

Waikerie High School 2019 annual report to the school community



**Government
of South Australia**
Department for Education

Waikerie High School Number: 800

Partnership: Waikerie

Name of school principal:

Craig Griffiths

Name of governing council chairperson:

Brendan Sidhu

Date of endorsement:

6 February 2020

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 is community orientated and shares facilities including the towns Recreational Centre, 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 (37%), 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 50% of students at Year 11 and 12 take part in VET programs using this to complete their SACE. These programs have increased opportunities for students to complete SACE, access traineeships and apprenticeships or gain skills in their chosen pathway.

Governing council report

2019 has been a good year for the Waikerie High School and the Governing Council.

Achievements for 2019

- 'Visible Learning in the class room', the WHS 'Our House' and the new Site Improvement Plan have been key drivers in student learning.
- The \$2.5 million STEM works (integrated learning of science, technology, engineering and maths) was completed. Students now have fantastic new learning areas in these curriculum areas. 75% of jobs in the next 10 years will require STEM skills.
- Facilities continue to be improved with painting of buildings, the completion of a new storage and locker shed and flooring replaced in the woodwork area. We look forward to the hall floor also being replaced during the Christmas holidays.
- New school polo shirts now part of the student uniform. They look terrific and feedback from students, staff and parents has been very positive.
- WHS continues and is proud to be a White Ribbon school.
- 60th Anniversary with 200+ attending the Waikerie Hotel on the Saturday night. Special thanks to Danny McGurgan for being the major leader and organising raffles and promoting the event.
- The open day on the Sunday was a great success. Thanks to all those who helped on the day particularly our staff who put in a huge effort very well done.

Governing Council endorsed 2 new policies this year. We are implementing the new 1:1 device where students will purchase their own laptop computers. This will enable students to move seamlessly between school and home in their learning.

The Council also supported the policy that students will no longer be permitted to use their mobile phones at school. The staff and Governing Council are committed to ensuring that student learning outcomes and achievement are our primary focus. It is our view that mobile phones hinder the learning process and impact student's personal wellbeing.

To the class of 2019 congratulations on graduating. You have worked hard to achieve your SACE. Your journey at WHS now comes to an end and the next step of your journey commences. Dream big. We wish you all the very best for the future.

To the committee members of WHS Governing Council, thank you for giving up your time and participating, special thanks to our office bearers, Danny McGurgan deputy chair, Kristy Sargensen Finance Committee Chair, Bronte McLean Secretary. Finally, thanks to Principal Griffiths, all the staff for the fantastic effort you all put in to make WHS a great place for our kids education.

Improvement planning - review and evaluate

Improvement Plan 2019-2021

Goal 1-Increase student achievement in writing

Challenge of Practice- If we prioritise the teaching of writing across all subjects, with a focus on TEEL structure and nominalisation within persuasive and analytical texts then we will increase student achievement in writing.

2019 Target- 90% of students who were below band 6 in year 7 NAPLAN writing in 2018, will achieve a A, B or C grade in a common moderated year 8 writing task (modified for SWD/EALD)

Target not achieved. Review highlighted significant improvement for some students and particularly those above band 6.

Challenge of Practice modified-If we prioritise the teaching of writing across all subjects, with a focus on TEEL structure and the three tiers of vocabulary then we will increase student achievement in writing. If English teachers use student LSW as the basis for explicitly teaching grammar, punctuation and nominalisation, students skills and confidence will develop in all forms of writing.

2020 Target-80% of students who were below band 6 in year 7 NAPLAN writing in 2018, will achieve a A, B or C grade in a common moderated year 8 writing task (modified for SWD/EALD)

Goal 2- Increase student achievement in numeracy

Challenge of Practice- If we explicitly teach comprehension strategies within mathematics, specifically number and algebra then we will increase student achievement in numeracy.

2019 Target-90% of students who achieved at or above 124 at year 7 PAT-M in 2018, will achieve a 125 or above at Year 8 PAT-M.

Target achieved. Evaluation highlighted that staff and students had clarity of goals, challenge of practice and targets. This was a key factor in achieving such success.

A number of review processes provided valuable data and feedback to help refine our priorities for our future planning and directions for improvement.

Data sourced:

- School Improvement Planning Handbook 2.0
- School Performance Report
- Visible Learning- Mindframes Results
- Staff, Student and Parent Satisfaction surveys
- Improvement dashboard
- Aboriginal Learner Achievement Resource

Throughout 2019 our Improvement Priorities continued with our third year focus around Visible Learning, which supported the Professional Learning of staff.

- Learning Intentions/Success Criteria in the classroom
- Feedback processes for students and teacher performance improvement

The school remains focussed on our Values-Respect, Responsibility, Trust, Achievement and Community

We continue to embrace our dispositions of learning; we show grit, we display resilience and we are self-motivated.

