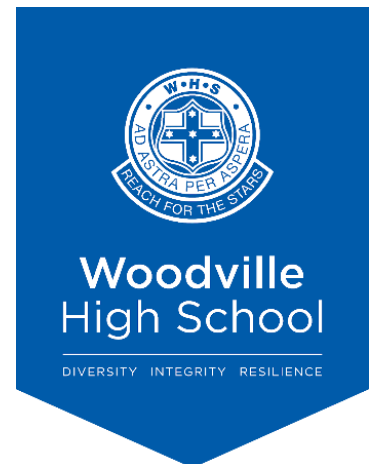




## 2024 Annual Report to the Community

# Woodville High School



Woodville High School Number: 0801

Partnership: Inner West

School principal:

Anna Mirasgentis

A handwritten signature in black ink, appearing to read 'Anna Mirasgentis', written over a white rectangular background.



## Context Statement

Woodville High School was established in 1915 and celebrates over 110 years of providing education. Since 1915 Woodville High School has transformed as a school and is committed to a unified vision: A human-centred learning community that nurtures belonging, transformative growth and success for every learner. We are a community that celebrates success in all its forms and offers opportunities for all to experience the joy of personal achievement - a community who is aspirational as they reach for the stars, who are willing to take risks, to try new things and imagine a future even greater than its past. Woven into the fabric of the western suburbs, Woodville is an active and proud member of the City of Charles Sturt and enjoys a vibrant Old Scholar community.

Woodville High School caters for students from 7-12. At the time of this report, the enrollment in 2025 is 1215. Woodville High School is classified as Category 2 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 9% Aboriginal students, 18% students with disabilities, 26% students with English as an additional language or dialect (EALD) funded background, 1% children/young people in care.

Woodville High School is a proud advocate of public education and has a strong focus on equity and excellence for every learner, to ensure that a person's socioeconomic status, disability, environment and personal circumstances ceases to be a significant determinant of their educational outcomes. Our Woodville is multi-ethnic, multi-faith and multicultural and this is one of our greatest strengths and defines and unites who we are as a school. Woodville takes pride in this with many students coming from over 80 different cultures. As such our responsibility as a school is to ensure young people through all areas of the curriculum appreciate different perspectives and worldviews, interact successfully and respectfully with others, and take responsible action to build a more just, peaceful, inclusive and environmentally sustainable world.

Woodville High School is one of four Special Interest Music Centres in South Australia. This Special Interest Music Centre is a lighthouse of music education and is recognised locally, nationally, and internationally as a centre of excellence. The program develops the gifts and talents of young people from disadvantaged backgrounds to a high level of academic and personal success and provides unique opportunities for students.

Further information about the school is available on the school's website (including its context statement), as well as the My School website.

# Governing Council Report

It is with great pleasure that I present the Chairperson's Report for Woodville High School for the academic year of 2024. Last year has been marked by significant achievements and progress across various facets of our school and school community. As Chair and on behalf of the Governing Council, I congratulate Principal Anna Mirasgentis and her staff on another successful year. The school has continued to transform and strengthen its performance in building a strong culture, improving student academic performance, wellbeing and attendance while building a strong sense of community.

I thank the members of the Governing Council for their support and commitment to Woodville High School. On behalf of the Governing Council, I wish to thank departing members, students and staff representatives for their service in 2024 and look forward to welcoming new and continuing members to the Governing Council in 2025.

The Governing Council in 2024 committed to not only provide the best in facilities and learning opportunities but also withheld any fee increases recognising the cost of living increases and the high interest rates for families. Some of our highlights from 2024:

- Co-designed a Strategic Plan with a clear vision, mission and sense of purpose
- A coherent new narrative for Woodville High School. We have been able to tell our story about where we have come from, where we are going and the impact we aspire to have. We have a clear understanding of our moral purpose and what we value as a community.
- Our Strategic direction shapes innovation in pedagogy, curriculum, assessment and strengthens a culture of high expectations
- Transition to SEQTA and a Continuous Reporting Model
- Development of a Data Dashboard that provides agency for students to monitor their own progress and set goals for improvement.
- Full implementation and visibility of the House System and Shields and Banners around the School and St Clair Recreation Centre
- Moving towards a future focused school that prepares young people for a future that is uncertain and complex by leveraging technology – Cybersecurity Escape Room, VR Lab, use of AI, SEQTA AI, DfE EDchat and exploration of Brisk AI, development of AI Guidelines
- PLT's as a mechanism to assess impact on student cognitive engagement, achievement growth and wellbeing
- Engagement of learners, their families and the community in the improvement agenda through the various committees
- Provide teachers with the flexibility in curriculum design to address current world, real life problems with their students through the lens of design thinking
- Commitment to the development of a learning ecosystem – learning assets of culture, sport, business, industry, local government, community organisations interact to foster authentic deep and sustained learning, removing subject silos.
- Entrepreneurial pathway provided students with ability to shape their learning
- The student leadership model empowers students to have an active role in making choices and decisions that shape their learning, wellbeing and experience of school
- Improved academic performance and student growth
- Reduction of student suspensions and exclusions
- Transition from FLO to tailored learning
- Review of Thrive

- Improved public perception and narrative of Woodville High School – parent survey, WEC data
- Growth in the International Program
- Integration of the Clontarf Academy and development of the Sisterhood Strong Pilot Program for Aboriginal and Torres Strait Islander Students.
- First year of the partnership with Adelaide United
- Began the second year of partnership with Adelaide 36ers Basketball competed on a national stage (1 boys and 1 girls team) at the Australian Schools Championships on the Gold Coast
- Launch of the student art work - Colours of SA at Adelaide Airport
- Student Mural at Arndale Shopping Centre in partnership with our Primary Schools

We had the opportunity to host the regional education director Mr Paul Newman at our October meeting. The school continues to receive great feedback from the department for the continual improvements achieved in all areas.

The Governing Council took the opportunity to discuss the early reappointment of our Principal Anna Mirasgentis for a second 10 year term. Mr Newman listened to the positive performance feedback from all members of the Council and agreed to look at the request. He was happy to see a school community in total alignment on the school vision and direction.

The school is at capacity for 2025 across most year levels with students coming to Woodville from many areas across Adelaide for the programmes offered, it is a great accolade that Woodville High school is continuing to be a destination School for the western suburbs.

