Context

School Name: WILLUNGA HIGH SCHOOL  School Number: 0909
Principal: JANELLE REIMANN  Region: SOUTHERN ADELAIDE

Willunga High School is situated in the picturesque McLaren Vale. Students are bussed in from the neighbouring areas and there is significant growth in school population. This is as a result of a number of factors: client satisfaction, socio-economic climate (resulting in large numbers enrolling from private schools), land development and migrants moving into the area. Willunga High school is a comprehensive metropolitan secondary school (47Km from the GPO) in a semi-rural environment with an enrolment of 660 students and was opened on its present site in 1960. The school has strong community support, which is evidenced by an active Governing Council and Industry recognition and support, particularly from the wine, grape-growing, hospitality and business sectors. A large fleet of buses transports approximately 90% of students from the surrounding towns and rural properties to the school. Vocational courses provide career pathways and educational opportunities for all students from the area as part of the Southern Adelaide and Fleurieu Trade School partnerships as well as providing increased options for senior students. Willunga High School has developed strong links with the business community through its vocational courses.

2012 Highlights

There have been so many highlights this year but I intend to focus on the following: achievements of our students, ([ICT focus and in classroom Cybersafety](#)) which has inspired our students. Our students have embraced their learning this year and this has been particularly evident by the dedication exhibited by our Year 12 students. On Wednesdays Year 12s have an unscheduled learning day and it has been interesting to see that the majority of Year 12 students have attended school on this day. Their feedback to me has been that they enjoy the day as they can proportion their time tasks which need attention, they can access fast speed Internet and they can find support from their peers and their teachers. The Year 12 results have shown improvement this year and it is interesting to note that the retention of Year 12 students from the beginning of the year is over 85% (meaning that students have remained at school to complete their Year 12 and those that have left have found employment). They have been and continue to be outstanding young people and it has been a pleasure to have them in our school. They are indeed young role models for the other students and they will move out into their futures with the skills, knowledge and confidence to inspire others.

The use and facilitation of Information Communication Technology will continue to be our focus into the future. In 2012, we embarked upon a learning journey that took my breath away. We began the year seeking advice from a Computer Engineer on how we could have (in my terms) a “whizz bang” system that could do all that we hoped it could. From this plan we “beefed up” our backbone (meaning that we invested money in making our infrastructure more robust and able to cope with faster speed and more access), put in more wireless points and looked at speed rather than coverage. This all took time and, of course, money and with everything IT it never seemed to run smoothly. We overcame all of the bumps and problems and we now have a system that may not be state of the art but it is 100% better than what we had before. We equipped staff with computer equipment and training and development so that they could deliver their learning program using IT and we provided 1-1 access to computers for our Year 12 Students. At the same time we have been concerned and continue to be concerned with educating our young people on responsible use of IT equipment and being a digital citizen and so we began our program of being an E-Smart school. This will continue to be a focus for 2013 as will involving our community and delivering curriculum and learning experiences through a ‘telepresence’ by delivering learning through an interactive classroom experience and virtually breaking down the walls of the classroom. We have purchased equipment so that our students can learn in parallel with other students at the same time thus allowing a wider and more exciting curriculum. Examples of this will be to link with other schools to deliver high level Maths and Science,

This year our focus continued to be on learning and the journey of our students. I have been extremely proud as I walked through our classrooms to see our students engaged in their learning, collaborating with each other, sharing their learning in different and interesting ways and in particular, to see the joy on their faces. This is due to a very large part to our dedicated and talented staff. I always say that in order to be “inspiring you need to be inspired”. Well this has been absolutely achieved. I also thank all of the staff for their hard work in 2012 as they truly went beyond the call of duty. I also thank the support staff who work alongside students and teachers support to our at risk students in their learning so that they can have a level playing field upon which they can build their learning foundations.

Report from Governing Council

In 2012 the Governing Council focused on 5 main issues and these included:

1. Ensuring that the school was able to accommodate the growing numbers of students (accommodation and resourcing)
2. Future proofing the school regarding building of new Gymnasium and the processes that needed to be followed to ensure that this could occur.
3. Cybersafety and access to the NBN – GC applied for and was successful in gaining a PIE grant to run a parent information and awareness program regarding keeping their children safe.
4. Opening of new facilities and buildings
5. Continuing to present a strong voice in the community and focusing on positive outcomes of the school.