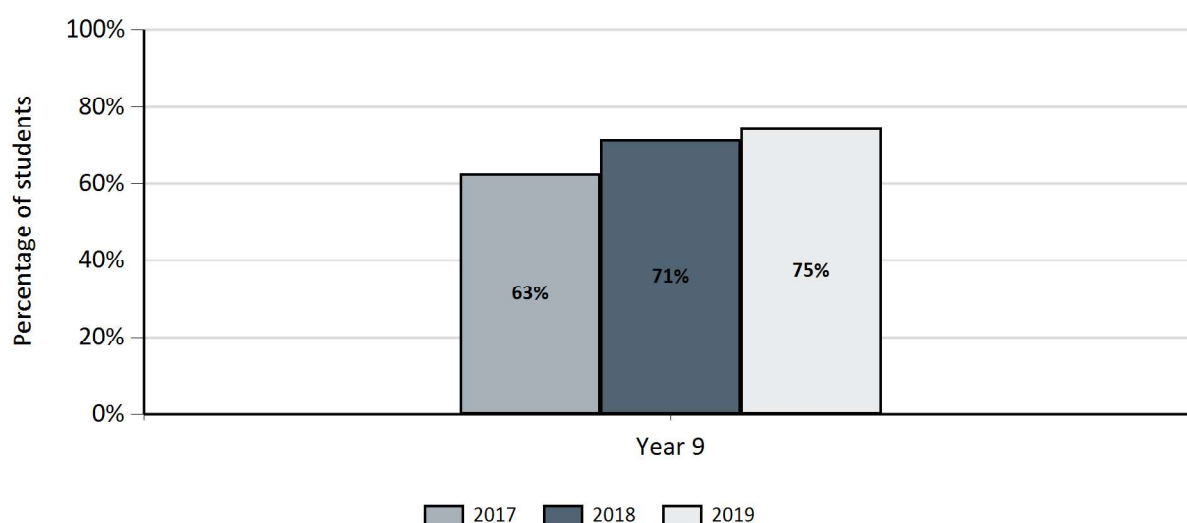
Audits of classroom environments for learning-Focus on STEM with upgrades to facilities and resources through the completion of STEM works.

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.

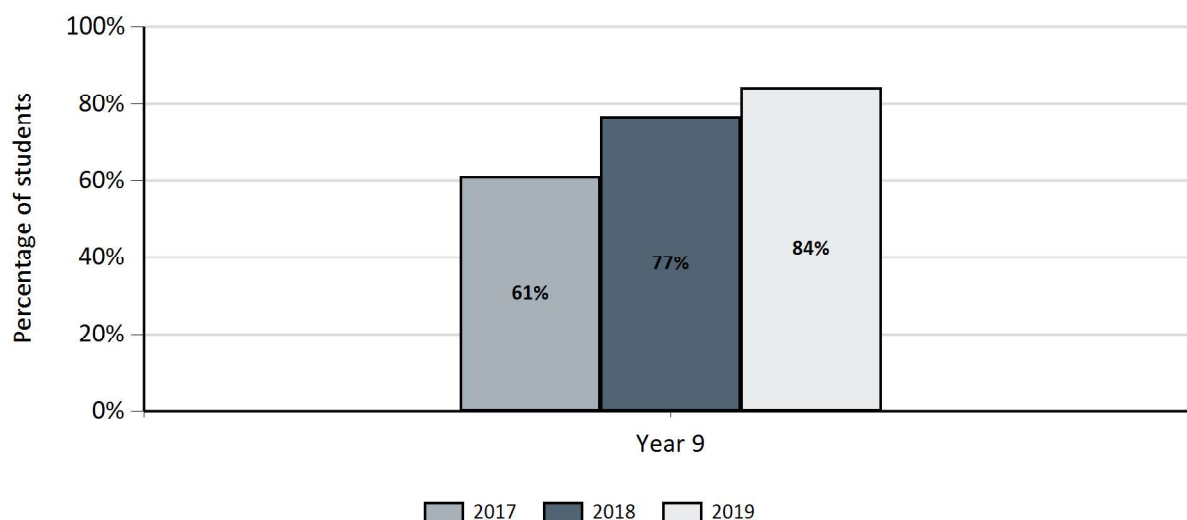
Reading



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	13%	25%
Middle progress group	66%	50%
Lower progress group	21%	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	32%	25%
Middle progress group	58%	50%
Lower progress group	11%	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 [^]		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	51	51	6	5	12%	10%
Year 9 2017-19 average	58.0	58.0	8.0	6.7	14%	11%

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

[^]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
89%	95%	93%	94%

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%	2%	1%	1%
A	6%	4%	6%	4%
A-	10%	7%	8%	7%
B+	17%	12%	18%	9%
B	16%	12%	17%	9%
B-	9%	24%	10%	19%
C+	15%	15%	14%	21%
C	12%	12%	13%	18%
C-	5%	7%	6%	6%
D+	2%	2%	5%	2%
D	4%	3%	1%	2%
D-	0%	0%	1%	0%
E+	2%	0%	0%	1%
E	1%	0%	0%	1%
E-	1%	0%	1%	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
94%	97%	97%	100%

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	29%	35%	38%	44%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	29%	35%	38%	44%

School performance comment

NAPLAN SEA

Numeracy-3 year increase (61, 77, 84%)

Reading-3 year increase (63, 71, 75%)

Senior Secondary

SEA-2017 to 2018 increase (82, 88%)

High Achievement – increase 2017 to 2018 (30, 35%)

Student progress rate:

Combined progress rates: slight decrease in the number of students with low progress (28 to 21%), increase in maintained (60 to 67%), no change in high progress (12%).