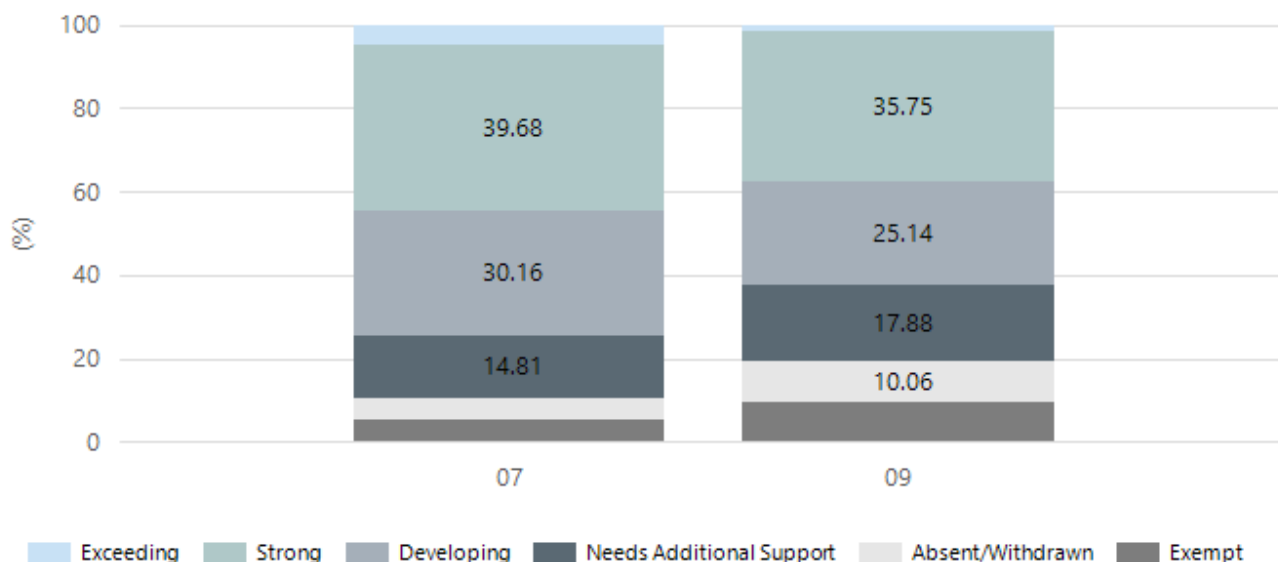
Thank you Woodville High School for the privilege of allowing me to serve as your Chair. I am committed to continue to do everything within my power to deliver to our students every support, encouragement and opportunities to thrive.

# Performance Summary

## NAPLAN Proficiency

In 2023 the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.

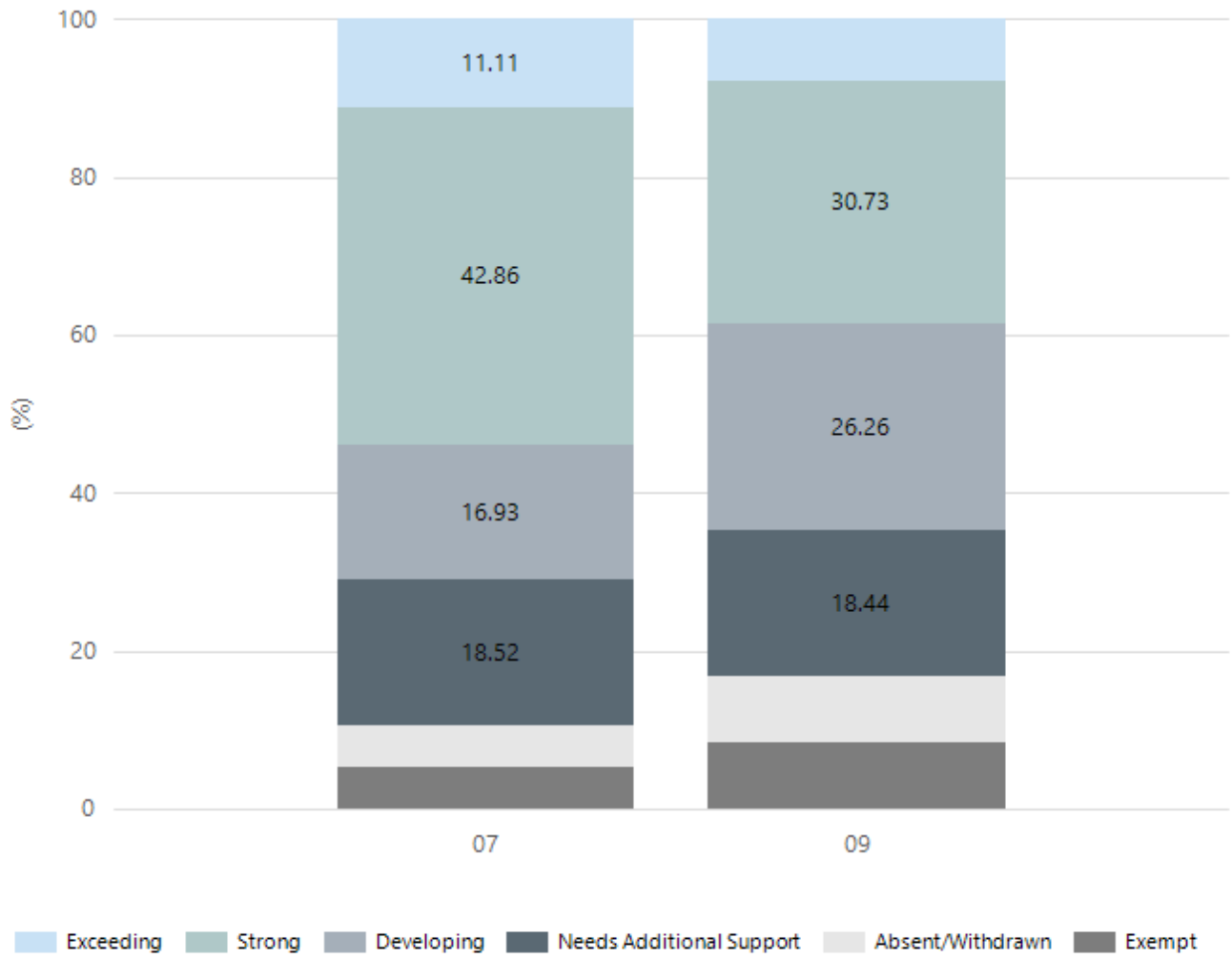
### Numeracy



Year Level	07	09
Exceeding	9	3
Strong	75	64
Developing	57	45
Needs Additional Support	28	32
Absent/Withdrawn	10	18
Exempt	10	17
Total	189	179