The Governing Council was a very cohesive group of parents and staff who all worked collaboratively to ensure that decisions were made and reported successful to parents. Three members retired after a lengthy service to the community and these included: Corinne Garrett (Chairperson), Melissa Nelson and Marie McAllan.

Site Improvement Planning

To build a culture of learner achievement
This was achieved through:

- Students provided with flexible learning opportunities and are supported through personalised and differentiated learning programs using the Australian Curriculum and SACE. Training and Development systemically and strategically offered to staff to implement the Australian Curriculum (individual, faculty and whole of school.) focussing on Literacy and Numeracy
- Students being given opportunities to demonstrate learning in a range of ICT technologies and assessment mediums using the NBN through a telepresence, linking with virtual worlds and taking virtual excursions, use of edmodo in the learning community and the establishment of the Virtual Classrooms where all learning resources was accessed 24x7. Become an E-smart school with every student and staff inserviced in cybersafety and being e-smart and embedding this into our teaching and learning program.
- Training and development for staff using the e-champ model working with NBNco and IdeasLab personnel.
- Students access a rigorous and differentiated curriculum, development of literacy and numeracy skills and are challenged to achieve personal best. Personalised learning plans negotiated for all senior students which reflects community and vocational learning. Implementation of E-learning Plan to allow students to have 1-1 access to computers 24x7, through an audit of curriculum to develop an explicit scope and sequence for e-learning and the necessary 21st century skills across 9 learning areas to allow facilitation of digital learning in subject areas.
Student's individual learning styles are reflected through an inclusive teaching program with the focus on explicit teaching and application of literacy and numeracy skills.

Students have successful transition through/from school into appropriate pathways.

Focus on Literacy and Numeracy acquisition for students in Years 8 -10

To foster a culture of school and community pride through strong partnerships

1. Connected life-long learning through NBN
2. Improved communication through Parent Portal
3. Community partnerships developed through NBN and links with University

Achieved by:

- Further Implementation of a Learner Management System to record student achievement, Parent Portal activated and used for counselling and reporting, attendance and allow access to learning 24x7 through the Virtual Classroom.
- Further expansion of our NBN journey, documentation of this journey, sharing of learning with others and break down the walls of our learning
- Each area of learning has responsibility for the implementation and delivery of a scope and sequence of explicit teaching of ICT skills to students and inclusion of these in the AOL teaching program, in particular Cybersafety and being e-smart.
- All staff using the LMS (DayMap) for attendance rolls, reporting of student achievement and delivery of content

To develop a learning environment and methodology which will enhance learning for all through:

1. Avenues developed to link with community bodies through the alliance with the Southern Adelaide Trade School of the Future, TAFE and utilising the strengths of the NBN
2. Extensive T&D for staff to ensure that learning programs and processes embrace technology and its use for learning.

Achieved by:

- Avenues developed to link with community bodies through the alliance with the Southern Adelaide Trade School of the Future, TAFE and utilising the strengths of the NBN
- Parents, staff and students involved in community events based on school premises or student involvement outside.
- Expansion of community learning programs and involvement of peak bodies in community.

Year 12 Formal is always a celebration of achievement and completion of secondary schooling.
# Student Achievement

## NAPLAN

Context: In May of 2012, all Year 3, 5, 7 and 9 students sat the National Assessment Programme Literacy and Numeracy (NAPLAN) tests. These tests measure a student’s achievement in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy (algebra, function and pattern; measurement, chance and data; and space).

The purpose of the NAPLAN is to identify strengths and weaknesses within educational programmes and to set goals for overall improvement. From a classroom aspect, the results show the school community how their students’ achievement compares to a wider group of students across Australia.

![Figure 1: Year 9 Proficiency Bands by Aspect](image)

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exempt 5</td>
</tr>
<tr>
<td>Numeracy</td>
<td>5.6</td>
</tr>
<tr>
<td>Reading</td>
<td>5.1</td>
</tr>
<tr>
<td>Writing</td>
<td>4.9</td>
</tr>
<tr>
<td>Spelling</td>
<td>4.9</td>
</tr>
</tbody>
</table>

Year 8 Cultural Studies class focused on Indonesian culture.
WHS RESULTS

The most concerning result in the 2012 Year 9 NAPLAN tests was our Writing results. 51% of our students achieved National Minimum Standard (NMS) in this aspect of the test, down from 68% in 2011. This is a disappointing outcome, given the amount of explicit Persuasive writing teaching that occurred in English classes from the beginning of 2012. It does highlight the fact that we need to adopt a different approach to the teaching of this genre, along with the explicit teaching of spelling and grammar. Our Numeracy results (83%), whilst down from 2011 (90%) still reflect the higher levels of student achievement.

