam technique and preparation for the HSC. From 6:00pm on Thursday, students, parents/carers and the greater community are invited to come and meet Sarah and see her studio. Maybe come along after dropping your child at the Gym for the SRC School Social? The studio is in Art 1 and entry is via Oxford Street.

**Year 6 Transition Ignition**

As part of the partnership between Glen Innes High School and our local feeder schools, our "Transition Ignition" program will commence on Wednesday 11 September with orientation and taster lessons for those Year 6 students coming into Year 7 at Glen Innes High School in 2020. The taster lessons will also run on Wednesday 18 September and 25 September 2019.

The "Transition Ignition" program allows students to have a unique learning experience at the High School. They will have the opportunity to work with our enthusiastic High School teachers and take part in a variety of taster subjects that they could enjoy in 2020. This program will ensure that all students will feel comfortable in their new school before their entry into High School in 2020.

Could any parents/carers planning to enrol their child into Glen Innes High School arrange an enrolment interview with Mrs Schafer and Year Advisors between 16



October and 4 November 2019 by phoning the school office to arrange a suitable time and day.

The Parent/Carer Information Night for parents with children starting Year 7 in 2020 will take place on the evening of 20 November 2019.

**2020 Captains Speeches**

This Thursday 12 September 2019 in Period 2, those Year 11 students that nominated for 2020 School Captain, are to speak to the student body at a whole school assembly. They have held their interviews last week were deemed eligible for leadership positions. 2 captains, 2 vice captains and 2 prefects.

**SRC School Social**

The SRC have started selling tickets for the 'Farewell Year 12' School Social from 6:30pm to 9:30pm on Thursday 12 September 2019.

Students with less than 85% attendance and students on behaviour levels will not be able to attend. Students that have been out of uniform three (3) or more times (without reasonable parent explanation) in the month leading up to the social will also not be eligible to attend.

Parents/carers need to ensure that they are on time to pick up students at the end of the social.

The local police have agreed to drive around the area during the night and, given time, may drop in to the School Social to liaise with students.

Parents/carers are encouraged to visit the studio of our visiting Artist in Residence, Sarah Fordham when dropping of their children to the School Social. Entry to Art 1 is via Oxford Street.

**2019 Honours List & School Medallion**

The Glen Innes High School's Honours List is open to Year 12 students and includes:

- Silver and Gold Awards
- a Platinum Award and
- the School Medallion (the highest award).





an interview panel who decide the final awardees. The successful students will then be presented with their awards at the Year 12 Graduation.

In 2019 we will be setting the precedent that the interview panel consists of the Principal, a Year 12 Advisor and the Glen Innes Severn Council Mayor and that the Mayor then present the awards at the Year 12 Graduation.

The interviews will take place on Friday 13 September 2019 at Glen Innes High School. The Year 12 Graduation will take place from 6:00pm on Thursday 26 September 2019 in the Town Hall. The Mayor, Carol Sparks is to be part of the interview process but is unable to make the presentation at the Year 12 Graduation due to a prior engagement.

### **Year 11 Exams**

Next week Year 11 will be sitting their final preliminary exams. We wish them well!

Year 11 students sitting their Yearly Examinations from Wednesday 18 September to Thursday 26 September will have flexible attendance - they are only required to attend school for their scheduled exam. Students that come to school only for their exam, are to go straight to the Old Hall where rolls will be marked. Any student that is late for their exam must sign in via the school office.

The school library is available for your child to utilise if they will be attending school outside of the time of their exam. In this case, students must sign in upon arrival to school and sign out prior to departure at the school office. When using the library, students are required to sign into the library and follow teacher instruction. Full school uniform is to be worn.

### **Year 12**

Graduation Night: Thursday 26 September @ Town Hall

Charity Day: Friday 27 September - rules have been given to students

HSC Written Exam Timetable is on NESA website.

### **Tell them from me survey**

Tell Them From Me (TTFM) is a suite of surveys for measuring student engagement and wellbeing. The surveys can be used to capture student, parent and teacher voices, providing reliable evidence for schools to use in identifying strengths and areas for improvement.

