



WE ARE
WAIKERIE

RESPECT RESPONSIBILITY TRUST ACHIEVEMENT COMMUNITY

WE SHOW
GRIT

WE DISPLAY
RESILIENCE

WE ARE
SELF MOTIVATED

Waikerie High School

2022 annual report to the community

Waikerie High School Number: 800

Partnership: Waikerie

Signature

School principal:

Mr Craig Griffiths

Governing council chair:

Mr Brenton Kroehn

Date of endorsement:

3 March 2023



Government
of South Australia
Department for Education

Context and highlights

Waikerie High School is situated 183km from the Adelaide CBD and caters for year 7 to 12. The enrolment for 2022 is 315. The school is a member of the local Waikerie Partnership and is placed in the Murray Bridge 2 Portfolio. Waikerie High is also connected to other Riverland Secondary Schools through the Riverland Secondary Schools Alliance (RSSA). The school is classified as Category 4 on the Department for Education Index of Educational Disadvantage with 98 students who are School Card holder's (33%). The student population includes (22) 7% ATSI students, (14) 5% students with disabilities, (14) 5% students with English as an additional language or dialect (EALD) and (7) 2% children under guardianship.

The school maintains a high level of academic achievement in senior secondary that is above the state average as well as embracing VET and alternative programs for individual students. This year we again had 100% SACE completion and entrance to courses of choice in tertiary study is above 90%. Approximately 65% of students at Year 11 and 12 take part in VET programs using this to complete their SACE. These programs have increased opportunities for students to complete SACE, access traineeships and apprenticeships or gain skills in their chosen pathway.

The school leadership team consists of a Principal, a middle school and senior school Assistant Principal and 5 Coordinators. There are a total of 41 staff including 25 teachers and 16 support staff.

Governing council report

It is my pleasure to present this year's Governing Council report at the closure of another positive and successful year.

I would like to recognise the professional approach of Principal Craig Griffiths, the staff and particularly the hard working teachers at Waikerie High School.

The 2022 Governing Council consisted of Troy Lehmann as vice chair, Erin Jones as secretary, Nina Rayner as Treasurer with Bronte Mclean, Leanna Bishop, Andrew Nitschke, Daniel Pierce and Phil Valentine all contributing on the various sub committees. Our meetings are always supported by our super-efficient Business Manager, Felicity Ziegler and Principal Craig Griffiths. Our SRC leaders were also in attendance to present to us when it suited their studies.

Last year at this time, I spoke on the significant planning and organisation undertaken for the introduction of our first group of year 7s for 2022. These students have now had their first year at High School. Feedback from both parents and students has been positive. The schools transition process model of blending Primary and Secondary structures, and specialist teaching, has provided ideal learning conditions for the new students. We look forward to welcoming another cohort of year 7 students next year.

Our Uniform committee are currently looking at new designs for the boys and girls pant option. Through consultation with students and parents, these will be introduced and available early next year. The school caps, as proposed and designed by our SRC last year, are now here, are affordable, and look great. We are very proud of the school uniform and strongly believe that it promotes a sense of belonging and pride in the school and community. It gives our school a unique identity and creates a sense of equality for the students.

Upgrades on facilities has again been a focus in the past 12 months, with over \$800,000 spent. Projects included:

- major works to the schools pipework
- new bitumen surfaces
- electronic sign at the front of the school
- toilet upgrades
- painting of classrooms and computer rooms
- landscaping
- new bollards
- security lighting
- woodwork heaters
- up-grade of LED lighting in metal work and wood work
- Pottery shed upgrades.

Future works for commencement in 2023 include, major renovations to the Home Economics building, external fencing at the front of the school, more shade areas, and an exciting new activity playground.

Congratulations to this year's graduating year 12 students and best of luck to our year 11 students heading into their final year of schooling. Embrace the challenges that your futures hold.

I would again like to encourage all parents to get involved at the school where ever they can. Helping at the canteen at lunchtimes or perhaps consider joining the Governing Council. It is very rewarding to be a contributor towards our children's time and education here at Waikerie High School.

Brenton Kroehn.

Quality improvement planning

Improvement Plan 2022-2024

Goal 1- Increase student achievement in writing

Challenge of Practice - If we provide explicit literacy instruction utilising the teaching and learning cycle, then we will increase student achievement in writing.

Target 1 - 50% of year 7 students (26/52) to achieve a B grade or better in a moderated writing task.

