



**BLACKWOOD**  
HIGH SCHOOL



# 2009 ANNUAL REPORT

*An internationally accredited school inspiring respect for people, community and tradition, positioning our students for achievement in the global community.*

## **OUR VALUES**

- Respect for the potential, dignity and worth of each individual.
- Academic excellence as the basis for developing individual potential, and achievement.
- Cultural diversity is welcomed, embraced, understood and respected.
- Respect and concern for the environment.
- Active citizenship for a better world.

## **OUR AIMS**

- To inspire and engage students to be all that they can be, to set demanding goals for themselves and make a positive difference in our world.
- To assist each student to develop as a well balanced, open-minded, caring and principled human being.
- To educate students so that they understand the need for environmental sustainability and inspire them to take action.
- To enrich the learning experiences of our students through partnerships with the wider community.
- To encourage our students to take pride in themselves and their school.

## **WE DELIVER**

- An international curriculum accredited and commended by the International Baccalaureate Organisation.
- Quality pastoral care programs to address each student's intellectual, emotional, physical and social needs
- A system to monitor each student's progress and design intervention to support improvement where required.
- Programs to mentor our students to develop and achieve their goals, especially with regard to their transition to adult life.
- A responsive partnership between families and the school to help all students to reach their potential.
- Contemporary teaching and learning programs that embrace current technology and develop each student's ability to access vocational and communication opportunities in our connected world.
- Supportive culture for participation in extra curricular activities.
- International programs to help us develop intercultural understanding between young people.
- Preparation for and access to vocational training.
- Innovative learning programs.
- Outstanding facilities for learning and extra curricular activities.
- Recognition of achievement.

## **STRATEGIC DIRECTIONS**

- 1: Engage students in a contemporary curriculum to prepare them for their 21st century world.
- 2: Personalise learning to ensure that our students' interests and needs are met.
- 3: Build our students' understanding of and commitment to practices that will sustain our world.
- 4: Build our students' understanding of and commitment to global citizenship.

# 1 HIGHLIGHTS

The 2009 Governing Council was formed on 23 March 2009. David Pressley was elected as Chair, Chris Murfitt as Deputy Chair, Debbie George as Secretary and Tony Lemish as Treasurer.

The council approved the redevelopment school's ICT strategy to implement the Digital Education Revolution funding, including the broad vision for the integration of ICT's into the teaching and learning of the school. The council agreed that this will be more effective if all students have their own personal computer. Thus in preparation for the 2010 year 8 class, the school promoted the PDL classes which were established in 2008 and 2009. As a result, another 4 PDL classes were formed in 2010 making a total of 270 students in laptop classes. Another 100 students in year 10 and the Senior School are also bringing their laptops to school on a daily basis.

The council also approved the school's new uniform, undertook a phone survey about the reputation of the school, focused on improving the school's website and approved the appointment of a 50<sup>th</sup> Birthday coordinator, Ms Jodie Kelley, in preparation for the celebration in 2011.

The Governing Council was also involved in the Mitcham Hills College Governing Forum which hosted Professor Ian Gibbons who delivered an interesting lecture called *Neuroscience and Learning, Fact or Fiction*, to over 100 people from across the college schools.

Coordinated by Karyn Jones, Language B and International Education Coordinator, and assisted by Veronica Lowe, the international student program grew to 35 full time students in 2009. The swine flu interrupted the planned Senyo Senior High School, however, visits from two Japanese schools are planned for 2010.

Our students were involved in many extra curricular activities during the year and these were reported regularly in the school newsletter and the 2009 Cambium.

Worthy of mention is the school's production *Shake up on Speare Island* written and directed led by Robyn Trebilcock, and included a team of about 70 staff, students and parents in this exciting and creative performance. Other Arts activities included the Come Out celebrations in conjunction with the local primary schools, the Sunset Concert and several Dance, Drama and Music performances. Year 12 Visual Arts students excelled with 5 pieces from the school chosen for exhibition in the SACE Board year 12 art show.

14 Year 10 and 11 students went on their World Challenge Expedition to Vietnam in December. Coordinated and accompanied by teachers Dan Smith and Doug Hudson. These students planned their own itinerary and raised money to support the cost of the excursion.

Sport, organised by the Sports Coordinator Janet Bradley, has also been a popular option for students with over 60 teams involving nearly 400 students playing in the zone and state competitions. Some of our students excel in their sports. Of note (and just to name a few) are Lachlan Scott selected for the state athletics team, Dan Hall who captained the state U14 water polo team, Tamzin Petzer, state netball, Kelsey Knuckey in the State U16 Softball team, Laura Evans in the state U17 Lacrosse team, Sam Gava who won the State Amateur Golf Championship, Eddie Chittleborough, who played in the state U18 hockey team.

Year 10 students completed SACE Personal Learning Plan and their Personal Projects and over 80 students in year 8, 9 & 10 were involved in the Premier's Reading Challenge.

Staff, students and the school community wished Mr Christopher Daw well on his retirement after 41 of service to secondary school students in SA, 18 years of which were at Blackwood High School.

## 2. STRATEGIC DIRECTIONS AND TARGETS

Strategic planning to redirect the school's improvement agenda for 2008 - 2011 occurred in 2008 in consultation with Governing Council and staff. Four strategic directions were identified.

1. Engage students in a contemporary curriculum to prepare them for their 21st century world.
2. Personalise learning to ensure that our students' interests and needs are met.
3. Build our students' understanding of and commitment to practices that will sustain our world.
4. Build our students' understanding of and commitment to global citizenship.

Each strategic direction identifies targets to measure improvement, learning targets that describe outcomes that we could achieve to address the strategic direction, and strategic actions of teams and individuals working to achieve the outcomes described.

As the new plan was developed and approved during 2008, the targets of the plan are designed to be measured over three years. Strategic Direction 3 & 4 cannot be measured by the existing surveys and will take some research to find a suitable measure.

### 2.1 Strategic Direction 1. Engage students in a contemporary curriculum to prepare them for their 21st century world.

Research shows that if learning is interesting to students then they will achieve better.

