



# Woodville High School

## 2020 annual report to the community

Woodville High School Number: 801

Partnership: Inner West

Signature

School principal:

Miss Meredith Edwards

*Meredith Edwards*  
on behalf of Meredith

Governing council chair:

Mr David Smith

*David Smith*

Date of endorsement:

3 March 2021



Government  
of South Australia  
Department for Education

## Context and highlights

Woodville High School has lived up to its Latin motto of "Reach for the Stars despite Adversity" in 2020. Along with the rest of the world, the school has needed to face the challenge of Covid19 confronting both Wellbeing and Learning. At the end of term 1 and early term 2 the school moved the balance between face to face teaching and online learning to exclusive on-line learning. Staff and students are to be congratulated, under the leadership of acting Principal, Neil Hendry, for how well they made this transition to ensure continuity of learning. Grade Point Averages and SACE results reflect the success of this year's collective resilience and perseverance. Late in term 4, the school yet again faced adversity when the community transmission of Covid19 reached into our classrooms. 14 staff members and most Year 9s were in quarantine for 14 days. It is pleasing to report that the young Year 9 girl, who innocently contracted Covid19, is safe and healthy, as is the rest of the school community.

In term 3, the school received many commendations from both the DfE's External School Review and the reaccreditation process by the Council of International Schools (CIS). The combination of the two processes provides a whole-school perspective of the success of our school improvement. The recommendations will provide a road map for ongoing improvements for the school under the leadership of the newly appointed Principal, Anna Mirasgentis. I farewell the school with a measure of sadness but confident that I leave a proud school serving a proud community. I thank the staff, students and families for their commitment in ensuring that local high schools like ours offer quality teaching and learning with a focus, also, on wellbeing. Retiring from school leadership along with me are Neil Hendry, Margaret Lawless and Cathy Bushby and a number of school support officers. I thank them for their loyal service as well as the retiring Chairperson of the Governing Council, David Smith.

The strong future of the school is reflected in the continued upgrade of facilities to support the learning of our students. During 2021, new facilities for the Visual Arts, Physical Education, Home Economics and Horticulture will be in place ready for the inclusion of Year 7s into High School from 2022. Hopefully, the school's early year enrolments will place it in a position to advertise for a school psychologist to strengthen, once again, the school's commitment to student wellbeing. I wish the school community all the best for its stellar future and have been proud to have been a part of it for the last 22 years.

Meredith Edwards

## Governing council report

2020 has been a challenging year and we have witnessed the resilience of staff and students as everyone adapted to the challenge of Covid-19. The resilience included a successful move to more online learning highlighting the importance of the Governing Council support for all teachers to have access to a school funded laptop.

The Governing Council has continued to serve the school conscientiously, adapting to meetings via Zoom. I can report that the school is in a sound financial position. In the latter part of 2020, the school had a review by a team from the Department for Education and we received very positive feedback. At the same time, we participated in a Council of International Schools (CIS) review, which confirmed that the school was worthy of its CIS accreditation. I would like to thank all who participated in both reviews for their time and effort. The CIS review commended the positive relations between the school's Executive team and Principal.

The school's facilities continue to improve with state government upgrades and partnerships with the local City of Charles Sturt Council. This year saw the completion of the local St Clair development. From this, the school gained a sealed car park for staff and excellent tennis courts and the closure of Brocas Avenue, securing the safety of students as they cross what used to be a busy road. 2021 will bring the completion of new learning facilities in the school.

On behalf of the Governing Council, I would like to thank the retiring Principal, Meredith Edwards, for her excellent service to the school. Meredith retires at the end of this year after having served a record 17 years as Principal. All would agree that under her leadership, Woodville High School has indeed, "reached for the stars". The full Latin motto is "Reach for the Stars despite Adversity." We were fortunate to have Meredith at the helm in the last term when Covid19 visited Woodville High School resulting in whole school closure for two days and quarantine for a number of staff and many year 9s. Many staff are retiring at the end of this year and also a few members of the Governing council. We thank them all, particularly Robin Chapman who previously served as the Chairperson and also led the Finance Committee for many years.

Earlier in the year, I participated in a panel to select the next Principal of Woodville High School. I can report that Ms Anna Mirasgentis was the successful applicant. Anna has experience in both public and private schools and has the skills to lead Woodville High School for the next 5 years in an exemplary manner. She is supported by a talented and dedicated team of Executive staff.

