

2025 annual report to the Community

# Woodville High School

Woodville High School number: 801

Partnership: Inner West



School principal:

A handwritten signature in black ink, appearing to read 'Anna Mirasgentis'.

Anna Mirasgentis



Date of endorsement:

25/03/2026

# Context Statement

Our transformation has been a sustained journey of excellence, innovation, and equity, guided by a clear vision and collective effort. The progress we have made together positions us exceptionally well for the years ahead. 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, Our Woodville is an active and proud member of the City of Charles Sturt and enjoys a vibrant Old Scholar community. We aspire for all our students to be the very best they can be and to embrace their innate gifts so that they can thrive within their communities and as global citizens. Since 2021, we have implemented significant changes to this impressive school that range from strengthening our identity and purpose, developing a new educational narrative through our infrastructure development and upgrade of learning spaces, new uniform, renewal and innovation of curriculum and wellbeing. We are continually reviewing our impact through the implementation of our Strategic Plan, the House System, our wellbeing hub and our new Learner Management System, SEQTA.

Woodville High School caters for students from 7-12. At the time of this report, the enrolment in 2026 is 1231. Woodville High School is classified as Category 5 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 9% Aboriginal students, 20% students with disabilities, 26% students with English as an additional language or dialect (EALD) funded background, 1% children/young people in care. Further information about the school is available on the school's website (including its context statement), as well as the My School website.

Woodville High School is one of 4 designated Special Interest Music Centres located around South Australia. The centre was established in 1977 and offers a wide range of music programs to suit the diverse population. Students audition for a place in the special music course, and in 2026 there are 103 students in special music, with nearly 300 students participating in the music program.

At Our Woodville we have two Sport Academies, providing opportunities for students to specialise in Basketball or Football (Soccer) from Year 7 to 12. Our Basketball Academy has a partnership with the Adelaide 36ers and our Football Academy is partnered with Adelaide United Football Club. These partnerships ensure students have access to elite coaches, players and facilities, and are able to see what it is like to be a professional athlete, working alongside our academy teachers. We have also launched our new STEM Program from Year 7-10, with a focus on Robotics, Drones, Coding and E-Sports, enabling students to see themselves as creators, innovators and problem solvers, who can apply their knowledge to real-world applications. Our STEM Program has a weekly STEM Club, where students can hone their skills as part of a co-curricular activity.

Data Source: Department for Education data holdings from Mid census captured in AUGUST 2025.

# Governing Council Report

It is with great pride that I present the 2025 Chairperson's Report for Woodville High School. Throughout this year, our dedicated staff and engaged community have been steadfast in their commitment to driving positive change, elevating academic performance, fostering student wellbeing, and enhancing the sense of belonging for every young person at our school. The Governing Council has placed strong emphasis on building effective partnerships, ensuring thoughtful governance, and developing future-focused strategies. This has been reflected in our thorough review and implementation of the Strategic Plan, as well as the publication of the School Transformation Booklet and parent flyer, which celebrates our milestones and the transformative progress we continue to make together.

This year, we have witnessed remarkable achievements in student leadership, with our young leaders making a significant impact within the school and on state and national platforms. Our focus on inclusion, innovation in curriculum and pedagogy, and a vibrant arts, music, sport and international program has strengthened our reputation as a school of choice. We have continued to empower students as co-designers of their learning experience and have broadened authentic connections with our partner primary schools, local organisations, industry, business and local government.

Under the visionary leadership of Principal Anna Mirasgentis, our dedicated staff and engaged community have continued to drive positive transformation strengthening our academic results, wellbeing, and sense of belonging for all students. My sincere thanks go to all staff, students, families, and Governing Council members for their unwavering dedication to our shared vision. Together, we have laid the groundwork for even greater success and growth in the years to come, and I look forward to supporting Woodville High School as we continue to achieve excellence together.

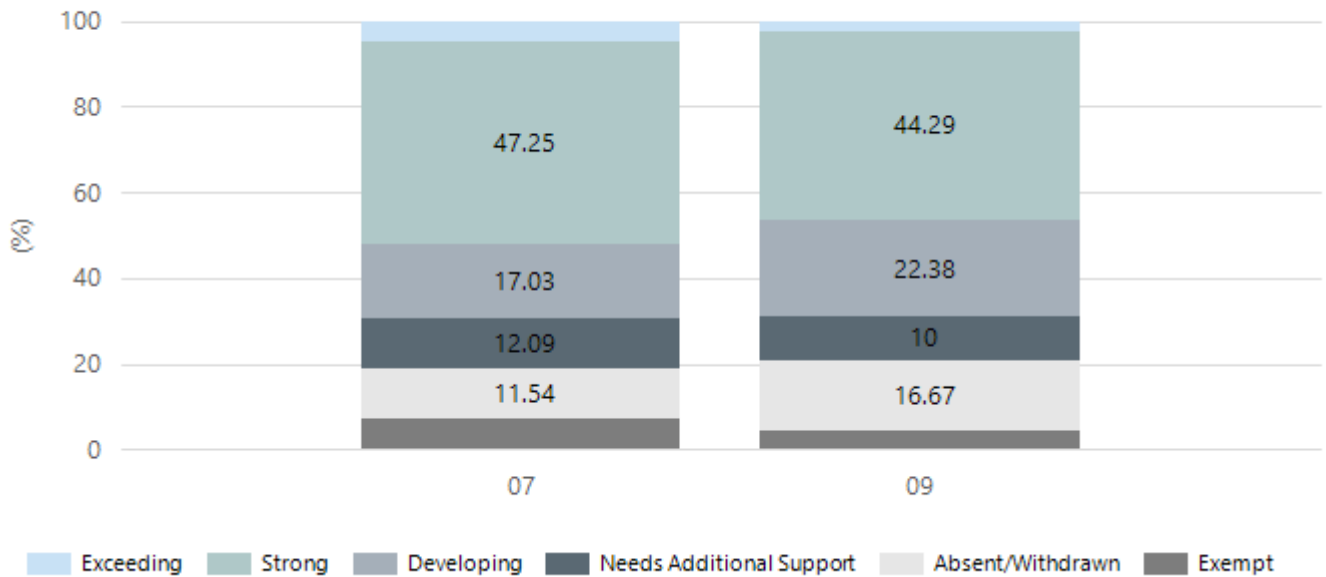
## Performance Summary

In 2025, Woodville High School achieved outstanding results in the National Assessment Program – Literacy and Numeracy (NAPLAN). The school was in the Strong band across all assessment domains. Of particular note was the significant growth displayed by our Year 9 students, with results showing above average rates of growth compared to other schools from their Year 7 outcomes. This high level of progress reflects the dedication of our teaching staff, the commitment of our students, and the effectiveness of our learning programs. These achievements are a testament to the positive learning environment at Woodville High School and represent a great result for our school community.