The table entitled “Estimated standardised student progress between 2010 and 2012 Literacy and Numeracy Tests” shows the percentage growth of students from 2010 (Year 7) to 2012 (Year 9). These results show that there has been incremental growth for students. However, our aim is to now move more of our students out of the Low section (currently 34% in Reading and 33% in Numeracy) into the Medium section. The next step will then be to move more students who are sitting in the Medium section into the Upper section.

As part of the NAPLAN results analysis, families are invited to contact the school to discuss their child’s results. A considerable number of families who made contact stated that their child had openly admitted to not seeing the relevance of the NAPLAN tests and therefore, did not apply 100% effort. This attitude was verified through individual and class discussions, where many students held the belief that the NAPLAN “didn’t count”.

WHERE TO FROM HERE?

- A focus on personal best achievement, not just for NAPLAN, but in all aspects of achievement. This will take place through reward programmes, cohort assemblies and term by term reflection on achievement.
- The names of students who did not meet NMS in any aspect of the NAPLAN will be placed on a monitoring list for teachers for 2013. The purpose of this is to alert teachers to students who will need more support in Year 10. This will also allow the school to further analyse these students’ results throughout 2013, to see which support strategies have worked. This data will also be provided to the Learning Support Team, so where possible, in-class support can be streamlined.
- The results from this year’s tests indicate to us that we need “go back to the drawing board” with our genre based literacy teaching. This will continue to be a focus for staff across all Area of Learning (AOL) groups.
The Literacy Improvement Plan will need further refinement and investigation by all staff, at key points throughout the school year.

Staff T&D for 2013 will continue to encompass literacy development and the fact that it is the responsibility of every teacher. The school will invest a great deal of time and funds into releasing staff to develop consistent approaches to the teaching and assessing of literacy skills. Part of this T&D will focus on the work of “best practice” practitioners and sites, along with literacy improvement experts.

The explicit teaching of the language of testing. Part of the post-testing analysis revealed that many students found extreme difficulty in understanding the way in which many questions were “framed” and the intended meaning of tasks. This will be a focus for all AOL groups and will be based on consistent, whole school approach.

The introduction of an “exam week” for students in Year 8 and Year 9. The aim of this is to allow students to experience the “test culture” and ready them for Senior School exam requirements.

### Senior Secondary

#### 2012 SACE Achievement Data Analysis

**Overview:** Overall, the SACE data for 2012 is an improvement on 2011. It is pleasing to note that 81% of the student cohort achieved their SACE and the subject grade achievement bell curve shifted towards the higher-grade bands.

However, the school continues to perform below the state in terms of the percentage of our cohort that completes the SACE and the achievement of grades in the “A” band. In addition to this, we outperform the state in both stage 1 & 2 in the percentage of failing grades awarded.

The VET data indicates that whilst a number of our students who completed their SACE (57%) had studied a VET course, only 11% of students actually used their VET to enable them to complete their SACE. The school has comparatively low numbers of SACE completing students involved in school based apprenticeships/traineeships and relatively low numbers of students completing higher level (Certificate III and above) VET qualifications.

**Proposed Priorities for 2013:**

In order to address the area’s identified for improvement, whilst continuing to build on the good overall performance, the following priorities are proposed for 2013.

1. **Early Monitoring of Students at Risk & Enforcement of Deadlines** – SACE coordinator in conjunction with the year level manager(s), subject teachers and student mentor’s implement comprehensive student at risk tracking. Focus will be on students who miss any assignment deadlines. Students who are experiencing difficulties in two or more subjects should be considered at risk and case managed through a focus on remedial study or exit options.

   a. **Targets:**
      1. (1) 91% of students enrolled in SACE, post July 31 2013, achieve their SACE.
      2. All students who have been identified as being at risk in 2 or more subjects after July 31 2013, have regular mentoring and support to successfully complete their SACE.
      3. All students who have been identified as being at significant risk of not completing their SACE, have developed an exit plan and are working towards that goal.
2. **Task Design, Assessment & Quality Assurance** – Student performance at Stage 1 and 2 combined with moderation feedback indicates that there is a need to focus on task design and assessment across all subject areas.

   a. **Strategies:**

      (1) Faculty Coordinators in conjunction with the Senior School AP and the SACE Coordinator implement processes to review & refine existing LAP's & task sheets.

