



Willunga High School 2017 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:

06/03/2018

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, which included, Agriculture, Horticulture, Volleyball and Certificate 1 and 2 VET courses in construction, hospitality and wine making. The Schools facilities are of the highest standard and are being further improved through a \$2.5 Million STEM works refurbishment which will be complimented by a further \$2 Million Building Better Schools grant.

Willunga HS flexible learning centre moved premises to Studio 20 at Aldinga which will enhance a service that is seen as a model of best practice for engaging students who have been who are unable access or experience success in mainstream schooling.

There were many highlights in 2016, a few include:

- Higher rates of retention and completion of students at Stage 2 with the maintenance of improved outcomes overall (see below)
- Maintenance of the higher attendance across the school. (See below)
- Students engaged in a number of Outdoor Education Camps, Volleyball Australian Schools Cup, Ski Trip providing them with a broad experience and greater understanding of life beyond school.
- Hosting 2 Japanese study tours, 1 Korean study tour and a , a visit from our Japanese Sister School, Okayama Shoka University High School raising the international mindedness of staff and students.
- Our STEM Squad (STEM Leaders from Yr 8-11) engaged students from the local primary schools in STEM activities providing opportunities to develop their leadership skills. This culminated in a highly successful STEM Expo showcasing the results of the primary students inovations.
- STEMWorks: The STEM Works refurbishment began in November 2017 to begin the creation of flexible modern teaching spaces to support the teaching and learning philosophies that underpin STEM learning. (Science, Technology, Engineering and Mathematics).
- The Doctor on Campus program, providing students with access to a GP, Psychologist and Social Worker to compliment the existing work being done to support student physical, mental and social wellbeing hence reducing or eliminating barriers to their learning and improving student outcomes.

Governing Council Report

2017 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.

This year the Governing Council supported the School Leadership further improve the financial operations of the School which has resulted in being in a sound fiscal position for the first time in a number of years. Thank you to the Finance team for leading this improvement.

The Governing Council reviewed the Uniform Policy and has implemented some significant changes to reflect the values of the School Community. We believe these will enhance pride and improve student presentation.

We were delighted to receive Government funds via the STEM grant program that will update the Administration/ Library facility to enable a more functional space utilising the latest technology to support student learning and teacher presentation. Our School Canteen continues to be a valuable and highly used resource for our students. This year saw the introduction of EFTPOS facilities and feedback has been overwhelmingly positive.

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.

Improvement Planning and Outcomes

Late in 2016 a Strategic Plan was adopted for 2017 – 2021 and agreed on by staff and Governing Council. The Strategic Directions for this plan fit under the broad banners of:

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

Willunga High School is developing the staff, students, policies and processes and working with its community to enable it to become a centre of excellence for teaching and learning.

Early in 2017 the whole school community engaged in the review and refreshment of the School Values and Statement of Purpose. These were adopted during term 2 and we are engaged in the embedding of these values throughout the school.

- Purpose Statement:

Willunga High School creates an inclusive learning environment that provides high quality, innovative learning opportunities for young people that enable them to become highly successful global citizens

- Values:

Respect

All members of the Willunga High School Community show consideration for the feelings, wishes, rights and traditions of all members of the community, for the wellbeing of themselves and others and toward the care of their environment. Inclusion, Acceptance and Understanding are promoted across the community.

Responsibility

All members of the Willunga High School Community are mindful of the choices they make, are accountable for their behaviours and actions and accept the consequences of those behaviours and actions.

Resilience

The Willunga High School Community works together create an environment that develops positive attitudes, optimism, the ability to regulate emotions, and the ability to see failure as an opportunity to grow and improve. Individuals and the broader school community are able to 'bounce back' from adversity.

Success

All members of the Willunga High School community strive to achieve the best possible outcomes in all aspects of their school life, as an individual and as a community

In August of 2017 Willunga HS underwent an External School Review (report on website) in which we received a "One Year Return" This review has informed the development of our Priority Improvement Plan which has been widely consulted to be implemented in term 1 2018.