David Smith

## Quality improvement planning

In 2020, Woodville High School hosted two major reviews which provide a map of where the school has progressed and the road for future school improvements. The DfE External School Review (ESR) focussed on the following lines of inquiry:

- Effective School Improvement Planning:
  - o Broaden implementation of the SIP challenges of practice by scaffolding all line managers to develop the strategies required to effectively lead systems that build teachers' capacity to improve practice.
- Conditions for effective student learning:
  - o Identify and address the learning needs of students across the school by building teachers' capacity to analyse and interpret data to inform planning that is intentional and differentiated
  - o Develop a consistent approach to task design that maximises the potential of all students by developing collective understanding of effective approaches to differentiated planning and teaching.

The Council of International Schools evaluated the school's performance in 9 Domains from its guiding statements to curriculum, teaching & learning and facilities. There was alignment between the recommendations of both reviews.

The Site Strategic Plan (2019-2021) encompasses the school priorities in terms of Relationships for Effective Learning, Teaching for Effective Learning and Resources for Effective Learning. The departments Site Improvement Plan (SIP) priorities focus on the literacy aspect of Writing and the role of Multiplicative thinking in Numeracy Improvement. 2020 highlighted the importance of micro measurements for improvement so that student progress can be measured across terms rather than across the years intervening NAPLAN testing and the annual PAT testing. This led to the development of a Writing continuum and the design of common assessment tasks in writing in the Learning Areas of Science, HASS, Maths and English/EALD. Teacher assessment of the student writing is now scheduled for each term and provides an opportunity for the moderation of teacher judgment. So too, has the school learned that progress is more accurately measured by tracking the progress of one cohort of students across years 8, 9 and 10 rather than comparing different cohorts of the same year level across time. Writing will remain a priority alongside Numeracy in 2021.

School improvement has also been aligned to the work of the school's Professional Learning Teams which enables aspects of writing to be trialled in classrooms and evaluated by the PLT members. Further alignment with the SIP is now planned for teachers' Performance Development Plans and classroom observations.

The School's Site Improvement Plan and Strategic Plan have been updated in light of the CIS and ESR recommendation. We would like to acknowledge the work of our Literacy and Numeracy coaches in refining the SIP work as we all the Inner West Partnership Principal Consultant, Daniel Balacco.

## Improvement: Aboriginal learners

Woodville High School has a large ATSI cohort comprising around 10% of total school numbers supported by a dedicated ATSI team made up of a Coordinator and several AET/ASETO staff who work out of the Nunga centre classrooms. The majority of students live locally while some, who have come from APY lands, board with local family-members. This latter group attend the Wiltja program. This program will move to The Avenues at the start of 2021. However, many of the students currently attending Woodville High School will continue to do so.

School grade achievement data is tracked term-by-term, as is attendance and wellbeing data. The achievement data shows that students who continue through to Stage 2 are successful in achieving their SACE. However, there are large numbers who do not remain at Woodville High School to reach that level, and there is a degree of transience and non-attendance amongst ATSI students. This is evident, for example, in the numbers of students achieving a GPA  $\leq 0$ .

Achievement data for individual students is available to all teachers and support staff, via Daymap, and is used to differentiate classroom teaching. Additionally, the ATSI team analyses the term data to track achievement of students as part of the many layers of support provided including;

- Attendance monitoring
- Wellbeing support, including home visits
- Engagement support for school card, One Plans, transition, course and career counselling
- Access to uniform, computer hardware
- Community and family connection activities, and
- Individualized academic support.

There has been a particular focus on tracking and monitoring growth and achievement in order to provide appropriate learning intervention. This included using a datawall to track student grades term by term across several years of data. Analysis of this information identifies students who require in-class support from AETs, identifies students for provision of specific LLI mentoring in the junior school, and specific subject tutoring in the senior school. ASETOs monitor attendance and provide mentoring in wellbeing and engagement strategies.

