Vision

Waikerie High School is committed to establishing a positive, success-oriented environment where students develop to their full potential. The school works in a close partnership with parents, the community and local industry to deliver a relevant curriculum, educational experiences and care for all students. Our students are able to enter the community as successful individuals who will contribute much as adult citizens.

Introduction

In 2015 the key priority areas of development centred on developing:

- Powerful Teachers & Learners
- Powerful links with Community
- Student Wellbeing
- Continuous Improvement

Alignment of these key priorities and the targets of Mandated DECD Standards of Educational Achievement (SEA) were also agreed to:

- SACE Improvement – student results (number of students with C grade or better and completion (>93%)
- Attendance (> 91%)
- NAPLAN and PATR & PATM results
- Australian Curriculum achievement (number of students >C Grade)

Within our Vision of Learning is a strong commitment to developing students who are able to enter their community as successful, contributing individuals. Our Professional Learning (3 allocated Student Free days + Staff Meetings and allocated release days for staff were committed to these key Priorities in the following ways:

- Australian Curriculum & SACE Improvement – content and pedagogical knowledge
- Moderation, Task Design and consistency
- Student Wellbeing

The Waikerie High School Calendar for 2015 set in term 1 and illustrated the many varied opportunities for staff students and parents to work together and demonstrate the high standards of learning that takes place.

This 2015 Annual Report details the first leg of improvement, It sets out the base line data and context for all member of the Waikerie High School to reflect, plan and improve together to support the learning outcomes of all
students in achieving excellence. Our mantra for 2016, is from “Good to Great” using this base line data and developing strategies of improvement.

Congratulations to all our students for their efforts this year but in particular the following students for their outstanding accomplishments:

- Chris Tyler (ATAR = 98.25) – Dux of the school, Caltex Medal winner, Stage 2 Pratt Scholarship winner - acceptance into Medical Science
- Jessica Uppal (ATAR = 92.10) – acceptance into Medical Radiation Science
- Allanah Woollatt (ATAR = 90.25) – acceptance into Paramedic Science
- Many students have received their first round entrance to courses of further study.
- Allanah Woollatt – Holder Medal
- Tegan Griffiths - Stage 1 Pratt Scholarship
- Mobarak Mohammadi – Runner up Riverland VET student of the Year
- Bethany Smith – Winner of the Riverland Australian School based Trainee of the Year.

The Waikerie High School staff members are looking forward to the challenge of improving on these successes in 2016. It gives me great pleasure to present to you our 2015 Annual Report.

Rob McLaren
Principal

Governing Council

I would like to take this opportunity to thank all the members of the Governing Council. Many people are unaware of the amount of time that members of the Council dedicate to help move our school from “good to great”. Their input into the Council is invaluable and greatly appreciated. Finding the time to devote to the requirements of Governing Council sometimes conflicts with other interests or family time. I acknowledge the efforts of the members and say thank you to you all.

The Governing Council continues to act in the best interest of all students at Waikerie High School, to improve their education and give our young adults the best opportunity for their future. Now in my second year in the position of Chairperson, I feel that I have a better understanding of the intricacies of school management. There are always ongoing challenges that we collectively work through. I encourage parents, staff and students to speak to me if they have any concerns or issues relating to the school.
I would like to recognise the achievement of students at Waikerie High School, in particular congratulations to the Year 12 class of 2015. I congratulate you on your graduation and wish you all the very best for a successful and rewarding future.

At the start of this year I was very pleased to welcome our new principal, Mr Rob McLaren, to the school. I am sure his first year in the position has been challenging and, I hope, fulfilling. I look forward to working with Mr McLaren in the future.

Our facilities have been inspected and some of the older classrooms have been identified as requiring significant repairs. These issues will be address in coming months. Thanks to Grant Haese for his efforts on the grounds and facilities committee. Waikerie High School Governing Council has assisted local students in following their sporting goals by providing grants to James Smith and Lisa Redemski, both for hockey. Recently a quiz night was held as a fundraiser. This night was very successful and raised $1800 for the school. Thanks to everyone involved in organising the event.

Best wishes for 2016.

Peter Santella (WHS Governing Council Chairperson)

Governing Council formalised decisions to support the effective operation of sub-committees. These include:

- Finance, Grounds, Uniform, Canteen and Fundraising
- SRC will produce a report. SRC students will share the responsibility of attending Governing Council meetings and will talk to the report at the GC meeting.

The regular and effective operation of Governing Council sub-committees is a strategy on our Site Improvement Plan in order to develop powerful partnerships with the community for student learning. I look forward to working with members of Governing Council, other parents, staff and on some committee’s students in order that our school achieves its goals.
Strategic Plan

In 2015 the Strategic Plan outlined key priorities of development in which staff, students and parents would invest time and energy into clarifying and planning their future development to enhance improved student learning outcomes. These will form the basis for the development of our 2016-18 Strategic Plan supporting our school communities Vision and Values.

KEY PRIORITIES OF DEVELOPMENT 2015

- Powerful Teaching and Learning
- Student Wellbeing for learning
- Powerful Partnership’s with the community
- Continuous Improvement

Actions employed to enact these:

- Block Timetable lesson structures enabling more in depth approaches to teaching and learning,
- Review of learning pathways, course counselling enabling student pathways
- Monitoring, tracking and reporting of student progress:
  - 5 weekly Traffic Lights of progress – reported to parents and students
  - A-E Grade reporting at the end of each term
  - Celebration Assemblies for success and improvement after reports delivered
- Engagement of Parents, students and teachers in discussions around student progress:
  - Student Parent Teacher Interviews – formally twice per year
- Planning & Investment in Sustainable, developmental Professional Learning Programs to develop teachers skills to develop powerful learners.
- A focus on building teachers capacity to better meet students’ needs through the TfEL Framework
- Strategic Planning that connects student learning through curriculum with the opportunities provided by the local and wider community
**Individual Reports:**

Individual Learning Area Reports will be linked to this Annual Report and are available on request.