# 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.

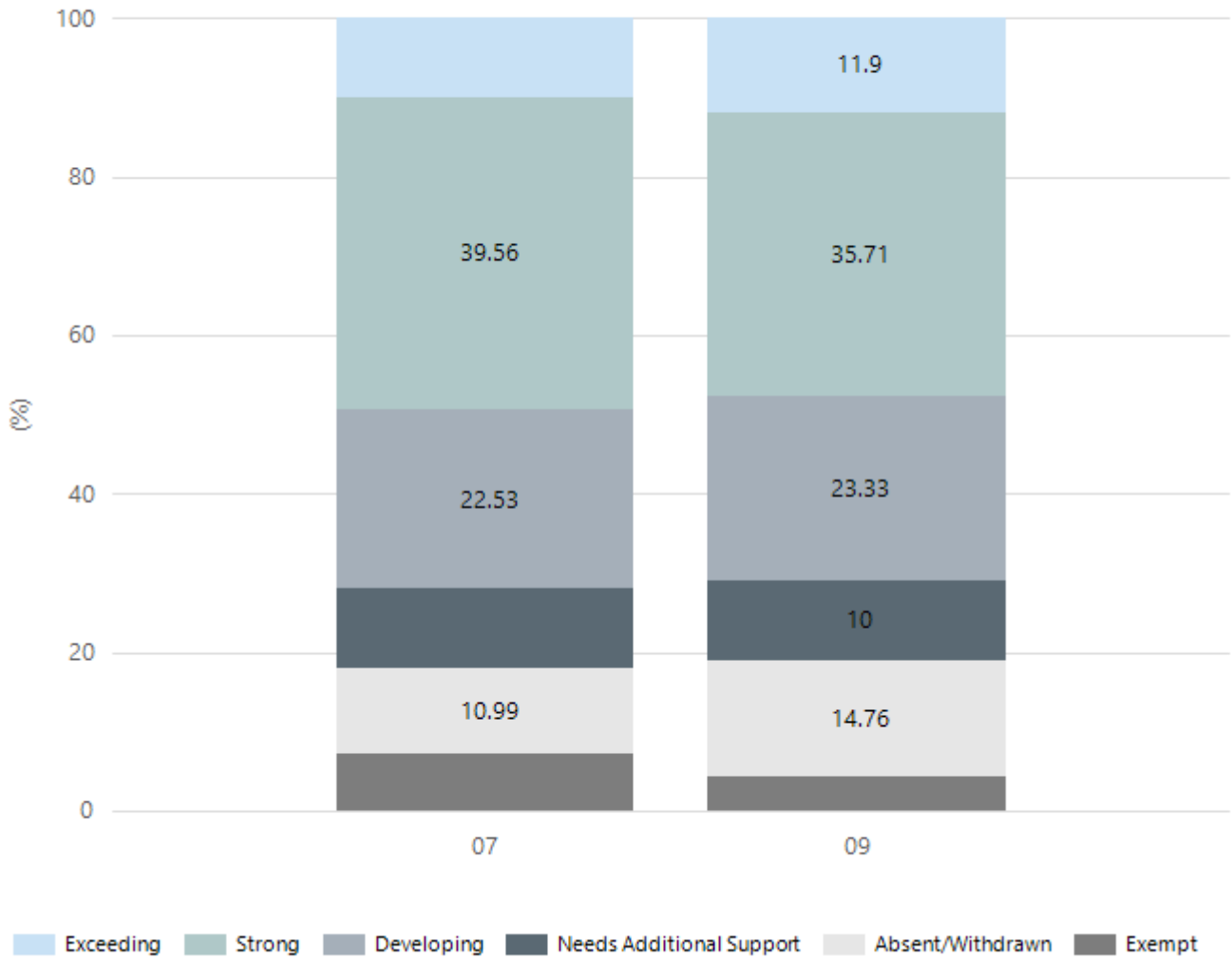
## Numeracy



Year Level	07	09
Exceeding	9	5
Strong	86	93
Developing	31	47
Needs Additional Support	22	21
Absent/Withdrawn	21	35
Exempt	13	9
Total	182	210

Data Source: Department for Education Assessment Data Holdings, 2025. 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.

