



Willunga High School

2021 annual report to the community

Willunga High School Number: 0909

Partnership: Sea & Vines

Signature

School principal:

Mr Anthony Van Ruiten

Governing council chair:

Ms Katherine Loney

Date of endorsement:

6 April 2022



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, Netball and Students with High Intellectual Potential. Willunga High School as a member of the Southern Adelaide and Fleurieu Secondary Schools Alliance enables our students to access a broad range of vocational courses.

In 2021 the majority of our students travelled to Willunga using a contracted bus service and came from as far afield as Myponga, Maslin's Beach and McLaren Flat.

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 classrooms 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 providing post school pathways.

There were many highlights in 2021, 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
- Our preparation for our first intake of Year 7 students was finalised including the reimagining our middle school curriculum using the International Baccalaureate Middle Years Program framework .
- Finalised the planning and applications for 2 new Special Interest (special entry) programs building on our highly successful High Intellectual Potential program for identified students supporting them with enrichment and extensive opportunities and by the allocation of individual mentors and introduced Specialist Netball.
- We continue to build the Student Voice program that enables greater student agency to support further engagement in learning.
- Student made wines were awarded more medal at the Royal Adelaide Wine Show.
- Girls AFL teams were crowned state champions in their pool.
- Our students presented an outstanding school musical that was a wicked take on the Wizard of Oz.

In 2021 Willunga supported high quality academic and social outcomes for students despite the challenges of COVID enabling them to perform to their highest potential and achieve their preferred post school pathways.

Governing council report

WHS Governing Council met 8 times during 2021.

Our Governing Council consisted of 5 staff, including our Principal Mr Anthony Van Ruiten. As well as 6 parents.

2021 was both exciting and challenging for WHS with all the planning to be ready for our new year 7 and 8 students for 2022 as well as the technicalities of Covid-19 and what in meant week to week and even day to day for learning and indeed working on the site.

Key achievements and information include:

- Overseeing the school's budget including setting and approving the 2022 Materials and Services fees.
- Being involved in the proposed and continual improvement of the grounds and facilities at WHS.
- Reviewing school policies which included: Mobile phone/personal devices policy, the School Values and Learning Charter as well as the Bullying and Harassment policy.
- Discussed the behaviour management policy.
- Discussed extensively the implementation of IBMYP at for years 7 & 8 students at WHS throughout the year.
- After seeing the planning phases of the new year 7 and 8 buildings, we finally had buildings on the grounds and were privileged to tour these facilities.
- Discussed the new language that would be offered to year 7 and 8 students as of 2022 and it was decided that Spanish would be on offer. This was after extensive consultation with the school community.
- Approved school closure days and pupil free days.
- Liaised with the Canteen and Student Voice about ideas they had for the school and fundraising etc.
- Approved the 1:1 computer program that will be available to the year 7 and 8 students in 2022.
- Liaised with local Primary Schools, this included McLaren Vale, McLaren Flat and Willunga Primary schools.
- School Values and Learning Charter, Quality differentiating teaching practices QDTP.
- New Motto every student engaged for every lesson for every minute.

I would like to thank Jenni Mitton for always getting our minutes out to us promptly. As well as Anthony Van Ruiten and Kim Hughes for getting reports and financial reports to us promptly.

This is my second year as a member of the WHS Governing Council and my first as Chairperson. I look forward to continuing this work with the staff, students, volunteers and wider community of WHS and look forward to 2022 and all the exciting challenges and changes it may bring.

Quality improvement planning

In 2021 Willunga High School reviewed our Strategic Directions and found that the improvement programs that we have initiated over the previous years had put us in a position where the Strategic Directions established in 2017 were no longer relevant as we had met or exceeded all of the intentions of this Strategic Decision Making Document. In 2021 we consulted with students, Governing Council, Teaching and Ancillary staff to establish new strategic directions for 2021-2026. These directions are coupled with the SIP to determine the leadership structures in the school and the disbursement of physical and human resource.

Each year Willunga High School Leadership and staff the review the the Site Improvement Plan, established at the end of the 2018 to determine what progress is being made against the established targets and identify areas for ongoing improvement. 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 continued to informed the improvement targets set in the SIP. The targets provide all teaching and support staff with a clear view of the school priorities.

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 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.
- 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 in the middle years.
- the ongoing development of the use of the Learner Management System and other communication tools (eg O365) to improve access to learning and the communication between students, families and their teachers.
- improved student voice, agency and leadership in curriculum design and the running of the school.

