



Willunga High School 2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Willunga High School Number: 909

Partnership: Sea & Vines

Name of School Principal:

Anthony van Ruiten

Name of Governing Council Chair:

Ray Martin

Date of Endorsement:

20/03/2017

School Context and Highlights

Willunga High School is a large comprehensive secondary school in the southern suburbs of Adelaide. The setting of the school is Semi Rural with the majority of the 1100 students using a contracted bus service to get to and from school. The school offers a broad range of curriculum choices which include a full suit of traditional academic choices and specialist programs in Agriculture, Horticulture, Volleyball and Certificate 1 and 2 VET courses in construction and hospitality. The Schools facilities are of the highest standard and are also about to undergo further refurbishment with a \$2.5 Million STEM works grant. Willunga HS flexible learning centre based at Aldinga is seen as a model of best practice in reconnecting students to their learning and in the provision of learning programs to those students who are unable to successful in mainstream schooling.

There were many highlights in 2016, a few include:

- One of our in class support SSOs being nominated for the South Australian Excellence in Teaching Award
- Higher rates of retention and completion of students at Stage 2 with much improved outcomes overall (see below)
- Improved attendance across the school (See below)
- Students engaged in a number of Outdoor Education Camps, Volleyball Australian Schools Cup, Ski Trip, and Japanese sister school visit, providing them with a broad experience and greater understanding of life beyond school.
- Hosting 2 Japanese study tours in 2016 exposing our students to different cultures and raising their international mindedness.
- Students involved in the STEM project that engaged students from the local primary schools in STEM activities and also provided the students opportunities to develop their leadership skills through participation in innovation workshops held by the New Ventures institute.
- Students for the first time being able to participate in a program of alternate entry into university through an assessment centre rather than the traditional ATAR pathway. These current Stage 2 students are guaranteed a place at Flinders University if they complete their SACE in 2017.
- STEMWorks: Willunga High School received funding for a 2.5 million dollar refurbishment of an area of the school to support the teaching and learning philosophies that underpin STEM learning. (Science, Technology, Engineering and Mathematics). The plans for this refurbishment are well underway with an expected start date of Oct 2017.

Governing Council Report

2016 was a busy and successful year for the Willunga High School Governing Council. The Governing Council has many important roles in which its members are responsible and need to oversee. These include Finance, Canteen and review of the School Strategic and Operational Plans.

Specifically these included:

- Special focus on Student Welfare
- Ongoing implementation of FLO programs through the Flexible Learning Centre at Aldinga.
- Review of future building upgrades (STEM Funding)
- Management of Canteen and proposed EFTPOS installation.
- Budgeting review to ensure financial stability.
- Continuous support of external school activities

On behalf of the GC I wish to acknowledge and thank Mr Tony Green who supported our School as Acting Principal in 2015 and first term 2016 and introduced some important changes to areas of the school that required attention. We were delighted to welcome our New Principal Mr Anthony van Ruiten who commenced his role as Principal in Term 2 and look forward to. working closely with the Leadership team in 2017.

The Governing Council receives strong support from our School Leadership and staff representatives and I wish to thank them for their clear and close communication to all matters relating to the Governing Council and the focus on student wellbeing.

I would also like to thank all Governing Council members for their contribution this year. This is an important body and the success of the Council is achieved by having active and positive members who contribute to Council matters.

In 2017 the school council will have important roles as the parent representatives with regards to the School Values and Purpose Statement, school uniform, the continued focus on financial stability and providing parent representation in the review and re-imagining of the School Strategic Directions, Site Improvement Plan and other school policy and processes.

Improvement Planning and Outcomes

During the later half of 2016 the staff utilised student free days and staff meetings to revisit and refresh the priorities for the 2017 - 2021 strategic plan. The strategic directions that were adopted for 2017 – 2021 and agreed on by staff and Governing Council fit under the broad banners of:

- Quality Teaching and Learning
- Inclusion
- Wellbeing
- ICT & eLearning
- STEM.

The staff have also revisited our statement of purpose and school values as part of a comprehensive review. The Statement of Purpose and School Values will undergo student, parent and community consultation in 2017 with the finalising these before the end of Term 2.

