



Whyalla High School 2019 annual report to the school community



Government
of South Australia
Department for Education

Whyalla High School Number: 822

Partnership: Whyalla

Name of school principal:

Tricia Richman

Name of governing council chairperson:

Kylie Clayton

Date of endorsement:

School context and highlights

Whyalla High is a level 3 Index of Disadvantage Middle School with a recent reclassification resulting in a category 2 classification for 2020. The Middle School model at Whyalla High School provides students in years 8-10 with deep and personalised connection with core subjects (English, Mathematics, Science, Humanities and Social Sciences), supplemented by a wide range of experiential and option subjects that ensure complete engagement with the Australian Curriculum. We aim to provide opportunities for every child to achieve success in the core subjects and explore personal strengths through a diverse curriculum. Topics within each learning area are designed to enhance the curriculum and develop expert learners through authentic personalisation and connection for all learners.

Vision - Whyalla High School being a high performing school that improves educational attainment and wellbeing of children and young people in Whyalla.

Purpose - To provide an engaging, stimulating, success oriented learning environment where all students feel safe, are happy and are supported and challenged to achieve.

Over the course of the year, Whyalla High School has achieved many things, which we are proud of. The list includes:

- Our brilliant school musical 'Spamalot' which saw an increased number of staff and students involved and exceptional engagement from the community.
- Our positive and proactive high school education alliance with Edward John Eyre High School and Stuart High School.
- Our increase in cross-site programs and subject offerings. This will continue to grow in 2020 with more VET offerings at year 10 level.
- Finishing 2nd in the Cadet Class for the F1 in Schools Competition at the Royal Adelaide Show.
- Increased SACE completion and achievement in Year 10.
- Our success with winning the state championship STEM-IE competition.
- Our success with winning the state championship Basketball competition for year 8/9 and year 10.
- The addition of the Clontarf Whyalla Academy on site to support and engage our Aboriginal male students. 25 males to date involved.
- Increase in SAASTA and SAASTA Connect students as well as improved achievement and completion.
- Sports Day – Our annual sports day set a new attendance record over recent times with a 22% growth in numbers from only a few years ago.
- Caleb Scott Memorial Day – On the 4th of March 2019 the school honoured the passing of Caleb Scott with a day recognised by the school and wider community.

Governing council report

2019 has seen another increase in student numbers and new staff join us here at Whyalla High. Congratulations to our STEM IE group for a fabulous video on Unsocial Media, and for winning the state final. To our many students who have participated in sport for Whyalla High and won state finals, thank you for representing our school.

Huge congratulations to Ms Emma Hunter and her band of dedicated staff and students on their production of 'Monty Python's Spamalot' a very different musical to what has been done in the past. Unless you are involved or have someone involved it is hard to comprehend the hours Emma and the students put in since February when rehearsals started. The dinner show proved popular again and the VET students and serving staff did a wonderful job, congratulations to all involved.

In the next couple of years there is going to be big changes for all students across the three high school sites as the opening of our new high school gets closer to opening in 2022. It is going to be an exciting time for the students that will be the first ones going to this school. Being on Governing Council will give you an insight to how decisions are made and there will be important ones to make. New members would certainly be welcomed to join the council when school resumes in 2020. You don't need to have any special skills to join and I know the parents are very welcoming. I would like to thank Trish, staff and members of the council for their friendship and support over the last three years.

Improvement planning - review and evaluate

Increase and maintain student achievement in writing

- All learning areas and common assessment tasks have a TEEL paragraphing element included and explicitly taught in all classes.
- 9% increase in students meeting the national minimum standard for Writing in the 2019 NAPLAN test and an increase in the mean score from 501.1 to 512.1
- Brightpath writing samples for year 8 showed an increase in narrative text scale score points from 348 in Term 1 to 413 in Term 3.
- Development and implementation of the Writing and Drafting Key Process Statement and classroom displays.

Increase and maintain student achievement in all subjects

- An increase in common assessment tasks, visible learning rubrics, differentiation and collaborative planning.
- A targeted approach for students sitting 'just below' C grade to get them over the line.
- Improvement in SACE completion with more students than any previous years receiving SACE credits in year 10 for various subjects.
- A year 10 personalised learning group focusing on PLP completion for students at risk.
- Increased and better use of data to inform and support planning.
- Increased subject achievement for year 10 students.