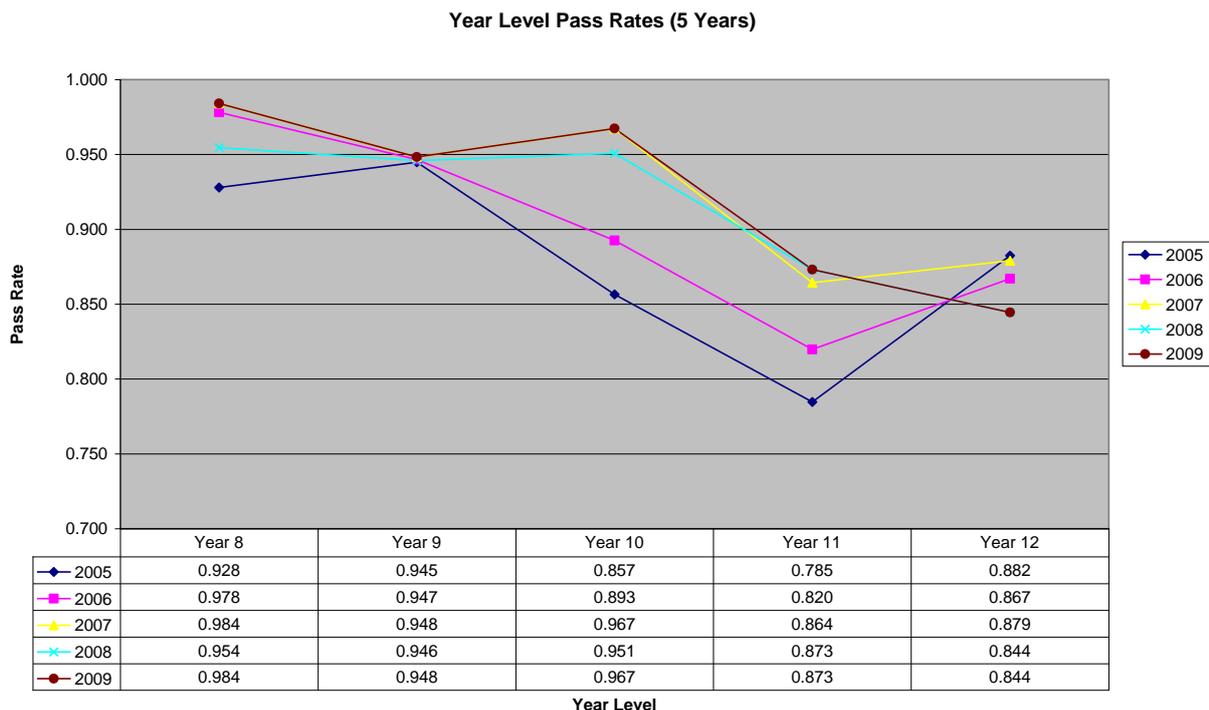
Target. *Increase, over the next three years, the number of students reporting that their lessons and class activities are interesting.*

	2004	2005	2006	2008	2009
Enjoyment of school work	2.28	2.3	2.21	2.31	2.45
Quality of instruction	2.53	2.66	2.65	2.65	2.67
Teachers make learning interesting	2.31	2.38	2.3	2.38	2.55

These categories are made up of several different questions and are rated on a scale of 1 (strongly disagree) to 4 (strongly agree)

Students reporting enjoyment at school and teachers making the work interesting has improved in 2009. How students view the quality of teaching has remained stable for the last 5 years.

The pass rates data shows that the school has maintained a high pass rate in the middle years, lifting it in years 8-11 achieved in 2005 and 2006.



Strategic actions to engage students in a contemporary curriculum to prepare them for their 21st century world in 2010 are

- Full curriculum review of subject patterns, offerings and timetable. *The school addressed SACE issues in 2009 and decisions about the full curriculum review are set for the 7 May 2010 staff conference.*
- Curriculum mapping identifies areas for interdisciplinary curriculum development that moves teaching and learning from content to concept driven, using the AOI in the MYP. *The curriculum map has been completed and interdisciplinary learning has been developed in the year 8 PDL classes as a model for the middle school curriculum.*
- Develop and implement an ICT skills continuum to ensure that all students learn basic and subject specific ICT skills. *In 2010, the Year 8 PDL students will complete the Certificate 1 in Information Technology to ensure that ICT skills are developed in a consistent manner.*
- Develop explicit ICT teaching strategies in each curriculum department. *This has been achieved and departments have developed and action plan to continue this work in 2010*
- Develop a professional learning program to update pedagogy to incorporate the digital learning technologies. *The Technology Development Committee has overseen a professional development strategy that delivers justintime professional development for teachers. Two thirds of the staff have applied for a laptop (the rest have their own) and targets for the use of the virtual learning environment have been set*
- Facilitate the uptake of personal laptops for students *At present we have 220 students in the year 8&9 laptop classes and over 150 students in year 10 and the senior school bring their laptops to school each day. The upgrade to the ICT network to occur in 2010 will facilitate more teachers to put their classes online. Targets for this process have been set.*
- Establish more PDL classes each year. *We have achieved the following growth, 2 classes of PDL in 2008, 4 in 2009, 4 in 2010.*

## 2.2 Strategic Direction 2. Personalise learning to ensure that our students' interests and needs are met.

The analysis of the Student Opinion Survey over the past 4 years shows that they feel positively about their acceptance from their peers but less positively about enjoying school. They also report less positively about whether teachers understand their feelings and point of view.

### Target

*The student survey reports higher levels of positive feelings about their relationships with teachers.*

	2004	2005	2006	2008	2009
empathy	2.37	2.51	2.38	2.44	2.61
Fairness/Firmness	2.31	2.49	2.38	2.58	2.52

These categories are made up of several different questions and are rated on a scale of 1 (strongly disagree) to 4 (strongly agree)

These results show an upward positive trend about their relationships with teachers than they did in 2004.

Other feedback from students shows that they feel positively about the way that their teachers help them and hold high expectations for their achievement.

