



Willunga High School

2020 annual report to the community

Willunga High School Number: 909

Partnership: Sea & Vines

Signature

School principal:

Mr Anthony Van Ruiten

Governing council chair:

Breandan Wolff

Date of endorsement:

16 April 2021



Government
of South Australia
Department for Education

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 suite of traditional academic subjects and specialised programs in Agriculture & Horticulture, Volleyball and Certificate 1 and 2 VET. Willunga draws students from as far afield as Myponga, McLaren Vale, McLaren Flat and Aldinga with the majority of the 1000 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 recent refurbishment of our senior school classroom 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 post school pathways for students.

There were many highlights in 2020, a few include:

- Students showing a strong commitment to school despite the COVID disruption.
- An increase in the number of students achieving A and A merits for the third consecutive year.
- A continued trend of improved high achievement in SACE stage 2 subjects nearly 60% of subjects awarded A & B grades
- Advanced in our Planning for the introduction of Year 7 to high school in 2022 and reimagining our middle school curriculum using the International Baccalaureate Middle Years Program framework and taught within best practice facilities and structures.
- Students engage in a number of curriculum and extra curriculum activities, including:
 - A successful High Intellectual Potential program for identified students supporting them with enrichment and extensive opportunities and by the allocation of individual mentors.
 - A student Voice program that enables greater student agency to support further engagement in learning.
 - Student made wines being (2017 & 2018) awarded Gold and Bronze Medals respectively at the Royal Adelaide Wine Show.
 - High quality performances in Music, Drama and Dance and exhibitions for visual art despite the difficulties posed in including audiences.

In 2020 Willunga supported high quality academic and social outcomes for students. The school was also able to support students through a difficult year into their preferred post school 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.

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

Some of the actions taken by Governing Council this year:

- Determine the priorities and criteria for the appointment of the Principal for the next 5 year tenure (2021 - 2026).
- Supporting the school in the management of COVID measures throughout the year.
- Providing funding for the installation of new water bubblers and shade areas for students
- Reviewing policy and program changes such as
 - o reviewing the responsible behaviour policy
 - o support the implementation of a one to one laptop program
 - o support the schools progress toward the delivery of the International Baccalaureate Middle Year Program
- Ongoing review of school uniform - continuing to seek student feedback for expanding the options available to students while still adhering to the recently reviewed uniform policy.
- Introduction of a mobile phone ban for Middle School (Years 7-10)
- Review and set Materials & Services charges for 2021
- Review the structures for the introduction of the year 7 cohort in 2022

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 Willunga High School 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 2020 Governing Council for their dedication to the role, for their support of the school leadership, staff and students of Willunga High School.

In 2021 the school council will have important roles as the parent representatives with regards to 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.

Quality improvement planning

Each year Willunga High School Leadership and staff review the Site Improvement Plan, established at the end of the 2018 school year to assess the targets that have been set and goals that have been achieved. Our SIP still maintains the goals for improvement 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 and targeted literacy interventions to develop 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 that 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 sustainably 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 and in supporting students to further develop their sense of belongingness to the school.
- ongoing collaborative moderation 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 development of a middle school curriculum that uses the International Baccalaureate Middle Years Framework to support high quality curriculum and learning experiences for our students.
- 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 student voice forums and through students providing teachers feedback on their practice via an online platform.

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

Willunga High School has seen improvement in nearly all aspects of school life over the past five years. Attendance data, however, has shown that the number of students who are attending school has plateaued requiring a rethink of the strategies that are being used to support improved attendance. The engagement of students with their learning and their sense of belongingness to school have been identified as key drivers of improved attendance and the focus of our development. Achievement data is continuing to show that the students are aspiring to and achieving better outcomes in their SACE. 2020 showed continued improvement in SACE outcomes with the average grade across all subject being maintained in 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. 20% more students pursued an ATAR pathway in 2020 showing increased aspiration amongst our student population. The wellbeing and engagement data is showing that students are happier at school and that they report improved connection with their teachers.