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

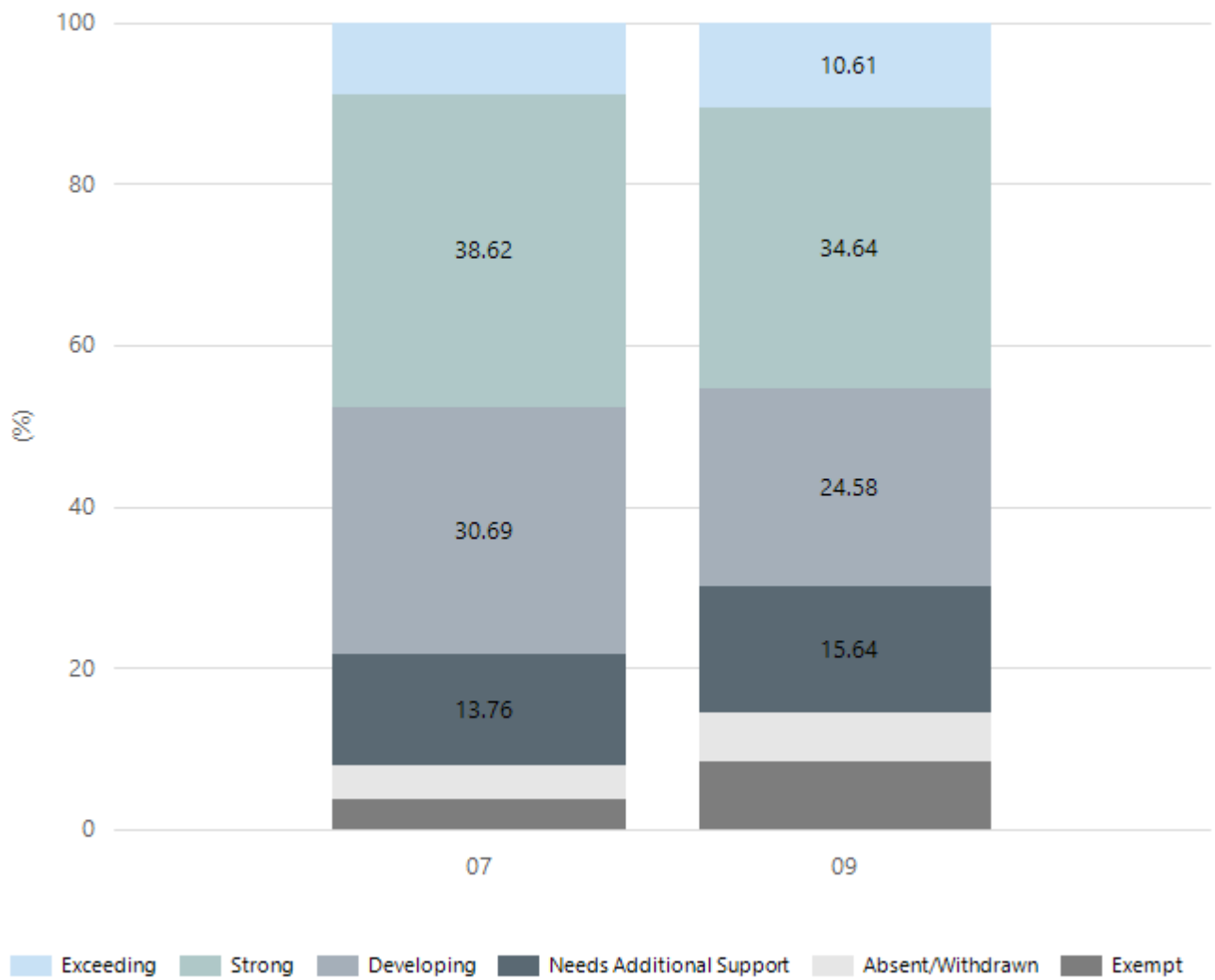
## Reading



Year Level	07	09
Exceeding	21	14
Strong	81	55
Developing	32	47
Needs Additional Support	35	33
Absent/Withdrawn	10	15
Exempt	10	15
Total	189	179

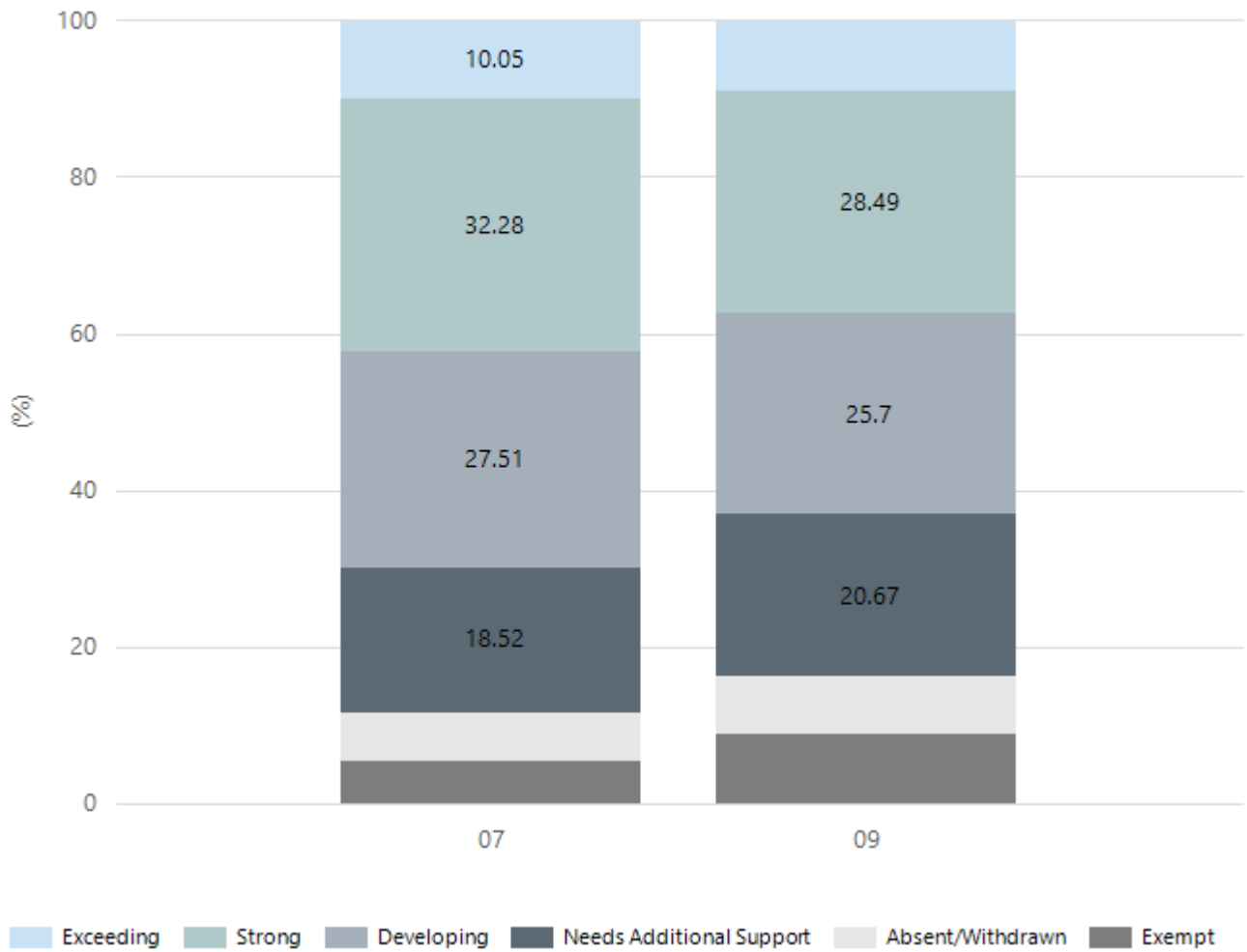
Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