	2004	2005	2006	2008	2009
Teachers help me	2.73	2.72	2.71	2.77	2.83
Teacher has high expectations	2.92	2.82	2.81	2.88	2.91

These categories are made up of several different questions and are rated on a scale of 1 (strongly disagree) to 4 (strongly agree)

### Target

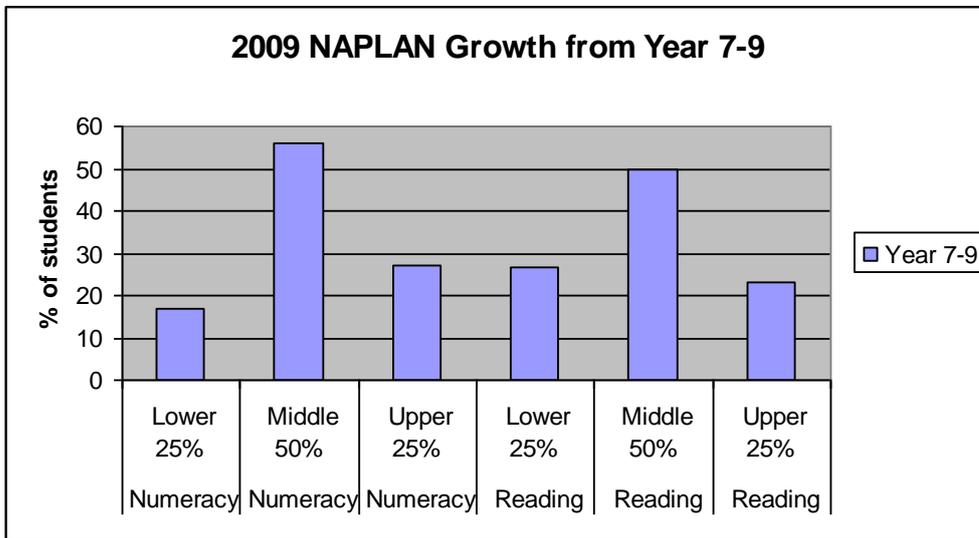
*The attendance and achievement of identified students improves and supported by an integrated identification system and evidence of differentiated and personalised curriculum for students at risk*

An example of the of the schools' ability to meet the needs of students is seen in the growth that 2008 year 9 students make in the literacy and numeracy skills tested by the NAPLAN (National Assessment Program Literacy and Numeracy.)

The following graphs show that in the main the students achieved better than the national average and that the literacy and numeracy skills have improved since year 7. This indicates that the school's programs contribute, as they should, to the development of our students' basic skills. Students identified below the benchmarks were provided with tutoring at the school. Those just above benchmarks were assisted by the individual attention of English and Mathematics teachers who had access to the information about the skills that needed attention.

### Mean Scores 2009

Test Aspect	Year 9			
	Site	National	Region	Index
Grammar	581.8	573.6	589.3	588.4
Reading	598.8	580.4	578.8	602.5
Spelling	586.3	576.2	570.5	594.2
Writing	584.5	589.0	587.4	595.7
Numeracy	577.4	588.5	575.0	608.8



Nevertheless, the school needs to work harder to improve the literacy and numeracy skills that are tested in the NAPLAN. In 2010, the English and Mathematics departments will

- review the scope and sequence of their courses to ensure that the skills tested are developed in the year 8 curriculum, .
- use the year 7 NAPLAN data to identify and support students whose skills need improvement
- practice the type of questions that the students will come across in the NAPLAN.

#### Target

*The attendance rate of the school improves.*

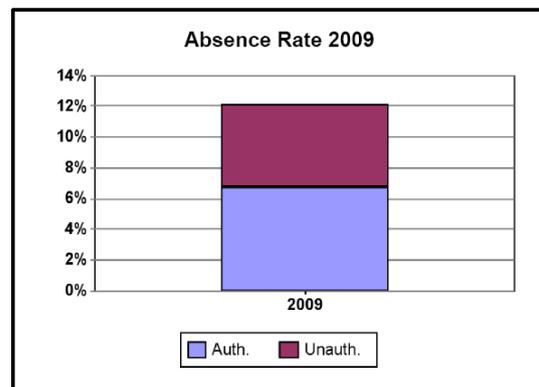
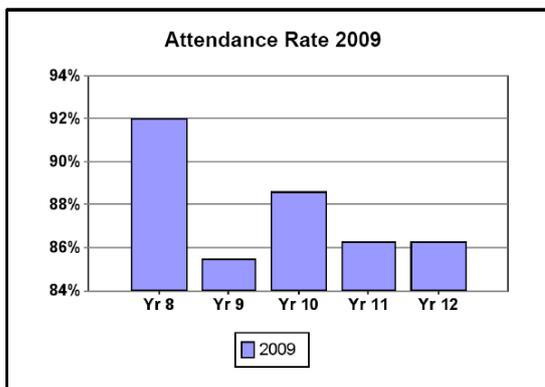
Attendance at school is fundamental to achievement and a significant improvement was achieved in 2007. The data over four years from 2005 to 2008 showed that the **school's attendance rate** has increased from 89.1 to 90.5%.

In 2009 the department has changed the way data is collected to count Semester 1 (dates were not specified) and to compare with national data. The myschool website reports that our school's attendance rate is 89%. It says the following about how the attendance rate is calculated.

#### Student attendance

*This is a measure of the number of days students attend school divided by the total number of school days available expressed as a percentage. The student attendance rate is collected by schools and supplied for an agreed comparative period during the 2009 school year. It includes the total (aggregated) attendance across year levels 1 to 10 for the relevant school.*

DECS has provided the following information about the school's attendance rate at year levels. This information is suspect because the 2008 year 8 students had an attendance rate of 92.8 and then about 85% in 2009. Other year levels show discrepancies of about 3% for year 10 students, 2% for year 11 students and 3% for year 12 students.



You will also note that the data supplied is not comparative as it was in previous years.