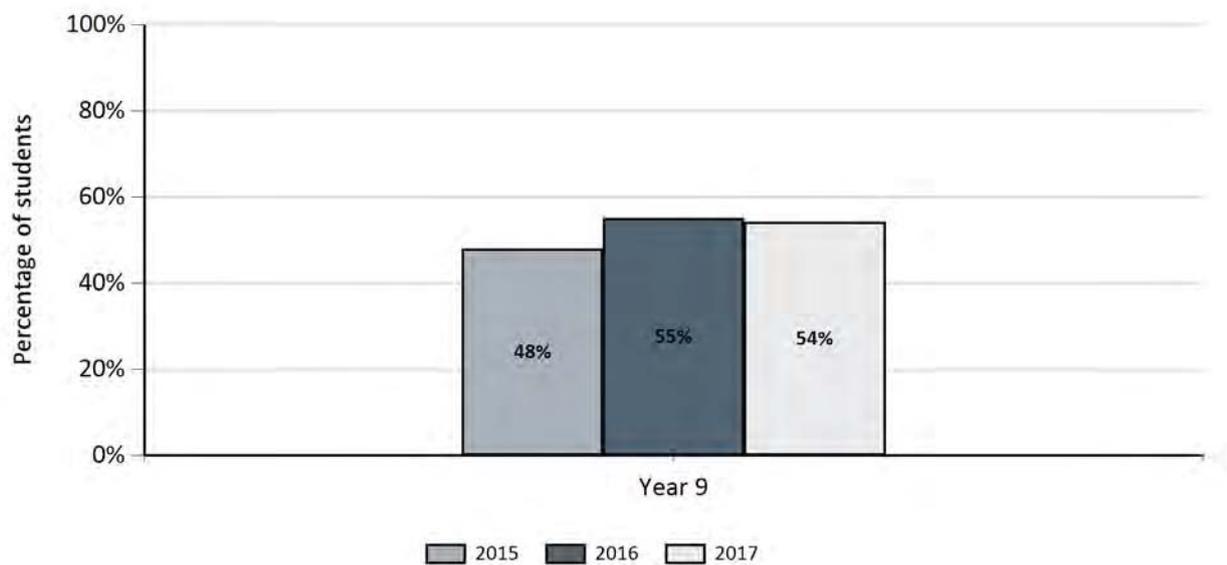
Deeper examination of school performance data by all staff have informed the improvement targets for 2017. The targets are based on the review of the 2017 student achievement, attendance, behaviour and wellbeing data and provide all teaching and support staff with a clear view of the school directions. The Priority Improvement Plan will be available on the website from the 

Performance Summary

NAPLAN Proficiency

The DECD Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands one or more above the National Minimum Standard for Reading and Numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the DECD SEA for Reading and Numeracy.

