



# Willunga High School 2019 annual report to the school community



Government  
of South Australia  
Department for Education

Willunga High School Number: 909

Partnership: Sea & Vines

Name of school principal:

Anthony van Ruiten

Name of governing council chairperson:

Braenden Wolfe

Date of endorsement:

02/03/2020

## School context and highlights

Willunga High School is a large comprehensive secondary school in the southern suburbs of Adelaide that offers a broad curriculum including the full suit of traditional academic subjects and specialist programs in Agriculture, Horticulture, Volleyball and Certificate 1 and 2 VET courses. Willunga draws students from as far afield as Myponga, McLaren Vale, McLaren Flat and Aldinga with the majority of the 1050 students using a contracted bus service to get to and from school. The School's grounds are extensive, with learning resources such as a small farm, vineyard and olive grove, large green spaces for student activity and facilities that are of the highest standard. The learning spaces provided at the school, from the purpose built Middle School Buildings to the recently completed STEM Works refurbishment allow our students to engage with modern, interdisciplinary and challenge based learning. Our Flexible Learning Options program, based in Aldinga, is seen as a model of best practice in reconnecting students to their learning and in providing learning post school pathways for students.

There were many highlights in 2019, a few include:

- A student winning the Bragg Medal for the highest achievement in Stage 2 Physics in the state
- Significant further improvement in SACE Stage 2 completion and overall academic outcomes
- International students studying at Willunga; study tours and sister school visits; study abroad students from Germany, England, USA and Japan. Exposing our students to different cultures and raising their international mindedness.
- Students engaged in a number of curriculum and extra curriculum activities, including:
  - A highly successful PBL/STEM activity in partnership with the Onkaparinga Council
  - A successful Gifted and Talented program for identified students supporting them with enrichment and extension opportunities supported with individual mentoring.
  - A student Voice program that enables greater student agency to support further engagement in learning.
  - Student made wines being (2017 & 2018) awarded Bronze Medals at the Royal Adelaide Show
  - High quality performances in Music, Drama and Dance and exhibitions for visual art.

In 2019 Willunga supported high quality outcomes for students enabling their preferred post school pathways. With students entering a wide range of university, TAFE and workplace pathways.

## Governing council report

The Willunga High School Governing Council is a volunteer group of parents of Willunga High School students, teacher representatives, public officials and the school Leadership team who donate their time to attend meetings twice a term.

At each meeting, decisions that impact on the successful operation of the school and its ability to provide the community's expected range of subjects and services to our students are discussed.

Governing Council has roles in Finance, Canteen operations and overview of site and student development and welfare, school branding and community perception of the school and our students.

Some of the decisions reviewed by Governing Council this year:

- Ongoing review of school uniform - this year has been more about expanding the options for students while still adhering to the recently reviewed uniform policy.
- Endorse Doctor on Campus (DOC) research to be undertaken by Flinders University at WHS.
- Introduction of a mobile phone ban for Middle School -Years 8 & 9 (future 7,8 & 9)
- Review and set Materials & Services charges for 2020
- Discussed the introduction of an early school closure (one day per week)

Future activities of the Governing Council will reflect the changed circumstances the school finds itself in; with the approval and construction of a new high school in Aldinga, the introduction of Year 7's into high school, and ongoing plans to improve/update the infrastructure and amenities at Willunga High School.

The Governing Council is open to all parents of WHS students and there is no requirement to hold an elected position. Parents, students and members of the community are invited to attend any meeting of the Governing Council and contribute to their school community.

I would like to thank all members of the 2019 Governing Council for their dedication to the role, for their support of the school leadership, staff and students of Willunga High School.

In 2019 the school council will have important roles as the parent representatives with regards to the the development and review of the Site Improvement Plan under the School Improvement Model further review and development of the school uniform, the continued focus on financial sustainability and review of school policy and processes.



## Improvement planning - review and evaluate

In 2019 Willunga HS underwent an External School Review as part of its "One Year Return". This review found significant improvement against all recommendations made in the original report in 2017 and so the school was returned to the usual 3 year review cycle. Following the review the the Site Improvement Plan, established at the end of the 2018 school year was enacted with Goals Identified in Literacy, Numeracy and Attendance

Examination of school performance data (NAPLAN, PAT, student achievement, attendance, behaviour and wellbeing) by all staff have informed the improvement targets set in the SIP. The targets provide all teaching and support staff with a clear view of the school directions.