Strategic actions to personalise learning to ensure that our students’ interests and needs are met are

- Develop useful data sets eg NAPLAN, subject achievement, and standardized tests about students’ skills and interests for teachers to use when personalising learning.
- Design and implement an integrated system to identify and support students at risk and those with different learning needs through personalised and differentiated learning programs.
- Develop alternative programs for students who disengage from school, including FLO, ICAN and Youth Compact (middle and senior school intervention programs).
- Set targets for attendance at each year level.

*The Student Services Team is working on these issues. .*

### **2.3 Strategic Direction 3. Build our students’ understanding of and commitment to practices that will sustain our world.**

Three year targets

- Student engagement indicators improve.
- A plan to improve the school’s environmental sustainability is developed and in progress. (to be referred to the Governing Council’s Facilities Committee. )
- The school’s energy and water usage reduces.

These targets will be supported by the strategic action reported in the strategic plan

- The curriculum is audited to identify opportunities for students to learn about environmental sustainability. (*in progress*)

We are seeking a survey to measure our students’ commitment to environmental sustainability to be used as base line data.

### **2.4 Strategic Direction 4 Build our students’ understanding of and commitment to global citizenship.**

Three year targets

- Base line data about students’ tolerance and intercultural understanding is established and improves. *We are seeking a survey that can do this.*
- Student opinion data about their relationships with others improves. *The feelings of the students about this issue have been stable over the last 4 years. The survey tool that we use does not track different backgrounds of students.*

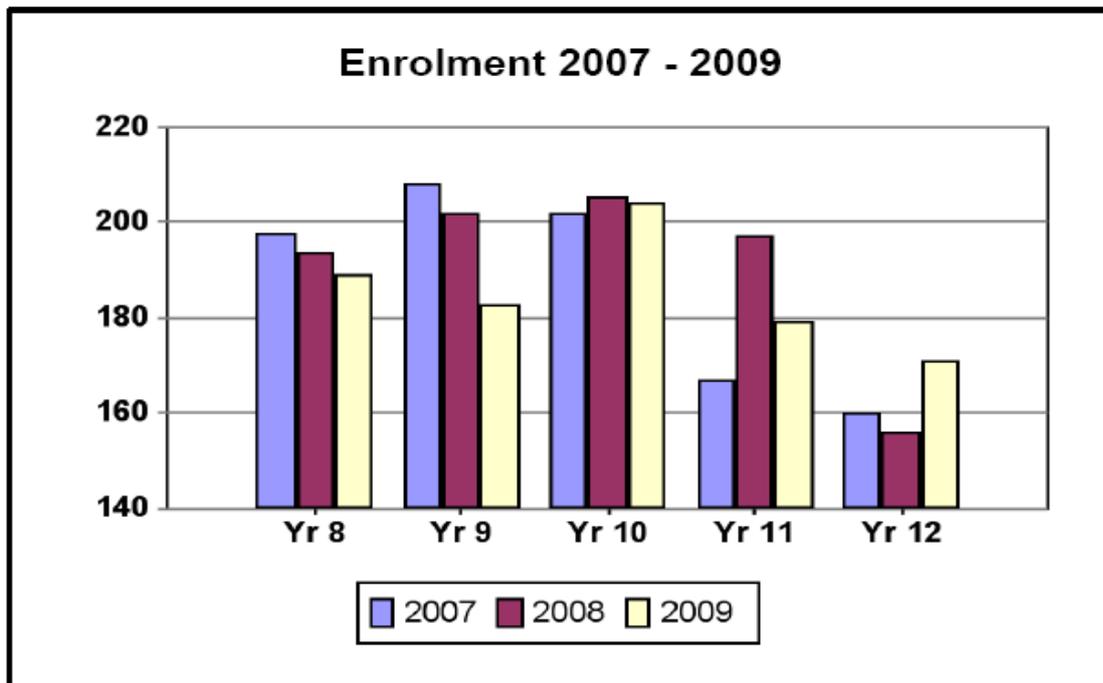
	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2008</b>	<b>2009</b>
Perceived social acceptance	2.97	2.92	2.98	2.98	3.08

These categories are made up of several different questions and are rated on a scale of 1 (strongly disagree) to 4 (strongly agree)

- Number and participation of students involved in international programs is tracked. (*in progress*)

### 3 SCHOOL CHARACTERISTICS

#### 3.1 ENROLMENT



Enrolment 2007 - 2009			
	2007	2008	2009
Enrolment (FTE)	934.8	954.1	926.5

Specific Population Enrolment 2009				
	School	Region	DECS	Index
ATSI	0.9%	2.4%	4.9%	0.8%
NESB	5.6%	7.1%	10.2%	11.0%
ESL	4.9%	7.0%	12.8%	11.8%
Disabilities	2.7%	8.5%	9.1%	4.1%
School Card	11.9%	23.0%	28.5%	12.5%

Mid year census from 2000 shows the longer term trends

2001	2002	2003	2004	2005	2006	2007	2008	2009	2010 predicted
1038	1002	971	1031	1018	1031	935	954	927	835

Maintaining enrolment share is a challenge for our school. Our destination survey has shown that students increasingly move to the ASMS from year 9 to 10 (20 in 2009), and to private senior secondary schools for year 11 and 12. A significant number of students left the year 11 cohort in

2009 to take up apprenticeships, traineeships and vocational training courses, a good outcome for many of those students. In 2010 the year 8 enrolment was 30 less students than the previous 2 years, reflecting lower numbers in some of the surrounding primary schools and a shift to the private sector. Some of the other nearby high school also experienced a drop in year 8 enrolment. (The destination data supplied by DECS has not been supplied this year.)

In 2010 we have strengthened the school promotion strategies begun in 2009 led by the Deputy Principal, Jude Hines. They include

- The new uniform and logo to promote a new image of the school
- A creative arts program that involves the primary schools coordinated by David Hill AST2
- Students coming to the high school for technology taught by Allan Waller
- Visits to primary schools by ex-students coordinated by Craig Duguid, Head of Middle School.
- Improving the Website led by the Governing Council.

### 3.2 RETENTION

Retention rates over the last three years are variable.

