



Woodville High School

CIS Improvement report 2019

Proud scholars in a proud community

Woodville High School

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Principal's report to the school community

2019 has been a busy year. I highlight 3 main areas. Firstly, this is the first year of the implementation of the new education department's School Improvement Plan (SIP), with its focus on Literacy and Numeracy goals. Secondly, the school has been working towards re-accreditation in 2020 under the Council of International schools (CIS). Our work on this quality assurance framework was commended in a preparatory visit early this year. The third area which has taken considerable time is in the planning for the school's 10 million-dollar facilities development to support both our natural growth in numbers and preparation for an additional 220 Year 7 students starting in 2022.

Professional development is increasingly linked to the literacy and numeracy goals in the Site Improvement Plan. The main foci for professional development this year have been strategies to support students in written literacy skills needed for success in a high school. In Numeracy, the focus has been on multiplicative thinking. Both of these literacy and numeracy goals were the focus of a student free day, with follow-up work in professional learning teams. Across the partner schools in our Secondary school alliance, we had a shared moderation day to ensure that there is consistency of teacher judgment when assessing students work against the Achievement Standards in the Australian Curriculum. I thank the Governing Council for their support of these student free days and the early closure on Tuesdays to support teachers in their ongoing professional growth.

Student and staff wellbeing was a focus of another of our training and development days. In 2019, the Governing Council allocated funds for the trial of a School Psychologist. Due to the success of the trial of a school-funded psychologist in supporting student wellbeing, our School Psychologist will continue to work in collaboration with the other members of the Wellbeing team for 3 days a week over the next three years. I also commend the impact on wellbeing in the school of the newly appointed Youth Worker and the wonderful work of our School Assistance dog, Laser, and his two handlers. When I look at the recommendations from the *Year 7s into High School* guide in supporting the wellbeing of year 7s as they transition into high school, I am pleased to report that we already have many strategies in place for our current students.

2020 will be another demanding year as the school finalises its CIS self-study for the August visit by a team of CIS accreditors. August will also see the beginning of our construction work of the new Home Economics and Horticultural Centre. So too will the upgrades of facilities in the Visual Arts, Home Economics, Horticulture and PE and proceed well due to the consultation processes of our architects from Design Inc.

Meredith Edwards
Principal

Governing Council report to the school community:

Woodville High School has continued to live up to its motto of 'Reaching for the Stars'. The finances of the school remain in a sound position and have allowed extra programs to be implemented. 2019 achievements include:

- The trial of a School Psychologist and introduction of a School Support Dog, approved by the Governing Council and funded within the school's budget.
- The opening of the redeveloped St Clair Recreation Centre has resulted in many improvements, including world class recreation facilities for school sporting programs, a better location for school assemblies, the permanent closure of Brocas Ave improving traffic safety for students and the building of an outdoor recreation park. Further developments will see the opening of new and relocated shared tennis courts in 2020.
- Robin Chapman who served as both Chairperson of the Governing Council and Chair of the Finance Committee was celebrated. A special Governing Council was held on the 27th November to recognise his 16 years of service and his role in the upgrading of school facilities. We thank him for his considerable contributions over many years.
- Preparations have commenced for the Council of International School's team visit of 2020 which we are confident will result in re-accreditation due to the school's focus on assessing its work against international standards.
- Plans for the further upgrading of the School's Visual Arts, Home Economics, a PE Teaching facility, Horticulture Centre and senior boys' toilets are progressing well.
- Leaders in the school have presented to Governing Council on a range of school proposals including use of *DayMap* as a means of communication with parents the phasing out of paper diaries and whether or not the school should ban mobile phones in school. This will be a continuing topic with the new Governing Council in 2020.
- Review of the school's Guiding Statements will be a focus in the early part of 2020.

I would also like to thank all members of the Governing Council for their continued support. The Governing Council and School leadership continue to have a strong relationship which benefits all who are associated with Woodville High.



David Smith: Chairperson of the Woodville High School Governing Council

Woodville High School Strategic Plan 2020-2022

	Awareness	Implementation	Maintenance
Relationships for Effective learning	<ul style="list-style-type: none"> • Growth mindset and perseverance • Intercultural understanding • Aboriginal Education Strategy 	<ul style="list-style-type: none"> • Peer Observation • Student Wellbeing • School-funded Psychologist • Global Citizenship 	<ul style="list-style-type: none"> • Australian Professional Standards for Teachers • Youth Opportunities • The Braiding Method • Professional Learning Teams
Teaching for Effective learning	<ul style="list-style-type: none"> • Year 7s into Secondary School • 6-10 Curriculum Coherence • Inter-disciplinary approaches in the Middle School 	<ul style="list-style-type: none"> • Goal 2: Literacy: Reading • Goal 3: Numeracy: Number • Intervention and differentiation of learning • Tactical Teaching: Thinking • Internationalism & Asia Literacy • ICT enhanced learning 	<ul style="list-style-type: none"> • Goal 1: Literacy: Writing • Council of International Schools accreditation • SACE Improvement • Speech Pathologist • Art and Science of Teaching • Australian Curriculum and Cross-curriculum Capabilities and Perspectives
Resources for Effective Learning	<ul style="list-style-type: none"> • Upgrade of facilities to increase capacity • Education Management System (EMS) 	<ul style="list-style-type: none"> • Upgrades of Home Economics, Horticulture, Visual Arts and PE • Analysis and use of data • Touch typing for SACE & online testing of NAPLAN • Sustainable energy practices 	<ul style="list-style-type: none"> • Learning Hub • ICT rich Learning Environment • STEM facilities • St Clair shared Community Facilities • DayMap Parent Portal

Note: 1. Some foci will remain in either awareness or implementation for more than one year.
 2. The three goals in bold are the foci of the new DfE Improvement Planning process.