Results - From the moderated writing task - 52% (24/46) of students achieved a B grade or better.

Target 2 - NAPLAN – 60% of year 7 students (31/52) to achieve SEA in NAPLAN writing

Results - Following NAPLAN, 78% of year 7 students who completed the writing test achieved SEA. Of all students in the Year 7 cohort, 73% achieved SEA.

Goal 2- Increase student achievement in numeracy

Challenge of Practice - If we explicitly teach and assess number and algebra utilising the Learning and Assessment Framework of Multiplicative Thinking, then we will increase student achievement in numeracy.

Target 1 - 50% of year 7 students (26/52) to achieve a B grade or better in their number and algebra assessment.

Results:

TEST 1. Number for year 7's

65% of students achieved a B or above

35% of students achieved a B- or below

TEST 2 Algebra for year 7's

86% of students achieved a B or above

14% of students achieved a B- or below

Goal 2 achieved.

Target 2 - NAPLAN – 60% of year 7 students (31 out of 52) to achieve SEA in NAPLAN numeracy.

73% of students achieved the SEA in NAPLAN Numeracy. Target achieved

The school remains focused on our Values of Respect, Responsibility, Trust, Achievement and Community.

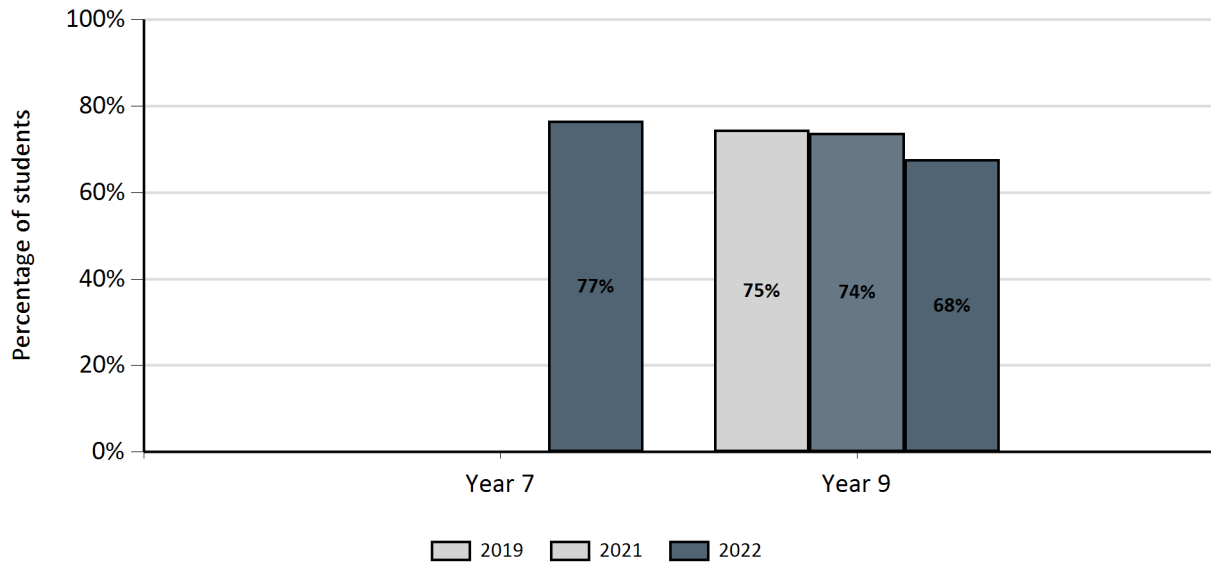
We continue to embrace our dispositions of learning; we show grit, we display resilience and we are self-motivated.