<http://nsw.tellthemfromme.com/2019gihs>

## Response to P&C Concerns about English faculty - Meeting of 13.8.19

(To be tabled at Meeting 10.9.19)

**Report comments:** *The P&C replied by saying that tick boxes do not reflect what the written comments say. It was brought up about a year 11 English student who was failing English and was not given a comment and that the course outcomes do not give a specific enough detail to focus on.*

- We send N letters when students haven't met course requirements including not completing class or homework or assessment tasks. This is conducted religiously and parents are kept informed of their student's progress
- I am unsure who this student is that is being referred to. Perhaps the reports were sent out prior to assessment being submitted and marked? In this case, an N letter warning would have been sent to advise of the situation.

### English concerns raised by Annette:

#### Trial exams

- Trial exams are just that - an opportunity to trial the exam situation.
- This is the first trial under the new English syllabus and students were given the opportunity to sit exams to reflect the real HSC
- Students should never see the exam question before the trials - this is in breach of NESA requirements
- Syllabus only allows for one formal exam in Year 12 - we cannot do two exams. Therefore the faculty decided to combine parts of both exams into a 3 hour paper for Advanced & Standard, so students had as many exam types as possible to trial and be reflected on in their reports as an examination mark. The Studies HSC exam is a 3-hour exam, so it is not inconceivable for Advanced and Standard students to sit an exam the same length as their counterparts
- Prior trial experience - Students have engaged with sample tasks/ Paper sections over the course of the year. Students practise the sample questions in class or as homework tasks completing short responses, essays and narratives. Some students have not taken up these opportunities afforded to them. ***Students are being prepped for the trials and HSC not only in these sample tasks but in everything we do and teach in class as per the new syllabus requirements.***

#### Half-yearly exams

- English Stage 6 students are not allowed to sit more than one exam per course year
- Students have plenty of practice completing exams under mock exam conditions in all other subject areas as far as familiarity with exam conditions and writing practice
- No need to add pressure to students who are already pushed to their limits to achieve under these conditions
- Students were working on assessment submissions instead of completing exams
- Year 11s did their exam under exam conditions just not in the Old Hall. It was done under different conditions of replicating an essay from notes as this is a backward mapping



technique whereby students progress towards the final skill required for HSC. Students were provided with the exam question approximately 4 weeks prior to the test allowing them two weeks to draft a response, seek teacher feedback, improve their writing then identify the key components of their essay in a one-page document submitted prior to the exam.

- These same students completed a similar task in Year 10 working towards developing their essay writing skills - an essential aspect of backward mapping.

#### **New English syllabus**

- Year 11 syllabus - 3 assessment tasks only - 1 must be a multimodal and 1 exam
- Year 12 syllabus - must be 1 multimodal and 1 exam
- The new syllabus aims to teach students 21st-century skills rather than rote learning of teacher provided essays. Students must be taught the skills of responding to unseen texts and unseen questions. We are preparing our students to achieve this in their trials by following the processes used in the English Department.
- Students practice writing on an almost daily basis in English - they are being taught skills from Year 7 upwards which will improve their overall outcomes

#### **Capabilities of the English staff**

- Each Stage 6 English teacher has undertaken extensive Professional Development in order to engage fully with the new syllabus - much of this done in their own time after school hours
- Each teacher is highly qualified to instruct students with quality teaching and learning opportunities
- We have produced a NESA sample program for English which is being used state-wide by English staff demonstrating our ability to create quality programs
- The HT has created and delivered professional development on quality assessment and feedback to English staff across NSW demonstrating our ability to create quality assessment
- The English staff have been questioned continuously about our practice, yet we are following NESA guidelines
- To avoid malpractice, it is essential we conduct ourselves with professionalism and in the best interests of the students
- We provide equitable opportunities for all students across all our English courses
- Can we also note that the majority of our Year 10 and 11 students passed the literacy components on the *Minimum Standards tests* as a direct result of the skills being integrated into all levels of English classes
- We are *not* setting students up for failure by not having exam type assessments. We are actually providing equitable opportunities for all students to achieve to the best of their ability and develop the essential skills required for the HSC. Over the Secondary lifetime, students have ample opportunities to sit exam type trials including NAPLAN in Years 7 & 9 and Minimum Standards in Year 10. Throughout the English course, students complete in-class tests and exams aimed at developing skills. They are taught how to reflect on their learning and further develop these skills in their assessment.
- It is essential that we move forward into the requirements of the skills-based learning goals instead of living the cultural norms of the community and the ways things were once done at Glen Innes High. The processes and programming put in place in the English Department are state of the art processes aimed at bringing our students in line with the rest of the state.