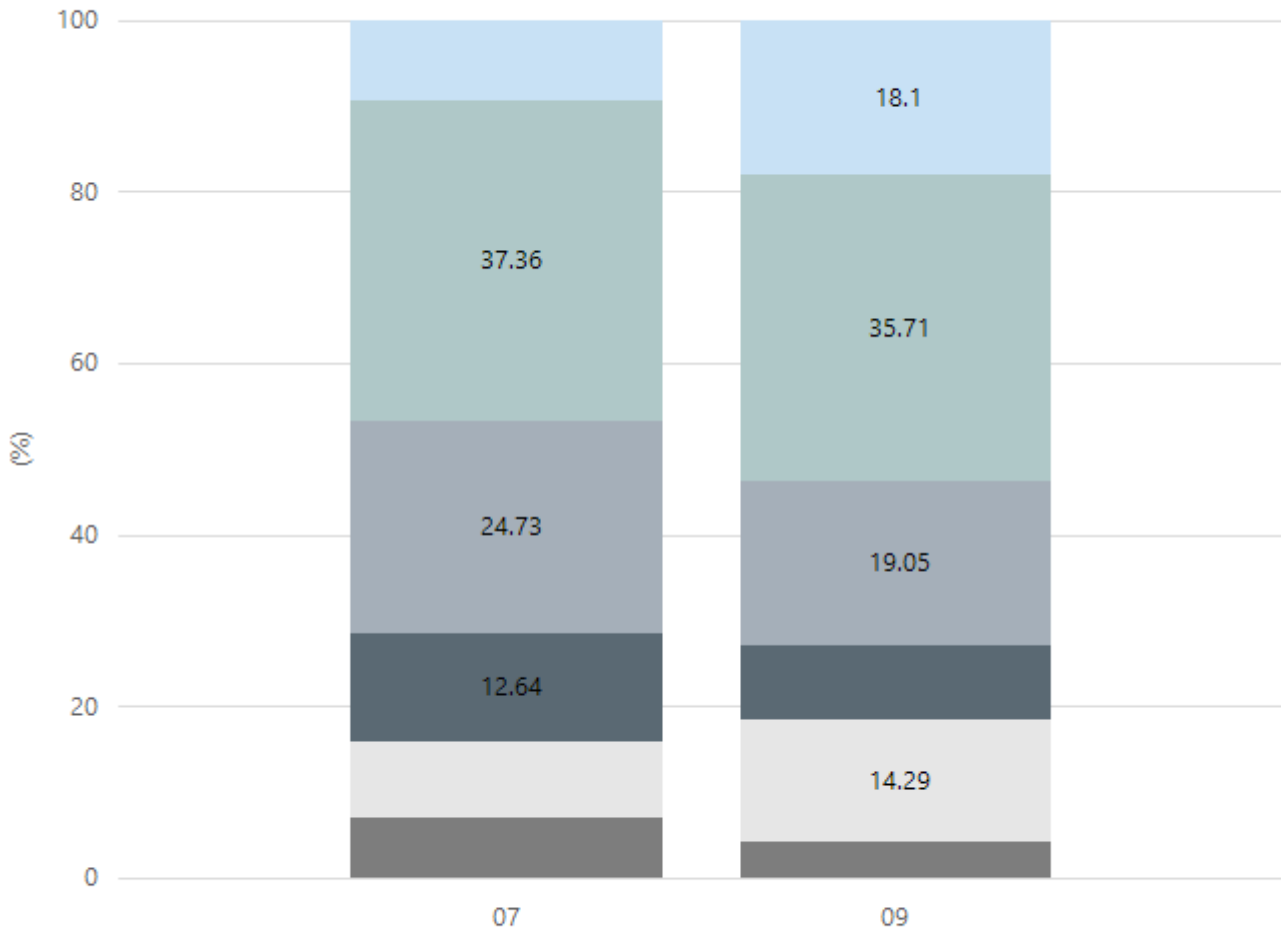
## Reading



Year Level	07	09
Exceeding	18	25
Strong	72	75
Developing	41	49
Needs Additional Support	18	21
Absent/Withdrawn	20	31
Exempt	13	9
Total	182	210

Data Source: Department for Education Assessment Data Holdings, 2025. 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

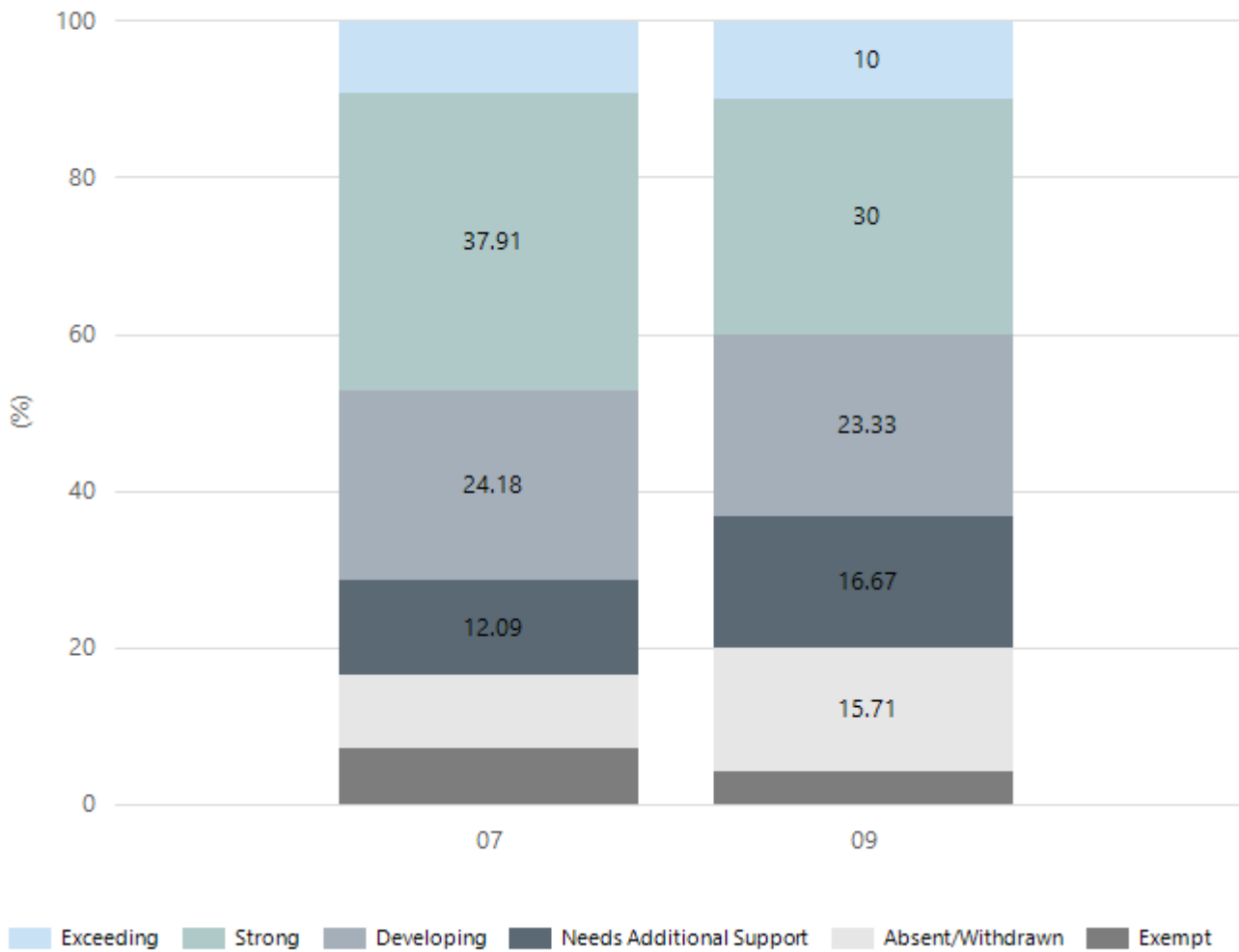


Exceeding Strong Developing Needs Additional Support Absent/Withdrawn Exempt

Year Level	07	09
Exceeding	17	38
Strong	68	75
Developing	45	40
Needs Additional Support	23	18
Absent/Withdrawn	16	30
Exempt	13	9
Total	182	210

Data Source: Department for Education Assessment Data Holdings, 2025. 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.