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

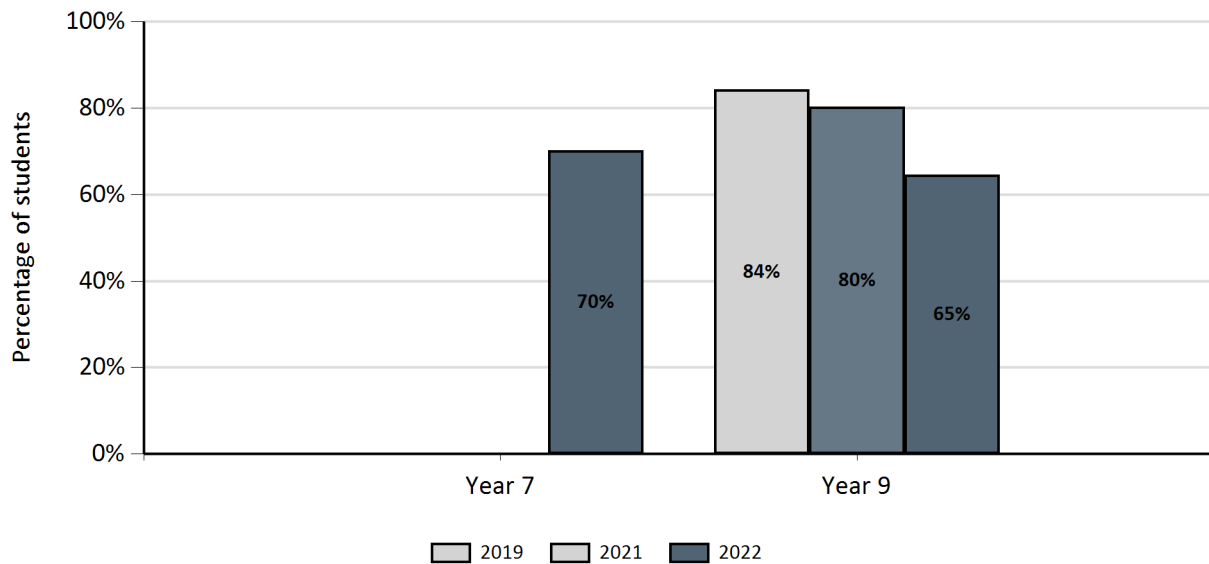


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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 2022.

*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 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 07 2022	47	47	9	10	19%	21%
Year 07 2021-2022 Average	47.0	47.0	9.0	10.0	19%	21%
Year 09 2022	65	65	11	4	17%	6%
Year 09 2021-2022 Average	63.0	63.0	9.0	5.0	14%	8%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

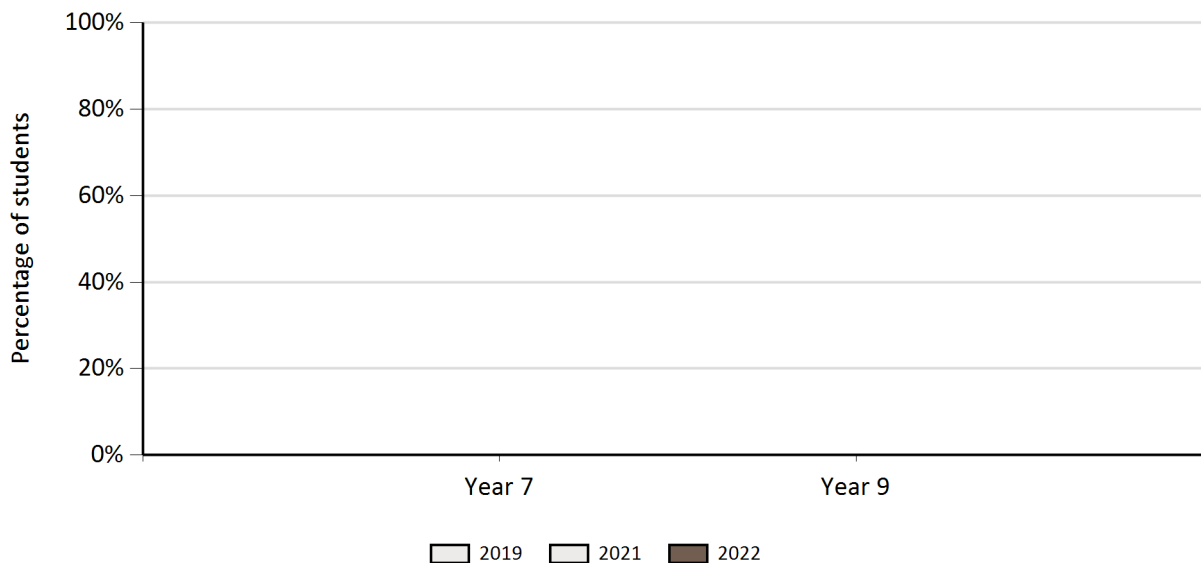
[^]includes absent and withdrawn students.