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[Add your mobile number now](#)

Account Balances

Account	Available
<b>760425S3 Canteen</b> Acc No. 100421134	<b>\$31,956.02</b> Bal: \$31,956.02
760425S3.1 Fundraiser Acc No. 100421138	<b>\$58,560.92</b> Bal: \$58,560.92
760425S30 Long Service Leave Acc No. 100421155	<b>\$8,108.45</b> Bal: \$8,108.45
76042516 Glen Innes High School P&C Acc No. 100421167	<b>\$0.00</b> Bal: \$54,600.98

**Canteen**

760425S3 - Glen Innes High School P&C Canteen  
Acc No. 100421134

Current balance: **\$31,956.02**

Available funds: **\$31,956.02**

[Details](#) → [Transfer](#) → [BPAY](#) → [Download](#) → [Search](#) →

Date	Description	Amount
<b>SEPTEMBER, 2019</b>		
10th	CASH DEPOSIT	+ \$410.00 Bal: \$31,956.02
10th	BWA MERCHANT SERVIC From: FDMSA Payment Ref: 42298585473684	+ \$137.20 Bal: \$31,546.02
9th	CASH DEPOSIT	+ \$400.00 Bal: \$31,408.82
9th	BWA MERCHANT SERVIC From: FDMSA Payment Ref: 42298585473684	+ \$139.40 Bal: \$31,008.82
6th	CASH DEPOSIT	+ \$621.00 Bal: \$30,869.42

Parent Survey

Count of Did the report provide relevant information about  
students progress?