Government of South Australia
 Department for Education
 South Australian Government Schools
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Improvement Planning and Outcomes

Improvement planning at Woodville High School benefits from the school fulfilling its planning and review obligations with both the Department for Education (DfE) and the Council of International Schools (CIS). The focus on student achievement data, and how the data informs school decision-making and classroom practice, is central to the state's school improvement processes. The wider context of whole school improvement is provided by the Domains and Standards of the Council of International Schools processes. Used together, the Woodville High School community can be confident that the leadership team and its staff are focussed on providing the best environment to support student learning and wellbeing.

Both the Department for Education's (DfE's) *Site Improvement Plan* for Woodville High School and the school's wider *Strategic Plan (2020-2022)* are in line with current school improvement practices which have resulted in improvements in student learning outcomes in 2019 and directions for further growth. The department's new state-wide approach to school improvement planning is data driven, with challenges of practice and plans for evidence-based action. This is documented in the *Site Improvement Plan 2019-2021*. The school's 2019 foci for literacy and numeracy improvement were based around specific targets relating to Writing and the importance of being able to employ a sophisticated range of sentence structures, and the need in Numeracy improvement to increase proficiency in Multiplicative thinking. In 2020, the literacy focus for PD will be on Reading with all teachers will be trained in Tactical Teaching: Reading by trained colleagues. Reading in a secondary school relies on being able to synthesise explicitly stated information drawn from at least two sources.

The comprehensive framework of the Council of International Schools (CIS) encompasses wider aspects of school planning and performance, placing emphasis on honouring the school's Guiding Statements and its commitment to global citizenship for all students at both local and global citizens.

Overview of Highlights of 2019:

Relationships for Effective Learning: (more detail later in the report)

- Student free day with a focus on Wellbeing
- The success of our school-funded Psychologist to work with students in collaboration with other members of the Wellbeing team
- Year 8 and Year 12 orientation days at the beginning of the 2019 academic year
- The refinement of the Year 12 Mentoring system
- The Year 8 camp at the end of the year
- The Year 9 Graduation into the senior school
- The 2019 Braiding project, which involved over 100 teachers and students from different cultural groups, to consider which of the values from different cultural groups are similar and form the basis of a harmonious multicultural community at Woodville High School
- Student Voice presented their findings and recommendations from their analysis of the annual Wellbeing and Engagement survey
- Student Voice drafted of a definition of global citizenship in line with the Council of International Schools (CIS).

Teaching for Effective Learning:

- At the end of 2019, 16 graduating year 12 students received a university entrance score of over 85, with the Dux receiving 95.8. 100% of students gained their SA Certificate of Education (SACE).
- All teachers have been trained in the *Art and Science of Teaching's* use of Learning Goals and Proficiency Scales in guiding the progression in student learning and systems are now in place for the consistent use of these as a part of student learning
- 12 teachers were trained to be facilitators in *Tactical Teaching: Reading* which will support further professional development for colleagues in the explicit teaching of reading skills for adolescents
- 8 teachers who were trained as facilitators in *Tactical Teaching: Writing* presented workshops to colleagues in a student free day
- There have been over 15 Professional Learning Teams (PLTs) who have worked together on effective classroom practices which support student improvement in specific areas of literacy and numeracy
- As a part of DfE's focus on formative feedback in their Learning Design, Assessment and Moderation (LDAM), one PLT focussed on the use of Learning Goals and Proficiency scales as means to providing students with feedback during their learning
- Outstanding work was undertaken by Year 8 Science teachers in designing group learning across multiple classes to maximise access to teacher expertise and use of all learning spaces in the STEM Learning Centre.
- Year 8 teachers continue to refine cross-disciplinary approaches to student learning in the annual Global Challenge.

Facilities for Effective Learning:

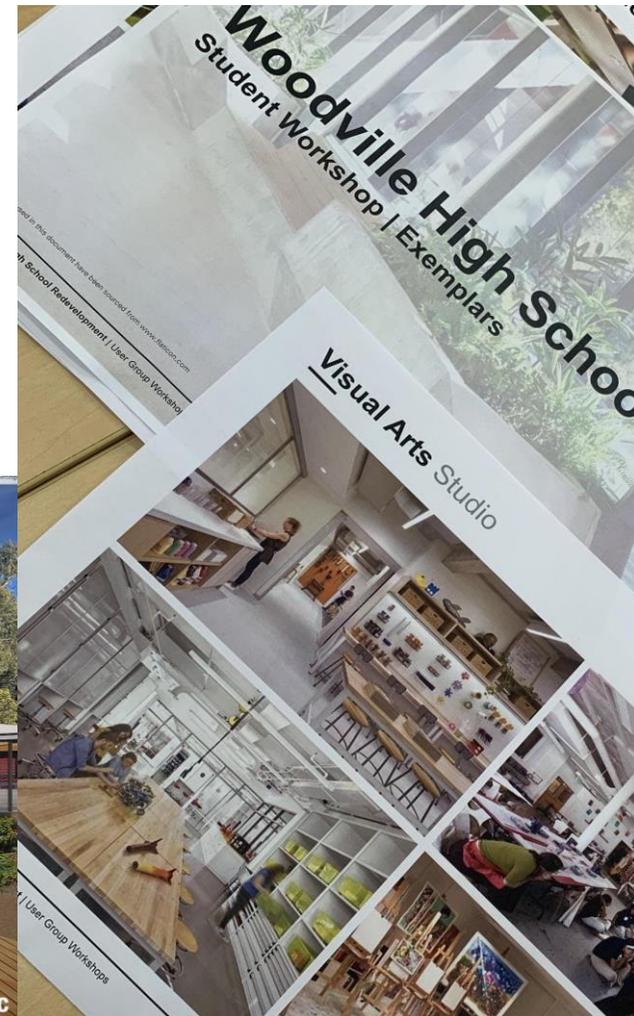
- The opening of the St Clair Recreation Centre, in which our students have access to state-of-the-art sporting and recreation facilities
- Planning for the design of key areas of the school which will be upgraded and built through the \$10 million Better Schools funding. The first part of the building works is planned to start in the second half of 2020 with a planned completion in 2021 of all components ready for the incoming year 7s in 2022
- The relocation of the school's shared-use tennis courts which has effectively closed Brocas Avenue, ensuring the safety of our students as they cross the road to access the new recreation centre
- The school acknowledges the work of Brian Noone, over 19 years, to establish a horticultural area in the school. While the relocation of the Home Economics buildings to the site of the horticultural area will reduce the current size of the garden, sustainability will still underpin its design principles. Home Economics will have closer access to the produce of the garden and the classroom facilities for Horticulture will be upgraded. From 2021 the new buildings will be in place and the garden will once again flourish, albeit on a smaller scale.