Initiatives being implemented include

- Strategies to support improved Reading Comprehension skills for all students in all year levels
- using the availability of comprehensive data sets (both Department for Education provided and Internally generated) to support area of leadership Improvement Plans, staff self reviews, learning area reviews and site reviews.
- using the availability of comprehensive data sets for the tracking and monitoring of student achievement, attendance, behaviour to identify targeted interventions to support student success resulting in improvements in student achievement at all year levels.
- the continuation of the review of curriculum offerings with respect to what Willunga HS can sustainability deliver and to ensure all students can experience success, enabling them to successfully transition into their preferred post school pathways.
- the development of a 'culture of attendance' across the whole school community, supporting families to ensure students are at school, learning and being successful.
- collaborative school moderation (in conjunction with 3 other secondary sites) to support the critical review of assessment and task design to benefit our students through the ongoing development of consistent, differentiated and engaging learning and assessment activities across all curriculum areas, across all classrooms.
- the ongoing development of the use of SEQTA and other communication tools (eg O365) to improve access to learning and the communication between students, families and their teachers.
- improved student agency through students providing teachers feedback on their practice through an online platform.
- a restructured student voice mechanism will be implemented in 2019, through the year level teams, to provide all students with an authentic voice in the running of the school and in their classroom experiences.

All these initiatives will be continually reviewed to determine their impact on the success of all students.

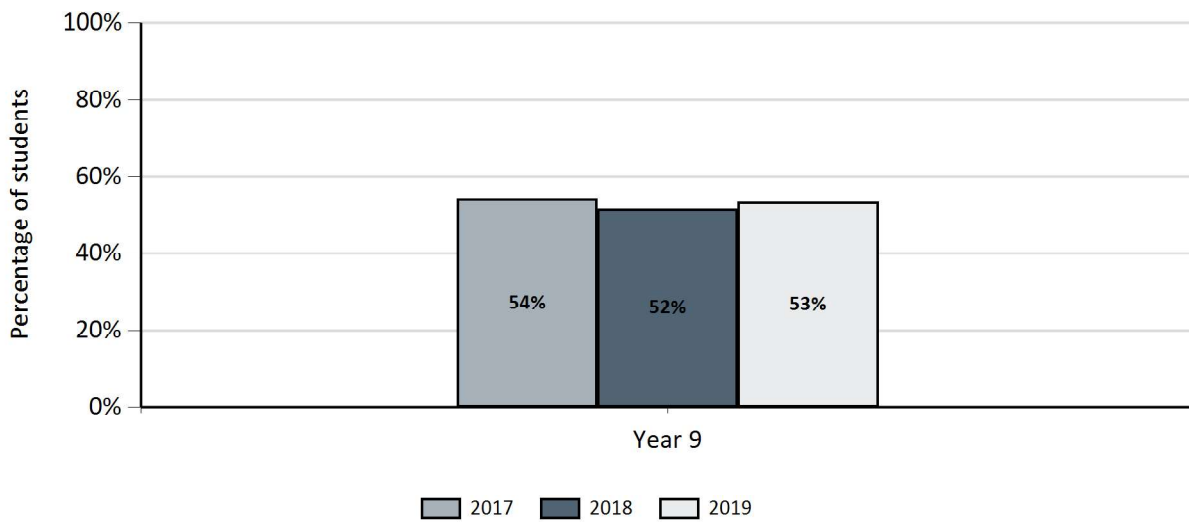
Willunga High School has seen improvement in all aspects of school life over the past three years. Attendance data, however, has shown that the number of students who are attending school has plateaued over the past 3 years requiring a rethink of the strategies that are being used to support improved attendance. The engagement of students with their learning has been identified as key driver of improved attendance and the focus of our development, especially throughout the middle school curriculum. Achievement data is continuing to show that the students are aspiring to and achieving better outcomes in their SACE. 2019 showed a marked improvement in SACE outcomes with the average grade across all subject improving into the B grade band. A 5.5% improvement in subjects assessed in the A band at SACE Stage 2 with 97.7% of students completing their SACE and a 20.5% improvement in successful numeracy completion. The wellbeing and engagement data is showing that students are happier at school and that they report improved connection with their teachers.

## Performance Summary

### NAPLAN Proficiency

The Department for Education 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 1 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 SEA for reading and numeracy.