#### Apparent Retention Rates

Year 8-12 FTE 2007 - 2009				
	School	Region	DECS	Index
2007	75.8	78.0	74.5	92.0
2008	69.6	77.2	75.3	91.3
2009	83.1	86.0	79.5	98.0

This is further clarified by the progression ratios which show the number of students from one year to the next at each year levels. The move to the ASMS and private senior secondary options is seen in the 10-11 figures. The figures from year 11-12 are generally created by those students moving into vocational or employment options.

#### Apparent Progression Ratios

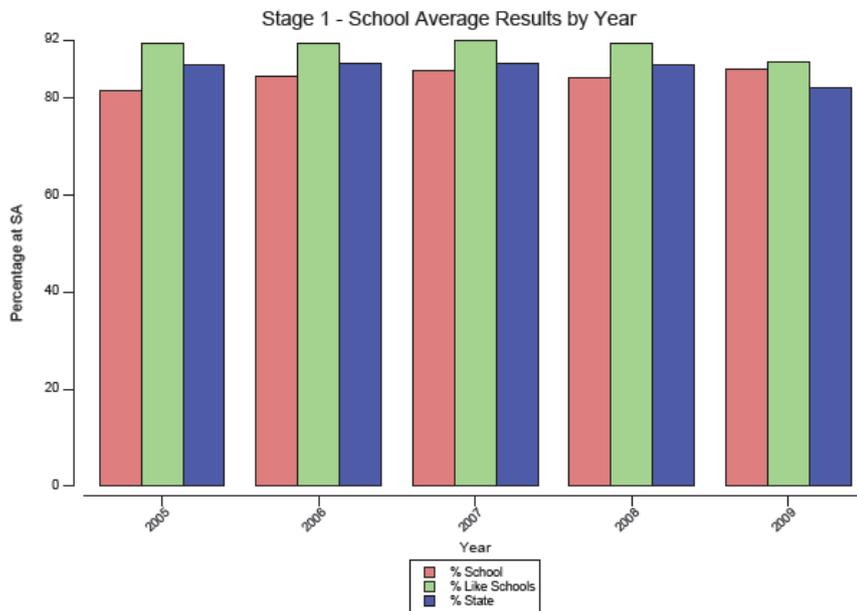
2008/2009				
	School	Region	DECS	Index
08 to 09	94.3	100.1	99.9	101.1
09 to 10	101.0	106.2	102.0	110.0
10 to 11	87.4	105.9	107.1	103.2
11 to 12	86.9	80.5	79.4	89.3

In 2010 all students are required to be “learning or earning” until the age of 17 years. A range of interesting options, facilitated by DECS and the school, has been introduced to assist these young people to achieve the new arrangements. .

### 3.3 SENIOR SECONDARY STUDENT ACHIEVEMENT: SACE

#### Stage 1 - School Average Results by Year

This report provides school level information on the percentage of enrolments that achieved satisfactory achievement totalled for all subjects.



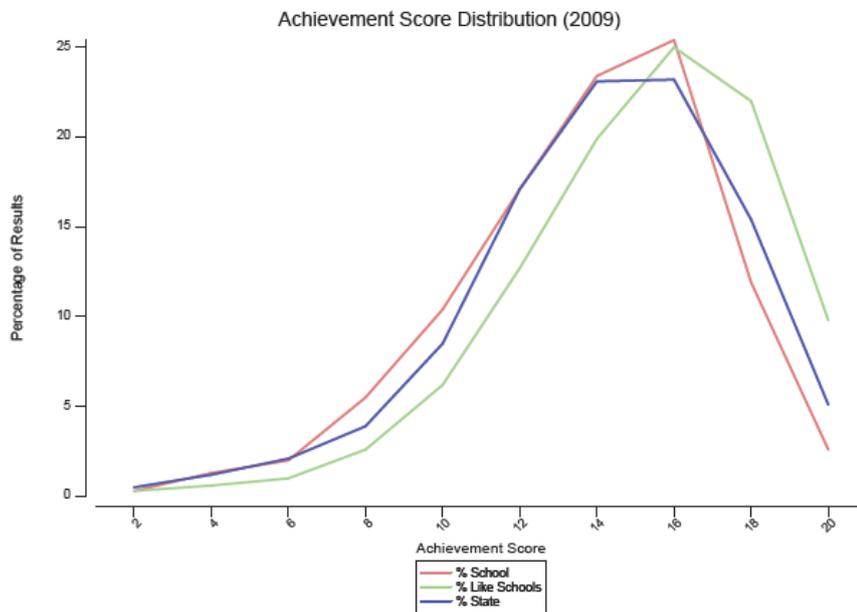
Year	Enrolments (School)	% School	% Like Schools	% State
2005	2699	81.7	91.2	86.8
2006	2943	84.6	91.3	87.2
2007	2160	85.8	92.0	87.3
2008	2524	84.2	91.4	86.8
2009	2352	86.1	87.4	82.1

School average results in stage one of the SACE show an upward trend since 2005 from 81.7 to 86.1.

## Stage 2

### - School Average Achievement Score Distribution

This report provides school level information on the percentage of results in each achievement score band.