- Science / Agricultural Science / Viticulture
- Behaviour Support
- **Literacy & Numeracy** development
- Independent Learning Centre – FLO students
- Special Education
- Senior School
- Sports
- Technology

**Enrolments**

Enrolments have remained static till the end of 2014. A small year 11 class and a small Year 8 cohort will mean numbers will be low for 2015 but 2016 has begun with a larger cohort.

<table>
<thead>
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<tbody>
<tr>
<td>Secondary Special, N.A.P. Ungraded etc.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Year 8</td>
<td>88</td>
<td>57</td>
<td>84</td>
<td>66</td>
<td>70</td>
<td>56</td>
<td>68</td>
</tr>
<tr>
<td>Year 9</td>
<td>84</td>
<td>83</td>
<td>58</td>
<td>78</td>
<td>64</td>
<td>67</td>
<td>53</td>
</tr>
<tr>
<td>Year 10</td>
<td>63</td>
<td>72</td>
<td>84</td>
<td>56</td>
<td>79</td>
<td>62</td>
<td>71</td>
</tr>
<tr>
<td>Year 11</td>
<td>87</td>
<td>57</td>
<td>72</td>
<td>74</td>
<td>51</td>
<td>68</td>
<td>61</td>
</tr>
<tr>
<td>Year 12</td>
<td>59</td>
<td>61</td>
<td>55</td>
<td>54</td>
<td>62</td>
<td>39</td>
<td>59.5</td>
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<tr>
<td>Independent Learning Centre (ILC)</td>
<td>33</td>
<td>43</td>
<td>44</td>
<td>59</td>
<td>52</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td>TOTAL</td>
<td>415.98</td>
<td>373</td>
<td>397</td>
<td>387</td>
<td>378</td>
<td>325</td>
<td>345.5</td>
</tr>
</tbody>
</table>
Attendance

The attendance data displayed below shows a return to good rates of attendance displayed in 2012. Organisational structures of Year Level Organisers and Student Services teams overseeing and monitoring year levels, the introduction of the Message-U service and Day-Map attendance recording and a focus by staff around processes of follow ups has impacted on rates.

In 2015 we consolidated processes with Teachers having access to the “Daymap” Learner Management System and online attendance rolls for every lesson.

2015 Targets: Our targeted increase of improvement was achieved at 3% or above. A focus will also be on attendance of senior school students as evidence shows clearly success especially in these years is linked to good attendance rates.

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Year 8</td>
<td>90.3</td>
</tr>
<tr>
<td>Year 9</td>
<td>88.5</td>
</tr>
<tr>
<td>Year 10</td>
<td>85.9</td>
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<tr>
<td>Year 11</td>
<td>88.0</td>
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<tr>
<td>Year 12</td>
<td>89.6</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>88.3</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>88.1</td>
</tr>
</tbody>
</table>

National Attendance Rates Semester 1

![National Attendance Rates Semester 1](image)
NAPLAN results

Our NAPLAN results show progressive improvement from Year 7 to Year 9 in Numeracy and Reading

![NAPLAN Mean Scores 2015 Year 9](image)

Our Mean Scores

Spelling, Grammar and Reading remain stable over the past 3 years. However results around Reading Comprehension and Numeracy were of concern. A greater focus on our approach to Reading Comprehension and Numeracy form part of our Lit/Num Plus Strategy of Improvement in the context of all learning areas will part of our teacher professional learning and planning and delivery.
**SACE results**

Waikerie High School's SACE results indicate the diligent work that students, staff and parents collaboratively do in the senior years. Data from the SACE Board indicate shifts in the levels of academic achievement. We are working in 2016 to reduce the number of students in the D and E Grades. In 2015 we were again above State average for SACE completion (100%). Our set targets for 2016 for SACE completion will be 100%.

![SACE Completion Chart](chart1)

Many students are actively and successfully involved in VET courses providing them with SACE completion but also skills and pathways to employment.

![Students Who Completed the SACE and Also Studied VET Chart](chart2)
**Destination data**

The 2014 Destination data illustrated that many students move on from Waikerie High School for Employment or further training or study. The level of “Unknown” was a problem that we have identified in our end of year procedures and will be corrected in 2016.

**2015 Targets:** Transfers to non-government and government schools is less than 5%. The Unknown reasons for 2016 will be less than 20%.

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>2014</th>
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<tbody>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td>Employment</td>
<td>12</td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>4</td>
</tr>
<tr>
<td>Other</td>
<td>5</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>17</td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td>6</td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td>2</td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td>13</td>
</tr>
<tr>
<td>Unknown</td>
<td>62</td>
</tr>
<tr>
<td>Unknown (TG - Not Found)</td>
<td></td>
</tr>
</tbody>
</table>

**Behaviour Management**

In reviewing our data records of behaviour management issues the number of students involved in incidents is very low. A range of strategies allow issues to be dealt with quickly and effectively and support communication of these issues to parents. Effective planning of the learning which is engaging and challenging while meeting needs of all students is a key element in eliminating behavioural problems. Developing the capacity of our teachers around Powerful Teaching is a key focus in 2016 and beyond.

Bullying and Harassment in schools still is the largest disruption to student learning. Our data shows us that when Parents and teachers are united in their action 95% of incidents are solved after a “first warning”. The support of Year Level Organisers supporting Home group teachers has also made our response rate to issues very quick and effective. The Waikerie High School behaviour code and processes are clearly documented in our school diaries.

**FINANCIAL STATEMENT**

- Attachment provided