



Waikerie High School 2017 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Waikerie High School Number: 800

Partnership: Waikerie

Name of School Principal:

ROB MCLAREN

Name of Governing Council Chair:

JENNY WOOLLETT

Date of Endorsement:

11/1/18

School Context and Highlights

Waikerie High School is located in the Riverland District, 175kms north east of Adelaide. The school is a member of the Waikerie Partnership of schools (Blanchetown PS, Cadell PS, Ramco PS, Swan Reach AS, Waikerie PS, Waikerie CC), providing B-12 education to the district. Approximately two thirds of our students travel to school by bus, many traveling in excess of 40kms morning and night. This has an impact on what additional programmes the school can offer to its students. The district is reliant on Horticulture, Viticulture and Dry Land farming and has a service industry established to support its agricultural and family requirements. The school has a well organized Agriculture program and Agriculture Centre providing learning opportunities in Viticulture and Agriculture, The school produces its own wine which it labels and sells, which students actively take part in from "Grape to distribution". The school is community orientated and shares facilities including the towns Gymnasium, Ovals, Netball Courts, Tennis Courts and Swimming Pool. Similar to many country communities we have seen an increase in the number of students who are Schoolcard holder's (29%), many of whom are from transient backgrounds or welfare dependent families.

The school has worked hard to successfully maintain a high level of academic achievement in senior secondary that is above the State average as well as embracing VET and alternative programs for individual students. A breadth of programs are provided to cater for these varied pathways. SACE completion is well above state average and entrance to courses of choice in tertiary study is above 90%. Approximately 40% of students at Year 11 and 12 take part in VET programs using this to complete their SACE which is run at Berri and the Riverland Trade School. These programs have increased opportunities for students to complete SACE, access traineeships and apprenticeships or gain skills in their chosen pathway..

Governing Council Report

Why you would like to be involved with Governing Council, you ask? The answer is: to have a say, your say, in the broad direction and vision of the school and monitor the site improvement plan. You attend meetings, review, approve and keep check on the budget, and attend sub-committee meetings in partnership with staff and students. You work with the Principal to involve the community, develop and approve policies. It may seem like you haven't achieved much but when you look back over the year, it all adds up and everyone on Governing Council can be proud of standing up and supporting Waikerie High School, so thank you all and a special thank you to the office bearers; Brendan Sidhu, Hayward Paynter and Kristy Sargensen.

Achievements for 2017

- Demolition and removal of classrooms 40,41
- Redevelopment of the area 37-39 with lawn and landscaping
- TAFE as the "Learning Hub" officially operated by Waikerie High School
- Welcoming Felicity Ziegler as Finance Officer
- Healthy eating options from the canteen developed - removal of all red food groups by end of 2017
- Mobile phone policy implemented
- Phasing out of the short skirts
- 2.5 million grant for STEM building works
- The importance of STEM which is the integrated learning of science, technology, engineering and maths. 75% of jobs in the next 10 years will require STEM skills.
- Building will commence 2018 and will involve rooms 8, 9, 15, 16 and Tech 28.
- The spaces will be fitted out to specialise in areas that may include robotics, 3D printing, food production, laser cutting, agricultural engineering and health.

Farewells:

Rob, after a wonderful and varied career in education enjoy your retirement on the golf course, traveling and spending time with the grandkids. You have impacted in a positive way too many students and WHS in your final years as Principal.

Craig, Hayward, Sarah, Sam and Rachel we wish you well at your new schools and thank you for all the support you have provided our children over the years.

Giovanna and Virginia as SSO who have retired thank you for all your support..

Graduates be proud of your accomplishments

You are now citizens of the real world, become a person worthy of joining and contributing to society. It's hard work that makes things happen and creates change. Be brave! Be amazing! Be worthy!

When you get a chance, stand up, speak up and be heard!