The new St Clair Recreation was opened at the end of 2018 and ready for the school's first assembly of the academic year. The students benefit from sports and recreation classes in a state-of-the-art shared facility.

The Design Inc architects developed graphics for use in consultation with key stakeholders in the planned \$10 million upgrade of the school facilities.

Below is an artist's impression of the new Home Economics and Horticulture facilities which will be served by a sustainable kitchen garden.



Relationships for Effective learning:

Woodville High School has a long-standing commitment to wellbeing as the foundation of effective learning. This mirrors the Council of International School's framework which regards Student Wellbeing as essential to excellence in schooling. The school has a Wellbeing Committee consisting of the Senior Leaders in charge of student wellbeing and students at risk, the Student Wellbeing Leaders and key staff

members. This team was complemented by a Psychologist and a Youth Worker in 2019, along with the appointment of a new Pastoral Support Worker. This group continues to use the Wellbeing and Engagement Collection as a system-wide measurement of student wellbeing in the middle school. The results of the survey are used to review existing strategies and refine approaches to student wellbeing. Staff wellbeing was one of the foci of the school's allocated student free days.



LEFT: The Wellbeing team at the beginning of 2019 including the two counsellors, Justin Mitchell and Cherie Hutton, with the newly appointed School Psychologist, Emma Thompson in the front row. In the back row from the left is the Senior Leaders of Well Being Cathy Bushby and Sandro Bracci with Cuong Bahn the Pastoral Support Worker and newly appointed Youth Worker, Ben Rice.

RIGHT: Laser, our School Assistance dog, also contributes to wellbeing at the school.



Wellbeing surveys to inform school action:

The school runs a number of surveys of staff, students and caregivers in order to capture a comprehensive picture of opinions and levels of wellbeing.

Parent responses to school surveys:

In 2019, two parent opinions were offered for parents to provide feedback on key aspects of the school. The first was one which is recommended by the Council of International schools to form the basis of the school's self-study of key aspects of school operations. Because the school has a history of poor responses by the wider parent group to surveys, the school put in additional effort to provide incentives to complete the survey. Members of the Executive team and student counsellors made themselves available in meetings with a range of cultural parent groups to assist in understanding the survey. This inclusive approach was greatly appreciated by parents of Aboriginal, African, European, Filipino and Vietnamese backgrounds. Assistance was also offered at the general Parent Teacher meeting in term 3.

The results revealed:

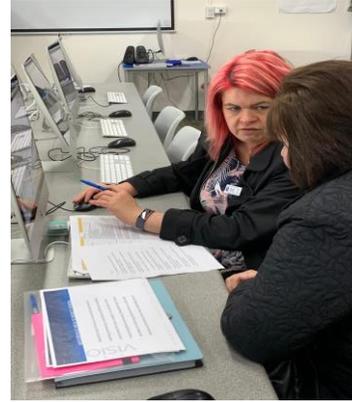
- Significant parent confidence and satisfaction with the opportunities and services provided by WHS. 94% felt that their child's learning is adequately supported by the school, 77% felt that the unique needs and abilities of their child were identified prior to their entry into WHS.
- 95% of parents agreed that WHS provides sufficient information regarding the achievement and progress of their child.
- 91% felt that their children were engaged in their learning and they understood what their child's marks/ assessment grades meant
- Parents felt students were supported both academically and emotionally whilst engaging in a challenging curriculum (over 95%).
- 98% were extremely satisfied with the supportive environment provided by WHS. 94% agreed that they understood the school's expectations regarding student behaviour
- Overwhelmingly impressed with their child's opportunities to learn (91%) generally, opportunities to learn languages (88%) and IT as an enhancement to learning (99%).

Of particular relevance to the Council of International Schools' criteria:

- 94% believe WHS uses local cultures to enrich their child's learning
- 78% believe the school engages them on how best to support their child's language development.
- 81% are confident in the school's ability to communicate our mission, vision and global diversity as well as in governance and leadership (over 80 %.)

Recommendations:

- Greater consistency of teacher use of *DayMap* to upload learning materials, assessment tasks, due dates and results so that parents can access this information more regularly through the Parent Portal in *Daymap*
- The school to run sessions on how to access the Parent Portal of *DayMap* at Parent Teacher evenings, with particular evening sessions if needed for parents of non-English speaking backgrounds



Parents from various non-English speaking cultural backgrounds were supported to fill in the Council of International Schools (CIS) Community survey on their assessment of the support that the school gives to their children's wellbeing and learning.

Student Wellbeing:

Woodville High School is well known for its focus on student wellbeing. Additional wellbeing support structures were introduced in 2019 with the employment of both a School Psychologist and a Youth Worker. These initiatives were augmented by the introduction of a School Assistance Dog to support mental health. Woodville High School is the only secondary school in the state who has a dog who is trained to support mental health and wellbeing. This was highlighted by a Channel 7 news item. I thank the first and second handlers of our dog, Laser, for their additional work in making this support accessible to our students.