      (2) Faculty Coordinators in conjunction with the Senior School AP and the SACE Coordinator develop processes for and conduct “in school moderation” activities with all SACE teachers in their faculties.

      (3) Faculty Coordinators in conjunction with the Senior School AP and the SACE Coordinator identify teachers requiring additional support and develop a PD and monitoring plan to support those teachers.

   b. **Targets:**

      (1) 100% of moderation feedback indicates that task design provided students with the opportunity to achieve at the highest standard.

      (2) All SACE teachers have participated in “in school moderation” activities, utilizing the performance standards.

      (3) Stage 1 failing grades are reduced to 15% and stage 2 failing grades are reduced to 10%.
Section 1 – SACE Completion Data

### Completion by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Completion</th>
<th>Non Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>27</td>
<td>22</td>
</tr>
<tr>
<td>Female</td>
<td>52</td>
<td>42</td>
</tr>
<tr>
<td>Total</td>
<td>79</td>
<td>64</td>
</tr>
</tbody>
</table>

### Stage 2 Cohort Gender Breakup

- Male: 34%
- Female: 66%

### Table 1.1 – Stage 2 Completion Data

<table>
<thead>
<tr>
<th>Potential Completer’s</th>
<th>Completion</th>
<th>Non Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>27</td>
<td>22</td>
</tr>
<tr>
<td>Female</td>
<td>52</td>
<td>42</td>
</tr>
<tr>
<td>Total</td>
<td>79</td>
<td>64</td>
</tr>
</tbody>
</table>

### Reason for non-completion (W o R No. of Subjects)

- 1 Subject: 2
- 2 Subjects: 8
- 3 Subjects: 4
- 4 Subjects: 6
- 5 Subjects: 4

*No. of Students*
Analysis: Female students dominated the 2012 completion cohort by a ratio of almost 2:1. However, the completion rates (81%) were identical for both male and female students.

The overall school completion rate of 81% is comparable to the 2011 completion rate of 82%, but is still significantly below the State completion rates of 92% This is an area for improvement in 2013.

Analysis of the reasons for student non-completion identify that only one student failed simply by missing out in one subject area, with the majority failing in 3 or more subjects. Student at risk tracking may be a means of addressing the below average completion rate.

Section 2 – Grade Distribution Data

Figure 2.1

Figure 2.2 – Stage 2 Grade Band Achievement as a % of Overall Achievement
Figure 2.3 – Stage 2 Grade Band Achievement by Gender

<table>
<thead>
<tr>
<th>Grade Band</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>B</td>
<td>22</td>
<td>42</td>
</tr>
<tr>
<td>C</td>
<td>24</td>
<td>38</td>
</tr>
<tr>
<td>D</td>
<td>9</td>
<td>14</td>
</tr>
<tr>
<td>E</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>N</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>W</td>
<td>11</td>
<td>15</td>
</tr>
</tbody>
</table>

Figure 2.4 – % of Stage 2 Students In Each Grade Band By Year

Figure 2.5 – Stage 2 Grade Band Analysis By Year
**Analysis:** The bell curve highlighted in Figure 2.1 highlights a strong overall performance in the B to C+ plus range with lower numbers of students able to achieve in the A band. It is particularly pleasing to note the low numbers of students achieving in the D, E and N bands, however this is offset by the significant number of subject withdrawals that have occurred since July 31, 2012.

Figure 2.2 highlights the B and C bands as areas of strength in overall subject achievement, however, it also indicates that subject withdrawals (post July 31 2012) account for 11% of subject results. This is 5 percent higher than grades awarded in the A band and is our next most significant contributor after results in the B and C bands.

Figure 2.3 highlights female students as being over represented in the A band for achievement. The male students are over represented in the C and Withdrawn Categories.
In comparison with 2011 data, it is pleasing to see that the school has been able to improve the percentage of students in the B band at the expense of the C and D bands. It is also pleasing to see the overall achievement of passing grades rising from 83% to 86%. The difference between the data at figure 2.2 and 2.5 is as a result of the “W” grade band being excluded from the like schools data. The data at figures 2.6 and 2.7 indicates that whilst WHS is making progress at raising achievement in the higher grade bands, we continue to underperform in the B+ to A+ grades and exceed the state averages in the failing grades.

Section 3 – Subject Grade Analysis

Figure 3.1

Student ambassadors represent the student body at all events.
Analysis

Figure 3.1 highlights the subjects that made significant contributions to our performance in each of the grade bands. It is important to acknowledge that subjects such as Research Project, English Communications, Work Place Practices and Women’s Studies performed particularly well in the higher grade bands, however, these subjects also attracted significantly higher enrolments.

