



2010 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 2010 Governing Council was formed on 2nd March 2010. David Pressley was elected as Chair, as in 2009, Chris Murfitt as Deputy Chair, Ann-Marie Simes as Minutes Secretary and Tony Lemish as Treasurer.

The school continued the program approved by Council regarding the redevelopment school's ICT strategy to implement the Digital Education Revolution funding, including the broad vision for the integration of Information and Communication Technologies (ICT) into the teaching and learning of the school. As a result, another four Personalised Digital Learning (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 Governing Council undertook a phone survey, late in the year gathering information from families of the school about the reputation of the school and the planned amalgamation with Blackwood Primary School, focused on improving the school's website and approved the appointment of a 50th Birthday coordinator, Ms Jodie Kelley and later, Mr Chris Daw, in preparation for the celebration in 2011.

The international student program, coordinated by Karyn Jones, Language B and International Education Coordinator, and assisted by Veronica Lowe, grew to 35 full time students in 2010. Visits from two Japanese school are planned for 2011.

Our students were involved in many extra curricular activities during the year and these were reported regularly in the school newsletter and captured for perpetuity in the 2010 Cambium.

Visual Arts finished 2009 with a particularly successful SACE Stage 2 cohort, with the work of 5 students being selected for the 2010 SACE Art Exhibition. High participation rates and successful student outcomes continued this year, with a public exhibition of student work at Marion Cultural Centre in April and our annual Year 12 Art Exhibition in November. Students are encouraged to enter some of the numerous visual art and design competitions on offer during the year. Of particular note was the awarding of First Prize in the National Schools Packaging Design Challenge to two of our Year 9 students, Ziqiao Chen and Colin Han.

The Performing Arts are very strong in the school with a large number of public and community projects and events. Different student groups performed as part of the Every Generation Festival in October, and the Bee Wood Combo is invited every year to perform at the Blackwood Christmas Fair in November and the Christmas Pageant in December with our local community service groups. Our annual Sunset Festival, showcasing our emerging rock bands in an outdoor concert, was run in partnership with our World Challenge Team as a fundraising event. Our Year 12 Music students achieved a high proportion of A's for their performance work.

A highlight this year was *Rock The Schools* in May, involving students from Music Technology, the Performing Arts Centre Technical Team, Business Studies, Catering and VET students in the setting up and staging of a live rock concert in the school, including an interactive masterclass on the industry standard recording software and a workshop on career pathways in the entertainment industry.

Dance maintains a high profile in the community with four teams in the State Finals of the School Dance Aerobics Championships in June, and numerous public showcases including the annual Choreographic Awards where students devise, rehearse and perform

their own works. Music, Dance and Drama combined this year in several important projects: the Middle School Arts Showcase, where students from Years 8 – 10 performed to our feeder primary schools and The Windmill Project. Working off-line, students participated in numerous workshops with industry professionals, culminating on a student devised performance in different locations all over the school grounds with the underlying theme of saving our environment. These students also ran workshops in our feeder primary schools to model and teach the skills they had acquired.

2009/10 saw the beginning of the World Challenge Program at Blackwood High School with an inaugural trip to Southern Vietnam. The team experienced new challenges and opportunities as they acclimatized into a new culture, trekked through the central highlands, worked within an orphanage in Danang as well as enjoying some rewarding rest and relaxation. Travelling for a month, the students were in charge of every aspect of their trip from managing money to booking transport and accommodation.

Riding the wave of last year's success, 26 students have begun their journey this year as they plan, fundraise and prepare for Borneo 2012. Having just held a successful Malaysian dinner raising just over \$5000, next year will be busy with more events, training camps and the excitement of an impending adventure in 2011.

2010 has been a busy and enjoyable one for Sport at Blackwood High School. We had 27 teams participate in volleyball, netball, indoor soccer, basketball, tennis, badminton and table tennis over three seasons of Southern Zone sport. Six teams won Zone Premierships during the year!

In term 1 we had a busy Athletics schedule with the whole school Athletics carnival followed by the SA Secondary School Sport Graded Athletics carnival held at Santos Stadium. This year we were promoted from B2 to B1. We won the boys division and came second in the girls.

We entered teams in Knock Out Sport and Southern Zone carnivals. We progressed through to finals in Boys Netball, Open Badminton and 8/9 Girls Tennis. We won the European Handball Open Girls and 8/9 Girls Carnival and the Southern Zone Golf day. One of our Year 9 boys Beach Volleyball teams won their competition.

Our fantastic level of participation and success this year has resulted in us winning the Howard Mutton award for the Southern Zone. . We are proud that Blackwood High School students have been excellent ambassadors for the school this year.

The International Program has continued to flourish at Blackwood High. This year we hosted two Study Tours from Japan. The first visit took place in early 2010 when we hosted 18 students from Morioka Chou High School in Japan. It was this school's first visit to the school. The students and accompanying teacher were impressed with the hospitality afforded them and the comprehensive program of school experience lessons and excursions. They are planning a return visit in 2011. In August we also hosted Senyo High School from Osaka, Japan on their sixth visit to Blackwood High School.

We averaged 35 International Students including Study Abroad Program (students staying for up to one year) and Mainstream students (here to complete their SACE). The Intensive Secondary English Course (ISEC) class which prepares International Students new to South Australia with the skills to achieve their potential in regular mainstream classes continues to attract students to the school. In 2011 we will have a record number of 18 International Students enrolled in Year 12 and aiming to graduate with their SACE at the end of the year.

Both students and staff have had a busy year in the studies of science at Blackwood High. Science students ably demonstrated aspects of science and practical activities for the open night display earlier in the year. Their confidence and engagement was evident when demonstrating and explaining the activities to the visitors, reflecting their learning. Their willingness to take time to assist was greatly appreciated. Other students were involved in competitions throughout the year. Team work and problem solving was amply demonstrated at the Science and Engineering Challenge and several students achieved excellent results in the ICAS Science competition. The year 12 Biology classes were able to work with researchers from Flinders University who provided expertise and equipment for an exercise in D.N.A. fingerprinting.

Interactive Whiteboards have been installed in all laboratories and this has enhanced the learning of theory, with the ability now to demonstrate science principles with animations and other resources.

More recently we have established a link with Dr. David Hosken, a former Blackwood High student, now a research associate in Physics at the University of Adelaide, who has just begun an eighteen month term in Antarctica. We will be keeping in touch with David during his time at Davis Station, using his experiences while building and using a laser, to find out more about the scientific approach, and how it is used to increase our knowledge about survival, organisms, geology, and other aspects of the Antarctic. A link using Skype is planned as part of the school's 50th birthday celebrations.