Year 9 numeracy positive – L 13, M 55, U 32

Aboriginal/Non-Aboriginal students:

Combined NAPLAN (SEA)

Aboriginal - (1 students – 0%)

Non Aboriginal - 3 year increasing trend (68, 74, 83%)

SACE Performance

Increase in % Completion of October Enrolments (94,97,97,100)

Increase in % of C- and above Stage 2 grades for subjects (89,95,93,94)

Attendance

Year level	2016	2017	2018	2019
Year 8	91.4%	91.1%	92.4%	92.5%
Year 9	87.2%	90.3%	89.9%	90.2%
Year 10	88.8%	88.3%	86.7%	87.8%
Year 11	92.6%	88.3%	88.8%	85.1%
Year 12	89.1%	85.4%	86.7%	91.4%
Secondary other	84.7%			
Total	90.1%	88.8%	88.9%	89.5%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

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

Attendance comment

Review of Year levels has targeted our present Year 10 & 11 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 and Message You to parents.

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 support comment

The schools behaviour management data indicates that many of the layers for dealing with behavioural issues are dealt with at the classroom and teacher level. Data (EDSAS & Daymap) remain at a constant low level. Parents are contacted immediately when issues arise in an attempt to pro-actively deal with them before they develop further. If a pattern of behaviour or poor performance takes place a student report is developed so as to inform outcomes in organised teacher/parent/student meetings. Traffic Light Data and term reports are sent home every 5 weeks to parents to provide regular communication around progress and achievement. Parents are asked to reflect and respond to these reports in planning for the future improvement.

Client opinion summary

In our Parent Survey last year over 80% of the surveyed Parent body believe (Agree to Strongly Agree) that staff expect our students to succeed and do their best, 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. Parents will be surveyed again in 2020.

In the Wellbeing and Engagement collection 81% of students students reported happiness for emotional wellbeing and 94% of students had positive engagement with teachers. 93% of students indicated future goal planning in their learning readiness. The Psychological Risk Assessment Survey indicated staff are 100% clear about what is expected of them at work, how to get the job done and about their duties and responsibilities. Staff reflected positively to their job satisfaction.

The staff survey had very positive results in all categories (> 3.4). A clear correlation exists in which teachers expect students to do their best (4.4) and the lowest rating of all categories (3.4) being useful feedback to focus on moving forward. Teachers also believe our school looks for ways to improve (4.5).

Intended destination

Leave Reason	School	
	Number	%
Employment	20	22.5%
Interstate/Overseas	8	9.0%
Other	1	1.1%
Seeking Employment	8	9.0%
Tertiary/TAFE/Training	14	15.7%
Transfer to Non-Govt School	6	6.7%
Transfer to SA Govt School	12	13.5%
Unknown	20	22.5%
Unknown (TG - Not Found)	0	NA

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

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.

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	33
Post Graduate Qualifications	11

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 Equivalents	0.0	20.0	0.0	9.8
Persons	0	22	0	13

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

Financial statement

Funding Source	Amount
Grants: State	-
Grants: Commonwealth	-
Parent Contributions	\$89 526
Fund Raising	\$3984.50
Other	

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	Identified students at risk and with behavioural issues were targeted and provided with funding support (SSO time) around improving engagement and learning. Much of this was delivered in special programs and mainstream	A decrease of behavioural issues and improved learning outcomes for 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 teacher and SSO work.
	Improved outcomes for students with disabilities	Identified students with disabilities allocated SSO time in classrooms and intervention sessions. 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 <ul style="list-style-type: none"> rural and isolated students Aboriginal students numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Learning difficulties grant	CAP funding was used to support students in engaging in programs within the Riverland and 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.	Individual Learning Plans and progress monitored regularly in meetings.
	Australian Curriculum		
Program funding for all students			
Other discretionary funding	Aboriginal languages programs initiatives	N/A	N/A
	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 for identified students.	Some student responded well with improvement in Traffic Light data and reports.
	Specialist school reporting (as required)	STEM funding focusing on 7/8 Transition processes with teacher practice of sharing identified as an area of development.(Maths and Science LNT)	Teachers shared practice and programs around task design/moderation.
	Improved outcomes for gifted students	Support for identified students with specialised tutoring from teachers.	Identified students reports showed improvement with higher GPA score
	Primary school counsellor (if applicable)	N/A	N/A