## Writing



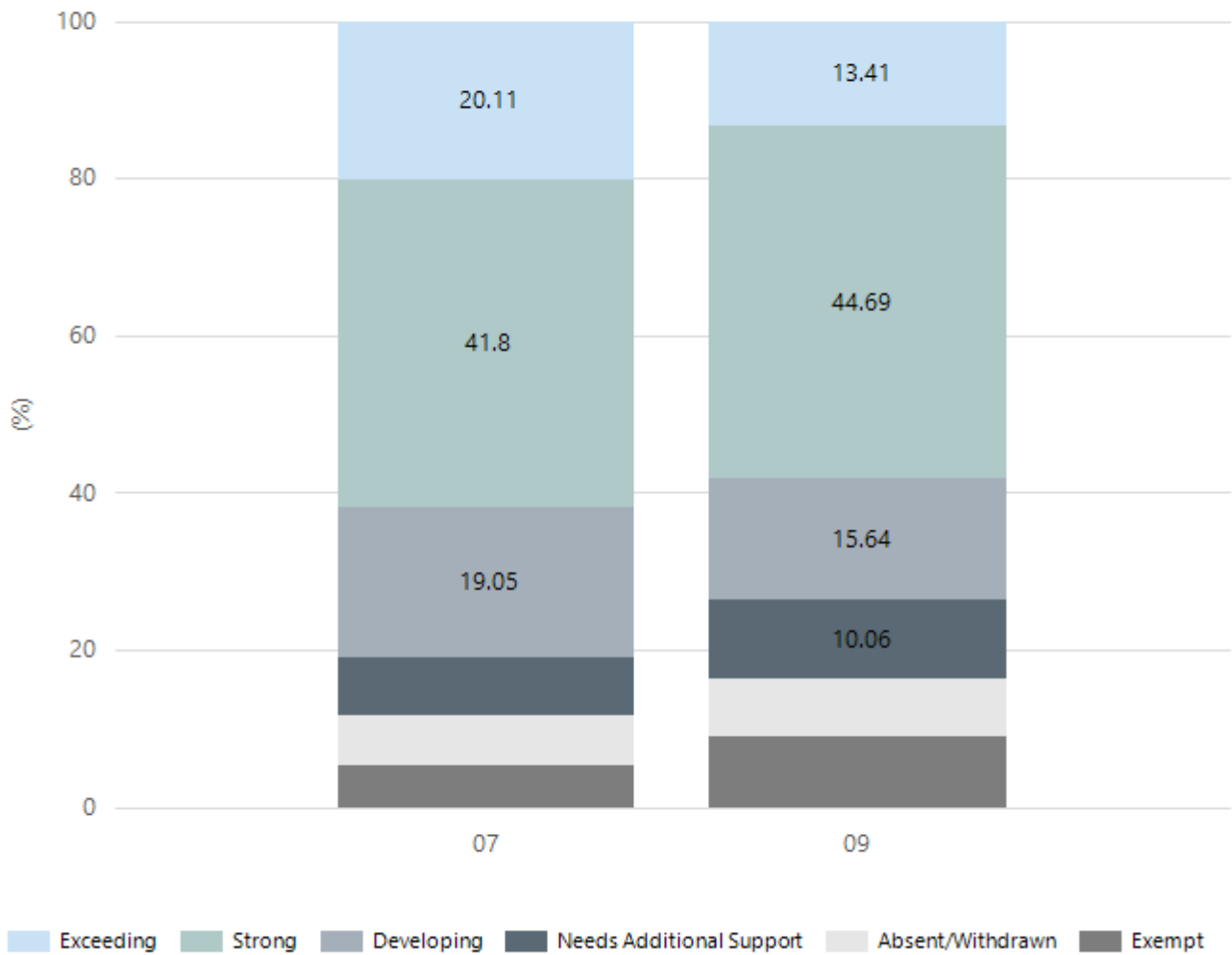
Year Level	07	09
Exceeding	17	19
Strong	73	62
Developing	58	44
Needs Additional Support	26	28
Absent/Withdrawn	8	11
Exempt	7	15
Total	189	179

## Grammar



Year Level	07	09
Exceeding	19	16
Strong	61	51
Developing	52	46
Needs Additional Support	35	37
Absent/Withdrawn	12	13
Exempt	10	16
Total	189	179