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.*

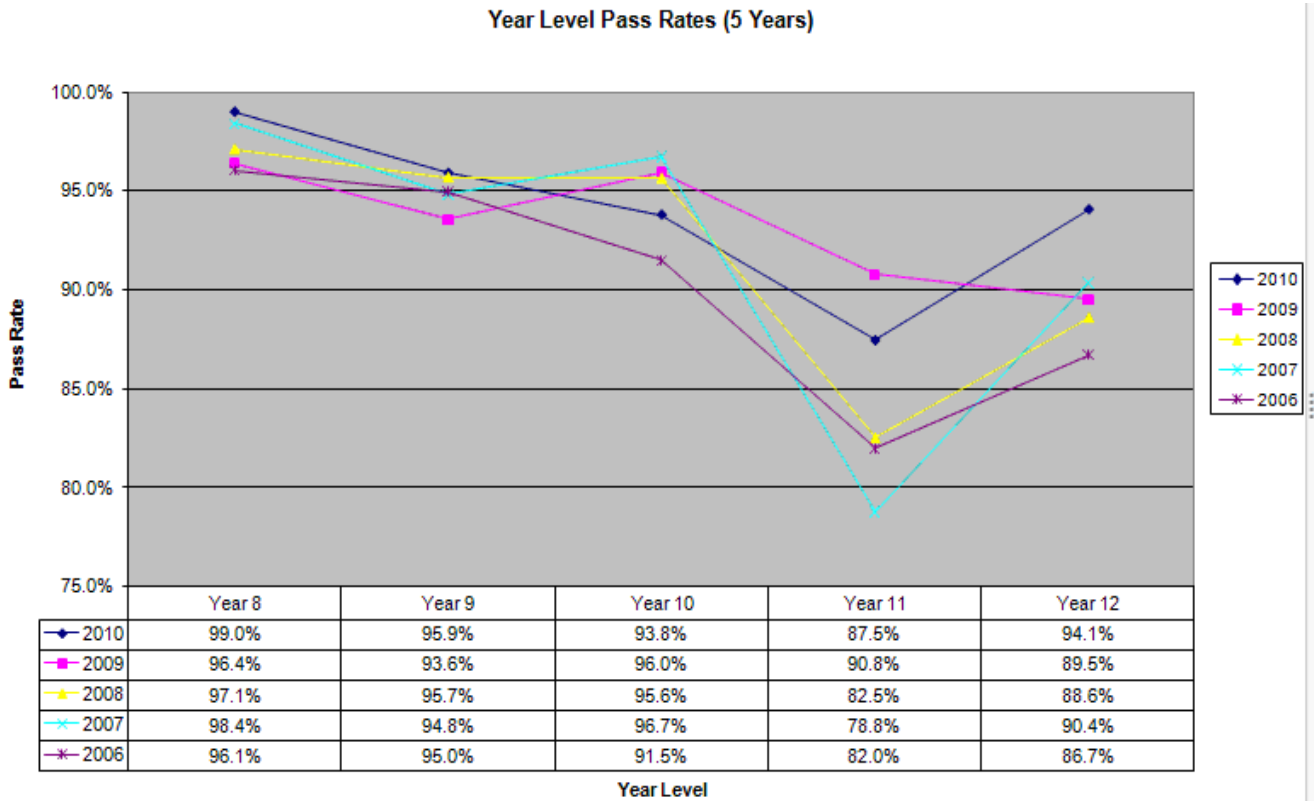
	2004	2005	2006	2008	2009	2010
Enjoyment of school work	2.28	2.3	2.21	2.31	2.45	2.41

Quality of instruction	2.53	2.66	2.65	2.65	2.67	2.75
Teachers make learning interesting	2.31	2.38	2.3	2.38	2.55	2.44

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

Students reporting quality of instruction has improved in 2010. There has been an upward trend in enjoyment at school and teachers making the work interesting from 2004.

Below is a graph indicating the year level pass rates data for 2005 to 2010.



The data shows that the school has shown growth in the pass rate for all year levels from 2006. Particularly pleasing is the pass rates of over 90% in year 8 to 10 and year 12 for 2010 with the year 8 data a high 99%.

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

- Building on the curriculum review of subject patterns done in May 2010, offerings and timetable. *Work has begun in all curriculum areas to familiarize teachers with the proposed Australian Curriculum implementation*
- Curriculum mapping identifies areas for interdisciplinary curriculum development that moves teaching and learning from content to concept driven, using the Areas Of Interaction in the International Baccalaureate Middle Years Program (IBMYP). *The curriculum map has been completed and interdisciplinary learning has been developed in the year 8 Digital Learning classes as a model for the middle school curriculum. The Digital Learning Scope and Sequence document has been developed and Certificate 1 in Computing has been embedded for delivery as of 2011.*
- Develop explicit Information and Communication Technology (ICT) teaching strategies in each curriculum department. *This has been achieved and curriculum areas have developed and action plan to continue this work in 2011*

- 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 just-in-time 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. Professional Development done by both staff and an external trainer in using the Interactive Whiteboards has been very successful.*
- Facilitate the uptake of personal laptops for students. *At present 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 Personalised Digital Learning (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.

Analysis of the Student Opinion Survey over the past 6 years shows that they feel positively about their acceptance from their peers.

Target

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

	2004	2005	2006	2008	2009	2010
Empathy	2.37	2.51	2.38	2.44	2.61	2.55
Fairness/Firmness	2.31	2.49	2.38	2.58	2.52	2.56

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	2010
Teachers help me	2.73	2.72	2.71	2.77	2.83	2.89
Teacher has high expectations	2.92	2.82	2.81	2.88	2.91	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 schools' ability to meet the needs of students is seen in the growth that year 9 students made in 2010 from their 2008 the literacy and numeracy skills tested by the National Assessment Program Literacy and Numeracy (NAPLaN)

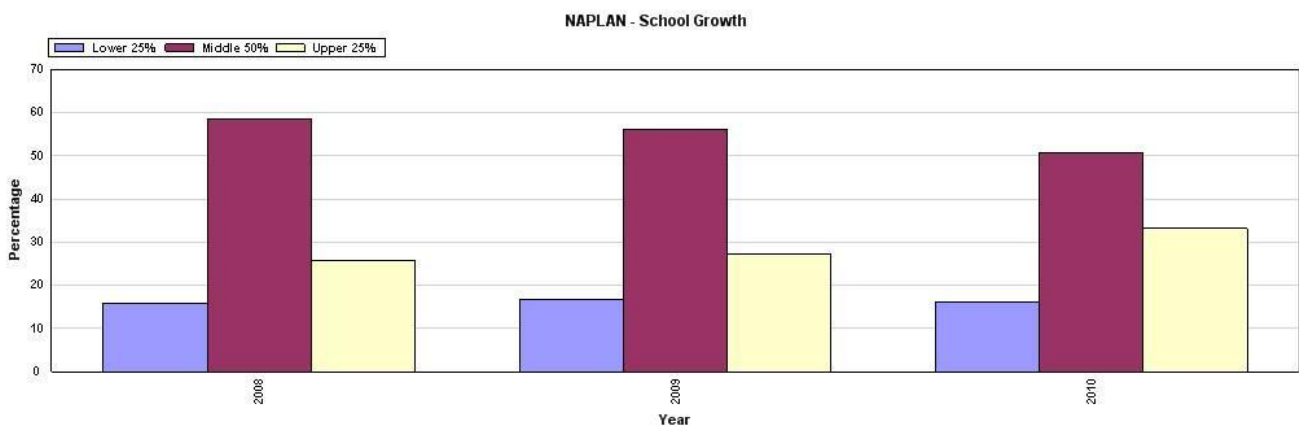
The following data shows that the year 9 students at Blackwood achieve higher mean scores than within the region. It also indicates that the school's programs contribute, as they should, to the development of our students' basic skills. Students identified below the

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.