Increase and maintain reading achievement of Aboriginal and Torres Strait Islander students

- 54% of Aboriginal and Torres Strait Islander students showed growth in their PAT-Rc results in comparison to their 2018 result.
- 14% of Aboriginal and Torres Strait Islander students showed decline in their PAT-Rc results in comparison to their 2018 result.
- 32% of Aboriginal and Torres Strait Islander students could not be compared as they didn't complete one or both of the PAT-Rc tests.

Other positive outcomes include higher achievement, better attendance and improved access to programs, resources and support.

In 2020, the Site Improvement Plan has been changed to evaluate our 2019 results.

The two goals for 2020 are:

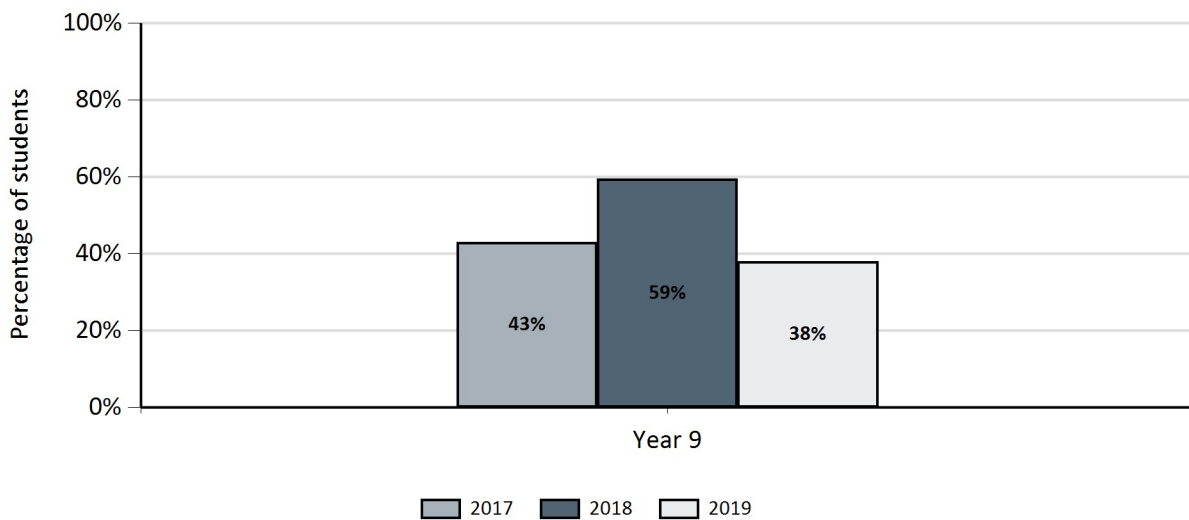
1. Increase and maintain student achievement in reading
2. Increase and maintain student achievement in all subjects

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.

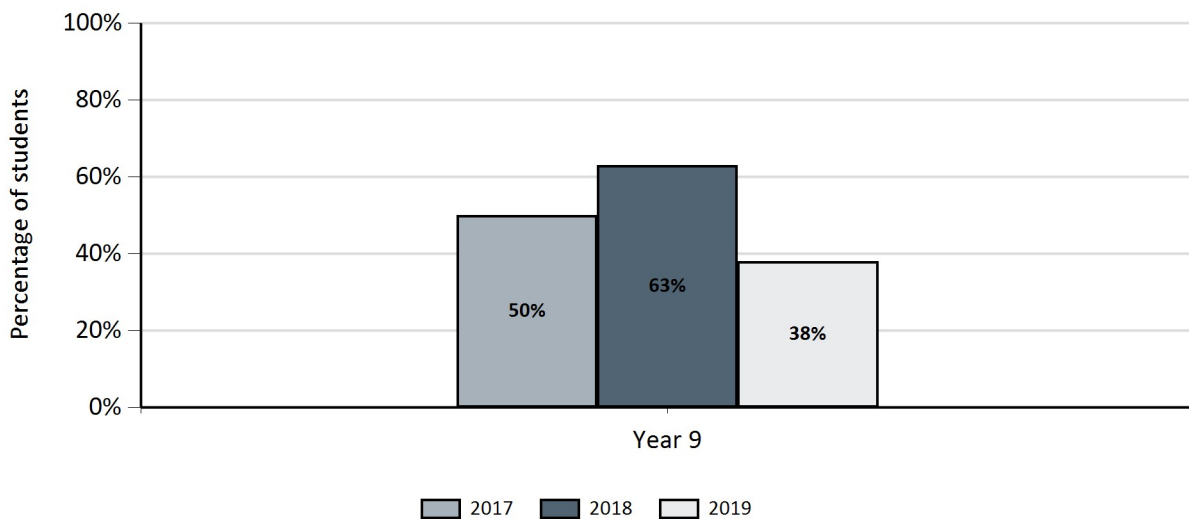
Reading



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*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.