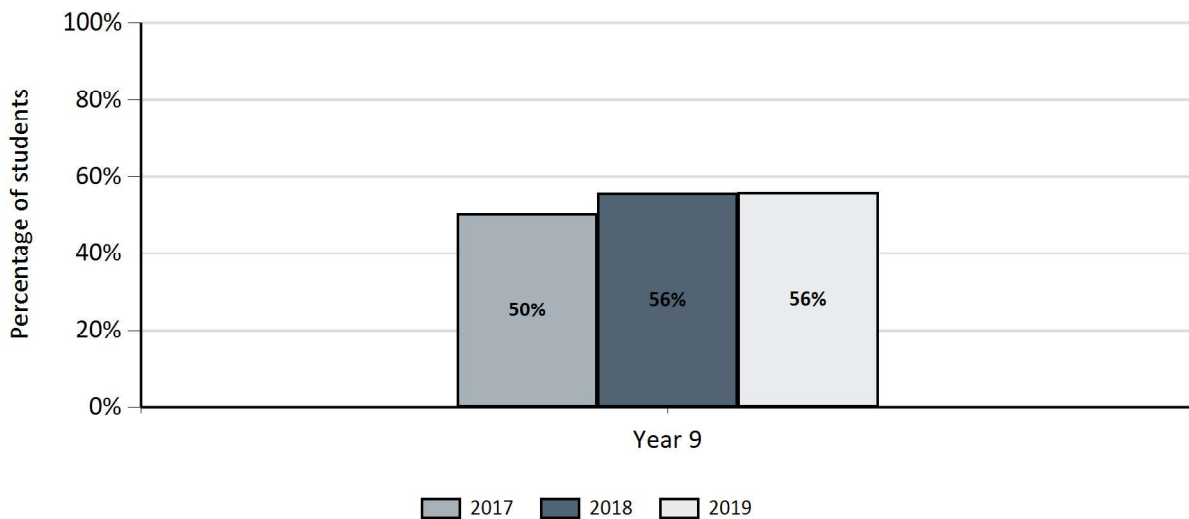
#### Reading



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

\*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: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

\*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 2017 to 2019 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	15%	25%
Middle progress group	48%	50%
Lower progress group	37%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

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

### Numeracy

NAPLAN progression	Year 7-9	State (average)
Upper progress group	21%	25%
Middle progress group	51%	50%
Lower progress group	28%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 9 2019	191	191	14	8	7%	4%
Year 9 2017-19 average	206.7	206.7	17.7	12.3	9%	6%

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.

<sup>^</sup>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)

2016	2017	2018	2019
91%	93%	93%	97.7

Data Source: SACE Schools Data reports, extracted February 2019.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Data excludes non-A to E and Withdrawn Not Graded subject results.

### SACE Stage 2 grade distribution

Grade	2016	2017	2018	2019
A+	0%	0%	0%	0.5%
A	3%	2%	3%	6.8%
A-	7%	7%	8%	9.7%
B+	13%	8%	11%	11.4%
B	15%	15%	11%	17.1%
B-	17%	15%	12%	19.7%
C+	14%	15%	16%	11.4%
C	16%	23%	21%	15%
C-	7%	8%	10%	6.1%
D+	3%	2%	4%	1.5%
D	3%	3%	1%	0.4%
D-	2%	1%	1%	0
E+	1%	0%	1%	0.2%
E	1%	1%	0%	0.2%
E-	0%	0%	0%	0
N	0%	0%	0%	0

Data Source: SACE Schools Data reports, extracted February 2019.

\*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 in October that year

2016	2017	2018	2019
88%	89%	93%	97.4

Data Source: SACE Schools Data reports, extracted February 2019.

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

	2016	2017	2018	2019
Percentage of year 12 students undertaking vocational training or trade training	43%	48%	43%	45%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	83%	88%	93%	98%

## School performance comment

Our Stage 2 SACE results have shown a significant improvement in 2019, showing that improved tracking and monitoring, a focus on effective classroom practices and the commitment of our teachers and Senior Wellbeing Team has supported improved outcomes for our year 12 students. Students were able to earn A and B grades in 65% of the subjects studied at Stage 2, a 20% increase, and pleasingly a further fall in the number of students who received D+ or below. 84% of students who applied for a tertiary entrance rank received an offer in the 1st round. The highest ATAR achieved by the Dux of the school was 95.25.

Our students are benefiting from improved classroom practices and monitoring processes with 97.7% of our potential SACE completers achieving their SACE, 99% of students completing their research project, 100% their PLP and steady progress is being made in students achieving their compulsory Literacy (92%). Strategies implemented for the 2019 school year have resulted in a significantly improved completion of the required numeracy unit for SACE with 87.6% of students achieving this, a 20.5% improvement.

We have continued our work 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. A significant number of our students participated in a broad selection of VET programs and school based traineeships with 21% of students who completed their SACE using their VET credits to do so.

### Literacy and Numeracy:

Willunga has maintained a strong focus on Literacy and Numeracy with the staffing of Literacy and Numeracy coaches again in 2019. The coaches role was to provide assistance to 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 the Deputy Principal Curriculum, 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. In 2019 there was a continued focus on reading comprehension and strategies to support students improve the skills in this aspect of literacy. This focus will be continued into 2020.

The 2019 NAPLAN results in Numeracy and Reading have been unchanged in the past two years despite that results show that fewer students have decreased achievement and more students have maintained or improved their attainment in reading and more students have maintained their attainment in numeracy. Participation rates in NAPLAN continue to be a challenge for the school and ongoing strategies to support this have been established.