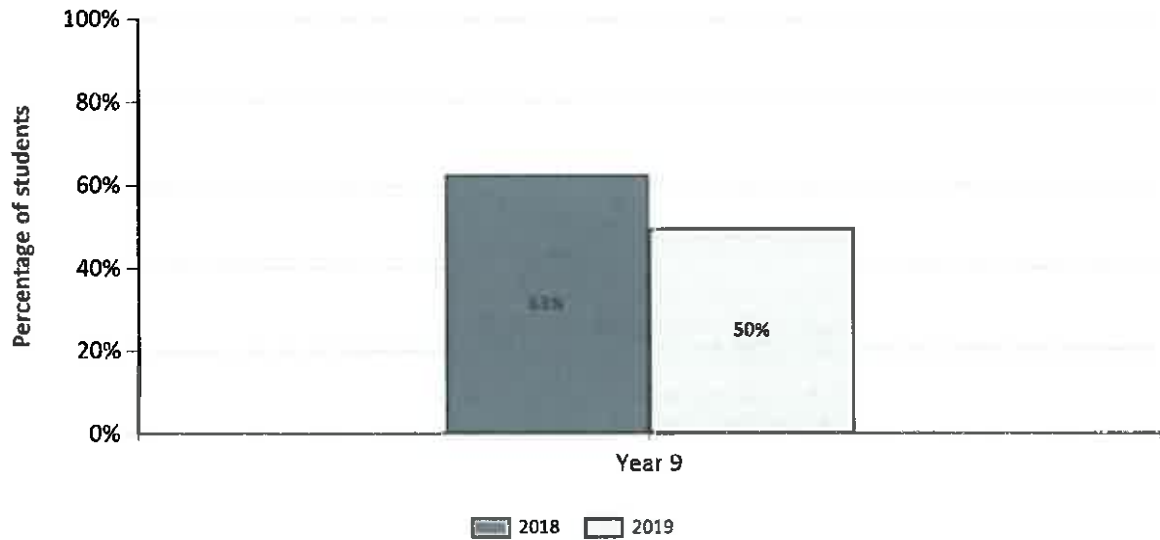
The ATSI team, with some other staff, is currently undertaking the EALD-Hub training. Measuring the impact of this and current strategies will be a priority for 2021 and beyond.

# 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

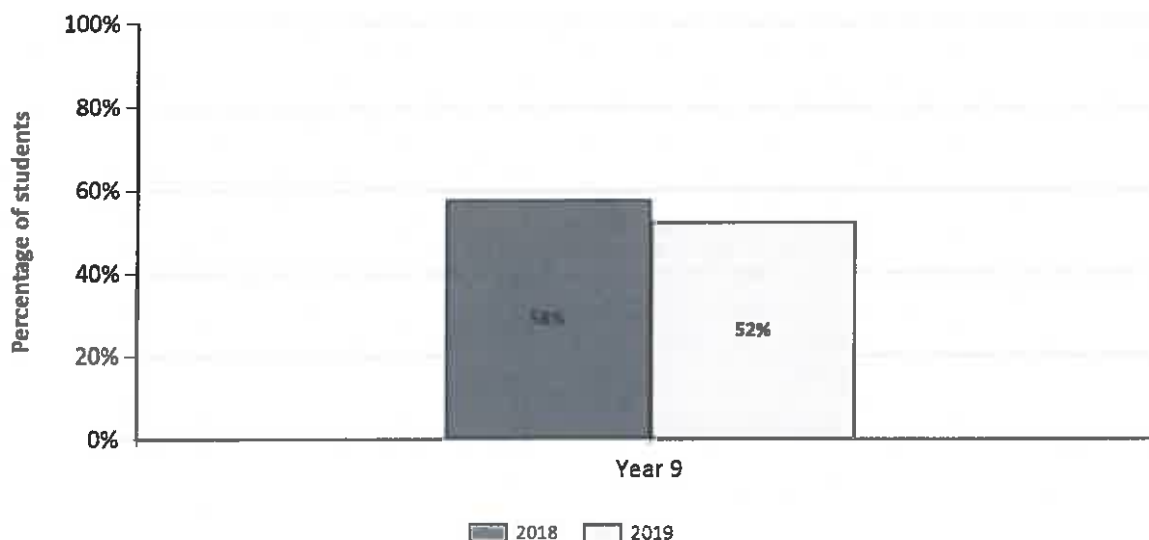


\*NOTE: No NAPLAN testing was conducted in 2020.

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	26%	25%
Middle progress group	52%	50%
Lower progress group	22%	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	37%	25%
Middle progress group	53%	50%
Lower progress group	10%	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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 9 2019	206	206	18	21	9%	10%
Year 9 2017-2019 Average	193.7	193.7	18.0	18.0	9%	9%

\*NOTE: No NAPLAN testing was conducted in 2020.

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

<sup>^</sup>Includes absent and withdrawn students.

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

<sup>\*\*</sup>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
88%	97%	98%	98%

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%	1%	1%	2%
A	2%	5%	5%	7%
A-	6%	10%	11%	11%
B+	9%	14%	14%	13%
B	12%	16%	14%	13%
B-	16%	17%	20%	18%
C+	14%	13%	15%	15%
C	20%	14%	11%	15%
C-	9%	8%	8%	5%
D+	5%	2%	1%	1%
D	4%	1%	1%	1%
D-	1%	0%	0%	0%
E+	2%	0%	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
87%	96%	100%	98%

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	13%	25%	30%	35%
Percentage of year 12 students undertaking vocational training or trade training	39%	56%	57%	51%

# School performance comment

## SACE

2020 has been another exemplary year for school completion results. Over 98% of students who were enrolled to complete SACE in October achieved their certificate. The 2 students who were not successful did not achieve the required 60 Stage 2 credits.