The Department for Education's (DfE's) Wellbeing and Engagement survey provides information addressing social and emotional development, physical health and wellbeing, relationships and connectedness with parents, peers or other adults in addition to experiences at school and use of after school time. The school is pleased that recommendations from our site were incorporated in this year's survey in that the senior students in years 11 & 12 were also included as was the role of bullying in wellbeing. The WEC survey was held much earlier in 2019. While this allowed longer for the results to be considered by the school community, the early timing might explain a drop in reported sense of belonging and perseverance by the Year 8s. At the time of the survey, Year 8s were still finding their way at school in terms of identifying and relating to significant adults and also in terms of coping with the study demands of high school. Despite this area of concern which will need to be addressed in preparation for Year 7s into high school in 2022, there are some pleasing results for our school when compared to the state average:

- Woodville High School reports less verbal, physical and social bullying than across the state but concerns about cyberbullying registered slightly above the state average. The positive result is in line with results across a number of years which confirms the impact of the school's approach to both addressing bullying and harassment as well as reinforcing the graduate habit of "Respecting Others"
- The data shows that the school has more of an impact in key areas of student wellbeing that can be influenced by the school when linked to the higher negative results some students report in terms of health and wellbeing out of the school where they report a lack of access to breakfast, sleep and sport. Not surprisingly, but sadly, this is indicative of a significant cohort of students living in poverty. The volunteer work of staff who run the Breakfast Club are to be commended as is the number of staff who volunteer to offer inter-school and after-school sport.

The inclusion of results from the senior school showed that Year 12s scored highest on many of the indicators relating to a sense of belonging to the school and relationships with significant adults in the school. This is an endorsement of the development of the mentoring model in year 12 under the leadership of the Senior team. Surprisingly, there are less students in the junior school who felt that there are important adults in school (60%.) who care for them. This is an area that needs to be addressed, particularly in light of younger students joining our school community from 2022.

Particular aspects of the student surveys include:

- 83% expressed that they felt teachers expected them to do their best
- 65% of students felt that their teachers motivate them to learn, which is a 6% increase over the last 2 years
- 70% strongly agreed that teachers provide them with useful feedback.
- 62% expressed that teachers treat students fairly
- The question relating to feelings of safety at school show a 4% increase in 2019. This builds on our focus on student's wellbeing and our attention to following up on bullying and harassment issues
- 30% of students feel that student behaviour is well managed in the school, however 36% of students did not agree/nor disagree. In 2019 executive reviewed the consistent consequence for behaviour management at WHS and this was shared with all staff. As this matches staff feedback relating to student behaviour management, the Executive team will construct workshops with students and staff relating to varying attitudes and values around the role of discipline.

Recommendations:

1. Continued funding of the additional mental health support structures introduced by the school
2. Wider promotion by Student Voice of the Braiding Project's statement about the importance of the school's Graduate Habit of "Respecting Others"
3. Continued work to build teachers' capacity to provide timely feedback on the progress of their work prior to the final assessment.

Staff Wellbeing:

Staff wellbeing underpins relationships with students and effective teaching. In 2018, it was recommended that there be opportunities to address staff wellbeing in the professional development calendar. This was done so in 2019. Topics on the student free day provided a range of activities for staff to try; these included self-regulation techniques, mindfulness activities, meditation and yoga.

The annual survey of staff indicates that In 2019, there was a 5% increase in teachers' perception that staff at WHS expect students to do their best and 82% believe that student learning needs are being met with 89% of staff judging that teachers at our school treat students fairly. 89% of staff believe that they provide useful feedback to students in relation to their work. It will be interesting to compare the student perceptions of this in the annual Effective Teaching survey which is yet to be analysed early in 2020 by Student Voice with the assistance of UniSA.

There are two areas of concern that need further investigation. Only 63% of staff felt well supported at the school which is of concern as this mirrors data from the Psychological Hazard and Health Checklist. Underpinning much of this is the concern about student behaviour management. Only 51% of staff felt that their opinions are taken seriously is of concern with 31% of staff neither agreeing nor disagreeing.

On a more pleasing note, 87% of staff believe that the school looks for ways to improve and there was a 17% increase in the percentage of staff feeling that they receive useful feedback about their work at this school.

Recommendations:

1. Structure opportunities for staff wellbeing focussed activities which proved successful in 2019
2. Provide professional learning about a range of theoretical models underpinning different approaches to student behaviour management
3. Review the role of Learning Area and School Services Officers meetings in providing a forum for staff consultation on matters pertaining to their work
4. More attention in communicating decisions to staff.

Attendance in 2019:

The overall school rate of 85.6 is the highest it has been since 2015. The attendance rate for 2019 increased in 3 of the year levels, raising a significant 4.9% in Year 11. The overall rate is 85.6% compared to 83.9% in 2018. Total school increase of 1.9% compared to 2018. The Year 8 cohort is almost exactly the same as 2018 and there were increases in year 9,10 and 11 when compared with 2018. It is important to note that many students attend well over 90% of the time but the school's overall attendance rate is impacted by the number of families who have extended overseas holidays to reconnect with families in their home country. The impact of a small percentage of students who are chronic non-attenders is also significant. Year 9 increased by 1.2%, Years 10 increased by 2.7% with Year 11 attendance increasing by 4.9 %.

Through the work of our Youth Worker and FLO Manager home visits greatly increased this year leading to some improved attendance for closely monitored students. The investigations by these two members of staff have shown that the main reason for the absences of chronic or habitual non-attendees is family based. For those students who are not experiencing success in mainstream schooling, the Flexible Learning Pathways Manager is able to organise alternative pathways to success with the agreement of the students and their families.

Attendance

Year level	2016	2017	2018	2019
Year 7	89.1%	100.0%	94.4%	82.4%
Year 8	87.3%	87.9%	87.7%	87.5%
Year 9	83.3%	84.2%	83.6%	84.8%
Year 10	85.0%	82.1%	82.9%	85.6%
Year 11	81.5%	84.0%	81.2%	86.1%
Year 12	82.0%	80.1%	84.1%	83.9%
Secondary other	81.5%	85.3%	79.4%	83.7%
Total	83.8%	83.8%	83.7%	85.6%

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

Recommendations for improved attendance:

1. Continue to publicise to caregivers the important link between attendance, retention to Year 12, learning achievement and choice of career pathways
2. The Aboriginal Education team to focus on improving the attendance of the cohort of Aboriginal students , some of whom have a pattern of habitual non-attendance. Link good attendance with an excursion at the end of each term.