Numeracy



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*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 2019 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	23%	25%
Middle progress group	51%	50%
Lower progress group	26%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*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	16%	25%
Middle progress group	55%	50%
Lower progress group	29%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*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	187	187	12	8	6%	4%
Year 9 2017-19 average	161.7	161.7	10.7	9.7	7%	6%

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.

[^]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.

School performance comment

In Year 10 this year:

149 students successfully completed their Personal Learning Plan (PLP) and received 10 SACE credits.

131 students completed Stage 1 Essential Maths receiving 10 SACE credits.

135 students completed Stage 1 Essential English receiving 10 SACE credits.

32 students (97%) passed Snow Tour (Stage 1 Integrated Learning) receiving 10 SACE credits.

16 students completed Youth Opportunities (Stage 1 Integrated Learning) receiving 20 SACE credits in Term 3 with 17 students completing the course in Term 4 (resulted for SACE in 2020).

10 ATSI year 10 students completed Stage 1 Aboriginal Studies receiving 10 SACE credits.

13 ATSI year 10 students completed Stage 1 Integrated Learning receiving 10 SACE credits.

It was also brilliant to have success once again with our stage 1 and stage 2 Music and Drama that we offered at Whyalla High School to Edward John Eyre High School students.

It was disheartening to see the large decline in participation and achievement in this year's NAPLAN for both Reading and Numeracy, especially the percentage of students in the higher growth bands.

A positive from the NAPLAN testing was the increase in the percentage of students meeting the national minimum standard (NMS) for four out of the five areas (writing, spelling, grammar and punctuation and numeracy). Writing made the biggest improvement with an additional 9% meeting the NMS from the 2018 results. We had the highest number of students meeting the NMS for Numeracy with a huge 96%.

These results have highlighted reading as a whole school focus for 2020.

80% of year 8 students, 73% of year 9 students and 83% of year 10 students met the standard of education achievement for PAT-Rc with all three year levels showing growth in the percentage of students meeting this target.

Attendance

Year level	2016	2017	2018	2019
Year 8	86.4%	89.7%	86.8%	88.4%
Year 9	85.1%	81.3%	86.7%	80.4%
Year 10	86.8%	82.7%	80.6%	84.9%
Total	86.0%	84.9%	85.1%	84.5%

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

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

Attendance comment

This year we have seen a slight decrease in overall attendance by 0.6% compared to 2018. The year 9 cohort have had a significant decrease in attendance this year. This data would correlate with the behaviour of the current year 9 cohort. The increase in year 10 could be due to the increased understanding and opportunities of completing SACE subjects at year 10. Attendance rewards for individuals and care groups with excellent attendance and explained absences have continued. The attendance SSO and Assistant Principal continue to develop the attendance process and inform parents.

Behaviour support comment

This year has seen a rise in behaviour data at the system level (Suspension or Exclusion), mainly due to significant behavioural issues presenting with students mostly in year 9 and some new students to the school. A small group of students (approximately 5%) have been identified who have been continuously re-offending and not making a behavioural change after support systems have been identified. Whyalla High School have continued to promote high expectations of all students and support for staff through clear Behaviour Management and Positive Behaviours for Learning processes in place.

Client opinion summary

Our 2019 Student Wellbeing results showed the following:

Happiness 41%
 Satisfaction with life 28%
 Sadness 43%
 Connectedness to school 51%
 School climate 18%
 School belonging 27%
 Perseverance 32%
 Academic self concept 53%

We had 70 responses to the parent opinion survey in 2019.

The following outline the percentage of parents who agreed, disagreed, or gave a neutral response for the following statements.