## Spelling

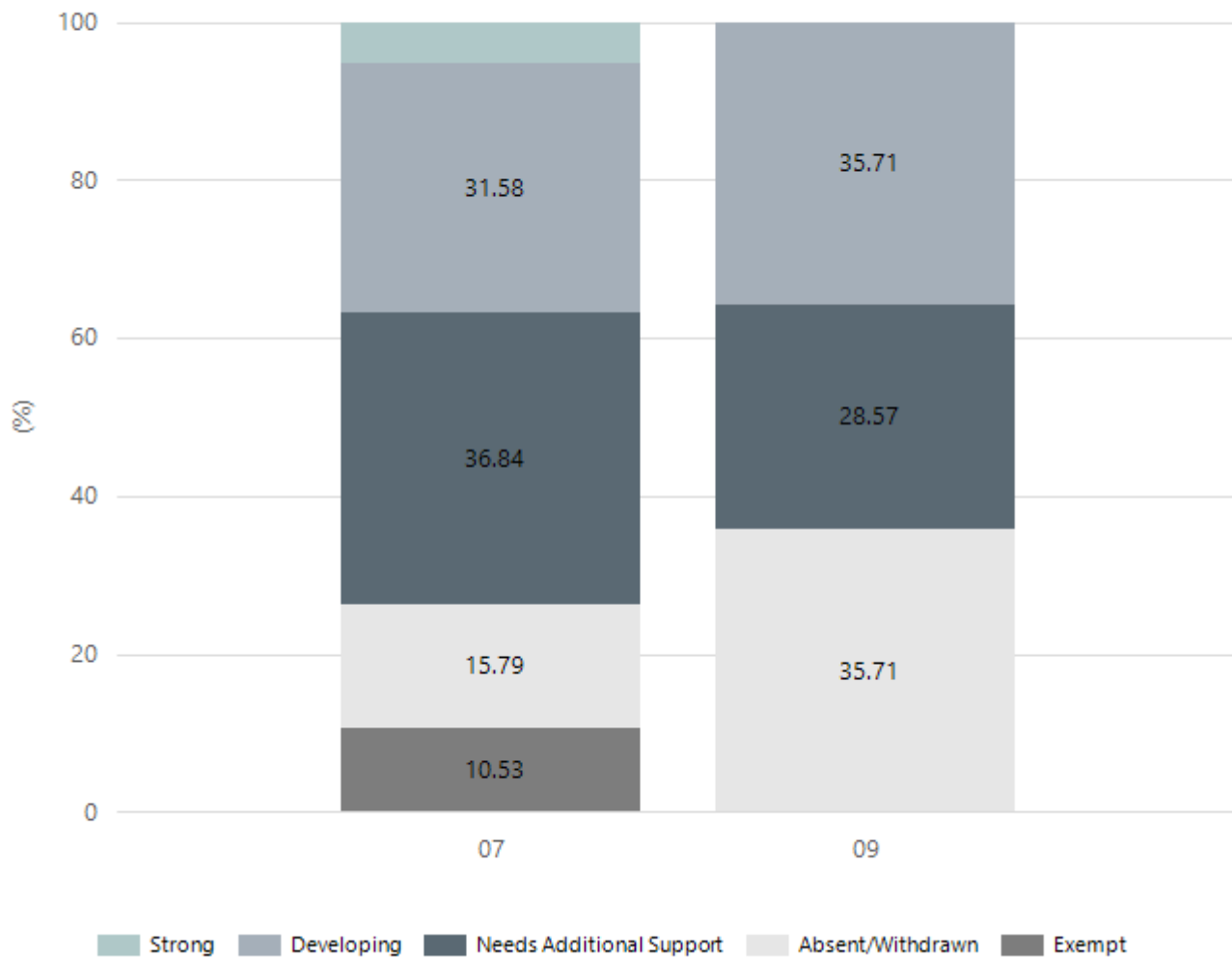


Year Level	07	09
Exceeding	38	24
Strong	79	80
Developing	36	28
Needs Additional Support	14	18
Absent/Withdrawn	12	13
Exempt	10	16
Total	189	179

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

# NAPLAN Proficiency - Aboriginal Learners

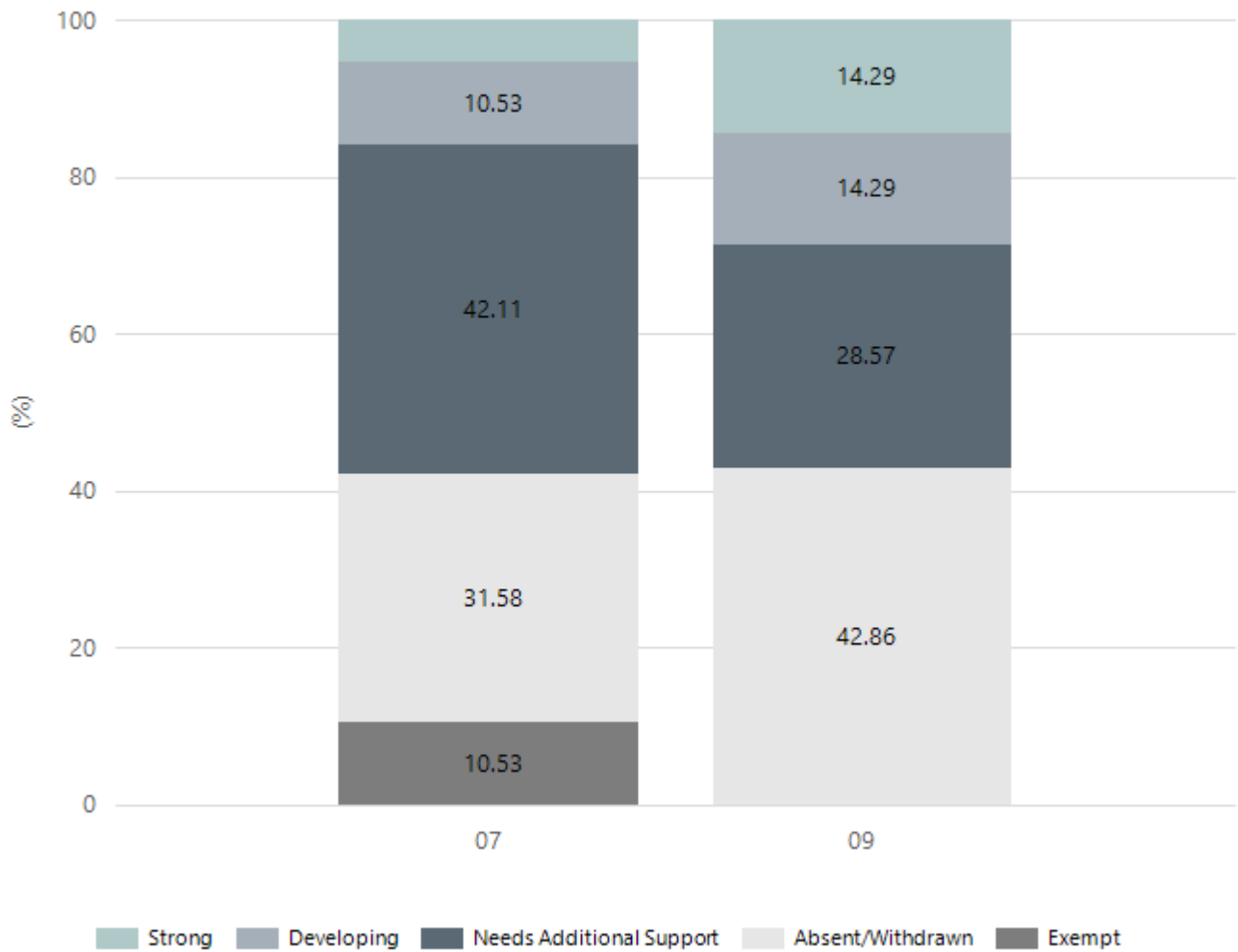
## Numeracy



Year Level	07	09
Strong	1	
Developing	6	5
Needs Additional Support	7	4
Absent/Withdrawn	3	5
Exempt	2	
Total	19	14

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results. Only data for Aboriginal learners is displayed.