Thank you,

Jenny Woollett

(Governing Council Chairperson)

Improvement Planning and Outcomes

At the end of 2017 a review of our 2016-2018 S.I.P was completed. A number of "external review processes" which provided valuable data and feedback were used to help in refining our priorities for our future planning and directions for improvement:

- DECD External School Review (August 2017)
- DECD School Performance Report (March 2017)
- Visible Learning – Collaborative Impact Program Capability Assessment Report (April 2017)
- Wellbeing and Engagement Collection Waikerie Partnership (August 2017)
- Staff, Student and Parent Satisfaction surveys (September 2017)

Throughout 2017 our Improvement Priorities which supported the Professional Learning focus of teachers around Visible Learning had been on:

- Powerful Teaching and Learning: with strategies developing
 - Learning Intentions/Success Criteria in the classroom
 - 2x2x2 Strategy of Differentiation & monitoring of student progress
 - Feedback processes: for students and teacher performance improvement
- Improve Student Wellbeing for Learning: with strategies developing
 - Growth Mindsets and engagement
- Improved Conditions for Learning: with strategies developing
 - The use of feedback to students and parents to develop resilience in learning
 - Audits of classroom environments for learning - facilities and resources development
 - The use of "student forums" to inform better ways to support learning

Our 2017 End of Year S.I.P review day focused these priorities further (from the data provided from these review processes). Professional Learning Communities were established to refine these Priorities, with reference to the data provided.

PLC's for Improvement:

- Visible Learning
 - What is a good learner at WHS – characteristics
 - Feedback for improvement – Process, self-regulation and self-feedback
 - Peer to Peer Feedback
- Literacy improvement – reading comprehension & grammar
- Reading for meaning (Numeracy)
- SACE Improvement
- Student Wellbeing for learning

Focus of S.I.P Priorities:

Powerful Teaching and Learning: with strategies developing

- Visible Learning:
 - What is a good learner at WHS – characteristics
 - Feedback for improvement – Process, self-regulation and self-feedback
 - Peer to Peer Feedback
- Literacy improvement – reading comprehension & grammar
- Reading for meaning (Numeracy)
- SACE Improvement

Improve Student Wellbeing for Learning: with strategies developing

- Student Wellbeing for learning

Improved Conditions for Learning: with strategies developing

- Facilities development (Administration)

P.L.C's will continue to use data to develop strategies to support improved practice in these Priority areas to affect change.