Improvement: Aboriginal learners

45 aboriginal students were enrolled at Willunga High School in 2020. The tracking and monitoring of this group of students was the priority in 2020. Our primary focus for the COVID affected year was the attendance and wellbeing of the students. Structures and systems were implemented to ensure all students were at school and had appropriate wellbeing supports.

Despite the ongoing follow-up and case management by our Aboriginal Education and Senior and Middle School teams, the aboriginal students showed a decline in their attendance and consequently achievement.

The Aboriginal Education leadership team are working with students, families and staff to develop the Aboriginal Education Improvement Plan in line with the DfE Aboriginal Education Strategy.

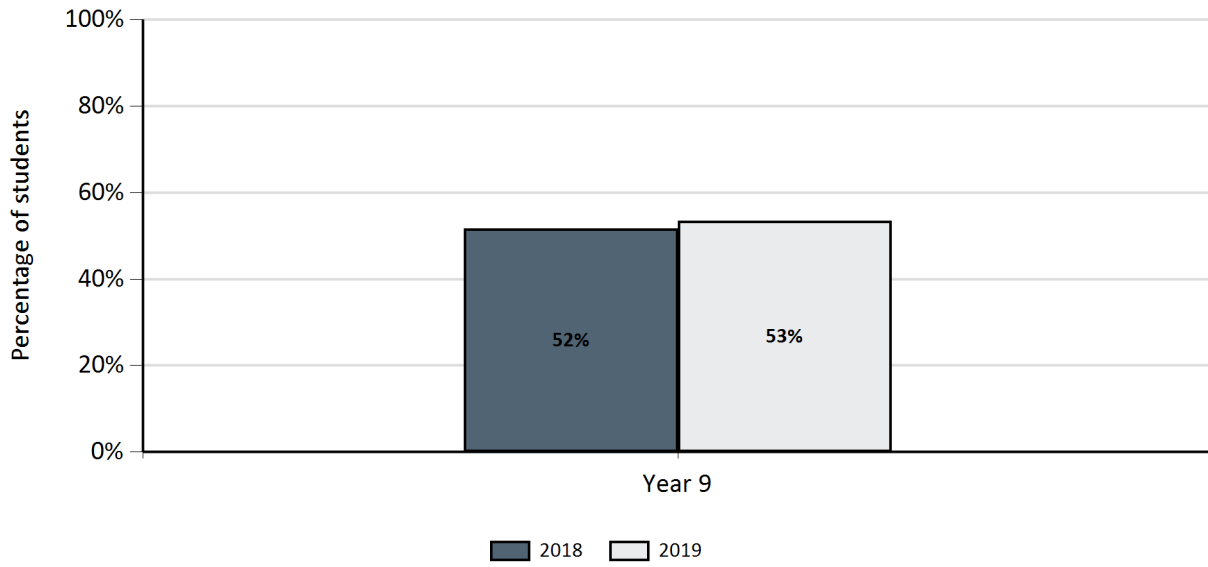
While the focus for the school remains on the tracking and monitoring of students and wellbeing supports other strategies are being designed and implemented to further support our Aboriginal learners and their families.