Two of the successful students achieved 3 merits, 9 students achieved an ATAR over 85%, and the highest ATAR rank was 99.15. At the same time, less than 1.5% of all grades were below the critical C- level.

At Stage 1, there were slight increases in the % of students achieving at A and B levels, while the % of all grades below C dropped from 19% in 2019 to 13% in 2020.

These data continue the improvement trends established during the last 5 years, both to increase the success rate of students and the numbers of higher achievers, in line with the school's Vision of "success for every student".

## WHOLE SCHOOL

Each term, a Snapshot of student achievement data for students at risk of failing a subject, is produced 4 weeks before the term report. This information is made available to parents, students and teachers to focus attention on completion of work before the end of term reports. This term-by-term data is developed into colour-coded data sets, ranked using GPA (grade point average) and is used by year level and other support teams (e.g. ATSi, EAL, International) to track progress and put in place tailored intervention packages for students.

Year 12 Students undertake a personal Academic Review at the start of each term using this data. Together with the Year 12 Mentor team, interventions can include review and changes in subjects, withdrawal from subjects, conversion of subjects, or enrolment into a Cert-3 Business course. This latter is run to enable specific students to gain credit towards achieving the SACE. Other students, where it is appropriate, may be counselled towards an employment pathway (YEP).

Similar processes run in the other year levels, although the personal review is run through the weekly Pathways program with Home group teachers.

Grade data, along with NAPLAN and PAT data is personalised in a datawall that covers year 8-9-10 classes. Initial year 7 and early year 8 data is used to place students in quartiles on colour-coded cards to identify cohorts and individuals at both the at-risk and high-achieving levels. Year levels analyse the grade data each term and, along with wellbeing and attendance information, students are moved up or down as indicated. This identifies students who are not performing as expected, have fallen back, or progressed, and this information is used in the student personal review at the start of each term. Tracking of specific individuals is occurring as part of the Site Improvement Planning process where a cohort has been identified to be tracked across three years; all ATSi plus individual EALD, high achievers, and low achievers form this cohort.

Finally, GPA is also used to celebrate success. All students who achieve a GPA of 4.5 or higher out of 5 receive an Academic Certificate, while students who have shown an improvement in GPA of 0.5 or better receive an Improvement Certificate. These are awarded at year-level assemblies and gain House points towards the annual Shield.



## Attendance

Year level	2017	2018	2019	2020
Year 7	100.0%	94.4%	82.4%	N/A
Year 8	87.9%	87.7%	87.5%	84.8%
Year 9	84.2%	83.6%	84.8%	80.0%
Year 10	82.1%	82.9%	85.6%	79.8%
Year 11	84.0%	81.2%	86.1%	81.0%
Year 12	80.1%	84.1%	83.9%	85.4%
Secondary Other	85.3%	79.4%	83.7%	83.5%
Total	83.8%	83.7%	85.6%	82.1%

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

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

## Attendance comment

Attendance rate for 2020 was 82.1% a 3.5% decrease compared to 2019.

The decrease was at every year level except for year 12 which had an increase of 1.5%

There is no doubt that this result for 2020 has been compounded by the COVID-19 pandemic. The attendance rate includes all codes including family reasons and home study which many of our students used when absent during school closures and school lockdowns because of the pandemic.

The secondary other category only decreased by 0.2%.

We continued to use the SMS alert system as a communication tool to caregivers and set up DAYMAP alerts for habitual and chronic attendance issues. Through the work of our Youth Worker and FLO manager home visits greatly increased this year leading to some improved attendance for closely monitored student

## Behaviour support comment

The school had 201 suspensions compared with 237 suspensions last year.