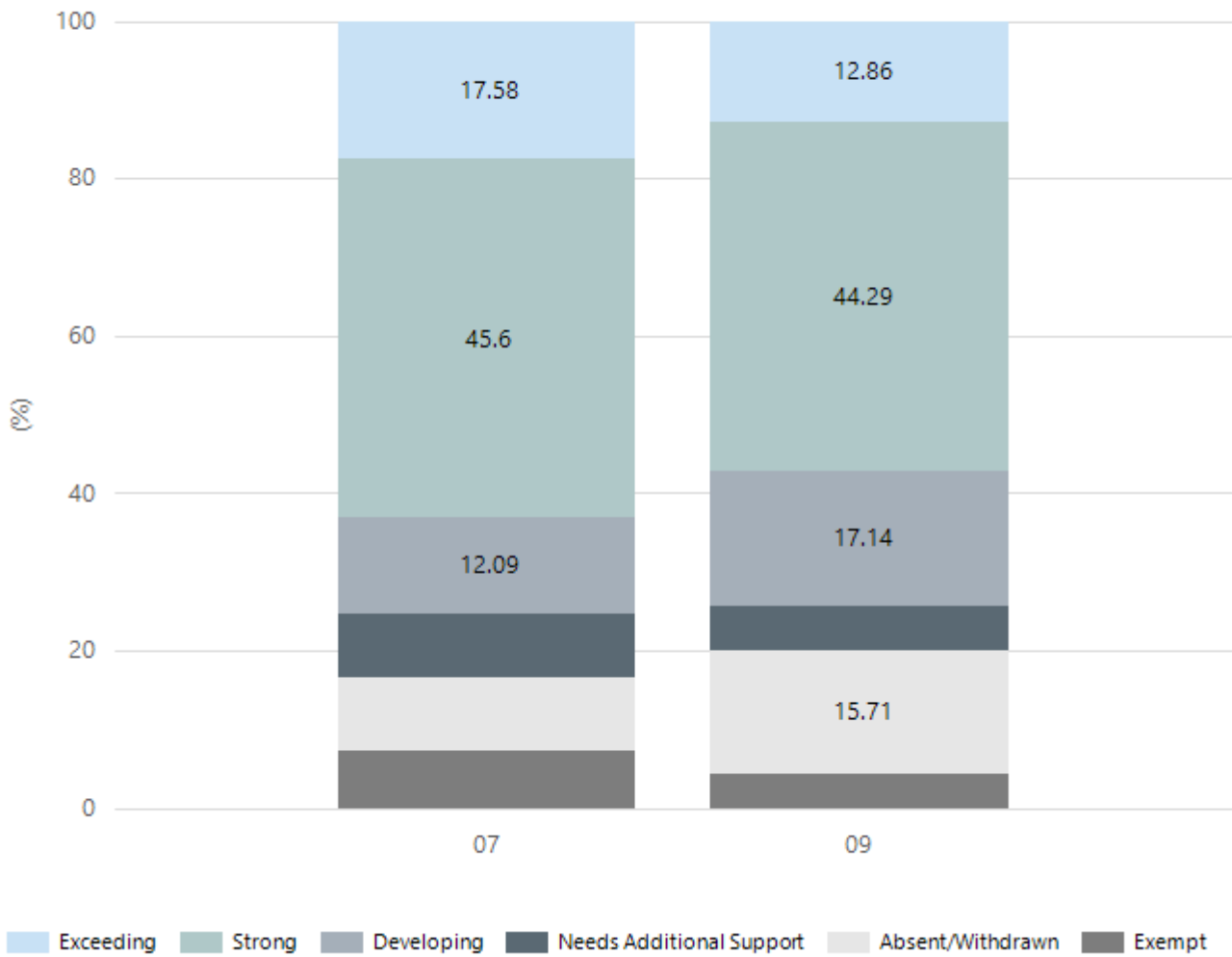
## Grammar



Year Level	07	09
Exceeding	17	21
Strong	69	63
Developing	44	49
Needs Additional Support	22	35
Absent/Withdrawn	17	33
Exempt	13	9
Total	182	210

Data Source: Department for Education Assessment Data Holdings, 2025. 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.