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

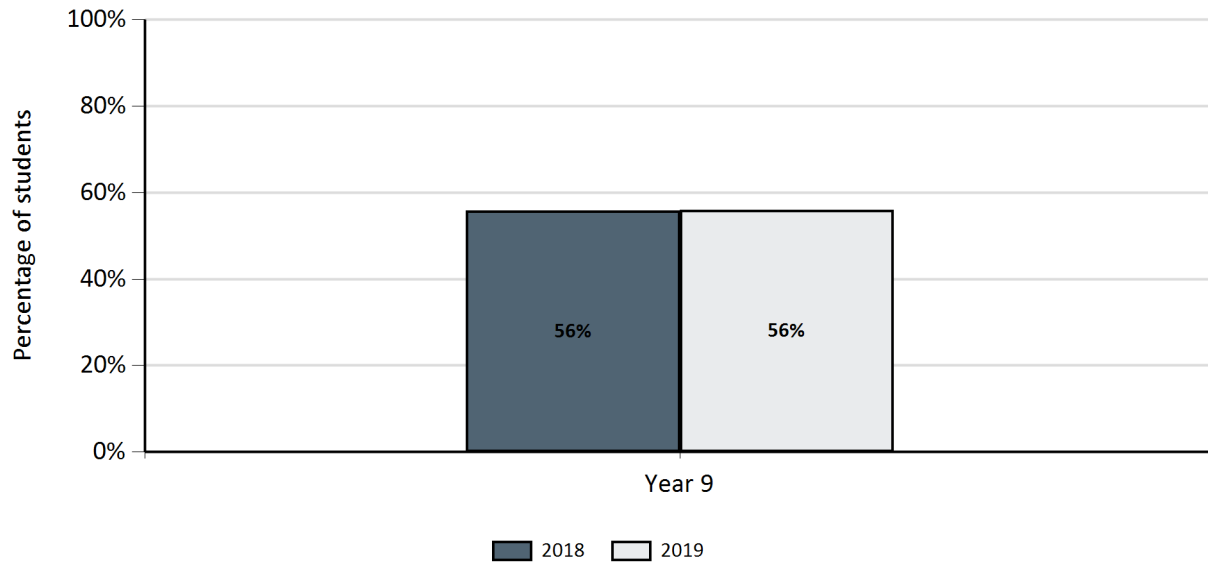


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

*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 2020 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 2020.

*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 2020.

*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 [^]		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 2019	191	191	14	8	7%	4%
Year 9 2017-2019 Average	206.7	206.7	17.7	12.3	9%	6%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

[^]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)

2017	2018	2019	2020
93%	93%	98%	96%

Data Source: SACE Schools Data reports, extracted February 2020

*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	2017	2018	2019	2020
A+	0%	0%	0%	1%
A	2%	3%	7%	7%
A-	7%	8%	10%	9%
B+	8%	11%	11%	11%
B	15%	11%	17%	16%
B-	15%	12%	20%	15%
C+	15%	16%	11%	15%
C	23%	21%	15%	16%
C-	8%	10%	6%	7%
D+	2%	4%	1%	1%
D	3%	1%	0%	1%
D-	1%	1%	0%	1%
E+	0%	1%	0%	0%
E	1%	0%	0%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2020

*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

2017	2018	2019	2020
89%	93%	97%	93%

Data Source: SACE Schools Data reports, extracted February 2020

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

	2017	2018	2019	2020
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	88%	93%	98%	96%
Percentage of year 12 students undertaking vocational training or trade training	#Error	#Error	21%	17%

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 there 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	2017	2018	2019	2020
Year 8	91.3%	89.6%	86.5%	84.5%
Year 9	90.0%	87.9%	87.9%	79.9%
Year 10	85.4%	86.7%	86.1%	79.0%
Year 11	85.5%	86.5%	87.6%	81.6%
Year 12	86.6%	87.8%	85.8%	79.5%
Secondary Other	92.7%	94.3%	91.7%	83.1%
Total	88.2%	88.0%	87.0%	81.1%

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 support structures and refining processes 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 2020 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. Further work is planned toward the improvement in a sense of belonging amongst our students with a focus on this through our pastoral care and student voice programs.