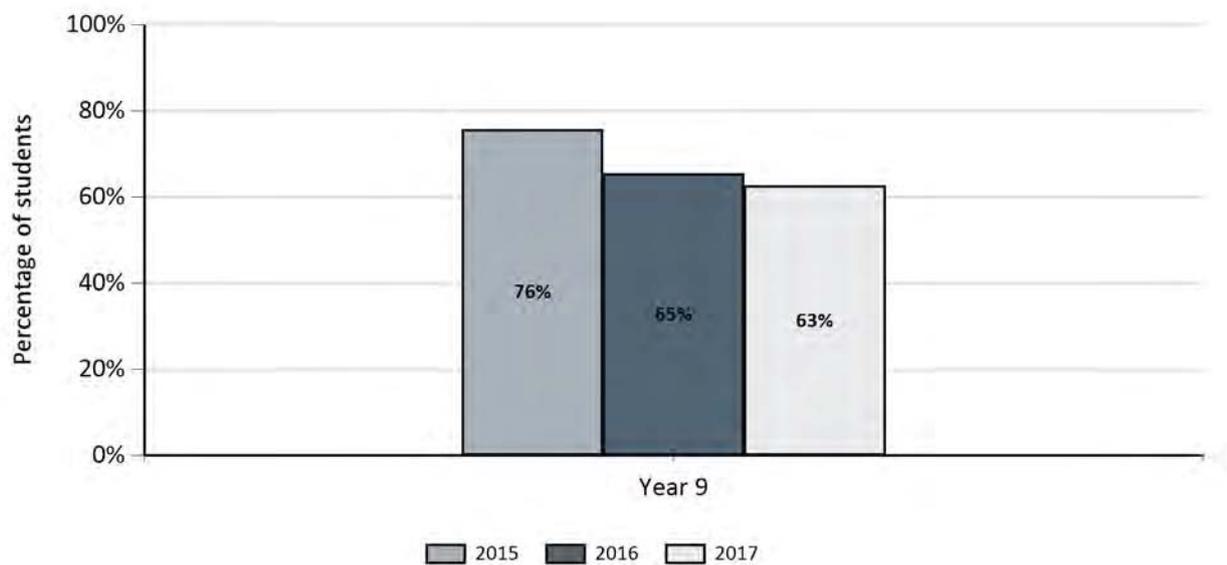


Performance Summary

NAPLAN Proficiency

The DECD 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 one 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 DECD SEA for Reading and Numeracy.

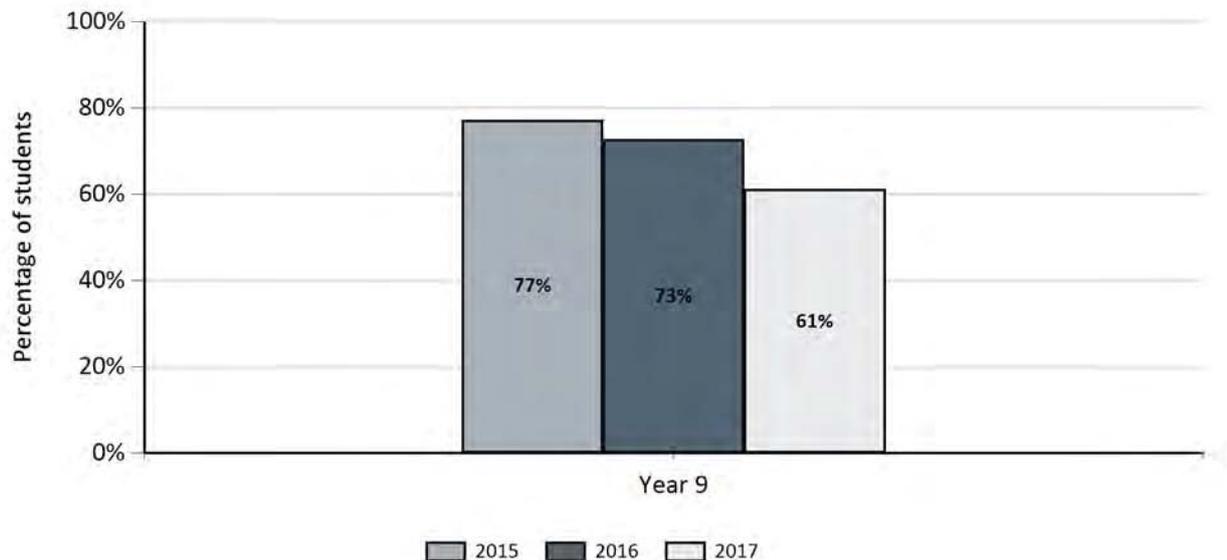
Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*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: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*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 2015 to 2017 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	21%	25%
Middle progress group	66%	50%
Lower progress group	13%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*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%.

Numeracy

NAPLAN progression	Year 7-9	State (average)
Upper progress group	15%	25%
Middle progress group	45%	50%
Lower progress group	40%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*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%.

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 2017	67	67	8	7	12%	10%
Year 9 2015-17 Average	62.7	62.7	11.0	7.0	18%	11%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

[^]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).

2014	2015	2016	2017
89%	90%	89%	95%

Data Source: SACE Schools Data reports, extracted February 2017.

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

SACE Stage 2 Grade distribution

Grade	2014	2015	2016	2017
A+	1%	0%	0%	2%
A	4%	4%	6%	4%
A-	8%	5%	10%	7%
B+	14%	12%	17%	12%
B	17%	22%	16%	12%
B-	13%	15%	9%	24%
C+	10%	14%	15%	15%
C	12%	11%	12%	12%
C-	11%	8%	5%	7%
D+	4%	3%	2%	2%
D	2%	3%	4%	3%
D-	1%	2%	0%	0%
E+	0%	1%	2%	0%
E	1%	0%	1%	0%
E-	1%	1%	1%	0%
N	2%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2017.