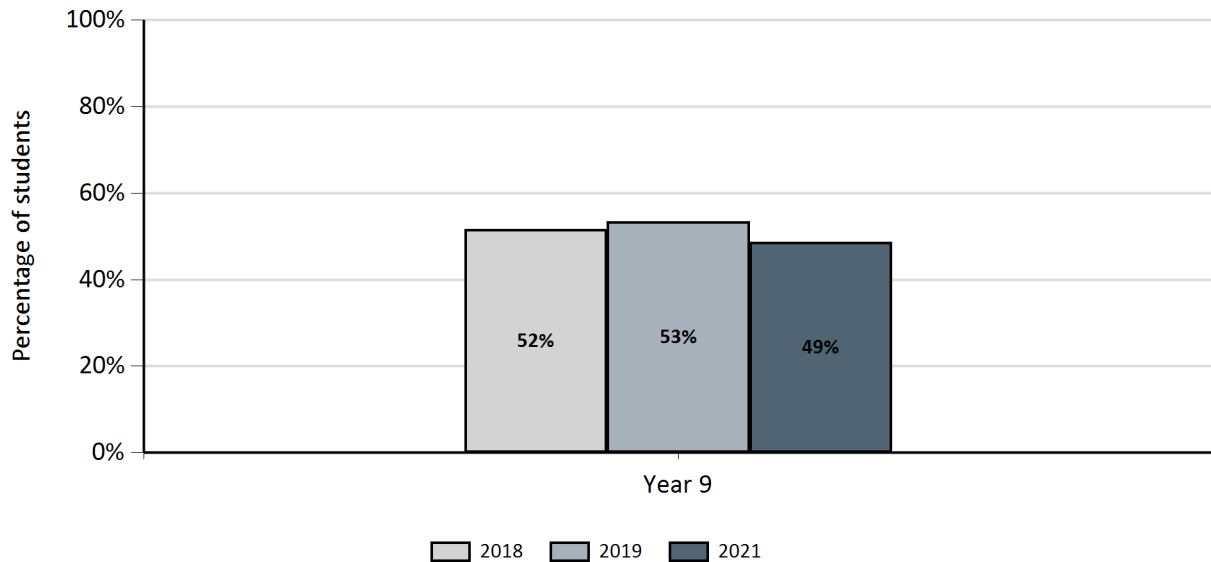
Willunga High School has seen improvement in nearly all aspects of school life over the past five years. COVID has significantly affected attendance over the past 2 years with a fall in overall attendance. Achievement data is continuing to show that the students are aspiring to and achieving better outcomes in their SACE. 2021 showed continued improvement in SACE outcomes with the average grade across all subject being maintained in the B grade band. Improvement in subjects assessed in the A band has continued at SACE Stage 2 with 96% of students completing their SACE. An increasing number of students are seeking 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.