NAPLAN - Mean Scores 2010

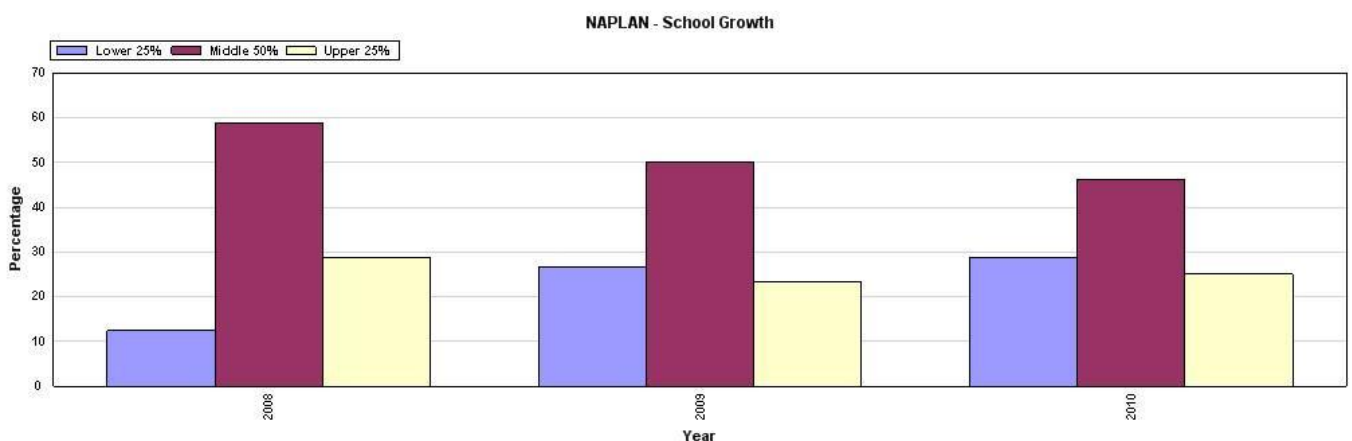
Test Aspect	Year 9		
	Site	Region	Index
Grammar	580.6	570.9	600.6
Reading	585.6	566.2	592
Spelling	588.5	572.5	595.4
Writing	574	563.6	586.9
Numeracy	582.8	567.2	600

NAPLAN School Growth for Reading



The growth indicates that for 2010 student growth in the top 25% was the greatest over the period 2008 to 2010.

NAPLAN School Growth for Numeracy



The growth indicates that for 2010 numeracy is an area in which there needs to be significant work.

The school needs to continue to work at improving the literacy and numeracy skills that are tested in the NAPLAN. In 2011, the English and Mathematics curriculum teams will continue to:

- *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.* Development of a plan for Literacy and Numeracy improvement will be a priority for 2011.

Target

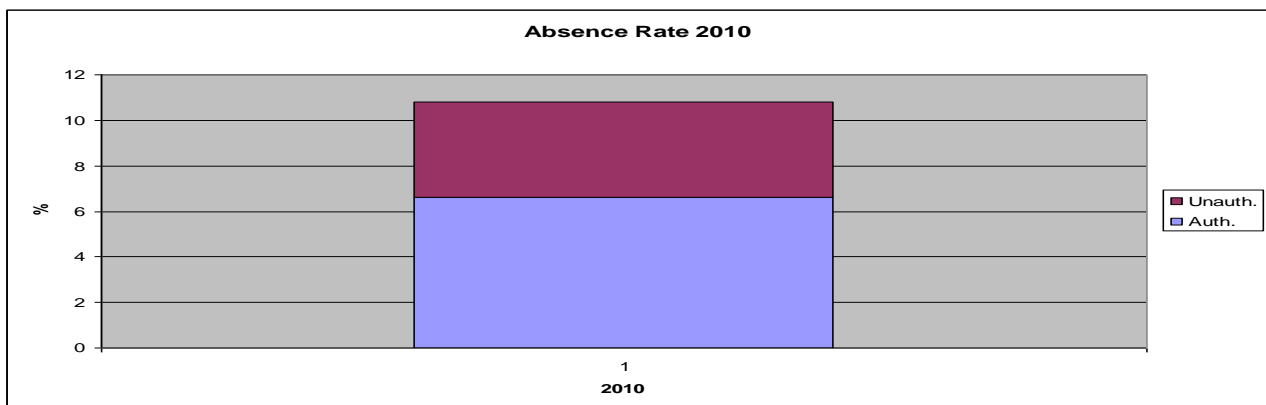
The attendance rate of the school improves.

Attendance at school and all classes is fundamental to achievement. The overall attendance rate increased from 87.8% in 2009 to 89.2% in 2010. This data is shown in the table of National Attendance Rates for Semester 1.

National Attendance Rates Semester 1 - Southern Adelaide

Year Level	2009				2010				Change 2009-2010
	School	Region	DECS	Index	School	Region	DECS	Index	
Year 8	92	90.5	89.2	92.4	92	90.9	89.5	93	0
Year 9	85.5	88.5	86.8	90.5	88.8	88.4	86.8	90.7	3.3
Year 10	88.6	87.3	85.2	89.1	88.5	88	85.4	90.5	-0.1
Year 11	86.3	86.3	84.9	89.1	88.1	87.2	84.9	89.7	1.8
Year 12	86.3	87.7	86.3	89.7	88.8	87.5	86	89.4	2.5
Secondary Total	87.8	88.1	86.6	90.1	89.2	88.4	86.6	90.7	1.4

Of particular note is the improved attendance in all year levels except year 9 which had a 0.1% reduction. Further analysis of the absences illustrated by the graph below indicates that there is a small percentage of absences which are unexplained indicated as unauthorised in the graph. These absences are from a small number of students. The staff follow up absences on a regular basis with referrals to DECS Attendance Officers where students are chronic non-attenders.



Strategic actions to personalise learning to ensure that our students' interests and needs are met include:

- Develop useful data sets e.g. NAPLAN, subject achievement, and standardized tests about students' skills and interests for teachers to use when personalizing learning.
- Regular monitoring of student achievement
- 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 programs for students who disengage from school, including Flexible Learning Options (FLO), Innovative Community Action Networks (ICAN) and Youth Compact.
- Set targets for attendance at each year level.