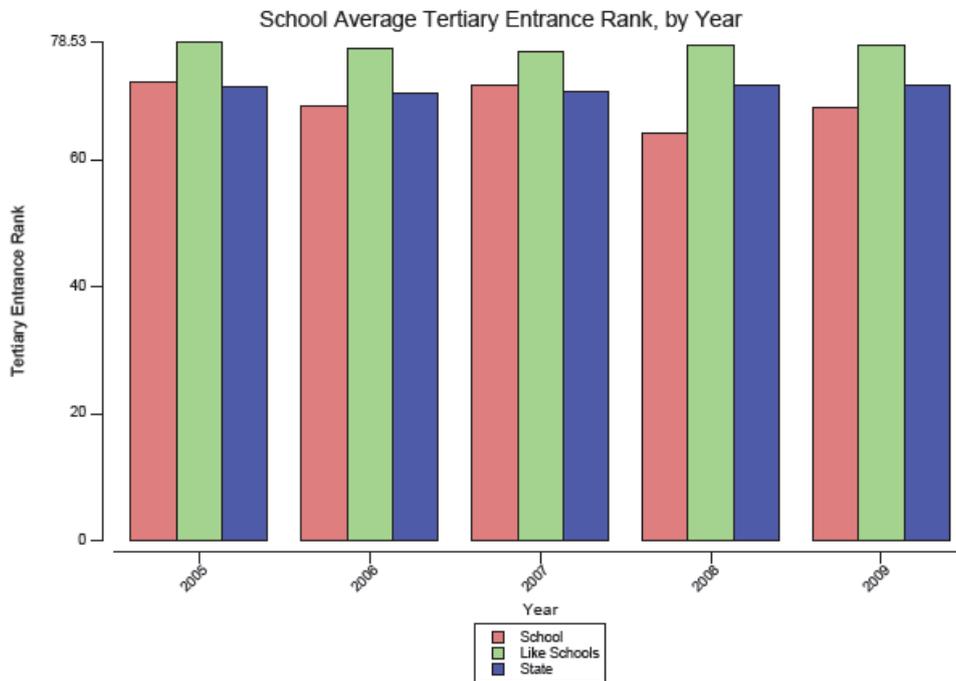


Achievement Score	% School	% Like Schools	% State
2	0.3	0.3	0.5
4	1.3	0.6	1.2
6	2.0	1.0	2.1
8	5.5	2.6	3.9
10	10.4	6.2	8.5
12	17.1	12.7	17.1
14	23.4	19.9	23.1
16	25.4	25.0	23.2
18	11.9	22.0	15.4
20	2.6	9.8	5.1

The grade distribution for the Stage 2 Subjects shows a similar pattern to previous years.

**School Average Tertiary Entrance Rank, by Year**

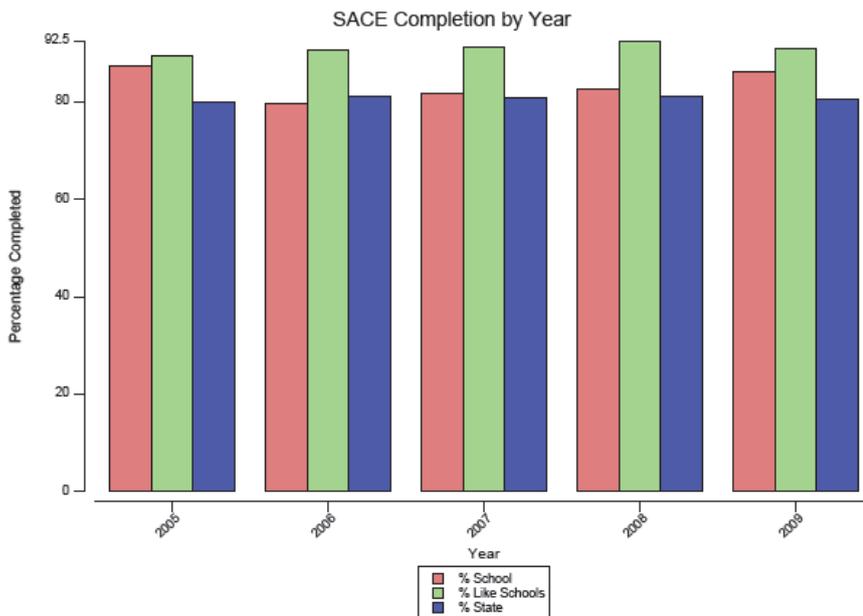
This report provides school level information on the TERs of students who were eligible for a TER.



The average TER shows a downward trend from 72.21 in 2005 to 68.37 in 2009. Danielle Le Mieux was Dux of the school with a score of 99.95. 13 other students received over 90.

**SACE Completion** SACE completion is steady and above the state average.

This report provides information on the percentage of students who completed the SACE in a particular year out of those identified by their enrolments as potential completers of the SACE.



Year	% School	% Like Schools	% State
2005	87.4	89.3	79.8
2006	79.5	90.6	81.2
2007	81.7	91.3	80.9
2008	82.6	92.5	81.2
2009	86.3	91.0	80.6

## **Vocational Education and Training**

43 students from year 10-12 were involved in Vocational Education and Training in 2009.  
3 of these students were involved in Structured Workplace Learning.

## **4 STAFF INFORMATION**

### **4.1 TEACHING STAFF ATTENDANCE**

NB 2009 data is not available at this time.

### **4.2 TEACHING STAFF RETENTION**

NB 2009 data is not available at this time.

### **4.3 TEACHING STAFF QUALIFICATIONS**

Teaching staff have the following qualifications.

- |                                 |    |
|---------------------------------|----|
| • Diploma of Teaching           | 15 |
| • Bachelors Degree              | 42 |
| • Bachelors Degree with Honours | 5  |
| • Two Bachelors Degrees         | 9  |
| • Post Graduate Diploma         | 47 |
| • Master of Education           | 4  |

There are 5 Advanced Skills Teacher Level 1 and 10 Advanced Skills Teacher Level 2.

### **4.4 STAFF PROFESSIONAL DEVELOPMENT**

The school budgeted \$15,000 for staff professional development in 2009. About \$5,000 was associated with general staff professional development as agreed by the Head of Department (teachers) or line manager (SSO), \$5000 for upgrading teachers' digital teaching and learning skills and \$5000 for IBMYP development.