Teaching for Effective Learning:

The *Art and Science of Teaching* (ASoT) remains the school's framework for effective teaching, influencing our focus for Professional Development, teacher's Professional Development Plans and classroom observation. The focus for many years has been the underpinning teaching strategy of being clear about the learning goals for a unit of work or extended task, with the use of Proficiency Scales as a vehicle for providing feedback along the way in a task. This is called formative assessment. 6 members of staff, under the leadership of the Senior Leader: Middle School and Teacher Professional Growth participated in training on formative feedback through a DfE program called Learning Design, Assessment and Moderation. This information was shared with all staff and a professional learning team examined the formative feedback strategies which worked most successfully with their students.

The school is also committed to the explicit teaching of the skills of critical and creative thinking. To this end, all teachers were trained in teaching strategies through the *Tactical Teaching: Thinking*. Training of facilitators in Reading and Writing strategies through Tactical Steps will support the achievement of improved student achievement in these two core areas of literacy. (See the 2020-2022 Site Improvement Plan on page 4). The implementation of these strategies through classroom practices encourages students to develop higher order thinking skills and their capacity to read and write more sophisticated texts for particular audiences. The literacy focus for 2020 will be on Reading and how to support adolescent learners to develop the level of reading skills required to succeed at a high school level. The Numeracy focus will continue to be multiplicative thinking as it is important in all areas of learning.

The online Learner Management system, *DayMap*, has been open to families via the Parent Portal, since the middle of 2018. Training sessions have been run for parents to learn how to access the parent portal. In order to address what parents reported as uneven implementation of the expectations of what teachers post for students and parents to access, these expectations have been clarified and publicised in all Learning Area Offices and the Staff Handbook.

The annual *Effective Teaching Survey*, which has been conducted since 2014, was undertaken in 2019 with the support of the University of South Australia. The survey questions are aligned with the *Art and Science of Teaching* framework, enabling reflection and shared discussion about teacher and student perceptions of effective teaching in our school. Progress is able to be tracked and reflected upon with the support of Student Voice members. The student opinion survey also provides similar insights into learner experiences at the school. Major foci this year were on student wellbeing and student learning and how these might be improved.

Recommendations from students for more consistent school-wide effective wellbeing and teaching practices are as follows:

WELLBEING

- Improving the connectedness of students with teachers through;
 - Have more events/activities where teachers and student get to know each other, particularly in week 1

- Home Group; using Pathways opportunities in the program to allow students to get to know teachers better; adding one on one talks with the HG/mentor teacher about their mental health and how things are going; staying with HG teachers longer
- Subjects (Subject teachers are sometimes easier to get to know); teachers using short wellbeing sessions/mindfulness during class to help self-regulation; encourage students to ask for help academically and for wellbeing

LEARNING

- Explicit information and constant reminders
 - About homework help - what it is and where to access
 - In the use of daymap (teachers now have minimum requirements for uploading course material and assessment)
 - In self-organization
- a preference for Proficiency Scales attached to extended task rather than whole term
- spreading the tasks to avoid overload particularly at term end

Students also commented on an increased awareness of Learning Goals in lessons and topics

GRADUATE HABITS FOR SUCCESS

The graduates of Woodville High School will be prepared to be:

- Global and local citizens
- Respectful of other people
- Confident life-long learners

The following Graduate Habits are the foundation for success.

Respecting others

- Showing manners and courtesy
- Behaving in ways that are right for yourself and others
- Valuing difference and diversity
- Learning cross-cultural communication skills

Persevering

- Focus on our success
- Ability to “bounce back”
- Positive attitude
- Knowing where to get advice and support

Thinking in Critical and Creative ways

- Being open to new ideas
- Thinking and solving problems in different ways
- Reflecting on learning and experiences
- Collaborating with others

D I V E R S I T Y - C R E A T I V I T Y - S U C C E S S

ACADEMIC SUCCESSES 2019



Year 12 Dux of the School, Louis Potter who gained an ATAR of 95.8 and a High Distinction In his Adelaide University Head Start course.

Speech Night 2019



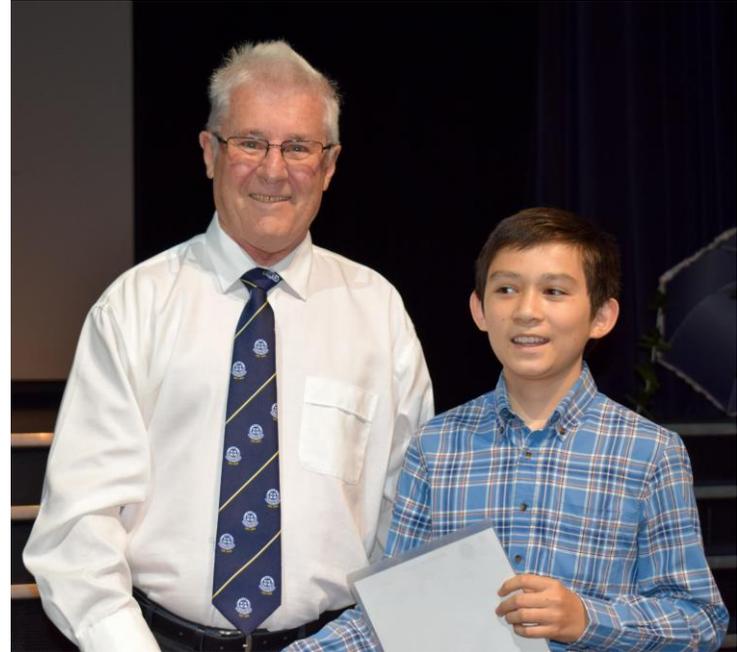
School Captains, Jetroe Del Mundo, Lauren Newlands, Sanela Konjevic and Louis Potter.