The strong representation of “withdrawn” students in Research Project, English Pathways and English Communications is also indicative of the higher overall enrollments in those subjects.

Figure 3.2 provides a more direct comparison by examining the percentage of students achieving in each grade band in each subject. Closer analysis of those subjects with significant enrollments (10 or more students) highlights the fact that:

- Women's Studies and Workplace Practices performed well in the A band,
- Research Project, Integrated Learning and English Communications performed well in the B band.
- Food and Hospitality, Maths Apps and Modern History performed well in the C band, and Communications Products A and English Pathways had the most significant withdrawal percentages.
Section 4 – Stage 1 Data Analysis

Figure 4.1 – Stage 1 School Subject Results

Figure 4.2 – Stage 1 Compulsory Subject Grade Distribution
Analysis

Figure 4.1 provides an overview of the stage 1 results. The overall trend is comparable to the Stage 2 results; however, the school is significantly underperforming the state in both the A and B grade bands, and exceeding the state in the C band and below.

This trend is highlighted in the compulsory subjects, with all compulsory subjects underperforming in comparison to the state averages in the A and B grade band. Significantly, students are underperforming in the C band and substantially overachieving in the failing grades in both numeracy and PLP.

Further analysis needs to be conducted into the reasons why significant numbers of students at stage 1 (26% of all grades) are failing to achieve the “C” standard.

Section 5 – VET Data Analysis

Figure 5.1 and 5.2 indicate that a significant proportion (59%) of students who completed their SACE studied VET as they progressed through the SACE. However, a relatively small percentage of students relied on their VET courses to complete their SACE. This is reinforced by the small proportion of "higher level" VET competencies studied, as indicated in figure 5.4, and the low uptake of school based apprenticeships and traineeships.

The 2012 VET data has been impacted by the “Skills for All” initiative, and a shift to student centered funding in the vocational sector. In particular, the easing of entry requirements for courses at AQF level 3 and below, combined with the relative cost (free for most applicants Certificate I and II courses under skills for all) and comparatively simple application process (TGSS compared to Skills for All)
means that students who would previously have perused VET qualifications within the SACE are increasingly choosing to leave school prior to completion. It is anticipated that this trend will continue into 2013.

**FLO Data Analysis**

Over the last four years there has been a steady increase in our FLO enrolment. Students from private schools have increased in enrolment and we have also reengaged students from the public system who have been referred for chronic attendance and behavioural issues.

Over the last three years we have been developing our FLO programme in relation to our offerings at school for FLO 1 and 2 category students whilst also developing our links with Bedford Youth Services as a provider for our more at risk and disengaged students. We have focussed on reengaging students who have previously left school without a designated pathway. This has occurred through word of mouth in the community which reflects the success of the program and the cooperation of our community networks.

Our main focus with the FLO programme is the employment and training pathway so we are aiming to offer students Certificate courses and relevant skill building opportunities such as Forklift Training and White Card. We have strategically planned to access the “Skills for All Strategy” and “Abilities for All” initiative to link students with the TGSS pathway to ensure their successful transition to sustainable employment. For those students who are school based we also do offer the opportunity of completing the Stage 1 compulsory units to provide the SACE pathway if required or appropriate. It can be noted that we do have FLO students who do reengage with mainstream schooling which has strengthened the links between the FLO program and the philosophy of supporting the transition of all young people.

The steady increase in young people achieving successful employment and undertaking apprenticeships and traineeships through the FLO program indicates our success in positively engaging students at risk.

The FLO programme will continue to develop opportunities for students to engage in Certificate courses with the aim of completing schooling with a Certificate 111 qualification.

Students engage in Certificate courses run at the Trade Training Centre.
## FLO DATA