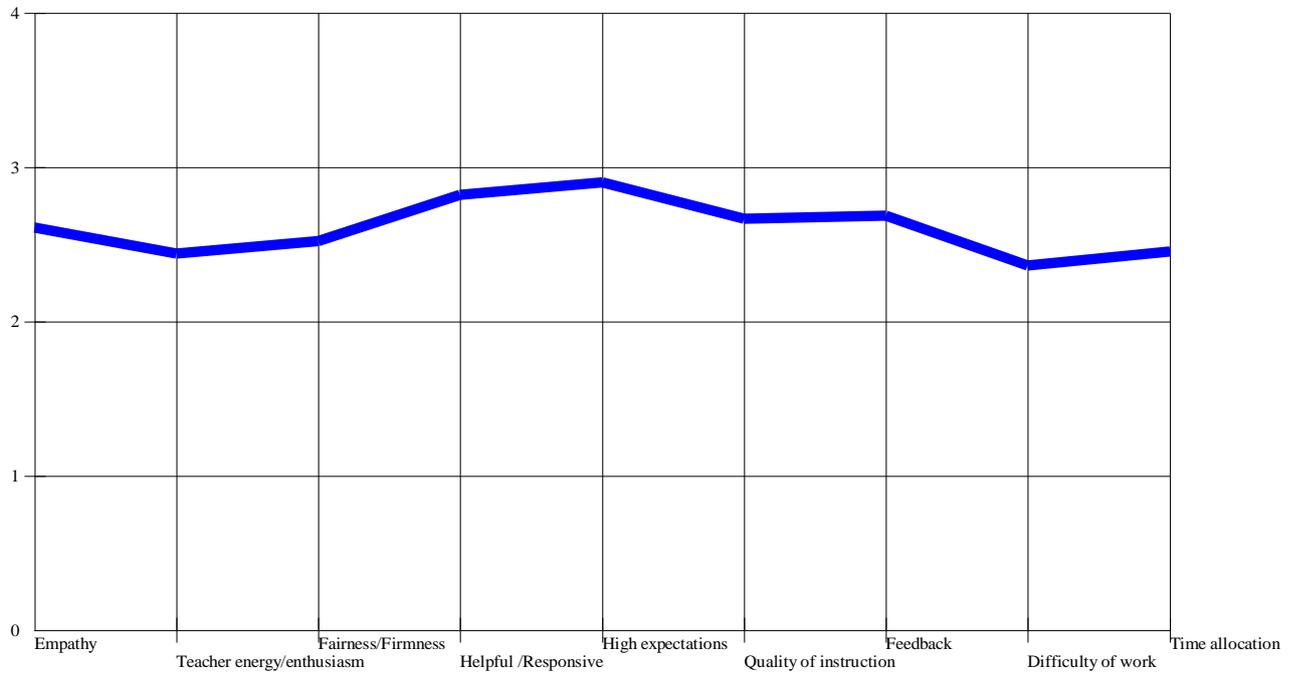
Combined professional development activities across the Mitcham Hills College schools included IBMYP activities.

## 5 OPINION SURVEYS

### 5.1 STUDENT OPINION SURVEYS

Students have reported positively about their teachers.

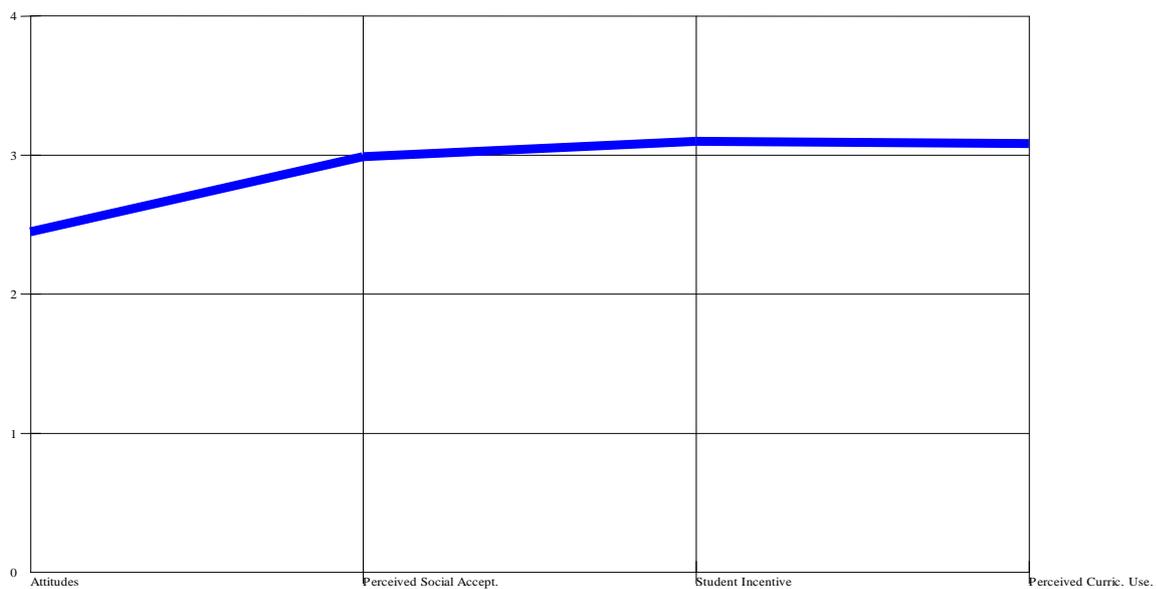
#### Scale Score Summary



These categories are made up of several different questions and are rated on a scale of 1 (strongly disagree) to 4 (strongly agree)

Students have reported positively about their feelings about their feelings about school.

#### Scale Score Summary



These categories are made up of several different questions and are rated on a scale of 1 (strongly disagree) to 4 (strongly agree)