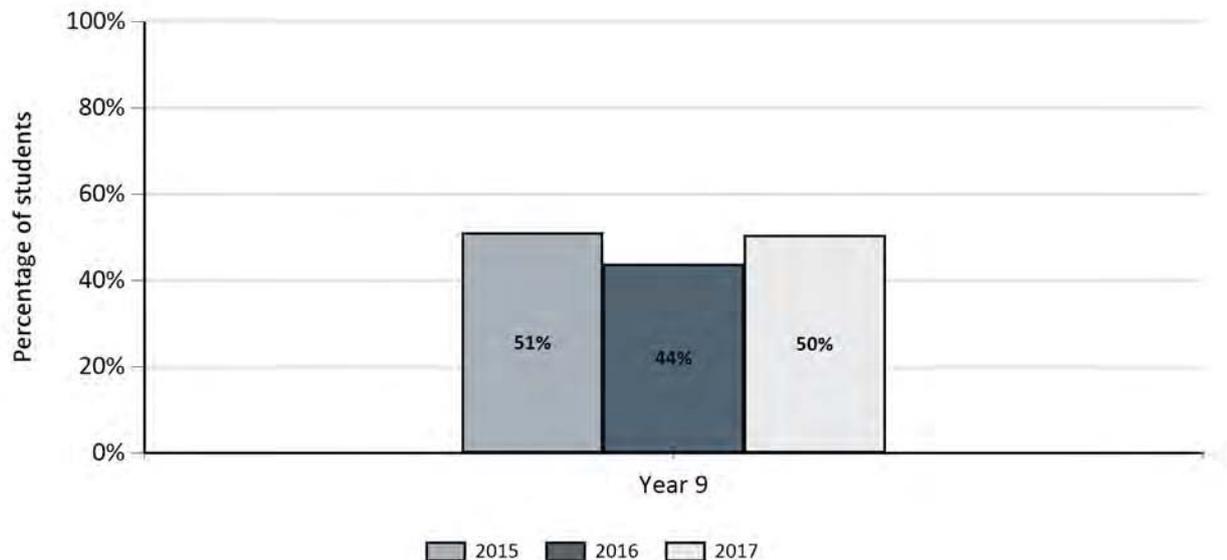
Reading



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

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



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

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN Progress

The data below represents the growth of students from 2015 to 2017 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 7-9	State (average)
Upper progress group	21%	25%
Middle progress group	49%	50%
Lower progress group	30%	25%

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

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 7-9	State (average)
Upper progress group	17%	25%
Middle progress group	48%	50%
Lower progress group	35%	25%

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

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

NAPLAN Upper Two Bands Achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 9 2017	214	214	16	12	7%	6%
Year 9 2015-17 Average	205.7	205.7	18.0	10.3	9%	5%

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

[^]Includes absent and withdrawn students.

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

**Percentages have been rounded off to the nearest whole number.

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	2017
80%	83%	91%	93%

Data Source: SACE Schools Data reports, extracted February 2017.

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

SACE Stage 2 Grade distribution

Grade	2014	2015	2016	2017
A+	0%	0%	0%	0.2%
A	3%	2%	3%	1.8%
A-	7%	4%	7%	7%
B+	9%	8%	13%	8%
B	12%	12%	15%	15%
B-	14%	15%	17%	15%
C+	14%	15%	14%	15%
C	13%	13%	16%	23%
C-	9%	15%	7%	8%
D+	8%	6%	3%	2%
D	4%	4%	3%	3%
D-	3%	1%	2%	1%
E+	2%	2%	1%	0%
E	0%	1%	1%	0.6%
E-	1%	2%	0%	0%
N	1%	0%	0%	0.2%

Data Source: SACE Schools Data reports, extracted February 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

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

2014	2015	2016	2017
76%	83%	88%	88%

Data Source: SACE Schools Data reports, extracted February 2017.

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

	2014	2015	2016	2017
Percentage of year 12 students undertaking vocational training or trade training	65%	67%	43%	48%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	76%	83%	88%	88%

School Performance Comment

Our Stage 2 SACE results have maintained the improvement shown last year which demonstrates that improved expectations, effective practices and the unrelenting commitment of our teachers and Senior School Team has made an impact on the outcomes for our year 12 students.

88% of our potential SACE completers at Stage 2 successfully completed their SACE, 98% of students completing their research project and a steady progress in students achieving their compulsory Literacy, Numeracy and PLP. 47% of the subjects studied at Stage 2 received A and B grades and pleasingly there was a fall in the number of students who received D+ or below.

Overall more than 11% of the students who completed their SACE last year scored an ATAR over 80 maintaining the gains achieved in 2016 and showing a vast improvement over previous years. 75% of students who wanted to go to university received an offer in the 1st round. The highest ATAR achieved by the Dux of the school was 93.4. In 2017 we worked with the students and staff to ensure that our curriculum offerings provide viable pathways for all students in the SACE and into tertiary and vocational pathways, this work will continue into 2018 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 school based traineeships with 20% of students who completed their SACE using their VET credits to do so.

The commitment and dedication displayed Year 12 teachers and Wellbeing teams who supported the class of 2017 to achieve these results should be commended.