Guest speaker, Emily Kroehn (nee Gregor) with Year 12 Dux Louis Potter and Year 11 Dux Tarik Habibovic.



The Honorable Joe Szakacs, local MP for Cheltenham,
with Tamia Blackwell.



The President of the Woodville High School Old
Scholars with academic awardee Michael Clarke.



Kai Duncan, Year 8 academic award presented by the President of the Woodville HS Old Scholars, Mr Brian Marsland.



Bryce Cawte, an awardee of the Order of Australia Young Citizens Award with Professor John McKellar (AM) of the Order of Australia Association.



Inner West Partnership Education Director, Mr Paul Newman, with winner of the Caltex Award for leadership, Jetroe Del Mundo.

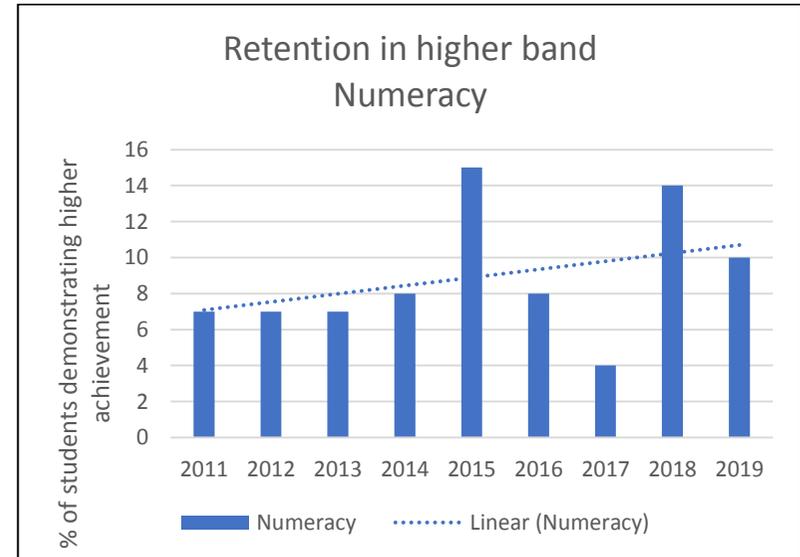
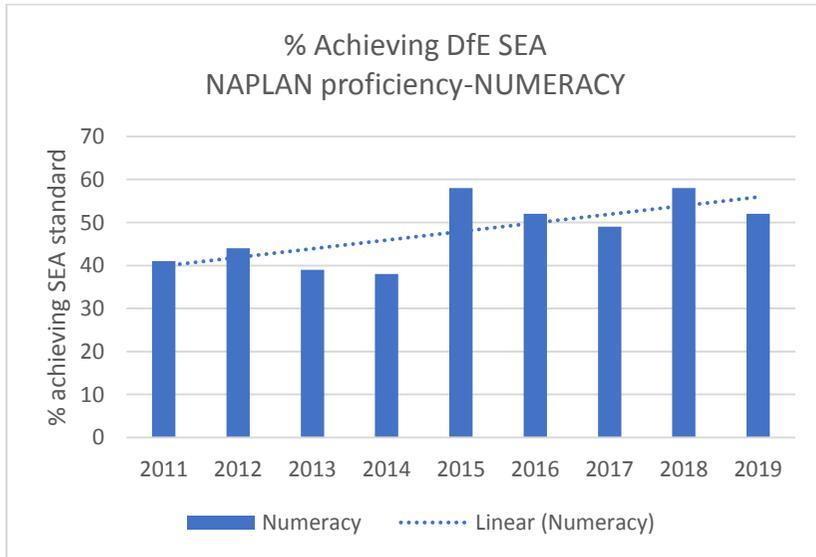


Former teacher, Mr Alex Semmens with Junior Indigenous prize winner, Erin Davis.

2019 STUDENT ACHIEVEMENT:

NUMERACY: Although there has been a drop in Numeracy achievement this year, the overall results place us still at the top end of our historic trend range. There is a saw-tooth pattern that is a strong indicator of the results being dependent on the cohort of students.

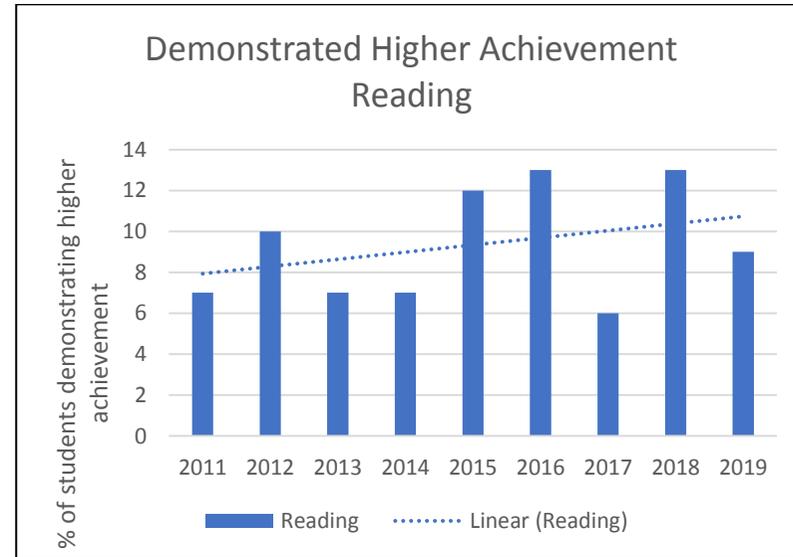
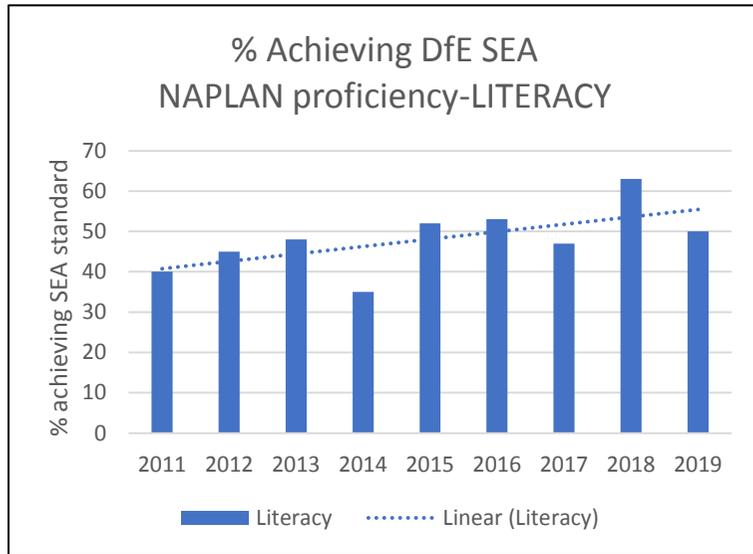
The trend continues upwards over the long-term.



