



# WELCOME TO WAIKERIE HIGH SCHOOL

## Waikerie High School

### 2020 annual report to the community

Waikerie High School Number: 800

Partnership: Waikerie

Signature

School principal:

Mr Craig Griffiths

Governing council chair:

Mr Daniel McGurgan

Date of endorsement:

22 February 2021



Government  
of South Australia  
Department for Education



## Context and highlights

Waikerie High School caters for years 8 to 12. It is situated 183kms from the Adelaide CBD. The enrolment for 2020 is 272. The local partnership is the Waikerie Partnership and we connect with other Riverland Secondary Schools through the Riverland Secondary School Alliance.

The school is classified as Category 4 on the Department for Education Index of Educational Disadvantage.

The student population includes (15) 6% Aboriginal students, (23) 8% students with disabilities, (12) 4% students with English as an additional language or dialect (EALD) background, (9) 3% children/young people in care and (116) 43% of students eligible for School Card assistance. The school has 6 feeder primary schools and 75% travel to school by bus.

The school leadership team consists of a Principal, a Middle School and Senior School Leader and 5 Coordinators. There are a total of 39 staff including 23 teachers and 16 support staff.

## Governing council report

It is my pleasure to present the 2020 Waikerie High School Governing council report. In supplementing to Principal Craig Griffiths' report,

I wish instead to concentrate on two areas.

The first being the establishment of the mobile phone policy which commenced this year. This was proposed by the Governing Council and staff and was worked on in 2019 and came to fruition this year. Whilst some other schools and states debated this issue, Waikerie was at the forefront. The support of parents and students has been fantastic. Reports from staff and the SRC have been positive and compliance has been outstanding. It is pleasing to see more students engaging verbally with each other and taking part in lunch time activities without their phones. I would suspect that the model used and developed at Waikerie may become more widely used.

Secondly this year Covid-19 has presented many issues. Grit and resilience are words that are used often at this school and the true meaning of these words, was found here with the students, staff and families showing plenty of these attributes. The Governing Council was kept well informed of the changing dynamics of the COVID situation, some which appeared to change daily. Governing Council were able to keep the school canteen operational through job keeper and the great work of its manager Marion Maywald. The way the school developed its online learning was incredible and was assisted by the laptop program that had just been commenced. I know that many extra hours were undertaken by staff and that some had to work from home. Many events and fundraising initiatives had to be cancelled, but students and staff appeared to take this in their stride.

The Governing Council wishes to recognise the incredible work performed by the principal, senior staff, staff, business managers, school service officers, students and care givers, that have enabled the school to perform to the best of its ability. I personally thank all members of the Governing Council and our committees for their time and work during the year.

The Governing Council wishes the graduating students all the best for their futures and hope that 2021 will be a less disrupted year.

# Quality improvement planning

## 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 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, student 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 an A, B or C grade in a common moderated year 9 writing task (modified for SWD/EALD).Goal 2- Increase student achievement in numeracy.

### 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.

2020 Target-90% of students who achieved at or above 124 at year 7 PAT-M in2018, will achieve a 126 or above at year 9 PAT-M.

WHS has met our improvement goals. Student survey data indicates knowledge of TEEL structure has increased, with SIP student writing samples showing more precise grammar and punctuation. 50% of the student body indicate knowledge of Tier 3 vocabulary, with student pre and post work samples showing subject specific language development. LSW is embedded into English pedagogy. Analysis of PAT data indicate student achievement in numeracy has increased with 91% of the original target group (31/34) maintained a PAT M score of 126 or above. We are not changing our goals and are maintaining our 2021 targets.

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:

- PAT R and PAT M tests
- NAPLAN
- SACE
- Improvement dashboard

The school remains focused 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.