*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 that year.

2014	2015	2016	2017
94%	100%	94%	97%

Data Source: SACE Schools Data reports, extracted February 2017.

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

	2014	2015	2016	2017
Percentage of year 12 students undertaking vocational training or trade training	32%	29%	42%	42%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	69%	61%	63%	42%

School Performance Comment

NAPLAN

Reading for the 2017 cohort has dropped from 2016 by 2% with Middle progress groups still well above state average. The Upper 2 bands has also dropped. Numeracy for this group has dropped with a larger group of students falling into the lower progress group than state average. The percentage of student achieving in the NAPLAN upper two bands is less than the average especially in numeracy.

Action: Numeracy and Literacy Action plans aligned to the Partnership Results Plus plans for greater continuity. PLC's in place to develop strategies for improvement in 2018. Reading and Numeracy strategies will need to be developed and implemented to address data fall.

SACE

In SACE the % of Stage 2 grades(>C-) has risen to 95% well above results for last 4 years. The Grade distributions shows a push to higher grades with a slight increase of A+ results. Some work still needs to take place to address B+ and A levels of attainment. Moderation-practices, Assessment Design and quality student feedback is a key focus on improving the intellectual challenge of our 8-11 cohort in preparing them for stage 2.

Action: 2x2x2 SACE Action Plan continued and refined. Data monitoring of all students in Stage 1 and 2 essential. Staff will continue to support "Stage 2 teacher review and action plan meetings" at least twice per year and support SACE Improvement plan.

SACE completion was at 97% returning to the levels of 2015. This supports feedback that staff work hard to make sure all students are successful. The remainder of students achieved apprenticeships and work through the year. The importance of VET in Year 12 still is predominant in the data with 63% attaining a Yr 12 certificate or equivalent VET qualification. All Year 12 students are being closely monitored for their career and study pathways.

Action: Monitoring and mapping of student post school pathways. SACE Improvement Stage 2 teachers to continue ongoing review meetings. Senior staff and Coordinators to monitor progress in data sets for all Stage 1 and 2 students.

Action: Staff Professional Learning around Visible Learning will be a focus of development of practice to address student learning.

Attendance

Year level	2014	2015	2016	2017
Year 8	93.1%	90.5%	91.4%	91.1%
Year 9	89.8%	91.2%	87.2%	90.3%
Year 10	88.0%	88.7%	88.8%	88.3%
Year 11	92.4%	90.7%	92.6%	88.3%
Year 12	86.0%	86.1%	89.1%	85.4%
Secondary Other	98.0%	43.8%	84.7%	
Total	90.1%	89.9%	90.1%	88.8%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

Note: A blank cell indicates there were no students enrolled.

Attendance Comment

Attendance Target for 2017 was set at DECD target within our SIP of 95 %. The attained figure is below this target. Review of Year levels has targeted our present Year 11 & 12 cohorts which have been a historical area of concern in previous years. Senior Staff are implementing strategies to target attendance with the use of Day-map, Message You to parents and Data Wall data. Year Level/Home Group Teachers are monitoring groups and reporting to the Senior School and Middle School meeting groups. Teachers are instructed to follow agreed procedures as per Attendance Strategy - communication home

Behaviour Management Comment

The schools behavior management data indicates that many of the layers for dealing with behavioral problems are dealt with at the classroom and Year Level Organizer level. Our data of "Time-Outs and noted actions" (on Daymap) remain at a constant lowlevel. Parents are contacted immediately when issues arise in an attempt to pro-actively deal with them before they develop further. If a pattern of behavior or poor performance takes place a student report is developed so as to inform outcomes in organized teacher/parent/student meetings.

Traffic Light Data and Termly Reports are sent home very 5 weeks to parents with codes indicating behavior. Students and Parents are asked to reflect and respond to these reports in planning for the future improvement.