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLO Enrolments</td>
<td>75</td>
<td>118</td>
<td>138</td>
<td>199</td>
</tr>
<tr>
<td>Government School</td>
<td>72</td>
<td>99</td>
<td>110</td>
<td>165</td>
</tr>
<tr>
<td>Private School</td>
<td>3</td>
<td>16</td>
<td>21</td>
<td>23</td>
</tr>
<tr>
<td>Interstate</td>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Overseas</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>At Risk / Attendance &amp; Behaviour Issues</td>
<td>75</td>
<td>97</td>
<td>131</td>
<td>184</td>
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<tr>
<td>Unemployed</td>
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<td>3</td>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td>ATSI student</td>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Student with recognised Disabilities</td>
<td>15</td>
<td>19</td>
<td>24</td>
<td>34</td>
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<tr>
<td>Re-engage with Mainstream Schooling</td>
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<td>8</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Tafe</td>
<td>17</td>
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<td>44</td>
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<td>RTO</td>
<td>22</td>
<td>10</td>
<td>32</td>
<td>100</td>
</tr>
<tr>
<td>Literacy / Numeracy (Program undertaken)</td>
<td>49</td>
<td>118</td>
<td>124</td>
<td>163</td>
</tr>
<tr>
<td>Intensive Case Management</td>
<td>75</td>
<td>118</td>
<td>138</td>
<td>199</td>
</tr>
<tr>
<td>Employment FT / PT</td>
<td>11</td>
<td>25</td>
<td>3</td>
<td>37</td>
</tr>
<tr>
<td>Apprenticeship/Traineeship</td>
<td>4</td>
<td>8</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>Tafe: Full Time</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>University</td>
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<td></td>
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<td>2</td>
</tr>
<tr>
<td>School Transfer</td>
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<td></td>
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<tr>
<td>Interstate</td>
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<td>5</td>
<td>2</td>
<td>3</td>
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</tbody>
</table>
### Student Data

#### Attendance

**Attendance by Year level**

<table>
<thead>
<tr>
<th>Year Level</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 8</td>
<td>90.0%</td>
<td>86.7%</td>
<td>87.3%</td>
</tr>
<tr>
<td>Year 9</td>
<td>88.4%</td>
<td>84.4%</td>
<td>85.8%</td>
</tr>
<tr>
<td>Year 10</td>
<td>86.7%</td>
<td>83.5%</td>
<td>86.1%</td>
</tr>
<tr>
<td>Year 11</td>
<td>86.7%</td>
<td>85.0%</td>
<td>83.1%</td>
</tr>
<tr>
<td>Year 12</td>
<td>91.0%</td>
<td>92.0%</td>
<td>95.9%</td>
</tr>
<tr>
<td>Secondary Other</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>88.7%</td>
<td>86.4%</td>
<td>88.1%</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>88.4%</td>
<td>84.9%</td>
<td>86.4%</td>
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</tbody>
</table>

There has been a marked increase in the attendance of Year 12 students and we believe that this is due to the improved nature of the Internet access as a result of the National Broadband Network. Year 11 attendance still remains a concern as they seem to feel that they too should have a non-contact day on the Wednesday and this will be addressed in 2013. Overall attendance remains in the high 80% and we aim to improve this with our continued follow up of absences and requesting explanations from parents as to reasons for these absences.

**Strategies for improvement:**

In 2012 we moved to all of our attendance, daily and in class, being recorded on Daymap our Learner Management System. In theory this is a wonderful improvement strategy however in practice there were some issues, human and technology related. To overcome these we are putting in place an attendance improvement strategy for 2013 and this is:

1. An SSO will be appointed to follow up any rolls that are not marked at a specific time of the day.
2. The teacher will then receive an SMS message to notify them of the class that has not been marked.
3. Any IT concerns related to marking of the rolls will be immediately dealt with by this SSO.
4. Any continued “unmarked rolls” will be flagged and discussions will be had with Year Level Managers regarding support for these individual teachers.

By doing this we can then be assured that all rolls will be marked and any concerns addressed with individual teachers.

#### Destination

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>2011</th>
<th>School</th>
<th>Region</th>
<th>Index</th>
<th>DECD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment</td>
<td>31</td>
<td>15.9</td>
<td>4.1</td>
<td>6.1</td>
<td>4.0</td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>15</td>
<td>7.7</td>
<td>8.5</td>
<td>7.6</td>
<td>8.8</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>0.5</td>
<td>1.2</td>
<td>0.9</td>
<td>2.3</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>32</td>
<td>16.4</td>
<td>3.0</td>
<td>4.4</td>
<td>3.5</td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td>36</td>
<td>18.5</td>
<td>5.8</td>
<td>4.6</td>
<td>4.9</td>
</tr>
<tr>
<td>Transfer to Non-Gov School</td>
<td>23</td>
<td>11.8</td>
<td>11.7</td>
<td>8.8</td>
<td>10.3</td>
</tr>
<tr>
<td>Transfer to SA Govt School</td>
<td>34</td>
<td>17.4</td>
<td>45.6</td>
<td>46.5</td>
<td>48.4</td>
</tr>
<tr>
<td>Unknown</td>
<td>23</td>
<td>11.8</td>
<td>20.2</td>
<td>21.0</td>
<td>17.7</td>
</tr>
</tbody>
</table>
Sixty four percent of the students who left Willunga High School in 2011 went onto positions where they were either earning or learning. Only 11.7% were unknown.