The Student Well Being Team is working on these issues. 2010 saw the appointment of a Personalised Learning Coordinator with a focus on student learning for 2011.

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 6 years. The survey tool that we use does not track different backgrounds of students.

	2004	2005	2006	2008	2009	2010
Perceived social acceptance	2.97	2.92	2.98	2.98	3.08	3.0

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*)

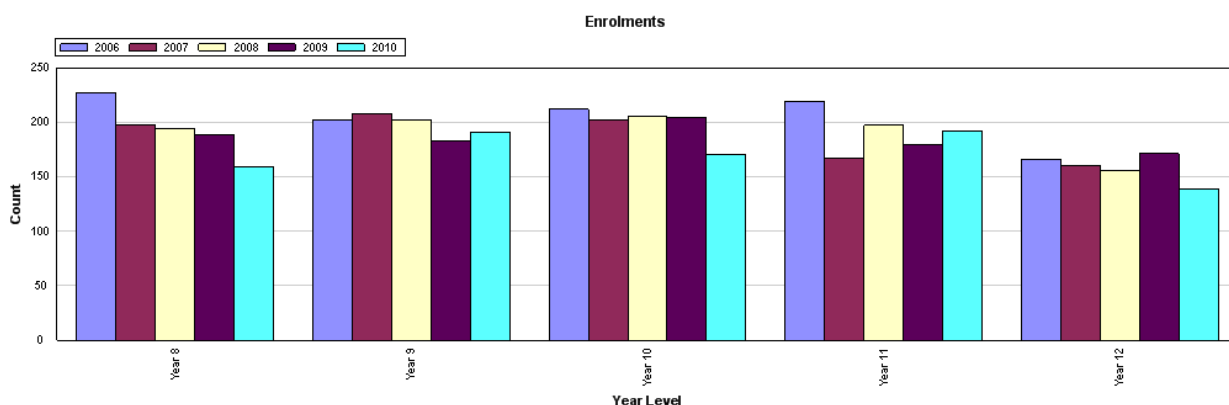
3 SCHOOL CHARACTERISTICS

3.1 ENROLMENT

The table below indicates the enrolment for 2006 to 2010.

Enrolments by FTE - 2006 - 2010

	2006	2007	2008	2009	2010	Change	Change	Change	Change
Year Level						2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010
Year 8	227	198	194	189	159	-29	-4	-5	-30
Year 9	202	208	202	183	191.2	6	-6	-19	8.2
Year 10	212.2	202	205.1	204	170.2	-10.2	3.1	-1.1	-33.8
Year 11	219.4	166.8	197	179.3	192.2	-52.6	30.2	-17.7	12.9
Year 12	165.8	160	156	171.2	138.6	-5.8	-4	15.2	-32.6
Total	1026.4	934.8	954.1	926.5	851.2	-91.6	19.3	-27.6	-75.3



Of the students enrolled the profile of the students is shown below.

Enrolments by Specific Population 2010

School	ATSI	NESB	ESL	Disabilities	School Card	Total School
	8	47.4	52	33.6	103	851.2

Maintaining enrolment share is a challenge for our school. Our destination survey has shown that students increasingly move to the Australian Science and Mathematics School (ASMS) from year 9 to 10, and to private senior secondary schools for year 11 and 12. A number of students left the year 11 cohort in 2010 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 school sector. Some of the other nearby high school also experienced a drop in year 8 enrolment.

In 2010 we have strengthened the school promotion strategies begun in 2009. 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

Apparent Retention Rates over the last three years are variable.

Apparent Retention Rates FTE Years 8 -12 2008-2010				
	School	Region	DECS	Index
2008	69.6	77.2	75.3	91.3
2009	80.6	76.5	69.1	91.5
2010	61.1	91.1	84.2	95.5

This is further clarified by the progression ratios which show the number of students from one year to the next at each year levels.

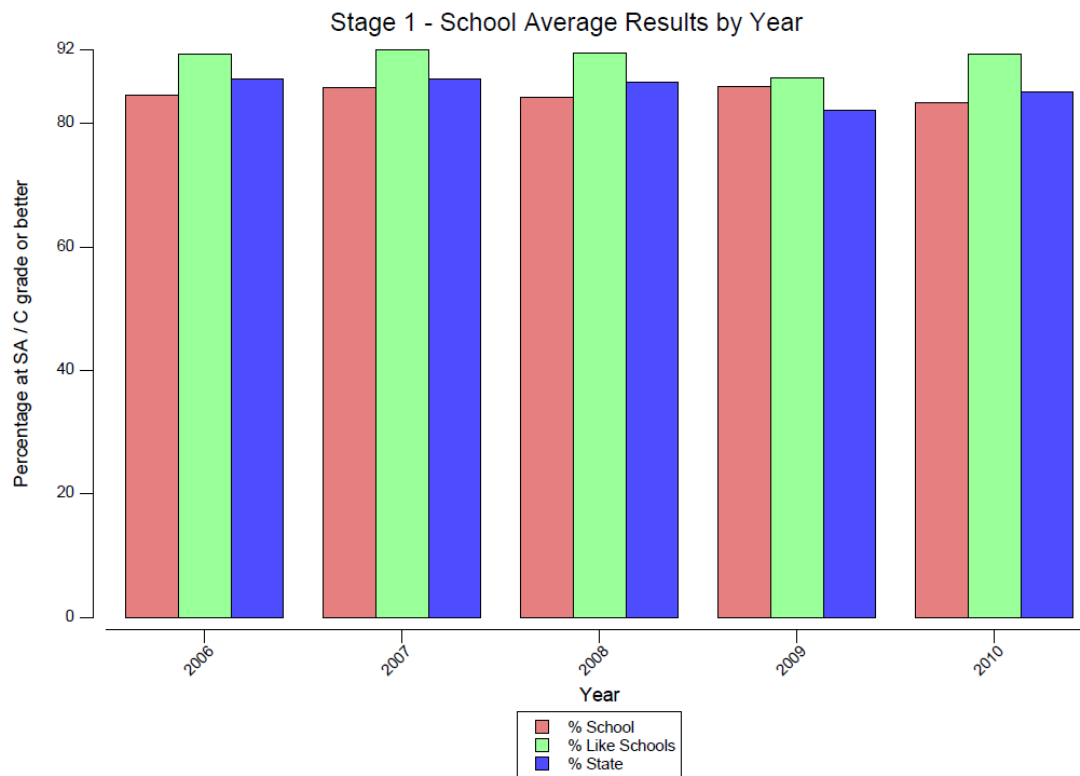
Apparent Progression Ratio by Year Level 2009/2010				
Year Level	School	Region	DECS	Index
08 to 09	101.2	101.8	101	101
09 to 10	93	105.9	102.8	110.5
10 to 11	94.2	108.6	111	103.4
11 to 12	77.3	82.3	77.9	84.4

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 training or employment options.