A clear focus on Multiplicative Thinking, has been documented throughout year 8, 9 and 10 courses to enhance working towards the Numeracy Site Improvement Plan goal. All staff have been upskilled on multiplicative thinking and SMARTAR goals have been written for students with a one plan or who were performing below the SEA. This focus will continue into 2020.

LITERACY: The pattern here mirrors the numeracy pattern on the previous page, a further indication of cohort-driven results.

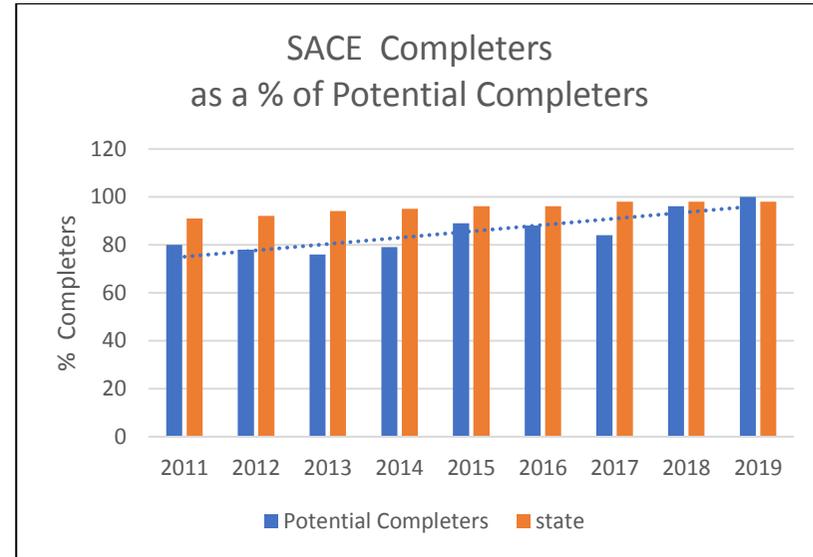
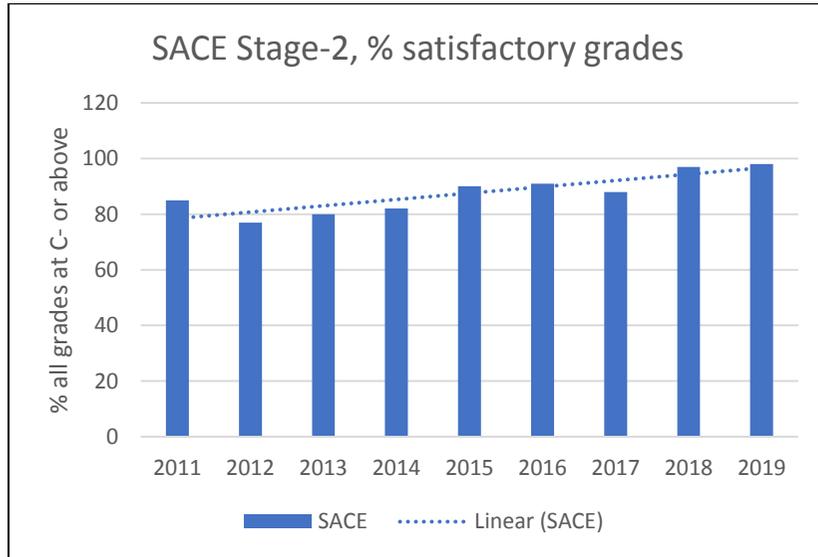
Again, the trend continues upwards over the long-term.



Examining other sources of data for Year 8 and Year 9 indicates Interpreting, Analyzing and Evaluating needed improving. The English/EALD Learning Areas will introduce a Year 8 reading program requiring students to read a minimum of 1000 pages throughout the year. Greater emphasis will be placed on explicitly teaching text conventions and stylistic features using a simplified version of the Communication Model taught in Year 11. This incrementally builds student knowledge in literary techniques to improve Interpreting, Analyzing and Evaluating and the Examining Literature AC Strands. Whole school training in Tactical Teaching of Reading strategies should allow further improvement.

SACE: The 2029 cohort performed well. 100% of potential completers achieved their SACE! We have been working towards this goal for many years.

Student results show we maintained the % of A and B grades while our overall number of D, E grades dropped again to just 2%.



Seven students achieved an ATAR >90 and the highest rank was 95.80 by Louis Potter. A further 9 students achieved an ATAR above 85.00. Stage 1 indicators match State averages in the high 90% range.