# Improvement: Aboriginal learners

Aboriginal Learners achievement is prioritised through the following 6 interrelated elements:

- Data-informed planning
- Tracking and monitoring growth and achievement
- Assuring consistent, high quality classroom practice
- Applying rigorous, evidence based learning interventions
- Engaging families as partners in literacy and numeracy learning
- Promoting the continuity of learning

Aboriginal Learners are tracked through current data sets:

- Australian Curriculum A-E Grades/Parent, student, teacher interviews
- Grade Point Average Data
- Traffic Light Data
- PAT testing
- NAPLAN
- Writing data
- Attendance data
- SACE and moderation reports

Specific focus is placed on ATSI student progress when analysing the following data:

- One Plans-WHS uses a process that begins with the development of a One Plan to set and track goals for each academic year. The leader of student services meets with each student and family to develop this individualised program of learning.
- Traffic Light Data-Each term the school creates traffic light data which is analysed and each ATSI student meets with the leader of student services, principal and ACEO to discuss this data. Students set term by term goals at this meeting. Where there is a need for intervention or extension, this is discussed with the student, their parents and teachers. One Plans are then modified where necessary.

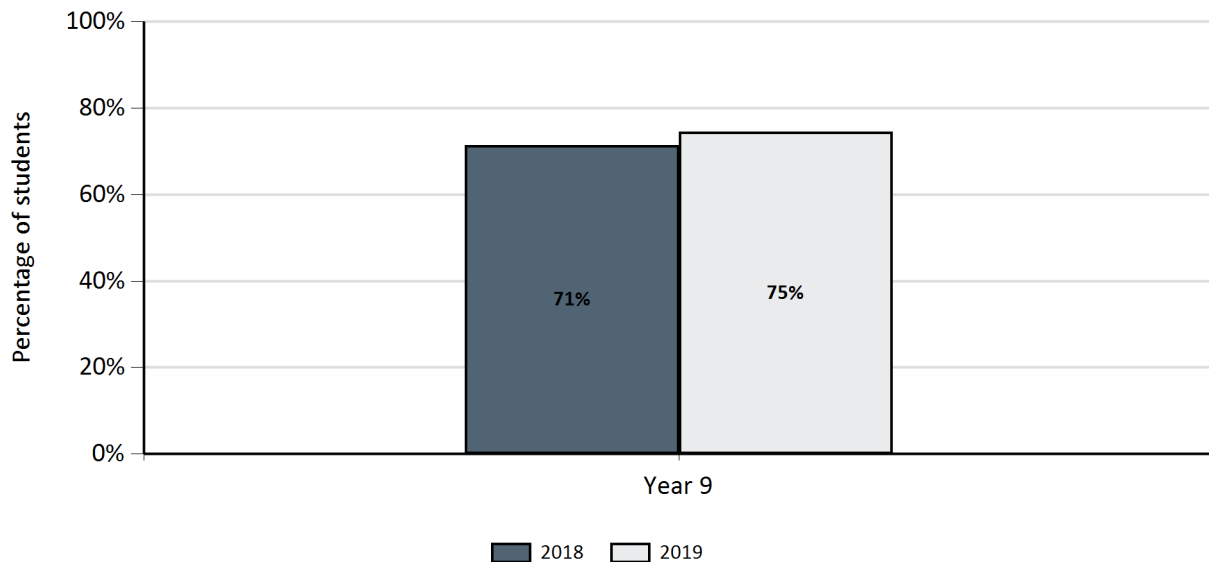
A Team-This team comprises the ACEO, Social Worker, AET/Learning Support Coordinator and leadership. Meet fortnightly to regularly monitor and apply actions/follow up.