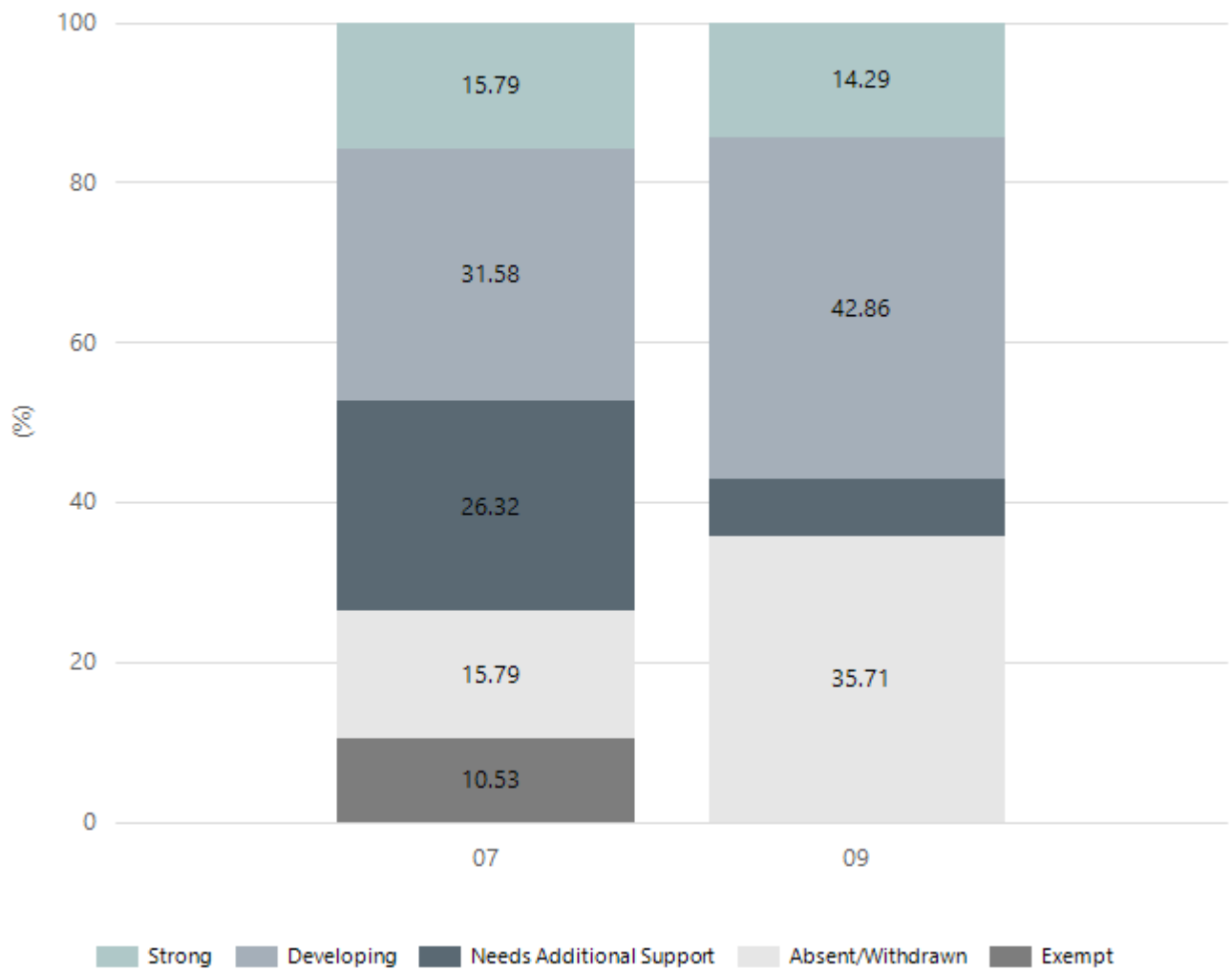
## Reading



Year Level	07	09
Strong	1	2
Developing	2	2
Needs Additional Support	8	4
Absent/Withdrawn	6	6
Exempt	2	
Total	19	14

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results. Only data for Aboriginal learners is displayed.