Client Opinion Summary

In our Parent Survey Over 80% of the surveyed Parent body believe (Agree to Strongly Agree) that staff expect our students to succeed and do their best. Over 85% of respondents believe that staff give appropriate feedback and that students are treated fairly and enjoy attending our school. Parents have a high degree of confidence in our staff to motivate and support their children to succeed.

In the Student Opinion Survey in which over 70% of students responded scores in all categories of questions were greater than 2.9. Of particular importance is that students believe > 4.3 that teachers expect students to do their best and succeed. An area of improvement (2.9) is the way in which they students believe behavior is managed. This will form part of the student forum for improvement. Overall students feel very safe at our school (3.7) in their learning.

The staff survey had very positive results in all categories (> 3.8). A clear correlation exists in which teachers expect students to do their best (4.5) and the lowest rating of all categories (3.8) being - useful feedback and students like being at school.

These are areas of 2018 focus of improvement in the S.I.P Teachers also believe our school looks for ways to improve (4.7). This is an overall improvement from 2017 in 95% of areas.

Intended Destination

Leave Reason	School	
	Number	%
Employment	5	4.5%
Interstate/Overseas	5	4.5%
Other	2	1.8%
Seeking Employment	18	16.4%
Tertiary/TAFE/Training	2	1.8%
Transfer to Non-Govt School	5	4.5%
Transfer to SA Govt School	13	11.8%
Unknown	60	54.5%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

All staff are screened in terms of their requirements of employment with temporary staff only being placed after producing recent copies of screening required documents. No adults except for parents are allowed onto site without the necessary screening clearances. Non DECD workers are expected to show all clearances before signing in or taking part in work while students are at school. All employers engaging in work are informed of the DECD requirements when engaging in contractual arrangements with the school. Records are kept (for audit) at school to verify such requirements.

Teacher Qualifications 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	42
Post Graduate Qualifications	15

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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	0.0	22.8	0.5	10.6
Persons	0	25	1	13

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	\$89,200
Grants: Commonwealth	\$10,599
Parent Contributions	\$97,206.50
Fund Raising	\$1353
Other	

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

2017 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 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	A small group of Year 9 and 10 Boys were targeted with funding support (SSO time) around behavior support. A Year 11 girl has had funding for managing Challenging behavior issues. SSO support is provided to her.	A decrease of suspensions and timeouts has been achieved
Targeted Funding for Individual Students	Improved Outcomes for Students with an Additional Language or Dialect	EALD funding again was supplied after analysis of student work.	Support for these students was supplied through SSO work in the Learning Hub.
Targeted Funding for Individual Students	Improved Outcomes for Students with Disabilities	Identified students with Disabilities allocated SSO time in classrooms and in the Learning Hub. Quick-smart programs also provided to support Literacy & Numeracy.	Improvement of students achievement in Learning areas identified.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	CAP funding was used to support students in engaging in programs in Adelaide to support Learning Pathways (Camps, excursions and specialist programs) Students with identified learning issues have been allocated SSO support and additional resources to support their learning. Traffic Light data and School Report data used to track student progress.	Learning Hub staff to ensure all students on Individual Learning Plans and progress monitored regularly in meetings.
Program Funding for all Students	Australian Curriculum	N/A	N/A
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	N/A	N/A
Other Discretionary Funding	Better Schools Funding	Better schools funding was used to support resources/staffing for support of learning & cultural activities for ATSI and disadvantaged families. School tutoring and mentoring provided in identified needs	Some student responded well with improvement in Traffic Light and Termly reports
Other Discretionary Funding	Specialist School Reporting (as required)	STEM funding focusing on 7/8 Transition processes with teacher practice of sharing identified as an area of development. "Teacher Connect program"	Teachers shared practice and programs around STEM
Other Discretionary Funding	Improved Outcomes for Gifted Students	Support for identified students with SSO time through the Learning Hub.	Identified student termly reports showed improvement. Obtaining higher GPA score
Other Discretionary Funding	Primary School Counsellor (if applicable)	N/A	N/A