In 2012 (data taken from EDSAS November 2012) -

<table>
<thead>
<tr>
<th>Destination</th>
<th>Number</th>
<th>% whole year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment</td>
<td>23</td>
<td>19.1%</td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>17</td>
<td>14.1%</td>
</tr>
<tr>
<td>Other - illness</td>
<td>01</td>
<td>.08%</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>18</td>
<td>15%</td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td>15</td>
<td>12.5%</td>
</tr>
<tr>
<td>Transfer to Non-Govt School</td>
<td>12</td>
<td>10%</td>
</tr>
<tr>
<td>Transfer to SA Govt School</td>
<td>33</td>
<td>27.5%</td>
</tr>
<tr>
<td>Unknown</td>
<td>01</td>
<td>.08%</td>
</tr>
</tbody>
</table>

In 2012, 31.6% of students gained employment or moved into another higher learning organization. Only 10% moved from our school to a private school and there was a significant decrease in the number of students who had unknown destinations with less than 1% being unaccounted for. This is as a result of a significant strategy to ensure that we know the destinations of our students and following up any concerns or issues immediately.

Students participate in a cultural exchange with our sister school in Japan.
STUDENT BEHAVIOUR MANAGEMENT INFORMATION

The whole school Behaviour Management data for 2012 provides a pleasing picture as to how well our policies and practices are working. Term One had the greatest number of Behaviour Management incidences, which all declined in Term Two, except for suspensions, (which rose by three incidents) and the number in all categories significantly dropped by Term Three. This suggests that as the year progressed students modified their inappropriate behaviours.

In Term Three, the number of ‘time outs’ were only 7% of the total for all terms and suspensions were only 3.5% of the total for all terms, in the recorded period. This suggests one thing very clearly; the students fully understand the behavior expectations and the school is consistent in its dealings with inappropriate behaviours.

While ‘threatened good order’ was the most frequent referral, the actual cause is unknown. To allow us to better interrogate the data, the school has modified its reporting and recording practices. We still retain the original six categories, as on EDSAS, however, we have further broken them down to over fifty subcategories, thereby enabling us to glean real data as to behaviours.

We will use this data to refine and focus on student behaviour management in 2013 and beyond.
DECD Parent, Student and Staff Opinion Survey - 2012
0909 Willunga High School

Comparison of Aggregated School Opinion to Region and State Values (top 25%, middle 50%, lower 25%)

**REGION COMPARISON**

**STATE COMPARISON**

Scores have been calculated across all surveys to give an average of 10 and standard deviation of 1. This means comparisons can be made between parent, staff and student surveys and typically 50% of the responses are between 8 and 12 in any survey. The black diamond represents current score, and the white dot your previous result (if your site participated last year). A graph is not printed if there were fewer than five responses.
Teaching and Learning

Staff opinion survey feedback conclusions:
It is evident from the feedback from 47 staff out of 54 teaching staff that they are a cohesive and happy group who feel that they are enthusiastic about their teaching, that they use a variety of strategies to assist students to learn and that they develop a range of strategies and programs. It was very pleasing that the large majority of staff took the time to undertake the survey.
Students expressed concern about the “interesting” lessons, however they are very aware of what they are doing and how they can improve their learning which leads us to believe that teachers are providing them with relevant feedback about their learning. Some of the students’ comments were contradictory, however it is always interesting to reflect and to apply their feedback to our actual practice within the classroom. Our focus as a teaching team, has been on looking at new and alternative ways of utilizing IT and the NBN, to flip our classrooms so that students can access all learning resources at anytime and then use this knowledge and learning to clarify what they know and what they need to know. This has been transformational work on the part of the teaching staff and students have provided feedback that they enjoy this collaborative learning environment which, is interactive and in real time.
Parent opinion surveys were positive however there was a very strong ‘voice’ regarding the communication between home and school. Parents felt that they were not being kept in the loop and had some isolation. In response to this we are continuing to improve and develop our Learner Management System and the next step in 2013 is to have our Parent Portal working. This will then allow parents access to all of their child’s assessment results, learning resources and attendance. Parents will then truly be in the loop at any time, to be able to know their child’s progress.
DIRECTIONS FOR 2013

1. Boys and their academic achievement, personal growth and social behavior: there is significant data (SBM, Academic, NAPLAN) which indicates to us as a staff that we need to provide intervention and support programs for our boys.
2. Student Behaviour Management – being accountable.
3. Attendance improvement strategy.
6. Digital Education Revolution – where to next?.
7. Literacy and Numeracy Improvement strategy.
8. Culture – maintenance of what we have, identification of good practice, Year Level identity.
10. FLO/Academic/VET/Alternative programs.