From 2010 all students are required to be "learning or earning" until the age of 17 years. A range of options, facilitated by DECS and the school, has been introduced to assist these young people to achieve the new arrangements. Flexible Learning Options (FLO) and ICAN programs have had significant impact on supporting continued learning for students at risk. The school has appointed a Personalised Learning Coordinator for 2011 to identify strategies and programs to support students a risk of leaving school early and with specific learning needs.

3.3 SENIOR SECONDARY STUDENT ACHIEVEMENT: SACE

SACE Stage 1



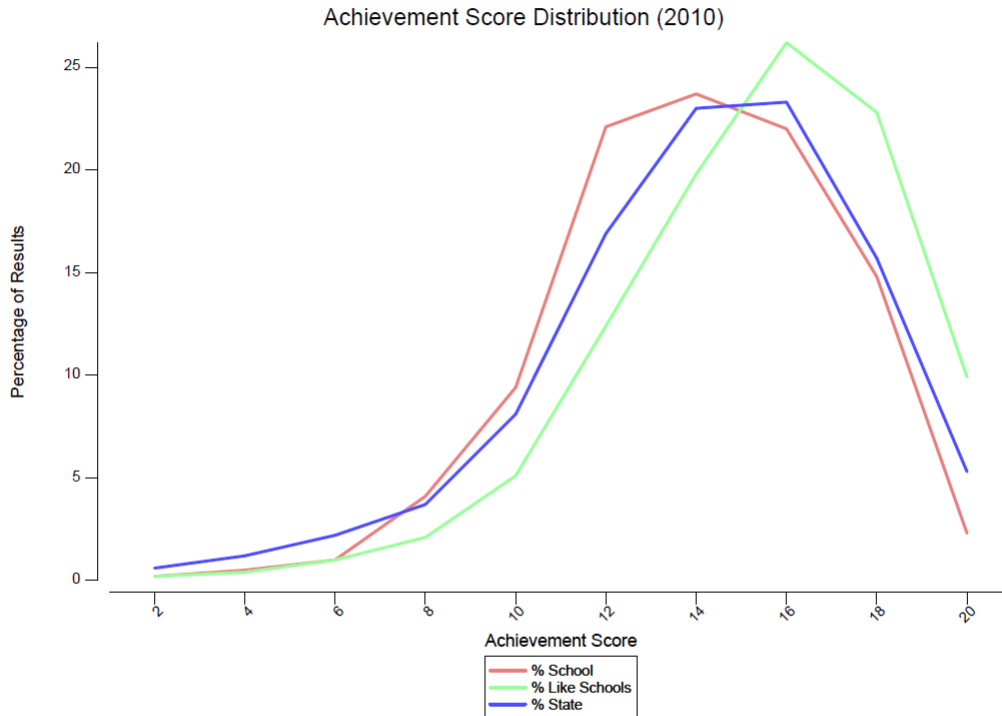
Year	Enrolments (School)	% School	% Like Schools	% State
2006	2943	84.6	91.3	87.2
2007	2160	85.8	92.0	87.3
2008	2524	84.2	91.4	86.8
2009	2358	86.1	87.4	82.1
2010	2249	83.4	91.3	85.1

School average results for SACE Stage 1 upward trend since 2006.

SACE Stage 2

Stage 2 School Average Achievement Score Distribution

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

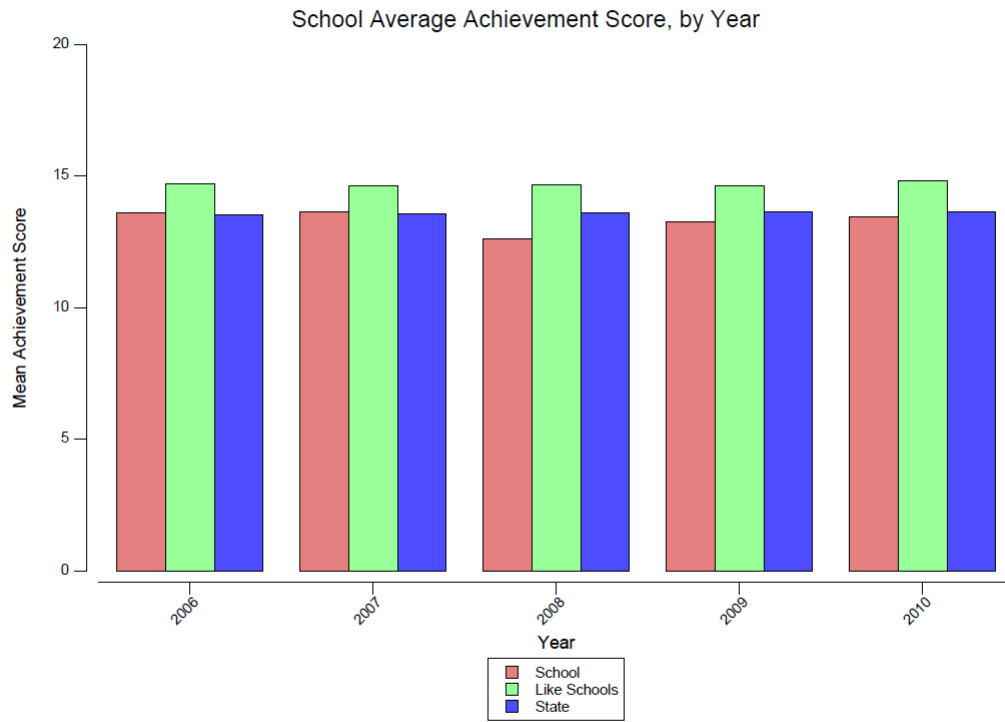


Achievement Score	% School	% Like Schools	% State
2	0.2	0.2	0.6
4	0.5	0.4	1.2
6	1.0	1.0	2.2
8	4.1	2.1	3.7
10	9.4	5.1	8.1
12	22.1	12.4	16.9
14	23.7	19.8	23.0
16	22.0	26.2	23.3
18	14.8	22.8	15.7
20	2.3	9.9	5.3

The comparative graph indicates that the school has a shorter tail of lower achievement scores compared to the state. Continued work on increasing the students achieving at the higher achievement scores will be a priority for 2011.

Stage 2 School Average Achievement Score, by Year

This report shows the School Average Achievement Score compared with the Like Schools Group and the State.