## Spelling

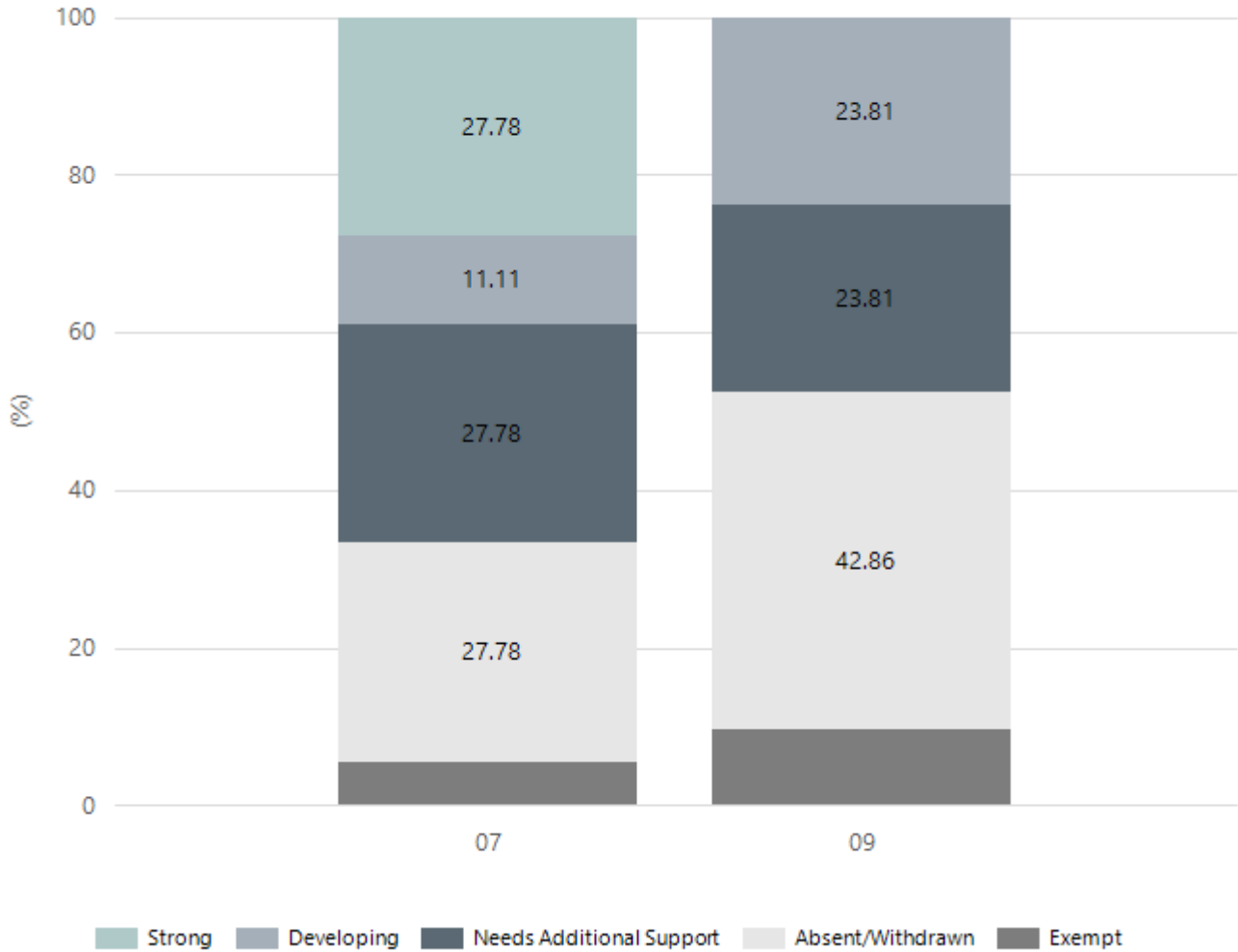


Year Level	07	09
Exceeding	32	27
Strong	83	93
Developing	22	36
Needs Additional Support	15	12
Absent/Withdrawn	17	33
Exempt	13	9
Total	182	210

Data Source: Department for Education Assessment Data Holdings, 2025. 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

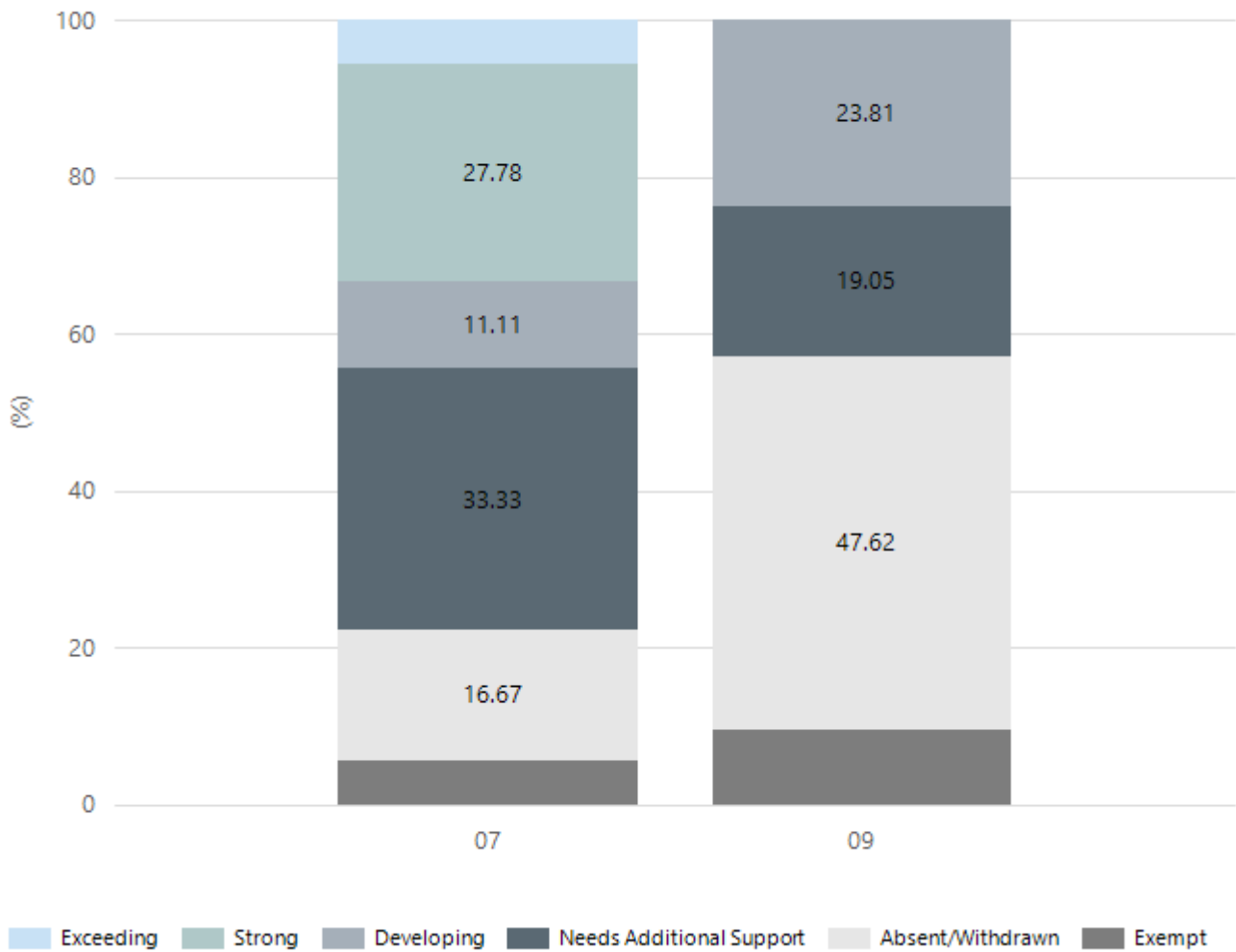
## Numeracy



Year Level	07	09
Strong	5	
Developing	2	5
Needs Additional Support	5	5
Absent/Withdrawn	5	9
Exempt	1	2
Total	18	21

Data Source: Department for Education Assessment Data Holdings, 2025. 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.