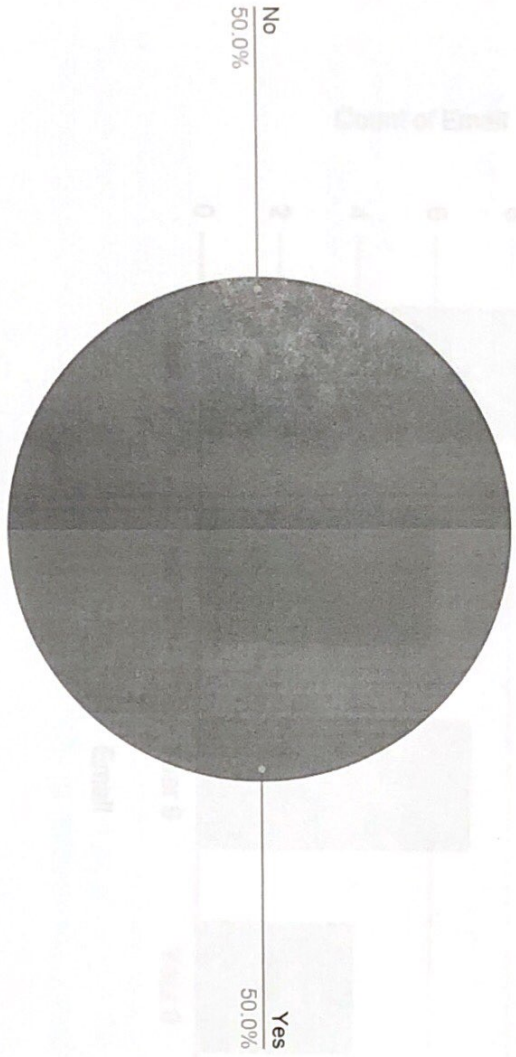
# School Reports

Survey Results



# Parent Survey

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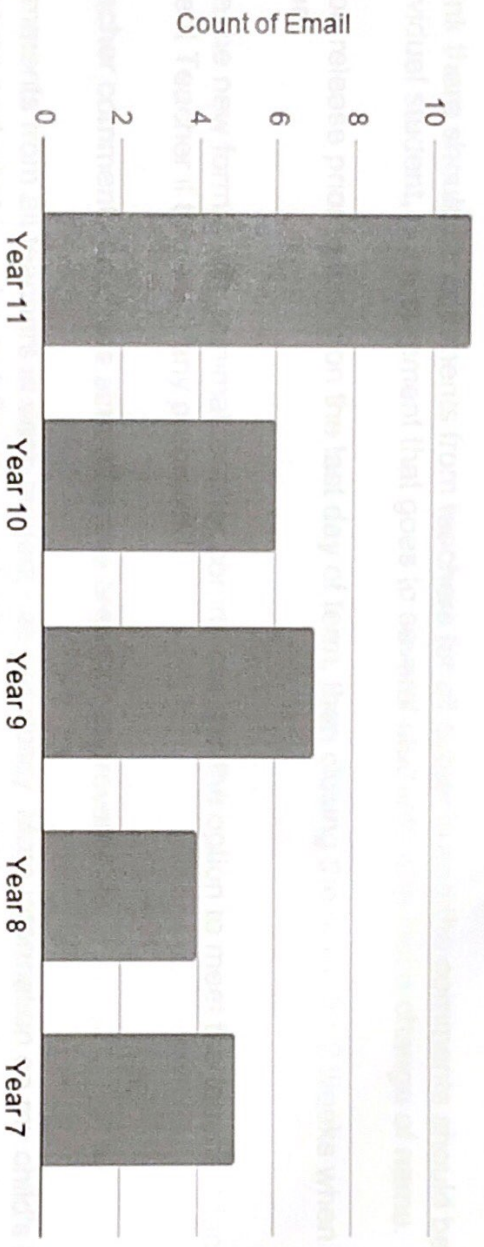




# Number of Students in Years - (some responses had multiple year groups)

What changes do you see to enhance quality?

- None at all
- I think there should be more individual student
- To be released prior
- I think a new form
- Teacher comment
- Department



## Written responses

What changes would you like to see to school reports?

- None at all
- I think there should be comments from teachers for all subjects and the comments should be about the individual student, not a comment that goes to several students with just a change of name.
- To be release prior to lunch on the last day of term, then closing the office for 2 weeks when there is an issue.
- I like the new format with minimal teacher comments and the option to meet the teachers face to face at a Parent Teacher if there are any problems.
- Teacher comments on childs strengths and areas for improvements.
- "Comments from all teachers in each subject - as per Policy. More information on my child's learning progress and what is going to take place to further assist my child to develop in areas of need! Not having lengthy detailed information in comments makes me feel as a parent the teacher does not know my child well enough or perhaps the content of their job. (Often release teachers)



- Appropriate interview information- if my Child is below average I would expect the Teacher would highly recommend a interview not comment it's not necessary.
- The comments were basically worthless. Some didn't have a comment. This is the last report before they start year 12. This is a hugely important report. It seemed as though the teachers didn't care.
- Teachers need to be careful when cutting and pasteing generic comments that they are putting the correct students name in comment. My son \*\*\*\*\* was referred to as \*\*\*\*\* in comments for IST subject.
- I am very happy with \*\*\*\*\* report.
- I found it disappointing that English had no comments and the other subjects had limited comments. As a parent that feedback is important especially in written form so you can sit and discuss these points with your child and they can see it written in black & white. Not all parents can get to parent teacher interviews so this is another option that helps and the more feedback the better I feel.
- Need to have more personal detail for that particular student. Every teacher should be able to remember the students name and know or advise how to help them improve for the year and following years. Maybe even suggestions on how the parent can help the student.

- Year 12 report was missing the teachers comments- that is just as important as the marks
- Come out a bit earlier in the final week so any concerns can be addressed asap
- Teachers comments should be written for EVERY subject, especially English which is a key component of the curriculum.
- More space for teacher comment.
- They were satisfactory, however I'd like a bit more detail on progression etc
- More thoughtful and useful comments about the students that are longer and discusses work habits, attitudes and efforts. A mark and a rank tells us what a marked assignment does not about their work ethics. Limiting a comment to a maximum number of characters equates the importance of the report process to a tweet on twitter. Our children and their learning journey is more important than this. Some subjects did not give a comment to some students and gave one to others in the same class!! This again sends the wrong message about the value of each and every student.
- marks and ranking good to see but comment across all subjects on area of improvement would be constructive information to receive



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- Some positive feedback in the comments or any comment for that matter - my girls have yr 11-12 subject selection and was hoping this report would help guide us.
- Detailed comments on student progress
- Comments in all subjects should be included.
- A decent comment from teachers and more communication other than face book about goofs in at the school. I do not use Facebook and have missed so many things that involve my daughter! Very upset about the extremely poor communication across the board from our local highschool.
- They need longer teacher comments they were very short and not personal at all
- I would like to see more written comments. One faculty being English did not even write a comment! That's pretty appalling and quite contradictory, that they didn't write, don't you think? All other subjects made the effort, so i can not understand why there was no comment and why when your son is down in his grades in this particular subject they then tick Interview "Not necessary". Interesting.... or just slack? I believe all subjects should have a written comment and cant believe the school approved the teachers not to comment.
- more information on content being taught and how far the have progressed compared to the rest of the cohort.