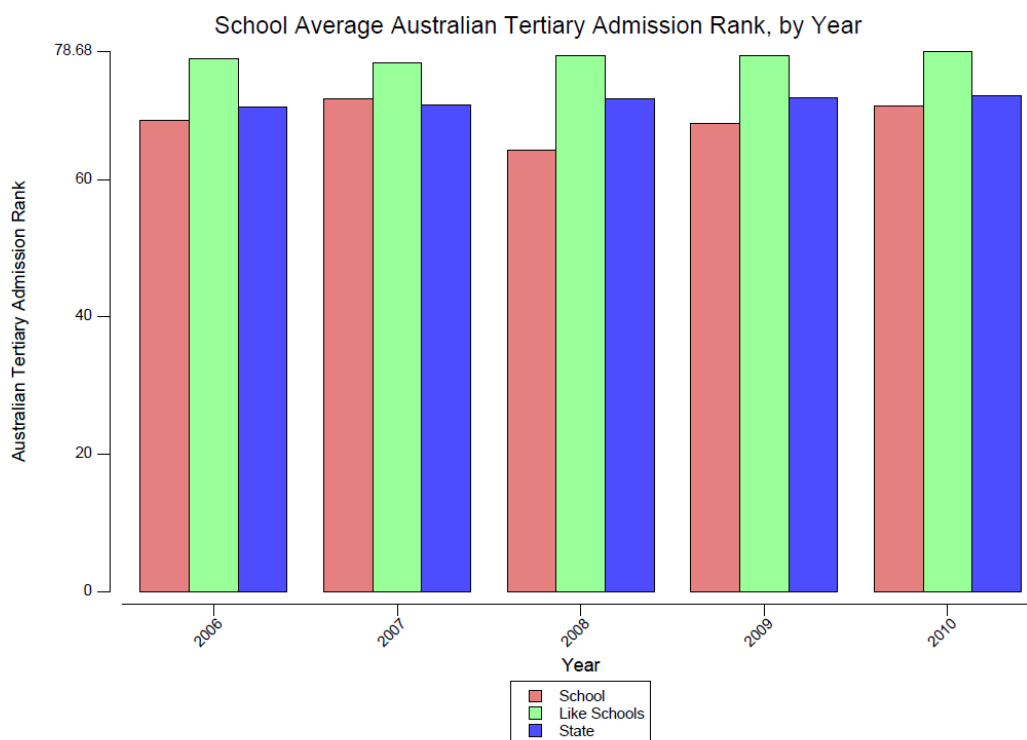


Year	Enrolments (School)	School	Like Schools	State
2006	756	13.61	14.69	13.54
2007	689	13.64	14.64	13.55
2008	656	12.63	14.68	13.61
2009	795	13.26	14.64	13.63
2010	615	13.44	14.81	13.66

The school average achievement score indicates an increase from 2009 to 2010.

School Average Australian Tertiary Admission Rank, by Year

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

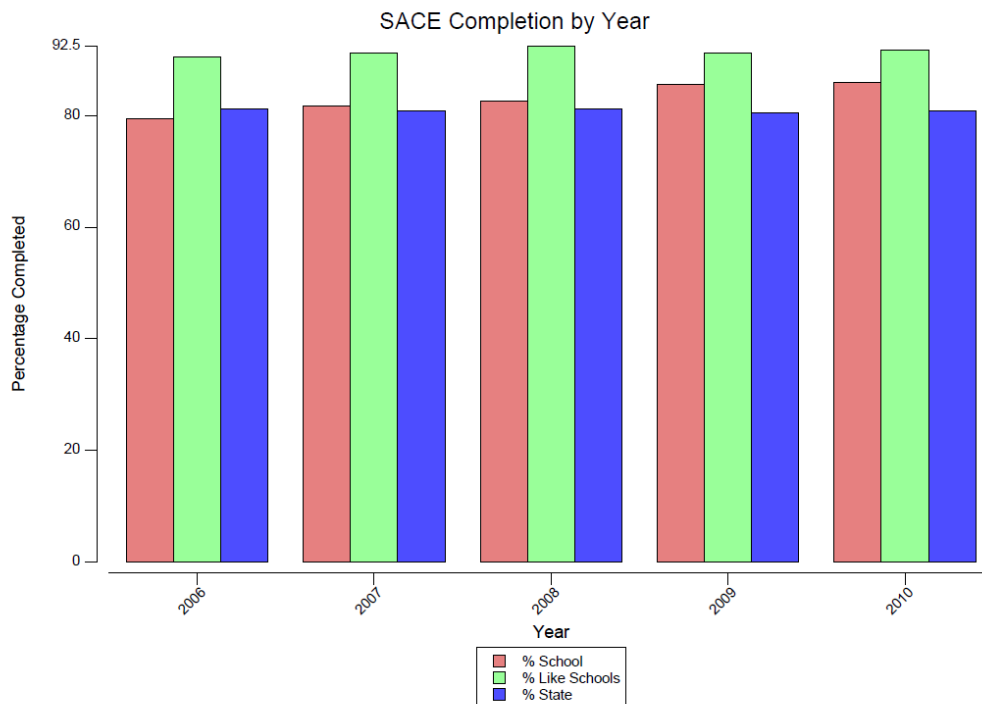


Year	Student Count (School)	School	Like Schools	State
2006	114	68.64	77.62	70.56
2007	108	71.72	77	70.88
2008	104	64.24	78.01	71.85
2009	133	68.26	78.09	71.94
2010	98	70.78	78.68	72.19

For 2010 the average ATAR has shown an increase from 2008 and 2009 to 70.78. For 2010 Jordan Tutton was Dux of the school with an ATAR of 99.15. he achieved perfect scores in psychology and Legal Studies. 13 students achieved an ATAR of 90 and above. This represents 13% of the students who received an ATAR.

SACE Completion

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
2006	79.5	90.6	81.2
2007	81.7	91.3	80.9
2008	82.6	92.5	81.2
2009	85.7	91.3	80.6
2010	86.0	91.8	80.8

The SACE completion rate has shown an upward trend from 2006 to the high of 86 in 2010. The school's SACE completion is consistently above the state. The grade distribution for the Stage 2 Subjects shows a similar pattern to previous years.