The establishment of the Strategic Direction have informed the development of the Site Improvement Plan which will determine the prioritising of resources and staffing and also drive the development of policy, programs and facilities. Improvement targets have been set based on the review of the 2016 student achievement, behaviour and wellbeing data to provide staff with a clear view of the school directions. It expected that the initiatives that have been put in place, including developing comprehensive data systems, will result in overall improvements in SACE and other achievement data through closer ongoing monitoring of student achievement. The successful attendance strategy (see below) that was initiated in 2016 has been extended and with the wellbeing and curriculum strategies that will begin in 2017 (Doctor, Psychologist, Speech Pathologist and Social Worker on Campus, restorative focus on SBM, curriculum review etc.) it is expected that there will be continued improvement in attendance through higher levels of engagement and wellbeing amongst the students.

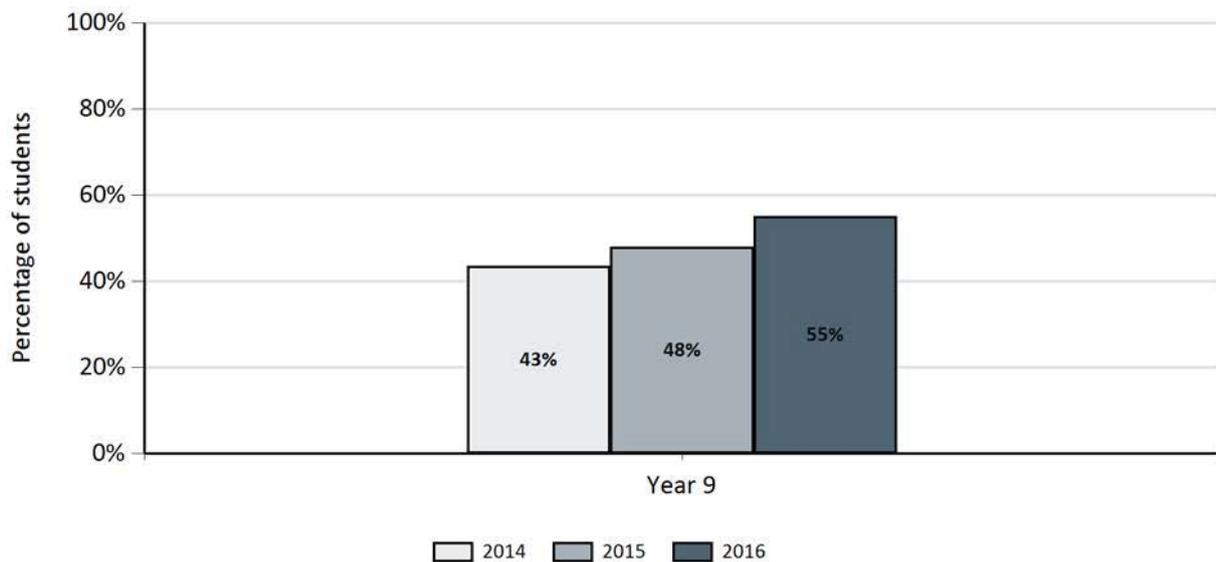
These wellbeing initiatives are also aimed at the reducing the number of students who enter the FLO program primarily through the escalating incidence of mental health concerns amongst our students.

Performance Summary

NAPLAN Proficiency

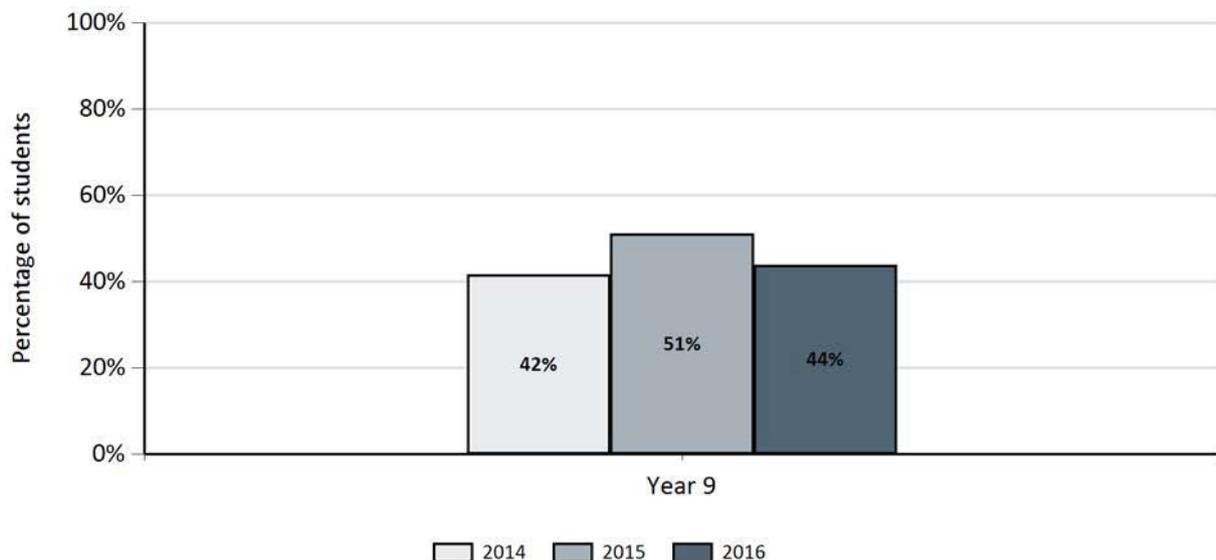
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young 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	32%	25%
Middle progress group	51%	50%
Upper progress group	17%	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	25%	25%
Middle progress group	59%	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%.