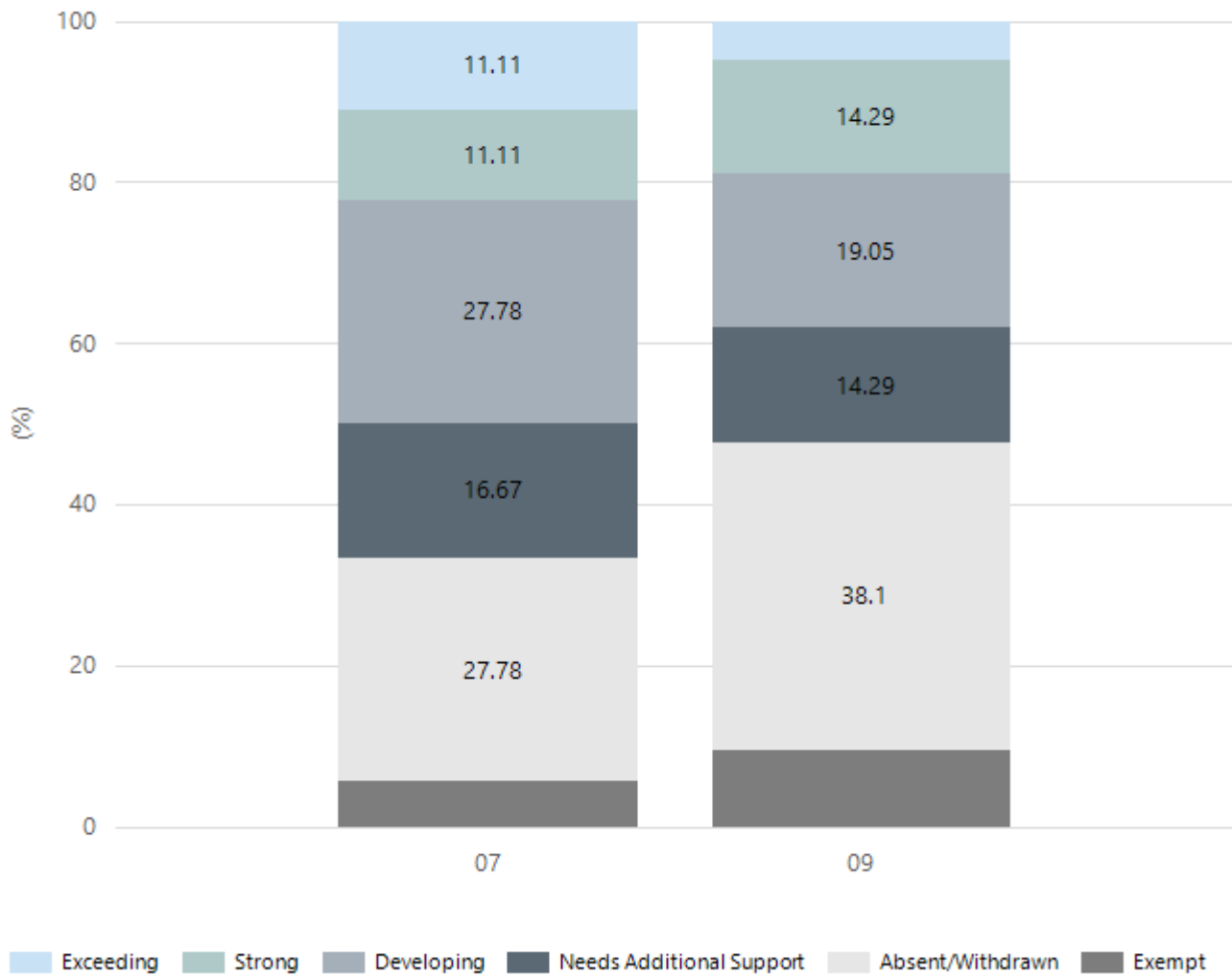
## Reading



Year Level	07	09
Exceeding	1	
Strong	5	
Developing	2	5
Needs Additional Support	6	4
Absent/Withdrawn	3	10
Exempt	1	2
Total	18	21

Data Source: Department for Education Assessment Data Holdings, 2025. 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.