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. All staff are participating in the Berry Street EM training to support changes in their practice that align with evidence based strategies that 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 following results were noted from the Parent Engagement survey (150 respondents which is approx. 20% of families of students who attend the site):

- 77% of parents agree or strongly agree that teachers and students treat each other with respect at our site with 15% neither agreeing nor disagreeing.
- 71% of parents agree or strongly agree that the school communicates effectively with parents with 14% neither agreeing nor disagreeing
- parents preferred mode of communication is through email and text messaging.
- 75% of parents agree or strongly agree that they know what standard of work the school expects of their child with 0% of parents disagreeing with this statement.
- 84% of parents indicated that they 'often' talk with their child about what happens at school
- 66% of parents agree or strongly agree that education at school is important to their child's future
- 68% of parents agree or strongly agree that they feel equipped to help their child plan for post school transition
- 52% of parents would like the school to provide 'useful tips' for them to support their child with learning at home

From an analysis of the data the Executive Leadership team have noted the following areas for improvement in 2021:

- implement further processes to engage parents to have discussions with staff regarding their child's learning and the standard of work the school expects of their child
- provide more information to parents on how they can help their child at home with their learning
- information sessions for parents and their child regarding transitional pathways to increase students aspirations to engage in further education and training on leaving secondary school

Intended destination

Leave Reason	Number	%
Employment	18	5.9%
Interstate/Overseas	35	11.4%
Other	0	NA
Seeking Employment	30	9.8%
Tertiary/TAFE/Training	14	4.6%
Transfer to Non-Govt School	22	7.2%
Transfer to SA Govt School	57	18.6%
Unknown	131	42.7%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

All staff are compliant with the regulations in relation to relevant history screening with updated data entered on HRS and the TRB databases in a timely manner. We implement the DfE Volunteers Policy, all volunteers are required to have current Working with Children Check and Volunteers RAN training certificate sighted by the Business Leader before commencing volunteer work. All relevant documents are kept on file. Tertiary students completing placement have a hard copy of their screening data kept on file. FLO case managers, have their screening data sighted and kept on file.

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	118
Post Graduate Qualifications	52

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	1.0	69.2	1.8	21.1
Persons	1	73	2	27

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$12,150,203
Grants: Commonwealth	\$2,750
Parent Contributions	\$534,240
Fund Raising	\$0
Other	\$246,685

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

2020 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 2020 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 wellbeing and engagement	In 2020 2 Youth Workers were employed to support students and keep them engaged in at school. This support coupled with improved case management practices enables students to remain in class and engage with their studies	A reduction in FLO enrolled students (<50% of 2019 enrolments).
	Improved outcomes for students with an additional language or dialect	Targeted intervention in literacy for identified students	Improvements in NAPLAN and PAT achievement.
	Inclusive Education Support Program	Targeted and evidenced based interventions are in place for literacy, numeracy and social and emotional needs.	Students are experiencing higher levels of success across curriculum areas.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development Students taking alternative pathways IESP support</p>	<p>AET released and aboriginal students provided with APAS tutoring support for SACE studies.</p> <p>Mentoring and culture support for aboriginal students.</p> <p>Speech Pathologist employed.</p> <p>Case Managers/Youth workers working with students at risk of disengaging with school.</p> <p>IESP funding used for targeted interventions to supports students' functional needs</p>	<p>Aboriginal students better engaged and more successful in their learning.</p> <p>Improved outcomes for IESP funded students.</p> <p>Staff supported with T&D differentiation.</p>
Program funding for all students	Australian Curriculum	Reduction in class sizes across years 8 and 9 in all non practical subjects. Teachers developing IBMYP resources for delivery in 2022.	High quality learning and assessment tasks being implemented in middle school.
Other discretionary funding	Aboriginal languages programs Initiatives	.	.
	Better schools funding	Reduction in class sizes across years 8 and 9 in all non practical subjects. Teachers developing IBMYP resources for delivery in 2022. Targeted T&D for staff re language accessibility in learning and assessment tasks.	Learner engagement has improved across middle school. 8-10
	Specialist school reporting (as required)	.	.
	Improved outcomes for gifted students	Students are assessed and inducted into SHIP program. Supported with mentors and enrichment. Teachers supported with extension and differentiation to support student engagement and achievement.	Students are increasing their level of A band achievement.