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	178	178	14	4	8%	2%
Year 9 2014-16 Average	203.3	203.3	17.0	8.0	8%	4%

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
80%	83%	91%

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+	0%	0%	0%
A	3%	2%	3%
A-	7%	4%	7%
B+	9%	8%	13%
B	12%	12%	15%
B-	14%	15%	17%
C+	14%	15%	14%
C	13%	13%	16%
C-	9%	15%	7%
D+	8%	6%	3%
D	4%	4%	3%
D-	3%	1%	2%
E+	2%	2%	0.5%
E	0%	1%	1%
E-	1%	2%	0
N	1%	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
76%	83%	88%

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	65%	67%	43%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	76%	83%	88%

School Performance Comment

Our SACE results improved significantly in 2016, with students achieving some excellent results in the SACE that our, now, past scholars and families should be very proud. At Stage 2, 80 students graduated and achieved a 88% SACE completion rate which is a 5% improvement over previous years. At Stage 1, the completion of the SACE compulsory subjects was above state averages, 95.2%, in nearly all areas, an increase of almost 20% in some cases over previous years.

Overall more than 10% of the students who completed their SACE last year scored an ATAR over 80 again a significant improvement over previous years with 87% of students who wanted to go to university receiving offers in the 1st round. Our highest ATAR of 94.1. In 2016 we worked with the students and staff to ensure that our curriculum offerings provide viable pathways for all students in the SACE and beyond into tertiary and vocational pathways, this work will continue into 2017 with a comprehensive review to be undertaken by the curriculum leadership team. A significant number of our students participated in a broad selection of VET programs and traineeships with a good proportion using their VET credits toward their completion of the SACE.

I wish to commend the commitment and dedication displayed Year 12 teachers who supported the class of 2016 to achieve these excellent results.

Literacy and Numeracy:

Willunga has maintained a strong focus on Literacy and Numeracy with several of the Student free days in 2016 dedicated to developing strategies that support students in further developing their skills. A continued emphasis literacy and numeracy will be an explicit aspect of the Quality Teaching and Learning strategic direction to ensure improved outcomes for all students. The 2016 NAPLAN results demonstrated ongoing improvement in Spelling, Grammar & Punctuation, Reading and Writing and with a slight decline in Numeracy. The continued increase in these areas puts the vast majority Willunga High School students above National Minimum Standard (NMS) across all areas tested.

The performance of students across all learning areas, in all year levels, demonstrated improvement in 2016. It is a sound base from which to continue the improvement of teaching and learning to ensure that there is a continued improvement in student achievement from 2017.

Attendance

Year level	2014	2015	2016
Year 08	86.7%	88.5%	92.8%
Year 09	84.8%	85.8%	86.6%
Year 10	85.6%	84.5%	87.7%
Year 11	84.7%	85.7%	88.4%
Year 12	92.5%	86.8%	91.4%
Secondary Other		81.3%	91.3%
Total	87.1%	86.1%	89.5%

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

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

Attendance Comment

Willunga High School has made a significant investment in the improvement of attendance over the 2016 school year. The appointment of a full time SSO to monitor and follow up on chronic non attendance has seen a significant shift in the number of learning days lost through attendance. The 3% improvement in attendance can be attributed to greater follow up of attendance within the school and a greater awareness of how absences impact on learning amongst our families. A significant amount of the absences recorded are through exemptions granted for family holidays and events.