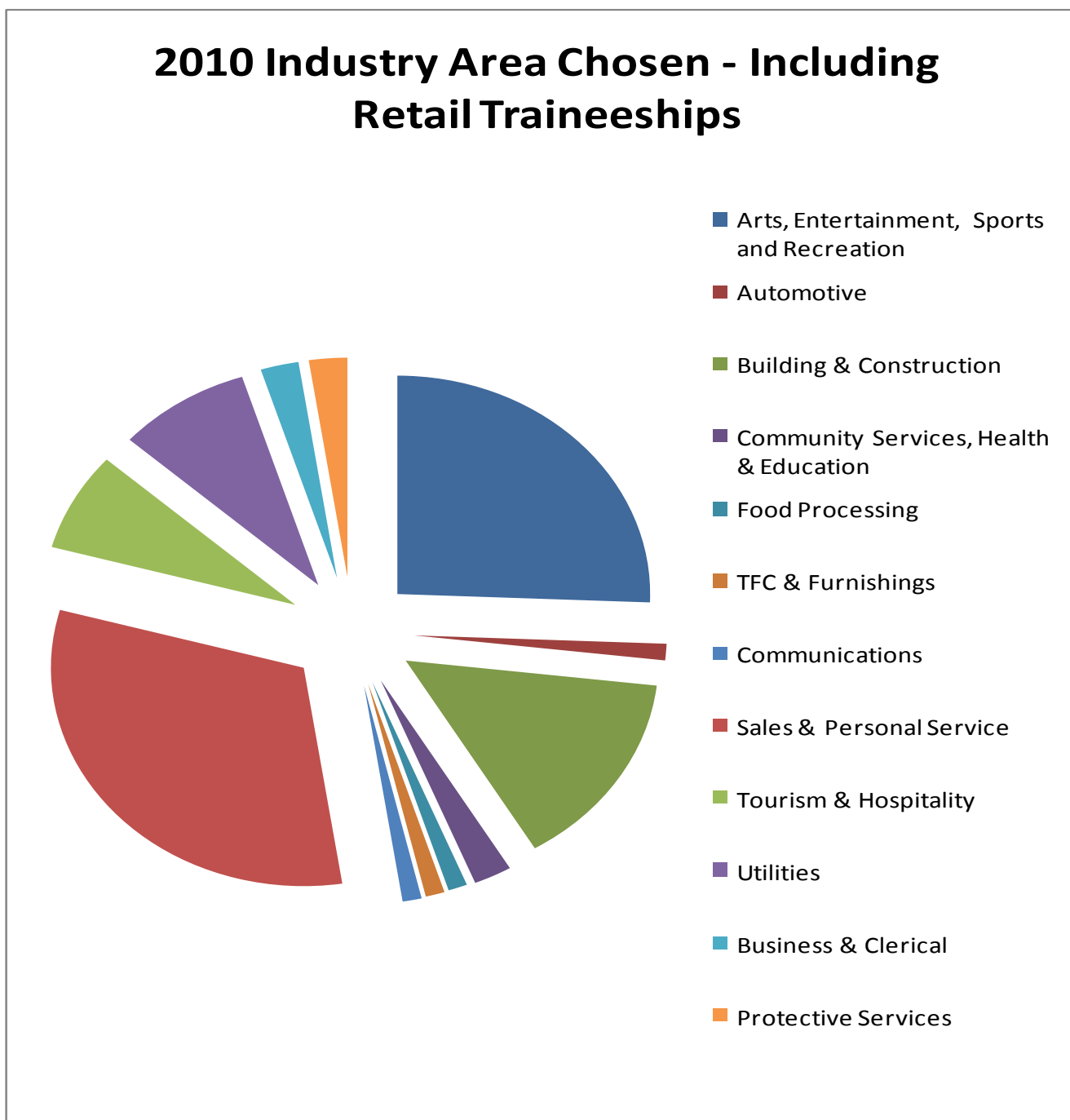
Vocational Education and Training

For 2010 82 students from Blackwood High School accessed VET Courses. This included the following achievements:

- 2 students successfully completed a full Certificate III (Business Administration & Retail)
- 12 students successfully completed a Certificate II
- 14 students successfully completed a Certificate I
- 49 Students have completed partial certificates, with 37 of these continuing their studies in 2011
- 20 students were undertaking School Based Apprenticeships or Traineeships with:
 - 16 students School Based Traineeships were accessed through part time work outside of school hours.
 - 4 students from Year 11 were enrolled in School Based New Apprenticeships (2 x Electrical, 1 x Furnishing, 1 x Child Care)
- 2 Year 12 students have secured Apprenticeships as a direct result of their VET Courses (Sign Writing & Plumbing)
- 2 Students at Stage 2 completed Vocational Studies in conjunction with their VET training in order to complete their SACE.

- 16 Students at Stage 1 completed Workplace Practices in addition to their VET training. Additionally 206 students 188 students undertook Work Experience or Structured Workplace Learning. Of these 188 students undertook a Work Experience placement and 18 students undertook Structured Workplace Learning.

A summary of the chosen industry areas is shown in the pie chart.



4 STAFF INFORMATION

4.1 TEACHING STAFF ATTENDANCE

NB 2010 data is not available at this time.

4.2 TEACHING STAFF RETENTION

NB 2010 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

An additional two staff were successful in achieving AST 2. this has resulted in the school having the highest number of AST1 and AST2 teachers in the state. The introduction of the new Step 9 teacher saw many teachers successfully meet the requirements for the new step.

4.4 STAFF PROFESSIONAL DEVELOPMENT

The school expended \$28 945 for staff professional learning in 2010. the money was used to support agreed Head of Department (teachers) or line manager (SSO) priorities, for upgrading teachers' digital teaching and learning skills and \$15 351 for IBMYP development.

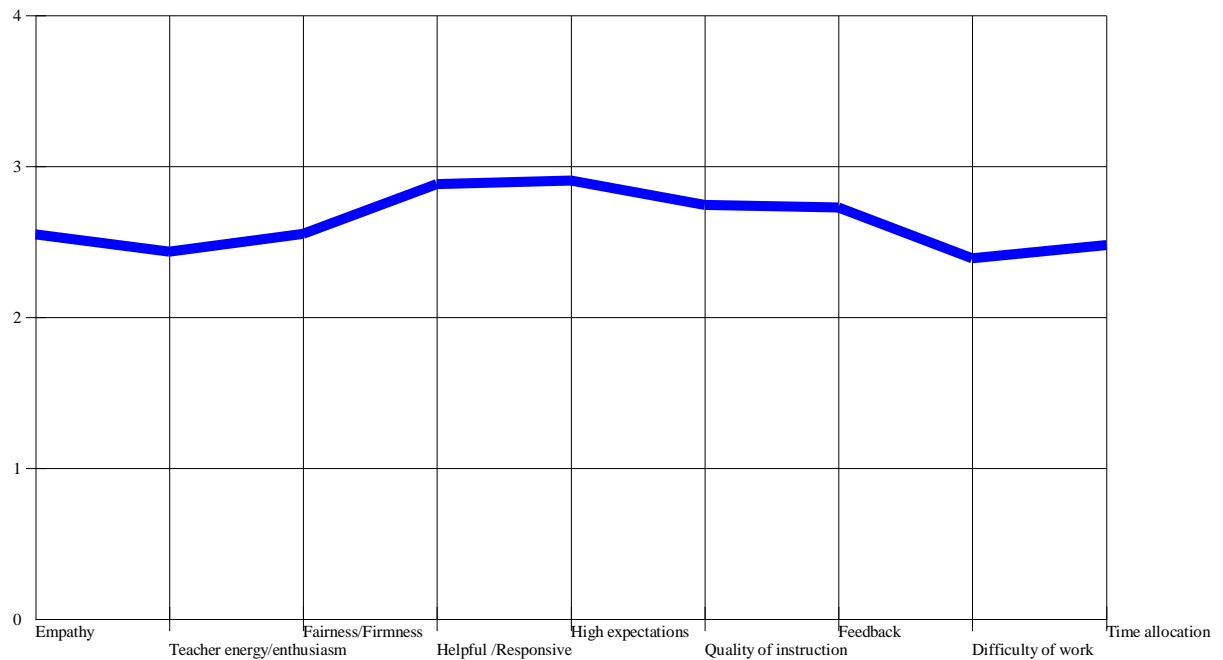
Combined professional development activities across the Mitcham Hills College schools included IBMYP activities.