The performance of students across most learning areas, in all year levels, demonstrated improvement in 2019, strategies are continually reviewed and amended to further improve the achievement of all students

## Attendance

Year level	2016	2017	2018	2019
Year 8	92.8%	91.3%	89.6%	86.5%
Year 9	86.6%	90.0%	87.9%	87.9%
Year 10	87.7%	85.4%	86.7%	86.1%
Year 11	88.4%	85.5%	86.5%	87.6%
Year 12	91.4%	86.6%	87.8%	85.8%
Secondary other	89.2%	92.7%	94.3%	91.7%
Total	89.5%	88.2%	88.0%	87.0%

Data Source: Site Performance Reporting System (SPER), 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 by maintaining SSO time to assist year level coordinators to follow up on chronic and habitual nonattendance. A reduction in the number of learning days lost through attendance has been achieved. Over the past three years we have maintained improved attendance as compared to previous years. Strategies implemented in 2019 creating a culture of attendance amongst our community have had limited impact. The number of absences due to exemptions granted for family events is significant.



## Behaviour support comment

The continued implementation of restorative approaches to ensure that wherever possible behaviour indiscretions or conflicts are resolved using restorative principles. A significant investment has been made through the appointment of Year Level Coordinators and Managers who are charged with developing proactive wellbeing and positive behaviour strategies that ensure greater connectedness 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 learning spaces and teaching practise are improving student engagement and is reducing classroom behaviour incidents.

## Client opinion summary

The Willunga HS parents' feedback showed that they believe that the teachers at Willunga have high expectations of their child to perform at their best, that the school learning environment is of high quality and that the teachers are approachable and listen to parent concerns. The parents also indicated that they believed that their child was making good progress whilst they are engaged in the learning programs at the school.

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 parents did however believe that there is still room for improvement in the feedback for learning that the students currently receive to improve outcomes.

Parents are satisfied with the supportive environment that is provided and indicate that WHS provides a safe and secure environment for their children. They did however see that there could be improvement in the way Student Behaviour management processes enable their children to know how they are expected to behave at school.

Parents indicated that they wanted more consistently provided information regarding how well their child is performing at school and as a consequence the Assessment, Recording and Reporting processes was reviewed in 2019. Parents also indicated that despite being listened to, that they believed that if they have concerns or suggestions the staff do not always follow up on the agreed actions and take their concerns seriously.

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. WEC data and survey data show that students reflect mostly positively on the relationships they share with their teachers. Students however do not feel a strong connection to the school.

## Intended destination

Leave Reason	School	
	Number	%
Employment	36	12.3%
Interstate/Overseas	11	3.8%
Other	0	NA
Seeking Employment	24	8.2%
Tertiary/TAFE/Training	5	1.7%
Transfer to Non-Govt School	11	3.8%
Transfer to SA Govt School	44	15.1%
Unknown	161	55.1%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

## Relevant history screening

Willunga HS has a comprehensive system ensuring that all staff, volunteers and visitors (including contractors) who interact with the students or their records have a current WWCC before they interact with their children or their identifying data. Every community member is required to present an original copy of the WWCC 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 or through the EAR.

## Qualifications held by the teaching workforce 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	122
Post Graduate Qualifications	56

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

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 Equivalent	1.0	67.2	0.9	23.2
Persons	1	71	1	28

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

## Financial statement

Funding Source	Amount
Grants: State	\$12009719.77
Grants: Commonwealth	\$0
Parent Contributions	\$629907.58
Fund Raising	\$0
Other	\$135529.76

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

## 2019 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 2019 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved behaviour management and engagement	Students who require support to manage their behaviours have been allocated to SSO support for 1:1 intervention with respect to their social and emotional development area.	A continued reduction in the number of students exhibiting antisocial behaviour.
	Improved outcomes for students with an additional language or dialect	Students identified as EALD receive in class support to support their language development through our SSO team.	Improved literacy outcomes for EALD students
	Improved outcomes for students with disabilities	Students with One Plans 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.	Students and families report feeling supported to achieve improved outcomes.
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> <li>• rural and isolated students</li> <li>• Aboriginal students</li> <li>• numeracy and literacy including early years support</li> </ul> First language maintenance and development Students taking alternative pathways Learning difficulties grant	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 and are participating in this across the partnership. This 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 or connecting to their learning and culture and are striving for success.
Program funding for all students	Australian Curriculum		
	Aboriginal languages programs initiatives		
	Better schools funding	The better school funding has been used to provide literacy and numeracy support through intervention programs. It has also been used to release Literacy and Numeracy Coaches to support improved classroom practices	Improved Literacy across year levels. see NaPLAN & compulsory SACE.
Other discretionary funding	Specialist school reporting (as required)		
	Improved outcomes for gifted students		
	Primary school counsellor (if applicable)		