Behaviour Management Comment

Student behaviour management continues to be a focus to ensure that all students have an opportunity to achieve the academic success they aspire to. A shift in focus to the wellbeing of students has lead to the appointment of leadership positions in student wellbeing to ensure that all behaviour indiscretions or conflicts are managed utilising restorative principals. These leadership positions are also charged with developing proactive wellbeing strategies to ensure greater connected for students to the school and to a significant adult at school. It is envisioned that this will reduce the incidence of breaches of the schools behaviour code. A curriculum review and modernisation of teaching practise to improve student engagement is also underway.

Client Opinion Summary

The parents have indicated that an area for improvement in the Quality of Teaching and Learning at Willunga HS involves the communication of the requirement of the courses of study that their children are undertaking. There is a moderate level of satisfaction regarding the quality of teaching and that there are high expectations of the students. Parents have also indicated that they believe the school provides a diverse curriculum that supports students' preferred pathways and that the students have access to a wide range of learning technologies that enhance their engagement and learning experiences. The SEQTA Learner Management System has been implemented to address the communication of requirements but parents are indicating that there are some inconsistencies amongst the teaching staff. Parents are satisfied with the supportive environment that is provided and indicate that WHS provides a safe and secure environment for their children. Behaviour management processes are clear and consistent and enable their children to know how they are expected to behave at school. Parents indicated that they would like be more consistently provided information regarding how well their child is performing at school and as a consequence the Assessment, Recording and Reporting processes are under review. Parents did however feel that their child's teachers were approachable to discuss their child's progress with teachers and leaders. Most parents also indicated that they believed that if they have concerns or suggestions, the school would respond appropriately. The parent community has indicated that they would like to be provided with greater opportunities to provide input into the schools educational programs, learning technologies and uniform matters and would also like more opportunities to be involved in a range of events relating to their child's schooling.

The student body indicate that they are generally satisfied with the quality of teaching they receive, they would however like to provide teachers with feedback to assist in improved tailoring of their learning experience. The students mostly recognise the extensive support structures that the school has in place to ensure that students are provided with opportunities to be successful. MDI data and survey data show that students reflect mostly positively on the relationships they share with their teachers.

Both students and parents believe that the leadership of the school is effective.

Intended Destination

Leave Reason	School	
	Number	%
Employment	22	7.9%
Interstate/Overseas	23	8.3%
Other	6	2.2%
Seeking Employment	11	4.0%
Tertiary/TAFE/Training	20	7.2%
Transfer to Non-Govt School	16	5.8%
Transfer to SA Govt School	33	11.9%
Unknown	146	52.7%
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

Willunga HS has a comprehensive system ensuring that all staff and visitors (including contractors) who interact with the students or their records has a current DSCI clearance for working with children. Every community member is required to present an original copy of the DSCI clearance certificate before any interactions with students. Physical copies of these certificates are kept on file and regularly checked for currency. The currency of the certificates is also recorded on the school's administrative software, EDSAS.

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	120
Post Graduate Qualifications	37

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	64.4	1.6	26.2
Persons	0	67	2	33

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

Financial Statement

Funding Source	Amount
Grants: State	11,568,943.53
Grants: Commonwealth	24,490.50
Parent Contributions	567,396.24
Fund Raising	0
Other	102,895.86

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	Funding provided for students who require support to manage their behaviours has been allocated to SSO support for supervision and training of students with special needs in this area.	Reduced need for intervention with students requiring support.
	Improved Outcomes for Students with an Additional Language or Dialect		
Targeted Funding for Groups of Students	Improved Outcomes for Students with Disabilities	Students with disabilities have access to the Learning Centre where they can receive 1:1 support in their learning. The funding is also used to provide in class support for designated students where this is appropriate.	Support and modified SACE programs have improved SACE completion 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 Australian Curriculum	The ATSI team at Willunga HS is a high function team that has provided high levels of support for ATSI students through mentoring and behaviour support, and has added to the understanding of aboriginal cultures. The team consists of a 0.5 AET, 30hr per week ACETO and APAS tutoring. A reconciliation action plan is being developed by the school to enhance understanding and acceptance across the school community, including the flexible learning centre (FLO).	Students access the support of the team regularly and demonstrate that they are connected to their learning and are striving for success. XXX% SACE completion.
Program Funding for all Students	Aboriginal Languages Programs Initiatives Better Schools Funding Specialist School Reporting (as required)		An increase in L & N numeracy across year levels. see NaPLAN & compulsory SACE.
Other Discretionary Funding	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)		