Literacy and Numeracy:

Willunga has maintained a strong focus on Literacy and Numeracy with the staffing of Literacy and Numeracy coaches in 2017 to build on the work that was commenced in 2016. The coaches role is to support all teachers in the development and implementation of strategies that support improved literacy and numeracy for all students. The Literacy and Numeracy coaches worked alongside Senior Leader - Quality Teaching, the Differentiation and Stretch coach, curriculum leaders and teachers to support the explicit teaching of these alongside the other Quality Teaching initiatives to ensure improved outcomes for all students.

The 2016 NAPLAN results demonstrated ongoing improvement in Numeracy (97% NMS), Grammar & Punctuation (87% NMS) and Spelling (88% NMS) with Reading and Writing maintaining the levels of previous years. The continued improvement 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 2017. Strategies will be designed to further improve the achievement of all students throughout 2018.

Attendance

Year level	2014	2015	2016	2017
Year 8	86.7%	88.5%	92.8%	91.3%
Year 9	84.8%	85.8%	86.6%	90.0%
Year 10	85.6%	84.5%	87.7%	85.4%
Year 11	84.7%	85.7%	88.4%	85.5%
Year 12	92.5%	86.8%	91.4%	86.6%
Secondary Other		79.5%	89.2%	92.7%
Total	87.1%	86.1%	89.5%	88.2%

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

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

Attendance Comment

Willunga High School is maintaining the investment in resources to support the improvement of attendance since the 2016 school year. The appointment of a 0.6 SSO3 to monitor and follow up on chronic and habitual nonattendance has seen a reduction in the number of learning days lost through attendance. The 3% improvement achieved in 2016 due to greater follow up and developing a greater awareness amongst our families has not been maintained in 2017, further strategies will be implemented in 2018. The number of absences due to exemptions granted for family holidays and events is significant.

Behaviour Management Comment

Student behaviour management is 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 led to the appointment of leadership positions in student wellbeing to ensure that all behaviour indiscretions or conflicts are managed utilising restorative principles. 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. The continued modernisation of teaching practise to improve student engagement is also expected to make an impact.

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 and the provision of effective feedback for learning to improve students understanding of the requirements of tasks and activities.

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 continuing to indicate 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 they are generally satisfied with the quality of teaching they receive, they would however like to receive more comprehensive feedback on their progress to support improved learning outcomes.

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	23	9.7%
Interstate/Overseas	20	8.4%
Other	10	4.2%
Seeking Employment	27	11.3%
Tertiary/TAFE/Training	45	18.9%
Transfer to Non-Govt School	4	1.7%
Transfer to SA Govt School	37	15.5%
Unknown	72	30.3%
Unknown (TG - Not Found)	0	NA

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

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 have 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	151
Post Graduate Qualifications	44

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

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	73.7	1.1	23.4
Persons	0	78	2	29

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

Financial Statement

Funding Source	Amount
Grants: State	\$12423710
Grants: Commonwealth	\$73304
Parent Contributions	\$593861
Fund Raising	\$0
Other	\$196805

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

2017 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	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.	Consequences for inappropriate behaviour are reduced and behaviours moderated.
	Improved Outcomes for Students with an Additional Language or Dialect		
	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.
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 Australian Curriculum	The ATSI team at Willunga HS is a high functioning team that has provided high levels of support for ATSI students through mentoring and behaviour support. They have also driven the development of a Reconciliation Action Plan for the school which has added to the understanding and acceptance of aboriginal cultures. The team consists of a 0.5 AET, 30hr per week ACEO and APAS tutoring.	Students access the support of the team regularly, demonstrate that they are connected to their learning and are striving for success. 100% SACE completion(2017)
Program Funding for all Students	Aboriginal Languages Programs Initiatives Better Schools Funding Specialist School Reporting (as required) Improved Outcomes for Gifted Students Primary School Counsellor (if applicable)		Improved L & N numeracy across year levels. see NaPLAN & compulsory SACE.