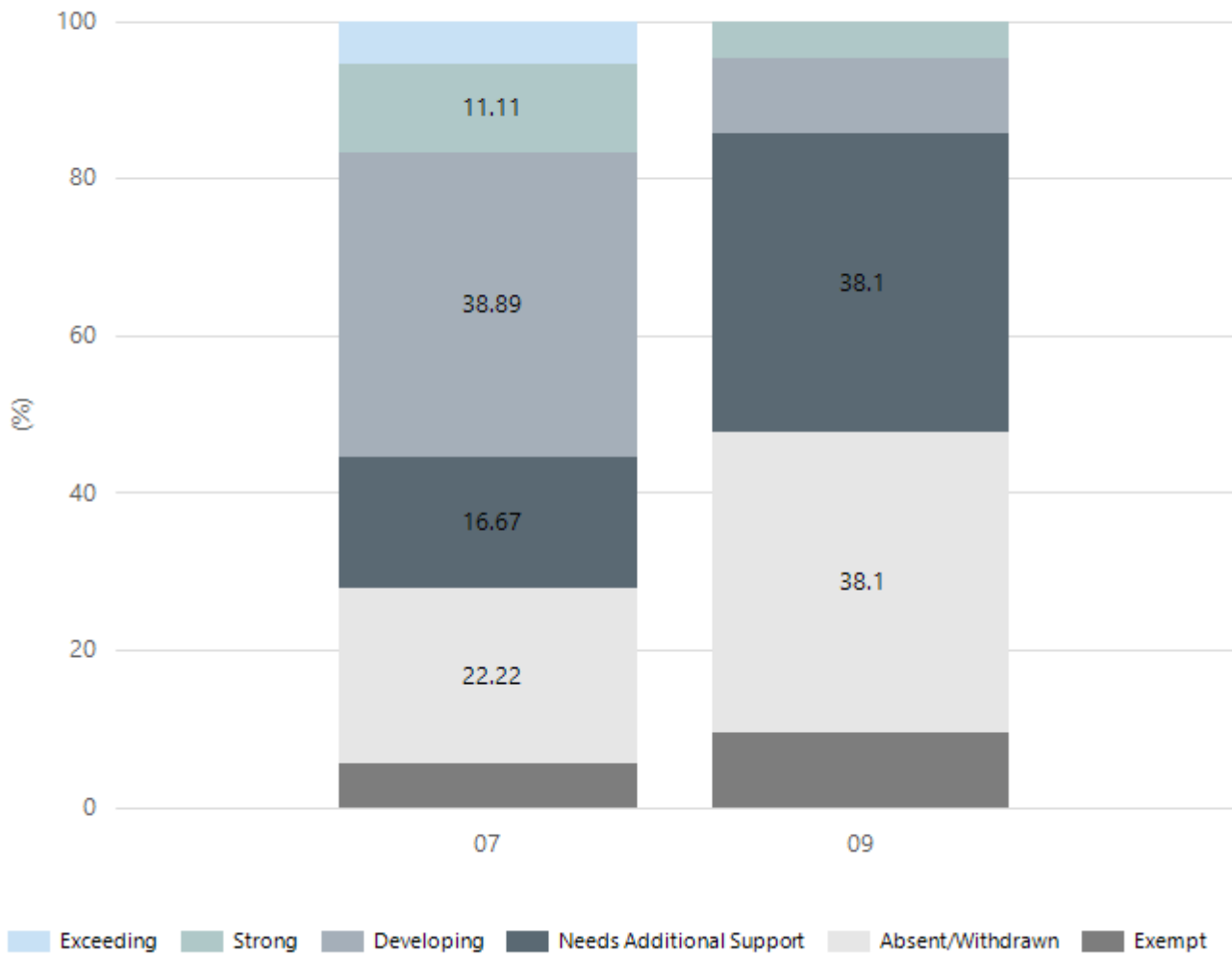
## Writing



Year Level	07	09
Exceeding	2	1
Strong	2	3
Developing	5	4
Needs Additional Support	3	3
Absent/Withdrawn	5	8
Exempt	1	2
Total	18	21

Data Source: Department for Education Assessment Data Holdings, 2025. 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.

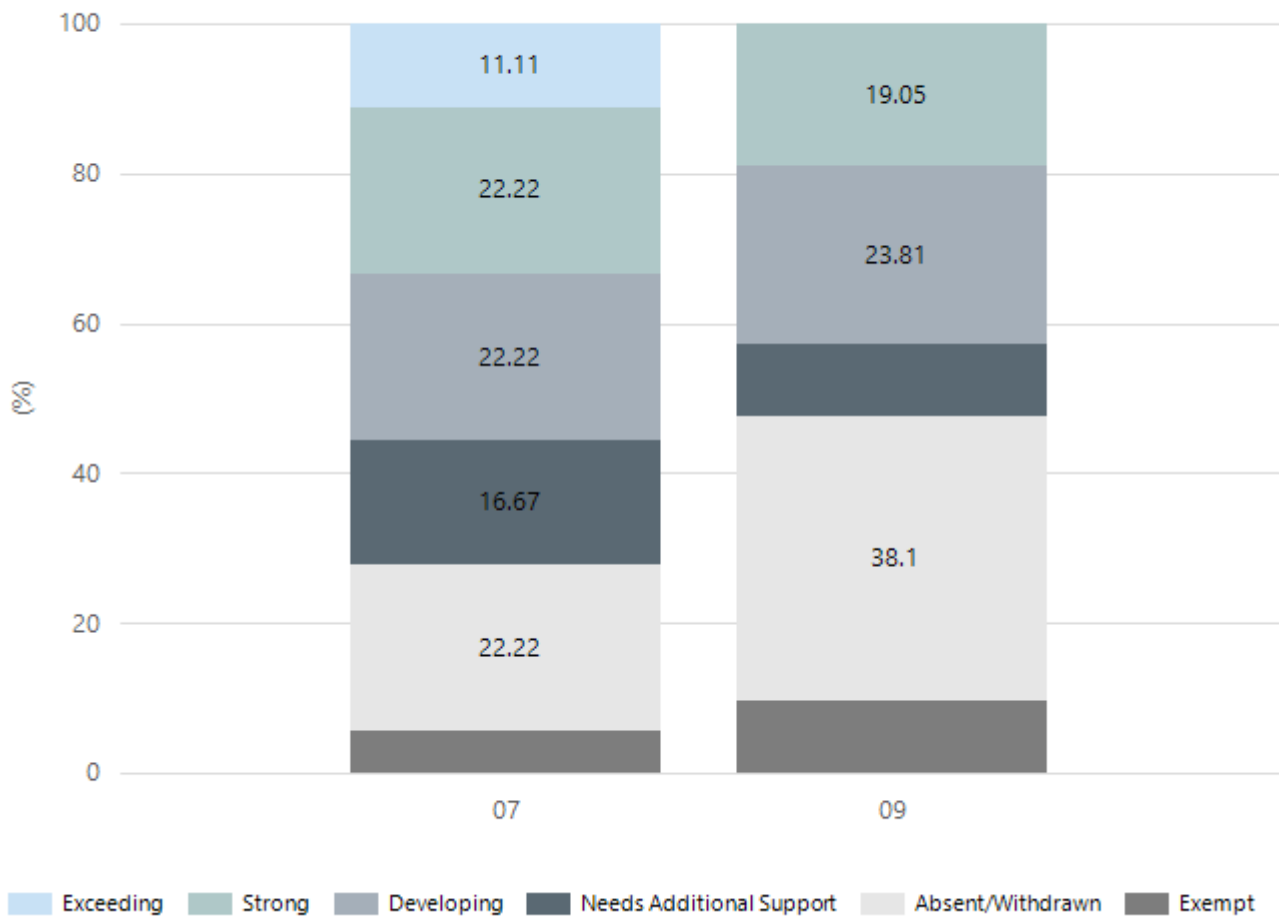
## Grammar



Year Level	07	09
Exceeding	1	
Strong	2	1
Developing	7	2
Needs Additional Support	3	8
Absent/Withdrawn	4	8
Exempt	1	2
Total	18	21

Data Source: Department for Education Assessment Data Holdings, 2025. 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	2	
Strong	4	4
Developing	4	5
Needs Additional Support	3	2
Absent/Withdrawn	4	8
Exempt	1	2
Total	18	21

Data Source: Department for Education Assessment Data Holdings, 2025. 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

The Woodville High School community proudly celebrates outstanding achievements of our 2025 graduating class. We congratulate every student on their academic success and their contributions to sport, the arts, music, co-curricular activities, and social justice initiatives, reflecting the drive and dedication that define our school. All 134 students successfully attained their South Australian Certificate of Education (SACE), with seven achieving an ATAR above 90 and a total of 19 A+ grades awarded across the cohort which is an exceptional accomplishment. Beyond these impressive results, this cohort's story is also one of personal growth, resilience, and the strong values they carry with them into the future.