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

**Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading



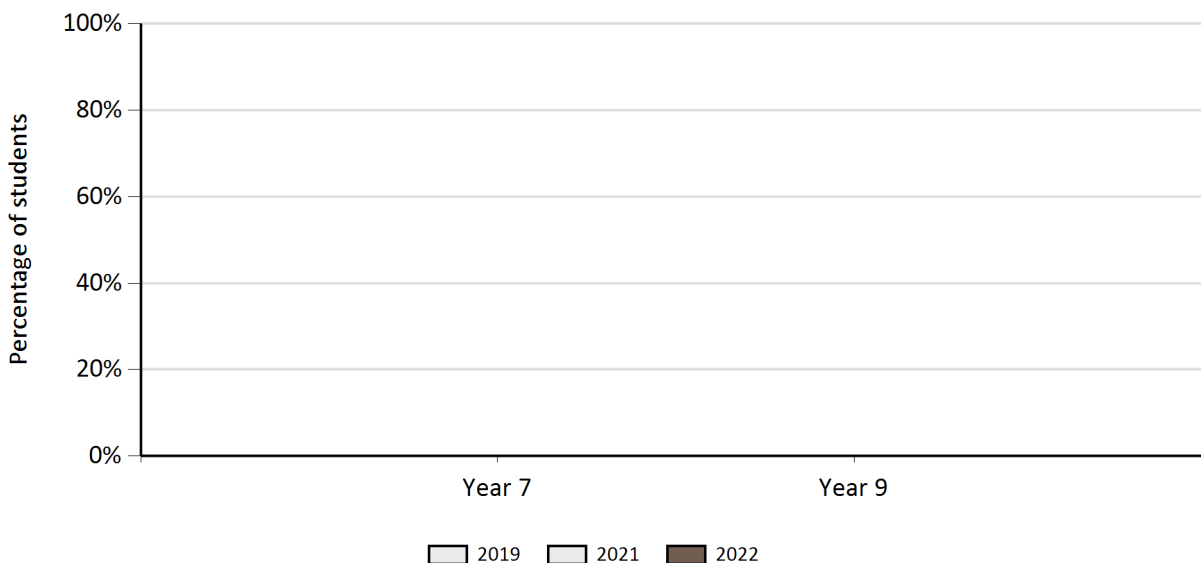
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 07 2022	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*
Year 09 2022	*	*	*	*	*	*
Year 09 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

[^]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.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Tracking & Monitoring

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

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

Aboriginal Learners are tracked through current data sets:

- Australian Curriculum
- Grade Point Average data
- Subject indicators
- NAPLAN
- Writing data
- Attendance data
- SACE and moderation reports

Development of One Plans to set and track goals for each academic year. Aboriginal Education Teacher meets with each student and family to develop individualised learning plans.

Youth Worker, AET and leadership monitor and apply actions/follow up.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

PAT testing and NAPLAN data highlight improvements for individual students. Sample student achievement highlight progression in PAT M from 111.4 in 2021 to 124.3 in 2022. Year 9 student improvement for PAT M with 2021 score of 122.8 to 134 in 2022.

South Australian Certificate of Education - SACE

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

2019	2020	2021	2022
95%	95%	99%	97%

Data Source: SACE Schools Data reports, extracted February 2022

*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	2019	2020	2021	2022
A+	1%	0%	1%	1%
A	4%	2%	6%	5%
A-	8%	8%	16%	12%
B+	9%	6%	19%	13%
B	9%	23%	16%	13%
B-	20%	8%	15%	18%
C+	21%	17%	14%	11%
C	17%	23%	8%	16%
C-	6%	9%	4%	8%
D+	2%	2%	0%	0%
D	1%	3%	1%	1%
D-	0%	0%	0%	1%
E+	1%	0%	0%	0%
E	1%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2022

*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

2019	2020	2021	2022
89%	84%	99%	89%

Data Source: SACE Schools Data reports, extracted February 2022

*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%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	#Error	#Error	#Error	#Error

2021	2022
66%	21%
#Error	100%

School performance comment

NAPLAN

Year 7

Component	Mean Score	Proficiency Band	% of students who achieved NMS
Reading	535.6	7	92%
Writing	535.9	7	96%
Spelling	538.7	7	94%
Grammar	521.4	6	85%
Numeracy	528.1	6	85%

Year 9

Component	Mean Score	Proficiency Band	% of students who achieved NMS
Reading	567.4	7	90%
Writing	548.9	7	80%
Spelling	561.5	7	87%
Grammar	561.5	7	83%
Numeracy	567.4	7	98%

PAT TESTS (% SEA)