SPECIAL INTEREST MUSIC CENTRE REPORT

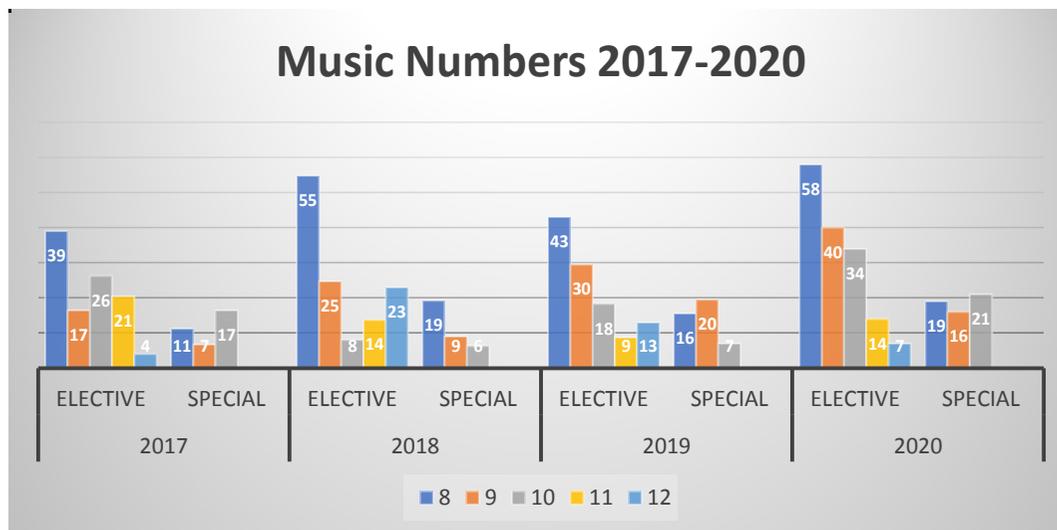
2019 has been another busy performance year for the Special Interest Music Centre. Each year the staff and students are committed to playing for many annual performances and competitions and providing quality entertainment. The frequency of performances is augmented by the many corporate and community requests which we receive throughout the year. This year saw the students and staff from the Special Interest Music Centre manage an average of over one concert, performance or workshop per week. Term 3 was particularly busy, with 20 performance commitments in 10 weeks.

We are very pleased to have renewed our commitment to representing our school at a state and national level, through participation in *Generations in Jazz*, the *ABODA South Australian School Band and Orchestra Festival* and the *Victorian Schools Music Festival*.

We have continued to develop our partnerships with local feeder primary schools through performances at A Taste of High School, Primary Band workshops and Primary School Tours. An additional opportunity was taken up to further develop our relationship with the School of Chinese Music, culminating with a combined performance in the *OzAsia Festival Chinese Music Concert*.

Enrolment data 2017-2020

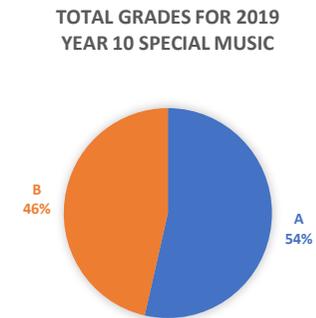
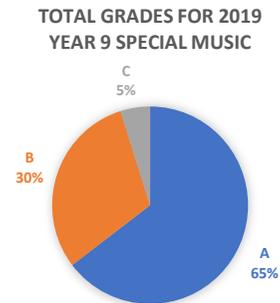
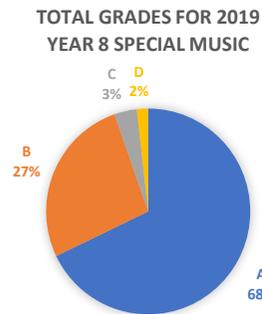
The strength of the music program has developed with more students being enrolled into the Special Interest Music Centre in Year 8 and retained from Years 8 – 12.



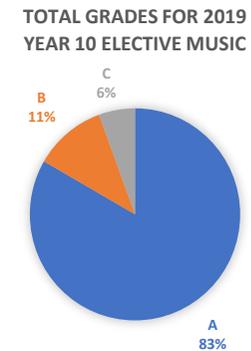
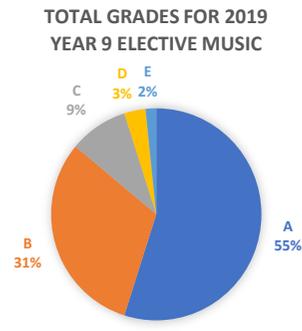
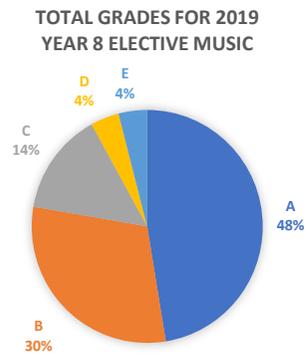
Academic Data for 2019

The academic achievements of students participating in the Special Interest Music Centre program is pleasing. The following graphs show academic achievement across all subjects and academic achievement in terms of music studies and performance for both the Special Interest and the Elective students.

Year 8-10 Special Music:

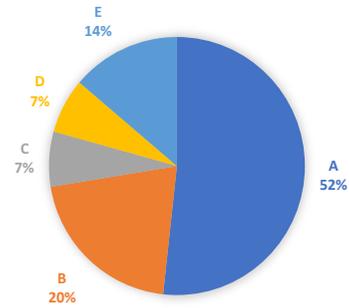


Year 8-10 Elective Music:



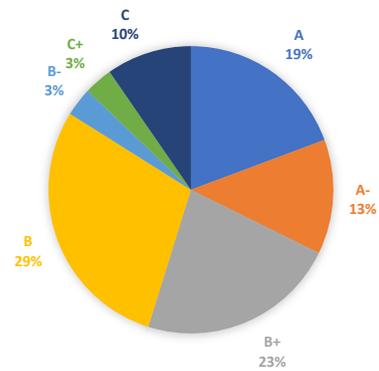
Stage 1 Music Advanced:

**TOTAL GRADES FOR 2019
STAGE 1 MUSIC ADVANCED**



**Stage 2 Music (combined Solo Performance, Ensemble Performance, Music Studies and Music Explorations):
Terms 1-3**

**TOTAL MUSIC GRADES 2019
STAGE 2**





2019 Dux, Louis Potter, and Year 11 Dux, Tarik Habibovic, with guest speaker and past scholar Emily Kroehn (nee Gregor)



Government of South Australia
Department for Education



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