2022	2023	2024	2025
99%	100%	100%	100%

Data Source: SACE School Data Reports, as of February 2025 for 2022-2025. 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	2022	2023	2024	2025
A+	2%	4%	3%	3.32
A	8%	7%	12%	12.39
A-	13%	15%	16%	15.53
B+	13%	14%	16%	15.36
B	15%	15%	16%	17.98
B-	15%	15%	16%	12.39
C+	15%	15%	12%	16.06
C	16%	11%	6%	6.81
C-	3%	3%	2%	0.17
D+	1%	0%	0%	0%

Data Source: SACE School Data Reports, as of February 2025 for 2022-2025. 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

2022	2023	2024	2025
100%	100%	100%	100%

Data Source: SACE School Data Reports, as of February 2025 for 2022-2025. When there are less than six students, no data is supplied. Due to rounding of percentages, total results may not add up to 100%.

## Year 12 Students undertaking Vocational or Trade Training (VET)

	2023	2024	2025
Percentage of Year 12 students undertaking Vocational Training or Trade Training	16.41	12.14	11.94
Percentage of Year 12 students attaining a Year 12 certificate or equivalent VET qualification	31.25	32.14	35.07

Data Source: School supplied data

## School Attendance

Year Level	2023	2024	2025
Year 07	84.7%	89.2%	86.0%
Year 08	84.0%	84.8%	87.0%
Year 09	80.3%	84.9%	84.8%
Year 10	84.7%	87.7%	88.4%
Year 11	85.3%	88.3%	88.7%
Year 12	87.6%	92.7%	94.1%
Secondary Other	78.7%	81.0%	83.6%
Total	84.2%	87.7%	88.0%

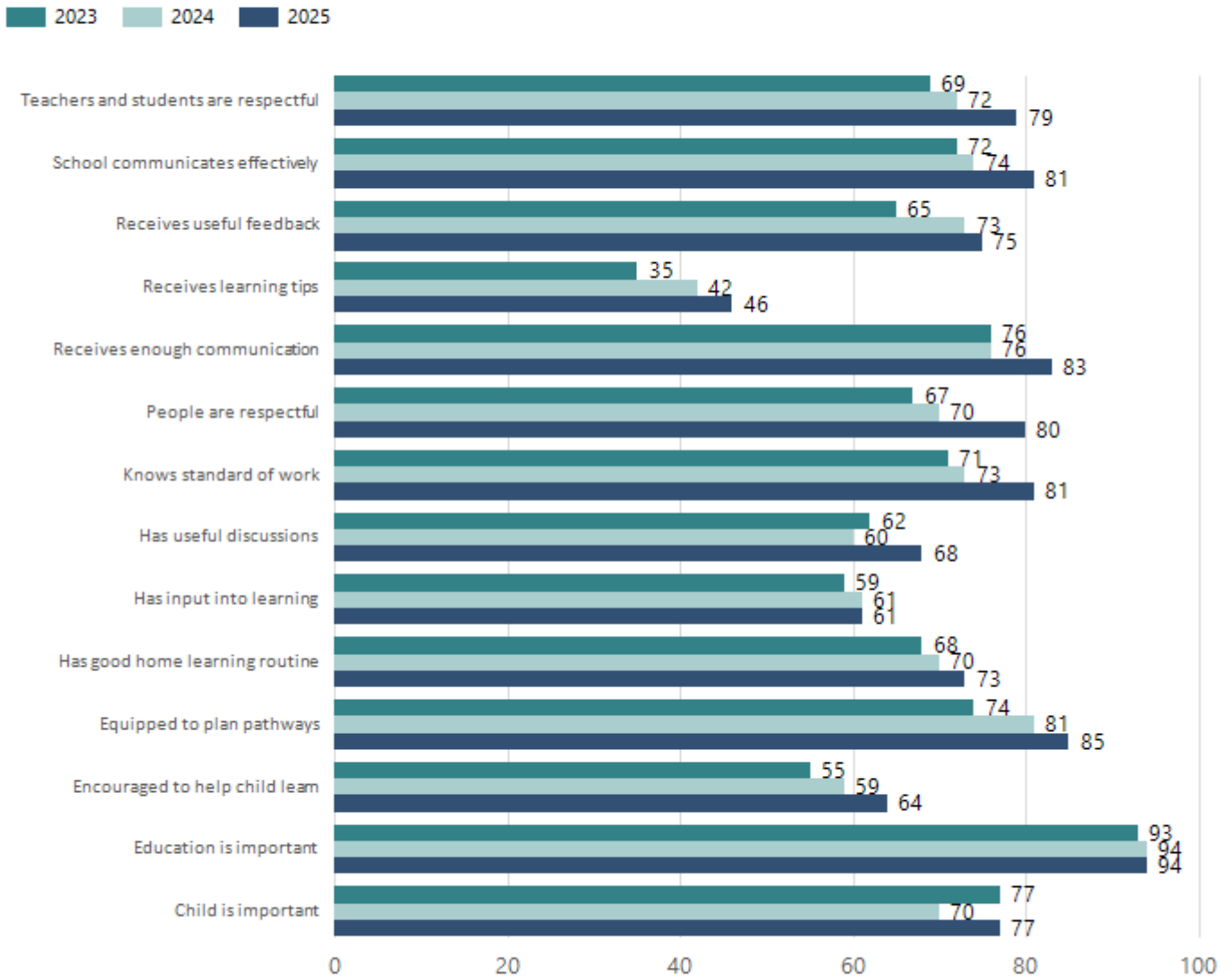
Data Source: Department for Education Attendance Data, Semester 1 Report 2025. A blank cell indicates there were no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected 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: 2025 Department for Education Parent Opinions Survey, Term 3 2025.

## Intended Destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	12	6.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	51	27.0%
U - UNKNOWN	127	67.0%

Data Source: Department for Education Destination Data Report, 2025. Data extract term 3 2025. 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	44
Postgraduate Qualifications	53

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2025. 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	91.1	2.8	40.2

Persons	0.0	97.0	3.0	46.0
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Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2025.

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	\$18,661,387
Grants: Commonwealth	\$0
Parent Contributions	\$419,642
Fund Raising	\$0
Other	\$1,396,541

Data Source: School supplied data.