Glen Innes High School  
2018 - Semester One  
Year Eleven

Dear Parents and Caregivers

Our school provides half-yearly written reports on your child's progress. In addition, staff are always pleased to meet with parents during the year to discuss any matters of specific concern.

The written report provides information about student's progress in each subject, exam results and making class assessment (exam, and comments from each subject teacher).

This report also provides information about student's progress with each subject, across the school's three core values: Respect, Responsibility and Diligence. These core school values underpin the 'social development' and commitment to learning sections.

Mr Adam Forrester  
Principal

Enrolled Courses Summary

Course	Teacher
English Standard Stage 6	Mr J. Lyons
Mathematics Advanced Stage 6	Mr M. Nelson
Chemistry Stage 6	Mr L. Newson
Drama - Preliminary	Ms G. Byrne
Physics Stage 6	Mr C. Yeaman

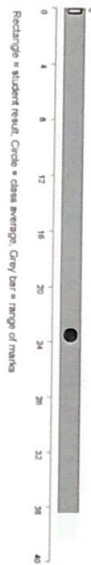
Attendance Summary

	Period Days Absent	Exempted Period Days Absent	Unexplained Period Days Absent	Exempted Period Absences
Whole Days Absent	1	0	0	0
Exempted Whole Days Absent	0	0	0	0
Unexplained Whole Days Absent	1	0	0	0
Exempted Whole Days Absent	0	0	0	0

### English Standard Stage 6

Teacher: Ms J. Jerome

Assessment Mark



Effort		Area		Depth of work in class		Engagement with course requirements		Responsible use of technology	
Outstanding	High	Sound	Basic	U	S	R	U	S	R
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

U = Usually, S = Sometimes, R = Rarely  
 Subject Attendance 65% Interview: Welcome but not necessary

### Mathematics Advanced Stage 6

Teacher: Mr M. Malone

Assessment Mark



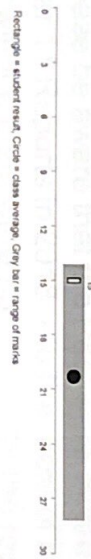
Effort		Area		Depth of work in class		Engagement with course requirements		Responsible use of technology	
Outstanding	High	Sound	Basic	U	S	R	U	S	R
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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U = Usually, S = Sometimes, R = Rarely  
 Subject Attendance 96% Interview: Welcome but not necessary

### Chemistry Stage 6

Teacher: Mrs L. Newsome

Assessment Mark



Effort		Area		Depth of work in class		Engagement with course requirements		Responsible use of technology	
Outstanding	High	Sound	Basic	U	S	R	U	S	R
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

U = Usually, S = Sometimes, R = Rarely  
 Subject Attendance 88% Interview: Welcome but not necessary

### Drama - Preliminary

Teacher: Ms G. Byrne

Assessment Mark



Effort		Area		Depth of work in class		Engagement with course requirements		Responsible use of technology	
Outstanding	High	Sound	Basic	U	S	R	U	S	R
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

U = Usually, S = Sometimes, R = Rarely  
 Subject Attendance 71% Interview: Welcome but not necessary

**Physics Stage 6**  
Teacher: Mr. C. Yeomans

Assessment Mark:



Redrange = student result, Circle = class average, Grey bar = range of marks

Area	Effort			Depth of work in class			Engagement with course requirements			Participative use of technology		
	U	S	R	U	S	R	U	S	R	U	S	R
Appropriate use of class time		✓			✓			✓			✓	
Completion of class and homework tasks		✓			✓			✓			✓	
Submission of tasks		✓			✓			✓			✓	

U = Usually, S = Sometimes, R = Rarely

Subject Attendance 71% Interview: Welcome but not necessary

Please be aware that the P&C were aware of Year 11 Reports in 2018 - to the best of my knowledge there were no issue with the report format.

The feedback was positive and was extended to other years with modifications suggested.

Year 12 reports were to remain unchanged.