Accountability

National Partnerships

More Support for Students with Disabilities Initiative

The More Support for Students with Disabilities Initiative ensures additional support for teachers and schools in recognition of the importance of increasing the skills of classroom teachers and enabling a more inclusive culture in schools.

The major focus of this short term initiative is on building the capacity of Australian schools and teachers to better support the needs of students with disability, contributing to improved student learning experiences, educational outcomes and transitions to further education or work.

Schools had a choice to focus on either differentiation or Autism. Willunga High School chose to apply for the differentiation funding based on the fact that we have the ability to utilise the NBN to enhance differentiation and learning outcomes for Students with Disabilities.

Grant Total: $155 000 over 2 years

Program Aims:
1. All teachers demonstrate knowledge and understanding of differentiation and practice it in their classrooms
2. Student engagement is increased due to the use of technology in the classroom
3. Parents of students with Special Needs experience a greater connection to the school and can access the school website for information and updates on our Special Needs program, as well as useful information and recommended websites

Objectives:
1. Small groups of key teachers are chosen to start the National Partnership Project. This group of teachers is the driving force behind the project. They trail the technology and practice differentiated curriculum, and share their knowledge with others via Edmodo blogs, presentations during staff meetings and other events.
2. The National Partnerships Project encompasses and defines the use of technology. There is an Edmodo site created for teachers to share their work. The school website is utilized as a sharing and informative tool for parents.
3. Flinders University is in partnership with Willunga High School to advise key teachers on appropriate technology and differentiation processes. Flinders University conducts data collection and research project.
4. Relevant Training & Development by Flinders University and/or outside professionals is run with key teachers and broader staff.

5. Appropriate technologies and applications are researched, purchased and trialed in classrooms by key teachers. Key Teachers share the effectiveness and advise other staff of best practice.

6. Middle school students on an NEP are prioritized for involvement in the project. Their NEP is consulted, parent permission is sought and relevant data is collected surrounding their engagement and the effectiveness of the technology trials.

Progress so far:
- Establishment of a group of key teachers
- Edmodo National Partnerships site set up to ensure Key teachers can communicate their ideas and blog their experiences
- Strategic plan devised and distributed relevant staff
- A budget has been devised to ensure appropriate spending occurs
- Key teachers participated in a significant Training & Development opportunity through IdeasLab. Mini research projects were run and results reported back to whole staff.
- Baseline data has been collected through a Survey Monkey. This survey was distributed to all teachers and asked them relevant questions surrounding the use of technology in their classrooms and their personal definition and experiences of differentiation.
- Some technology options have been explored (in particular tablets, iPads and Digital Pens). The Special Needs Coordinator, E-Learning Coordinator and Assistant Principal Middle School, in consultation with David Horsell from DECD (who specializes in differentiation and technology) have considered options and chose to go with iPads and LiveScribe Digital Pens. We have also explored the use of FM systems through Cora Barklay Centre and Chris Olsen from DECD Hearing Services.
- Quotes have been sourced for these technological materials.

Where to from here:
- Technologies ordered in preparation for 2013 (or at least early Term 1).
- Students and classes identified for implementation of program and data collection purposes (permission notes sent to parents).
- The school's website is updated to include online resources for parents.
- Information to go out to parents and school community regarding the program and regular updates to be included in the school newsletter etc.
- Teachers undertake experimentation with the technology and blog their experiences on Edmodo.
- Flinders University implements their research project and helps with data collection...
Teacher Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>104</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>23</td>
</tr>
</tbody>
</table>

Please note: Staff that 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

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0.00</td>
<td>51.8</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>54</td>
</tr>
</tbody>
</table>

Financial Statement

Income by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td></td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td></td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td></td>
</tr>
<tr>
<td>4 Other</td>
<td></td>
</tr>
</tbody>
</table>

Robert Brokenshire, Amanda Rishworth and Janelle Reimann (Principal) at the opening of the Middle School and upgraded facilities 2012.