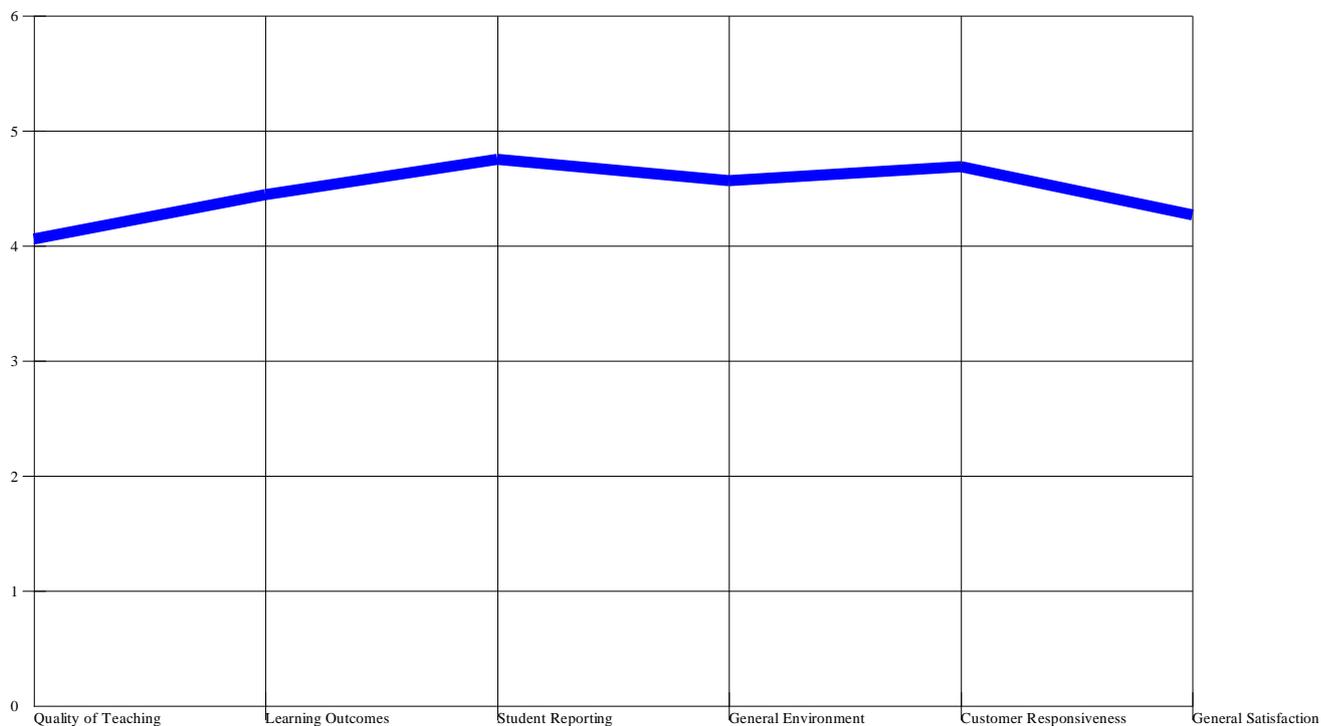
## 5.2 PARENT OPINION SURVEY

Parents have reported more positively about various aspects of the school's performance compared with what was achieved in 2008. Of particular concern was the drop in the General Satisfaction category since 2006 which is now trending upwards.

CATEGORIES	2003	2004	2005	2006	2008	2009
Quality of teaching	4.2	4.09	4.29	4.21	4.01	4.06
Learning outcomes	4.48	4.5	4.63	4.59	4.2	4.45
Student reporting	4.59	4.55	4.5	4.6	4.32	4.76
General environment	4.77	4.72	4.79	4.74	4.49	4.57
Customer responsiveness	4.54	4.58	4.63	4.61	4.47	4.69
General satisfaction	4.44	4.41	4.46	4.41	3.94	4.27

These categories are made up of several different questions and are rated on a scale of 1 (strongly disagree) to 6 (strongly agree)

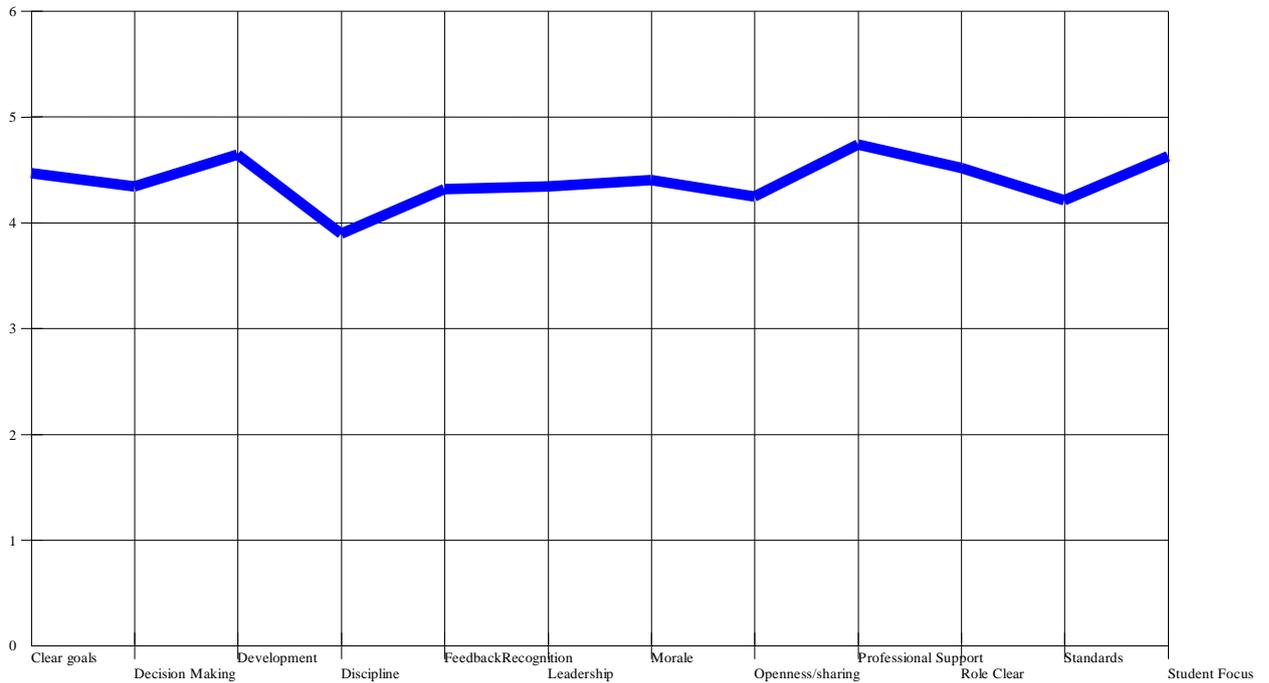
### Scale Score Summary



### 5.3 STAFF OPINION SURVEY

Staff have reported positively about various aspects of their work.

## Scale Score Summary



These categories are made up of several different questions and are rated on a scale of 1 (strongly disagree) to 6 (strongly agree)

The scores for the staff survey were very much the same as in previous years.