	Year 8 2020	Year 9 2021	Year 10 2022
PAT M	96.3	80.0	80.0
PAT R	82.8	86.5	86.8

100% SACE Completion

Top ATAR 98.0

Attendance

Year level	2019	2020	2021	2022
Reception	N/A	N/A	N/A	N/A
Year 1	N/A	N/A	N/A	N/A
Year 2	N/A	N/A	N/A	N/A
Year 3	N/A	N/A	N/A	N/A
Year 4	N/A	N/A	N/A	N/A
Year 5	N/A	N/A	N/A	N/A
Year 6	N/A	N/A	N/A	N/A
Year 7	N/A	N/A	N/A	86.1%
Year 8	92.5%	88.4%	87.2%	86.6%
Year 9	90.2%	86.6%	88.2%	80.7%
Year 10	87.8%	85.8%	85.0%	83.5%
Year 11	84.8%	83.6%	84.0%	72.8%
Year 12	91.8%	86.4%	87.3%	84.6%
Total	89.5%	86.3%	86.4%	81.9%

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, Youth Worker and Attendance Officer.

Staff are implementing strategies to target attendance with the use of Day-map attendance and year level meetings. 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 behaviour issues are dealt with at the classroom and teacher level. Data (EDSAS and Daymap) highlights an increase in behaviour support from Assistant Principals and Principal for elevated poor behaviour. Parents are notified immediately when issues arise in an attempt to be pro-actively deal with them before escalating. If a pattern of poor performance or behaviour develops, a student management plan is developed with student, parents and staff to provide clear directions forward. Daymap parent portal provides constant updates of data and reports regularly communicate student progress and achievement.

Parent opinion survey summary

Parent engagement survey highlights a positive school climate with 67% agreeing that people respect each other at school and 75% agree that they feel their child is important to the school. This supports our focus on School Values and Learner Dispositions. Parents provide positive feedback with our core work instilling values of Respect, Responsibility, Trust, Achievement and Community.

Our Learner Dispositions to show Grit, display Resilience and be Self-Motivated are key drivers to support students to be 'ready to learn'. 78% of parents know what standard of work the school expects which is supporting our work to make learning seamless between school and home.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	3.6%
PE - PAID EMPLOYMENT IN SA	7	25.0%
PT - ATTENDING PRIVATE TRAINING INSTITUTE IN SA	1	3.6%
SM - SEEKING EMPLOYMENT IN SA	2	7.1%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	7	25.0%
U - UNKNOWN	5	17.9%
VI - LEFT SA FOR VIC	3	10.7%
WA - LEFT SA FOR WA	2	7.1%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

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 on 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	38
Post Graduate Qualifications	9

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	9.5
Persons	0	23	0	11

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$4,897,498
Grants: Commonwealth	\$0
Parent Contributions	\$231,345
Fund Raising	\$0
Other	\$46,519

Data Source: Education Department School Administration System (EDSAS).

2022 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 2022 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	Allocation of time-coordinators and literacy coach-data/staff support. Intervention classes for individual student learning support SSO-classroom support Youth Worker	Supported students in attendance and engagement Improve connection to learning
	Improved outcomes for students with an additional language or dialect	Teacher and SSO support students with 1:1 programs in literacy	Improvement in reading, writing and speaking skills for targeted students
	Inclusive Education Support Program	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	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	Country Areas Program (CAP)-reduce travelling costs for rural students Aboriginal Program Assistance Program (APAS)-SSO support for specialised programs Open Access-Online learning program for specialist subjects SAASTA -Support for ATSI students and families	Provide opportunities for all students to participate in curriculum Improved engagement and learning outcomes for all students
Program funding for all students	Australian Curriculum	Site Improvement Plan- funding to support major goals to improve literacy and numeracy Training and Development for staff Appointment of Literacy Coach and Instructional Leaders	Improved knowledge and understanding for students and staff in literacy and numeracy
Other discretionary funding	Aboriginal languages programs Initiatives	Not applicable	Not applicable
	Better schools funding	Better Schools Funding Better School Funding-Aboriginal Better Schools Funding-Low SES T&D aligned to SIP Intervention support for ATSI and low SES Building Leadership Capacity-Literacy Coach and Instructional Leader	Literacy and numeracy improvement Wellbeing support for students and parents/caregivers Connections with families and community Staff training and development
	Specialist school reporting (as required)	Resource Allocation Adjustment Panel (RAAP)-Agricultural Program GSE to support specialist agriculture program	Extensive agriculture curriculum delivered to students
	Improved outcomes for gifted students	Not applicable	Not applicable