# 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

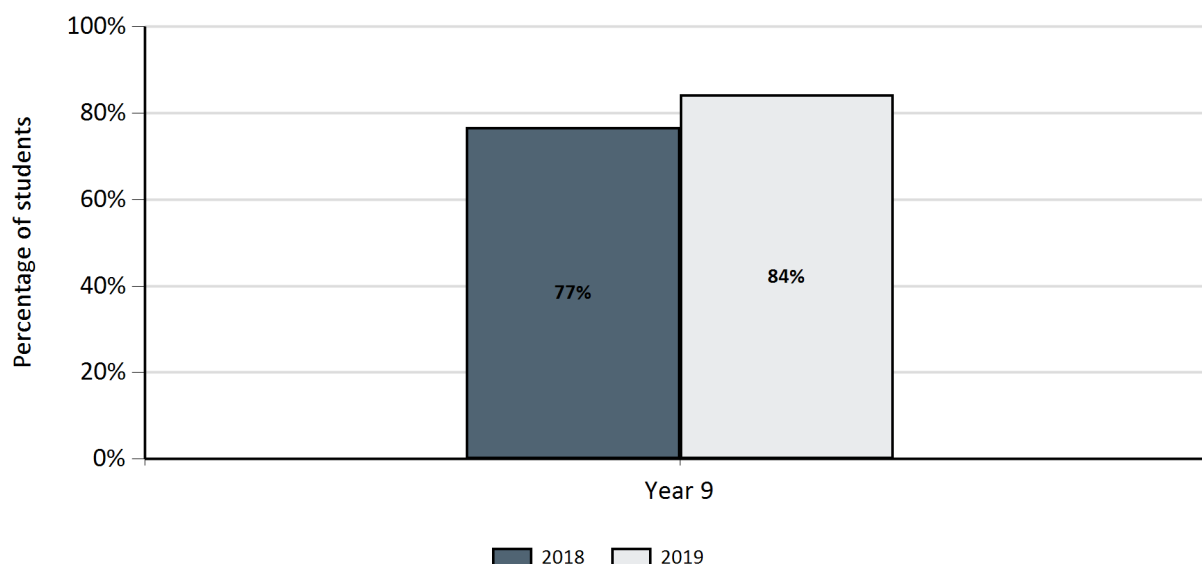


\*NOTE: No NAPLAN testing was conducted in 2020.

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	*	25%
Middle progress group	66%	50%
Lower progress group	21%	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	32%	25%
Middle progress group	58%	50%
Lower progress group	*	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^		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 2017-2019 Average	58.0	58.0	8.0	6.7	14%	11%

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

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

^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)

2017	2018	2019	2020
95%	93%	95%	95%

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+	2%	1%	1%	0%
A	4%	6%	4%	2%
A-	7%	8%	8%	8%
B+	12%	18%	9%	6%
B	12%	17%	9%	23%
B-	24%	10%	20%	8%
C+	15%	14%	21%	17%
C	12%	13%	17%	23%
C-	7%	6%	6%	9%
D+	2%	5%	2%	2%
D	3%	1%	1%	3%
D-	0%	1%	0%	0%
E+	0%	0%	1%	0%
E	0%	0%	1%	0%
E-	0%	1%	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
97%	97%	100%	94%

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 undertaking vocational training or trade training	#Error	58%	59%	73%



# School performance comment

Due to the absence of NAPLAN testing in 2020 a focus was on PAT-R and PAT-M data and A to E grades.

PAT-R SEA %  
Year 8 82.8%  
Year 9 80.8%  
Year 10 85.4%

PAT-M SEA %  
Year 8 96.3%  
Year 9 88.2%  
Year 10 87.5%

PAT testing reflects high percentage of students achieving Standard of Educational Achievement. Excellent numeracy data.

A to E grades

## MATHS

	A		B		C		D		E	
	Mid	EOY	Mid	EOY	Mid	EOY	Mid	EOY	Mid	EOY
Year 8	14	15	19	16	20	24	4	5	0	2
Year 9	11	13	12	11	21	16	13	14	3	5
Year 10	13	11	11	11	8	20	10	5	5	3

## ENGLISH

	A		B		C		D		E	
	Mid	EOY	Mid	EOY	Mid	EOY	Mid	EOY	Mid	EOY
Year 8	9	9	14	15	27	23	7	10	1	4
Year 9	11	15	18	9	23	26	6	6	1	2
Year 10	5	6	15	11	17	17	6	8	3	4

A to E grade data reflects students ability to maintain grades. Site improvement plan targeting moving each grade up a level.