5 OPINION SURVEYS

5.1 STUDENT OPINION SURVEYS

Students have reported positively about their teachers.

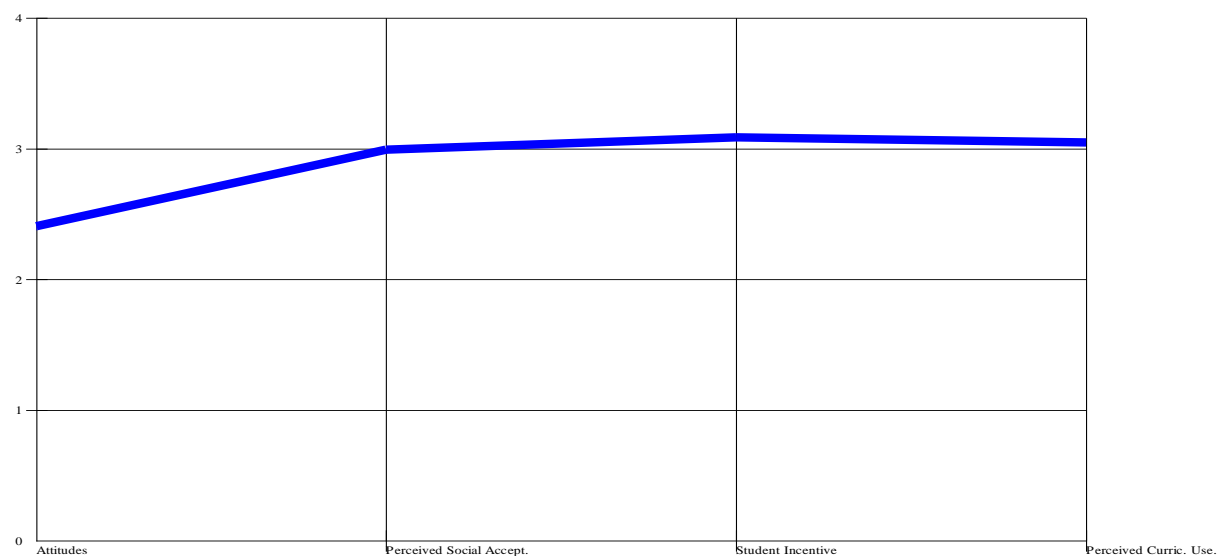
Scale Score Summary



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

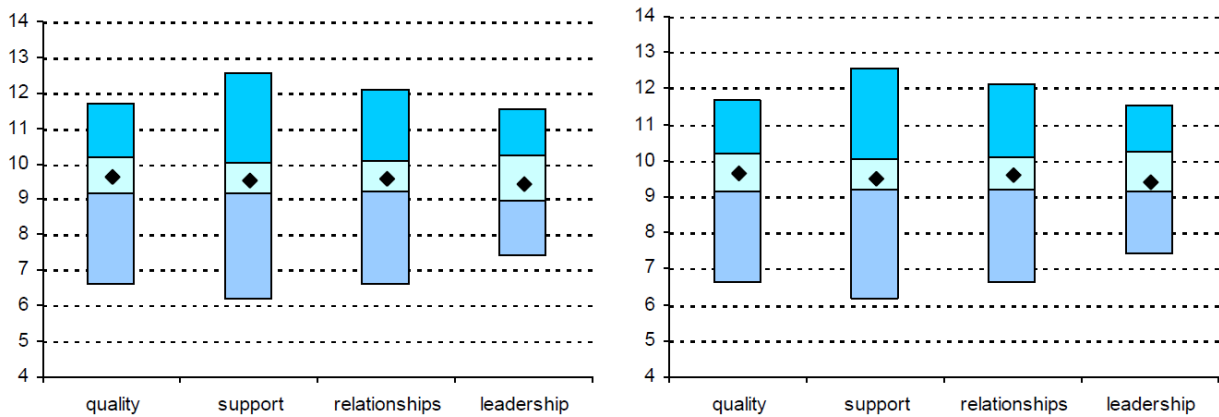


These categories are made up of several different questions and are rated on a scale of 1 (strongly disagree) to 4 (strongly agree)

In 2010 the online DECS Opinion Survey was completed by 34 students.

Below is the school based data compared with the state.

Student Opinion



Of particular note are students reporting positively on:

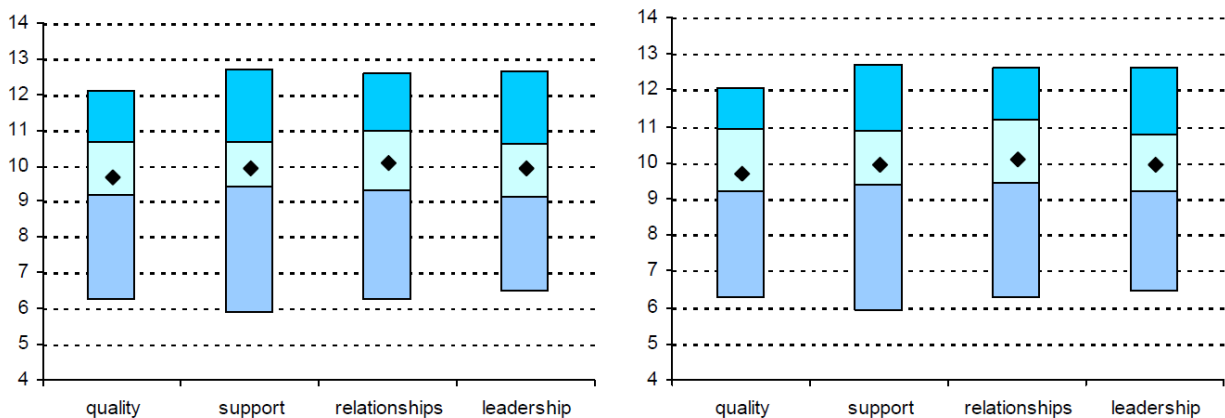
- students at this school are friendly
- I know how well I am doing in class
- I know how I am doing and how I can improve.

5.2 PARENT OPINION SURVEY

In 2010 the online DECS Opinion Survey was completed by 30 parents.

Below is the school based data compared with the state.

Parent Opinion



5.3 STAFF OPINION SURVEY

In 2010 the online DECS Opinion Survey was completed by 43 staff.

Staff Opinion