Overall:

- 120 were external suspensions and 48 were internal suspensions
- male 160 suspensions compared to 183 in 2019
- female 41 suspensions compared to 108 in 2019
- Students threatening the good order of the school/persistent failure to follow instructions of the school staff (94 in 2020 vs 134 in 2019). This included continual non-cooperation with staff, being out of school bounds regularly, leaving the school grounds regularly, and refusing a reasonable teacher instruction and verbal abuse towards a staff member.
- Threatened or actual violence towards other students or staff (32 in 2020 vs 43 in 2019)
- Verbal bullying (14 in 2020 vs 22 in 2019). This included verbal, cyber, sexual, racial and homophobic and 29 minor physical assaults.
- Illegal acts (13 in 2020 vs 18 in 2019)

## Client opinion summary

### Student Opinion

561 respondents – highest in 3 years

- 90% My teachers expect me to do my best
- 79% My teachers provide useful feedback ...; up 9%
- 60% My school is well maintained; up 7%
- 67% I feel safe at school; up 5%
- 41% Student behaviour is well managed; up 10%
- 74% My school looks for ways to improve; up 10%
- 55% Students opinions taken seriously; up 6%

### Parent Engagement

280 responses

- I feel like my child is important to the school – 77%
- I receive enough communication from the school – 73%
- The school communicates effectively with me – 74%
- I know what standard of work the school expects of my child – 75%
- Teachers provide my child with useful feedback about their schoolwork – 70%
- The school provides an opportunity for me to have input about my child's learning 54%

### Staff Survey

The climate index was 53%; up 7%

- 75% of staff believed that decisions made by site leaders are consistent with the department's strategic directions.
- 69% of staff believed that site leaders are visible and accessible to staff
- 80% of staff believe site leaders keep staff informed of important matters.
- 68% of staff favourable for site leaders providing clear direction for the future, up 21%
- 67% of staff believed there was a strong evidence of effective leadership from site leaders, up 20%
- Of concern; 73% of staff did not feel that a site-wide behavioural policy is consistently applied.

### Engagement

- 63% of staff would talk positively of the school, recommending it to others seeking employment.

### Goal Focus & Personal Job Perceptions

- 85% clear on site improvement plan
- 84% clear on role. However only 56% stated they receive the necessary resources required to meet these roles & expectations.

### Performance and Development

- 65% overall; up 14%
- a complex task due to the reduced possibilities for professional learning due to COVID-19.
- 25% increase of staff believing that performance conversation with their line manager support their development

## Intended destination

Leave Reason	Number	%
Employment	1	0.3%
Interstate/Overseas	21	6.4%
Other	9	2.7%
Seeking Employment	21	6.4%
Tertiary/TAFE/Training	25	7.6%
Transfer to Non-Govt School	5	1.5%
Transfer to SA Govt School	81	24.5%
Unknown	167	50.6%
Unknown (TG - Not Found)	0	NA

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

## Relevant history screening

Woodville High School complies with DfE requirements in the screening of volunteers and homestays and is cognisant of the update screening of its teachers through the Teacher Registration Board and SSOs through DfE processes. We do not enrol students who are 18 or over at the time of enrolment.

# 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	142
Post Graduate Qualifications	80

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	0.0	78.9	2.8	24.2
Persons	0	85	3	28

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

## Financial statement

Funding Source	Amount
Grants: State	\$14,446,653
Grants: Commonwealth	\$69,400
Parent Contributions	\$496,584
Fund Raising	\$7,537
Other	\$83,021

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	FLO management and employment of an accreditation teacher. SSO support for students entering YEP	Increased access to career exposure for marginalized students.
Targeted funding for groups of students	Improved outcomes for students with an additional language or dialect  Inclusive Education Support Program	Employment of additional EALD teacher time, as well as an EALD bilingual support SSO to work with specific students.  Employment of Special Class teachers and SSOs to provide intensive intervention through Levelled Literacy classes and the MaqLit program for identified students. Tutorial room providing targetted reading program.	Reduction in Tier 2 funding  Literacy and Numeracy growth inLLI & MaqLit.
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	ACEOs and an AET employed to provide intensive support in lifting SACE achievement. Aboriginal Studies and Culture classes run at Years 8&9, plus Aboriginal Studies at SACE Stage 1&2. Also HPI tutoring support (APAS and Homework Centre).  Certificate-3 Business introduced to support successful completion of SACE	Increased achievement in SACE. Greater data literacy amongst staff.
Program funding for all students	Australian Curriculum	STEM - ATP deliverables, Thinking Math 6-9 program and Thinking Math 10-12 program used 5 TRT days each.	Improved exposure to numeracy
	Aboriginal languages programs Initiatives	MIKA WOMA language program	Increased cultural identity and engagement of indigenous students.
Other discretionary funding	Better schools funding  Specialist school reporting (as required)	Support for various programs; Literacy, Numeracy, STEM, Levelled Literacy Intervention, targetted professional development in SBM, Tactical Teaching and Critical & Creative Thinking.  Specialist Interest Music Centre - RAAP programs	Capacity building of staff for improvements in Literacy and Numeracy.  NA
	Improved outcomes for gifted students	NA	NA