## Attendance

Year level	2017	2018	2019	2020
Year 8	91.1%	92.4%	92.5%	88.4%
Year 9	90.3%	89.9%	90.2%	86.6%
Year 10	88.3%	86.7%	87.8%	85.8%
Year 11	88.3%	88.8%	85.1%	83.6%
Year 12	85.4%	86.7%	91.4%	86.4%
Total	88.8%	88.9%	89.5%	86.3%

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

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

## Attendance comment

The rates of attendance are impacted by chronic non-attenders for which Waikerie High School has placed a range of strategies. The targeted families are supported through Principal, Assistant Principals, Learning Support Coordinator, Social Worker, Youth Worker and Attendance Officer.

Staff are implementing strategies to target attendance with the use of Day-map and Message You to parents. Home Group Teachers are monitoring groups and reporting to the middle school and senior school leaders. Teachers are instructed to follow agreed procedures as per attendance strategy.

## Behaviour support comment

The schools behaviour management data indicates that many of the layers for dealing with behavior 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 93% of the surveyed Parent body believe (Don't Agree/Disagree to Strongly Agree) that people respect each other at this school. Parents have a high degree of confidence in our staff to motivate and support their children to succeed.

In the Wellbeing and Engagement collection 81% of 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.

## Intended destination

Leave Reason	Number	%
Employment	12	16.0%
Interstate/Overseas	5	6.7%
Other	0	NA
Seeking Employment	6	8.0%
Tertiary/TAFE/Training	17	22.7%
Transfer to Non-Govt School	6	8.0%
Transfer to SA Govt School	17	22.7%
Unknown	12	16.0%
Unknown (TG - Not Found)	0	NA

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

## 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 DfE 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 DfE 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	36
Post Graduate Qualifications	10

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	21.0	0.0	9.9
Persons	0	23	0	12

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

## Financial statement

Funding Source	Amount
Grants: State	\$4,004,063
Grants: Commonwealth	\$12,526
Parent Contributions	\$94,870
Fund Raising	\$385
Other	\$600

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	Flexible Learning Options (FLO) - Mission Australia	Supported students in attendance and engagement.
	Improved outcomes for students with an additional language or dialect	EALD: Teacher and SSO to support students with 1:1 programs in literacy.	Improvement in reading, writing and speaking skills for targeted students.
	Inclusive Education Support Program	IESP: Teacher and SSO intervention to support identified students with learning programs.	Development of One Plans to support students, families and staff.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> <p>First language maintenance &amp; development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	<p>Country Areas Program (CAP)-reduce travelling cost for rural students</p> <p>Open Access-online learning for specialist subjects</p> <p>Aboriginal Program Assistance Program (APAS)-SSO support for specialised programs</p> <p>ACEO-support ATSI students and families</p>	<p>Provide opportunities for all students to participate in curriculum</p> <p>Improved engagement and learning progress for ATSI students</p>
Program funding for all students	Australian Curriculum	STEM funding to support staff to attend Thinking Maths 6-9 program	Training and Development for faculty to support pedagogy aligned to the SIP
Other discretionary funding	Aboriginal languages programs Initiatives	Not Applicable	Not Applicable
	Better schools funding	<p>Building leadership capacity-Literacy Coach</p> <p>Better Schools Funding-Aboriginal</p> <p>Better Schools Funding-Low SES</p>	T&D aligned to SIP (writing) Intervention and support for ATSI and low SES
	Specialist school reporting (as required)	Resource Allocation Adjustment Panel (RAAP)-Agriculture Program GSE hours to support specialised agriculture program	Extensive curriculum in Agriculture delivered to students
	Improved outcomes for gifted students	Not Applicable	Not Applicable