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

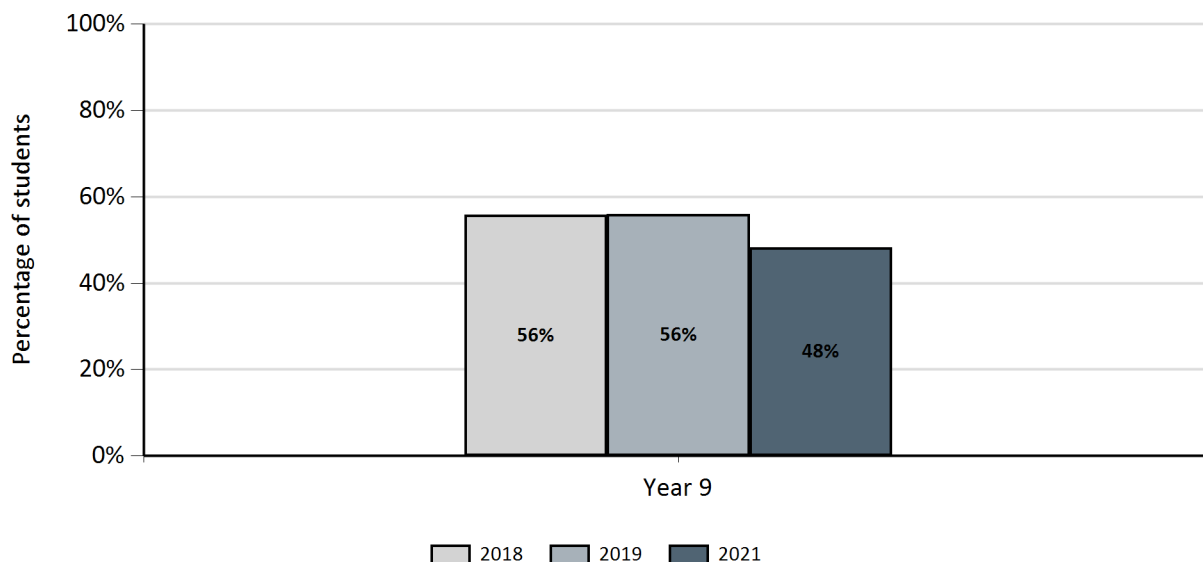


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

*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 2019 to 2021 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	30%	35%
Middle progress group	44%	48%
Lower progress group	26%	17%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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	31%	34%
Middle progress group	47%	48%
Lower progress group	23%	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*
Year 9 2021	222	222	20	11	9%	5%
Year 9 2019-2021 Average	206.5	206.5	17.0	9.5	8%	5%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

[^]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.

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South Australian Certificate of Education - SACE

SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA)

2018	2019	2020	2021
93%	98%	96%	96%

Data Source: SACE Schools Data reports, extracted February 2021

*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	2018	2019	2020	2021
A+	0%	0%	1%	1%
A	3%	7%	7%	7%
A-	8%	10%	9%	10%
B+	11%	11%	11%	0%
B	11%	17%	16%	11%
B-	12%	20%	15%	15%
C+	16%	11%	15%	0%
C	21%	15%	15%	17%
C-	10%	6%	8%	5%
D+	4%	1%	2%	0%

D	1%	0%	1%	2%
D-	1%	0%	1%	0%
E+	1%	0%	1%	0%
E	0%	0%	0%	1%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2021

*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

2018	2019	2020	2021
93%	97%	93%	96%

Data Source: SACE Schools Data reports, extracted February 2021

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

	2017	2018	2019	2020	2021
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	88%	93%	98%	96%	96%
Percentage of year 12 students undertaking vocational training or trade training	-	-	21%	17%	22%

School performance comment

Our Stage 2 SACE have continued to show long term growth despite a slight reduction in our performance score. This demonstrates that our improvement is becoming sustainable and the extra measures we have implemented to support our senior school teachers and students are supporting improved outcomes for our year 12 students. Students were able to earn A and B grades in 58% of the subjects studied at Stage 2, a small increase from 2020, and pleasingly the number of students who received D or below remains low. We have experienced an increase of students seeking an ATAR which is resulting in more students attaining a university entrance. The highest ATAR achieved by the Dux of the school was 95.05.

Our students are benefiting from improved classroom practices and monitoring processes with 96% of our potential SACE completers achieving their SACE, 99% of students completing their research project, 97% their PLP and steady progress is being made in students achieving their compulsory Literacy (94%) and Numeracy (95%).

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 22% 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 a intent on improving our students performance in the standardised testing (i.e. NAPLAN, PAT) but also ensuring that they are adequately prepared for their senior schooling. Strategies include the purposeful implementation of High Impact Teaching Strategies and extensive training and development for our staff.

The overall 2021 NAPLAN results in Numeracy and Reading remain unchanged with the identified concern being student participation in the test. The negatively impacts on the overall school results and deprives the school of data that can be used to support these students. Despite this 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. Ongoing strategies are being put in place to support student participation in these tests so that we have comprehensive information regarding each student that we can use to improve our curriculum delivery and support individual students.

In 2020 and 2021 our staff engaged with the Berry Street Trauma Informed Practice training so that we can align our classroom practices and responses to behaviour in a more informed way. Trauma informed practice uses strategies and consistencies that complement high impact teaching strategies to better meet the needs of all students. As this practice is embedded across the school students will be better prepared to be ready to learn and be more engaged in their learning.

2021 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 2021 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	2 Youth Workers were employed to support students and keep them engaged in at school. Trauma informed practice training for all staff.	Reduced behaviour incidents, further reduction in FLO enrolment.
	Improved outcomes for students with an additional language or dialect	Targeted intervention in literacy for identified students	Improved PAT achievement for identified students
	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 engagement and success.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	AET released and aboriginal students provided with APAS tutoring support for SACE studies. Mentoring and culture support for aboriginal students. Speech Pathologist employed. Case Managers/Youth workers working with students at risk of disengaging with school. IESP funding used for targeted interventions to supports students' functional needs	Aboriginal students better engaged and more successful in their learning. Improved outcomes for IESP funded students. Staff supported with T&D by Speech Path.
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	N/A	N/A
	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)	N/A	N/A
	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.