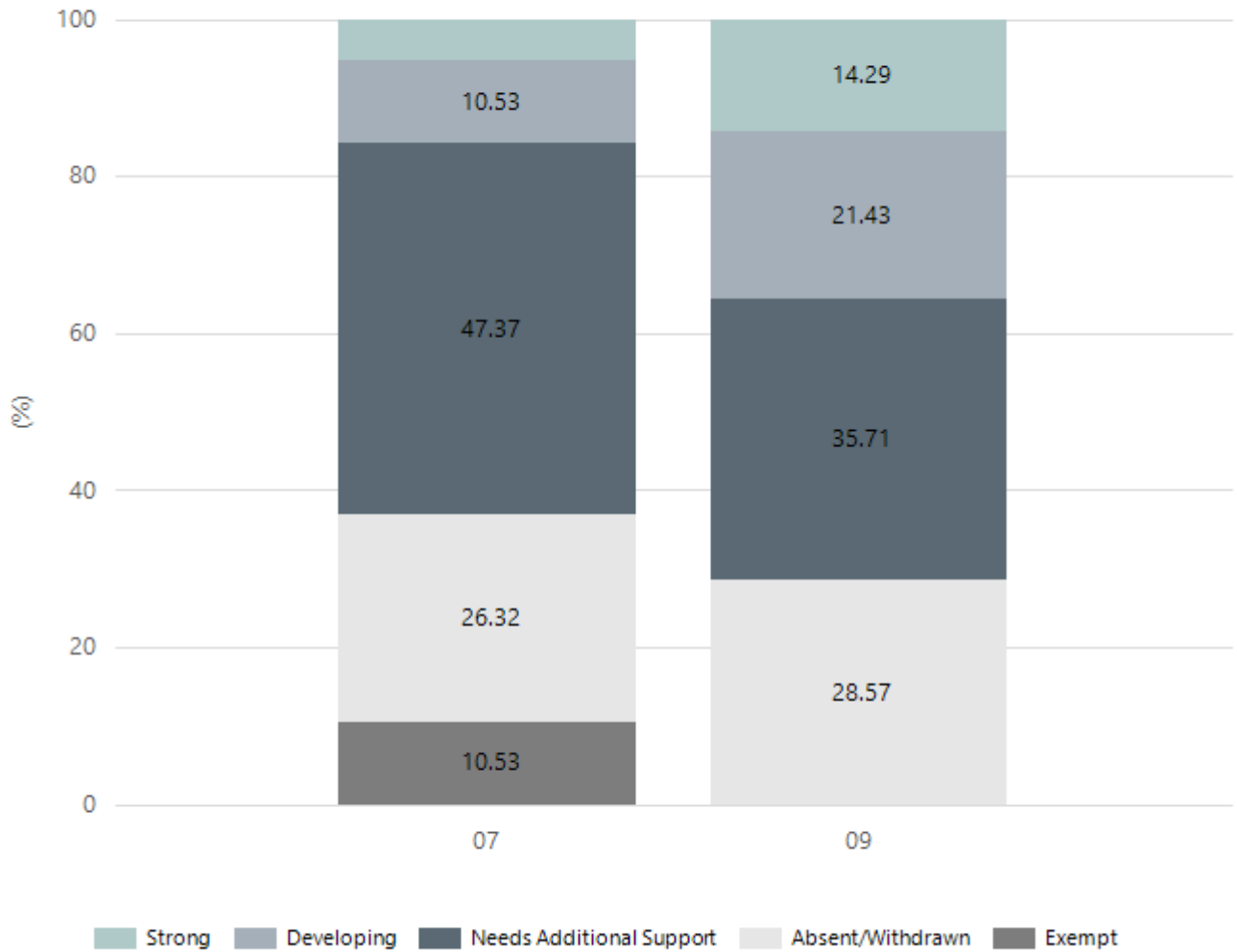
## Writing



Year Level	07	09
Strong	3	2
Developing	6	6
Needs Additional Support	5	1
Absent/Withdrawn	3	5
Exempt	2	
Total	19	14

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results. Only data for Aboriginal learners is displayed.

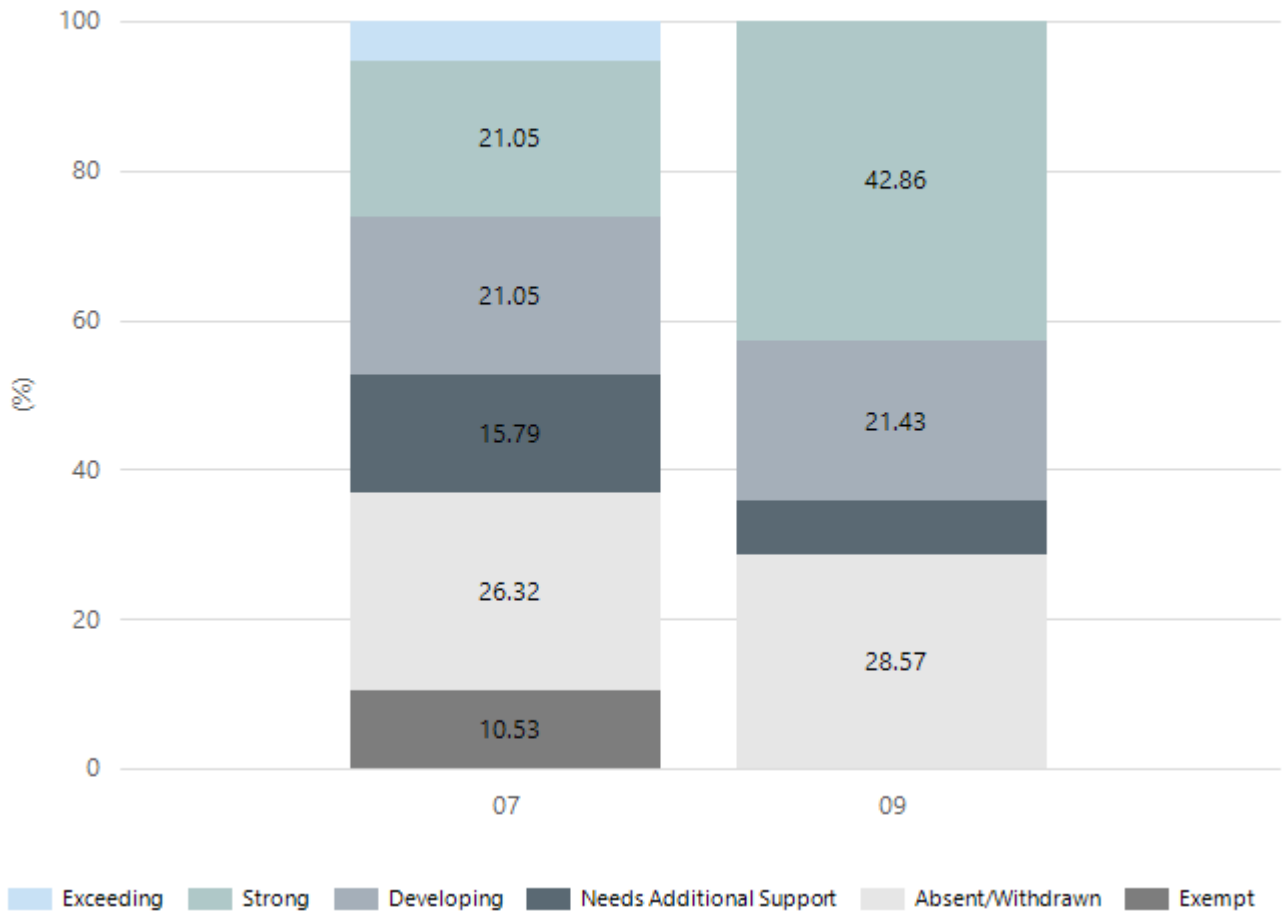
## Grammar



Year Level	07	09
Strong	1	2
Developing	2	3
Needs Additional Support	9	5
Absent/Withdrawn	5	4
Exempt	2	
Total	19	14

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results. Only data for Aboriginal learners is displayed.

## Spelling



Year Level	07	09
Exceeding	1	
Strong	4	6
Developing	4	3
Needs Additional Support	3	1
Absent/Withdrawn	5	4
Exempt	2	
Total	19	14

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results. Only data for Aboriginal learners is displayed.

## South Australian Certificate of Education – SACE

### SACE Stage 2 Grades - Percentage of grades that are C- or above for attempted SACE subjects (SEA)

2021	2022	2023	2024
99%	99%	100%	100%

Data Source: SACE School Data Reports, as of February 2024 for 2021-2023. 2024 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results may not add up to 100%.