Teachers at this school expect my child to do his or her best. Disagree: 4% Neutral: 19% Agree: 78%
 Teachers at this school provide my child with useful feedback about school work. Disagree: 20% Neutral: 19% Agree: 61%
 Teachers at this school treat students fairly. Disagree: 31% Neutral: 25% Agree: 45%
 This school is well maintained. Disagree: 4% Neutral: 19% Agree: 77%
 My child feels safe at this school. Disagree: 14% Neutral: 13% Agree: 73%
 I can talk to my child's teachers about my concerns. Disagree: 10% Neutral: 17% Agree: 73%
 Student behaviour is well managed at this school. Disagree: 34% Neutral: 26% Agree: 40%
 My child likes being at this school. Disagree: 28% Neutral: 13% Agree: 59%
 This school looks for ways to improve. Disagree: 20% Neutral: 24% Agree: 56%
 This school takes parents' opinions seriously. Disagree: 28% Neutral: 31% Agree: 40%
 Teachers at this school motivate my child to learn. Disagree: 21% Neutral: 20% Agree: 59%
 My child is making good progress at this school. Disagree: 24% Neutral: 13% Agree: 63%
 My child's learning needs are being met at this school. Disagree: 28% Neutral: 17% Agree: 56%
 This school works with me to support my child's learning. Disagree: 23% Neutral: 24% Agree: 53%

We had 296 responses to the student opinion survey in 2019

The following outline the highlights of this survey.

My teachers expect me to do my best. Agree: 83% Neutral: 10% Disagree: 6%
 My teachers provide me with useful feedback about my school work. Agree: 68% Neutral: 22% Disagree: 9%
 My teachers motivate me to learn. Agree: 60% Neutral: 24% Disagree: 16%

Intended destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	10	6.3%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	4	2.5%
Transfer to SA Govt School	141	88.7%
Unknown	4	2.5%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

Relevant history screening

During 2019, 17 staff members updated their history screening.

Three people submitted their history screening application through Whyalla High School.

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	58
Post Graduate Qualifications	11

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

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	40.2	1.6	15.1
Persons	0	41	2	19

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Financial statement

Funding Source	Amount
Grants: State	\$78,906.22
Grants: Commonwealth	\$5,651,993.97
Parent Contributions	\$374,037.24
Fund Raising	
Other	\$106,321.45

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

2019 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 2019 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 behaviour management and engagement	Rock + Water Program (time allocated every day to the program, coordinator and SSO's). Interception room, Centacare counseling, personalised learning and part-time programs in place.	15-20 extreme behaviour students accessing programs to regulate behaviour.
	Improved outcomes for students with an additional language or dialect		
	Improved outcomes for students with disabilities	Learning Centre and Personalised Learning - targeted learning goals identified for each SWD. In class SSO 1:1 support, differentiated tasks and instruction.	All SWD with OCOP Learning Centre Differentiated activities and tasks
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> rural and isolated students Aboriginal students numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Learning difficulties grant	VET Hospitality program delivered at year 10. WASP Program delivered years 9-12. Three AET teachers, two ATSI/SAASTA leader's, one Level 2 SSO and one ASETO appointed to support with SAASTA, literacy and numeracy intervention, community engagement 3 Certificate III in Fitness and Community Studies graduates. 15 students in the Whyalla Academy. 1 student graduating from the SAASTA Academy and gaining an apprenticeship. 4 students chosen for the SAASTA Elite Academies. 3 year 12 ATSI students who have successfully completed SACE through SAASTA.	SAASTA and SAASTA Connect WASP program Boys and girls group Learning centre Rock + water program Clontarf program Personalised learning programs
Program funding for all students	Australian Curriculum	LDAM Professional Development	Common Assessment Tasks, Rubrics and Moderation
Other discretionary funding	Aboriginal languages programs initiatives	Clontarf Whyalla Academy started this year and has began seeing success with ATSI boys involved in the program.	Clontarf program initiated and making positive progress.
	Better schools funding	Seven level 2 SSO's and five level 1 SSO's as well as one ASETO to support SWD and ATSI students.	All SWD and ATSI students receiving designated support.
	Specialist school reporting (as required)		
	Improved outcomes for gifted students	Orbis Program provided further exploration to improve outcomes for gifted students. All English classes - Essential English (10 SACE credits) All maths classes - Essential Maths (10 SACE credits)	Increased number and achievement in SACE subjects.
	Primary school counsellor (if applicable)		