### SACE Stage 2 Grade Distribution

Grade	2021	2022	2023	2024
A+	1%	2%	4%	3.18%
A	7%	8%	7%	12.12%
A-	12%	13%	15%	16.06%
B+	15%	13%	14%	16.06%
B	17%	15%	15%	16.36%
B-	15%	15%	15%	16.21%
C+	15%	15%	15%	11.52%
C	13%	16%	11%	6.36%
C-	4%	3%	3%	2.12%
D+	1%	1%	0%	0%
D	0%			0%
E+	0%			0%

Data Source: SACE School Data Reports, as of February 2024 for 2021-2023. 2024 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results 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

2021	2022	2023	2024
99%	100%	100%	100%

Data Source: School supplied data

## School Attendance

Year Level	2022	2023	2024
Year 07	85.1%	84.7%	89.2%
Year 08	80.0%	84.0%	84.8%
Year 09	79.5%	80.3%	84.9%
Year 10	81.3%	84.7%	87.7%
Year 11	80.3%	85.3%	88.3%
Year 12	84.0%	87.6%	92.7%
Secondary Other	76.5%	78.7%	81.0%
Total	81.3%	84.2%	87.7%

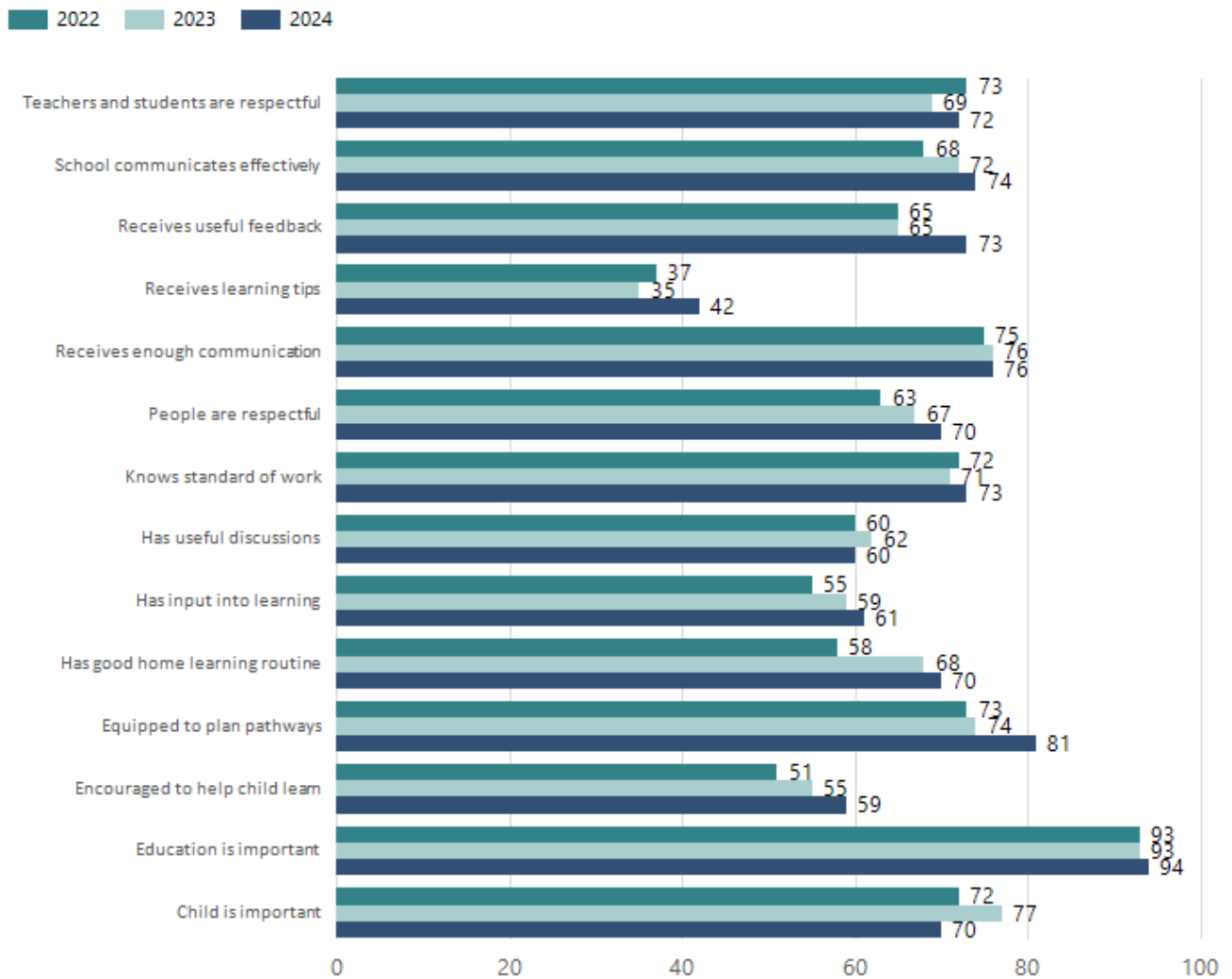
Data Source: Department for Education Attendance Data, Semester 1 Report 2024. A blank cell indicates there were no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to undertake further study at Year 12.

## Attendance Comment

In South Australia, all children and young people must be in school from 6 years to 16 years old. They must attend a government or non-government school full time. From age 16 to 17 however, young people must attend school or an approved learning program (such as an apprenticeship, traineeship, accredited course or university). Schools and parents must encourage and support students to come to school every day. Parents and caregivers must make sure their child is enrolled in a school and attends school all day and everyday it is open, unless a child is sick or has an approved exemption. Teachers and leaders actively follow up when a student misses school, including recording all absences and non-attendance. All schools in South Australia have local attendance procedures governed under the Education and Children's Services Regulations 2020.

# School Parent Opinion Survey Results

Proportion of agree/strongly agree response(%)



Data Source: 2024 Department for Education Parent Opinions Survey, Term 3 2024.

## Intended Destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	13	9.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	47	32.0%
U - UNKNOWN	77	53.0%

Data Source: Department for Education Destination Data Report, 2024. Data extract term 3 2024. Data shows recorded destinations for students that left the school in the previous year. Data is uploaded by schools in term 3 and may not reflect final or total figures at time of report creation.

## Highest 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's degrees or Diplomas	75
Postgraduate Qualifications	56

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2024. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

### Workforce composition including indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	82.8	3.0	36.5
Persons	0.0	88	3.0	42.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2024.

Please note: Data includes staff who are actively employed and on extended paid leave. "Indigenous category" is self-reported by staff in the system.

## Financial Statement

Funding Source	Amount
Grants: State	\$17,076,544
Grants: Commonwealth	\$0
Parent Contributions	\$473,692
Fund Raising	\$5,418
Other	\$1,284,116

Data Source: School supplied data.