

Blackwood High School Annual Report 2013



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



Government of South Australia

Department for Education and
Child Development

T/A South Australian Government Schools
CRICOS Provider No. 00018A

Context

School Name:	Blackwood High School	School Number:	0905
Principal:	Marion Coady	Region:	Adelaide South

Blackwood High School is located in the foothills of Adelaide. The profile of enrolled students includes 5% students of Non-English Speaking Background, 4% English as a Second Language Learner, 3% students with a recognized disability and 1% Aboriginal and Torres Strait Islander. In addition to these students, the school has a number of full fee paying international students from countries including Japan, Hong Kong, Brazil, Vietnam, Thailand, China and Russia.

A DECD Autism Intervention Program is located at the school catering for students on the Autism Spectrum Disorder (ASD) who are high functioning. This program commenced in 2013.

2013 Highlights

2013 saw the commencement of the new Blackwood High School Strategic Plan for 2013 – 2018. Three strategic directions were used to direct school improvement. These included:

1. Learning through Engagement
2. Achievement in Learning
3. Learning through Community

Welcome news at the beginning of 2013 was Year 12 graduate Harrison Vince receiving a University of Adelaide Principals Scholarship. Other student achievements throughout the year included Colin Han awarded a University of Adelaide Headstart Scholarship to undertake first year university mathematics. Our team of three Year 12 Physics students won the Adelaide University Mech Expo competition through their project focusing on the performance and assessment of archery bow and arrow interaction. William Candy received a 'Highly Commended' Certificate signed by the Governor of South Australia and the Chairman of the SA Branch of the Order of Australia Association for the Student Citizenship Awards, 2013. Zak Cavouras received a Future Leaders Indigenous Award. Year 12 student, Emma Bowne received the only 'Puggy Hunter Memorial Scholarship'. The scholarship, through the Yunggoendi Indigenous Centre at Flinders University, provides up to \$15,000 for study in the Health Science field. Jessica Smythe won the regional School Based Apprentice of the Year. Jarrod Bowden who did his electronics course at Blackwood in 2012 and continued training at PEER in 2013 was awarded PEER's student of the month and won an apprenticeship in the head trainer's business. He was awarded the regional and school VET Student of the Year. He was nominated for a NECA Award which is the National Electrical and Communications Association being placed in the top 10 of over one thousand applications receiving a special Achievement Certificate. Three Blackwood High School students were acknowledged for achievements in their studies of languages through the School of Languages. Nadia Albrecht (Year 10) received the SACE Stage 1 French Award of Outstanding achievement, William Hill (Year 11) received the SACE Stage 2 Japanese Award of Outstanding achievement and Imogen Hughes (Year 12) received the SACE Stage 2 Japanese Award of Merit.



In 2013 the Mitcham Hills College International Baccalaureate Middle Years Program (IBMYP) schools including Blackwood High School with Belair, Blackwood, Coromandel Valley and Eden Hills Primary Schools were involved in the five year external review and evaluation. A team of international evaluators visited the schools from 24 to 26 June. This resulted in a report of the combined schools in meeting the IBMYP Standards. Feedback from the assessor visit indicated the commitment and value of the school's continued involvement in the IBMYP from students, parents/caregivers and staff. The continued commitment of Blackwood High School to the Mitcham Hills College IBMYP and SAMYP schools saw the school host 38 IBMYP training for Year 1 and 2 (Year 6 and 7) teachers.

The DECD Autism Intervention Program (AIP) commenced in 2013 expanding the range of students the school specifically catered for within Blackwood High School. The AIP started with a significantly improved

facility designed to meet the needs of the students within the Program. The Program, supported by DECD and Autism SA and families, commenced with four students and a team of newly appointed staff. Two tools have been used to support each student: the Ziggurat and the Comprehensive Autism Planning System (CAPS). Parent/caregiver input into their child's needs is a key feature for successful transition of students into the program and their ongoing success. Agreement was reached to expand enrolment to Year 7 students from the start of 2014.

Staff and students were in the media and DECD publications, and were selected for national forums. Dr. Rogan Tinsley, a Science and Mathematics teacher, featured in an article in the April edition of the Australian Teacher. The article was about his application of robotics within his teaching program. He was nominated and a finalist in the 2013 SA Science Excellence Awards and selected, as one of 25 teachers from across Australia, to attend the Digital Technologies Curriculum Summit in Sydney. Michael Winter, a teacher and counsellor, was selected to attend the National Cyber Safety Summit. Year 9 students featured in a Channel 10 report about online safe behavior relating to the programs run at the school supporting students understanding and making informed choices about the use of social media. A film crew were in a Year 9 mathematics class as part of the work of Professor Peter Sullivan and Amanda Aulert, the school's numeracy coach, supporting the 'Peopling Educational Policy: Realising the New Australian English and Mathematics Curriculum' Project.

A focus on student involvement in Science, Technology, Engineering and Mathematics (STEM) saw increased students participate and achieve in a range of activities including competitions and events at the state and national level and involvement with tertiary institutions. The school initiated a STEM program with the six primary schools of the Mitcham Hills College including Blackwood, Belair, Bellevue Heights, Coromandel Valley, Eden Hills and Hawthorndene. The program was open to Year 6 and 7 students to apply to undertake a 10 week program with a focus on energy through its application using technology. Two groups of 30 primary students were at the school for half a day a week. The program was featured in a video at a statewide meeting of leaders as a model of effective Partnerships and in the Education article of *The Advertiser* 'Putting the spark back into science and maths'. Building on the student program, teachers from Blackwood High ran professional learning for Year 6 and 7 teachers about the STEM program, practical science activities and links to the Australian Curriculum.



Continued work through the Inner South Trade Training Centre at Blackwood High School saw the continuation of the delivery of Certificate II Electrotechnology. In 2013 the program was open to students outside the school to enable them to access the Industry Pathways Program (IPP).

International connections continued through the International Education program with short and longer term students enrolled in the school. Three short stay Japanese groups were hosted in 2013: one group from Morioka Chou High School, one from Ushiku Senior High School and one from Ritsumeikan High School. In 2013 the Morioka Chou student group celebrated the ten year relationship of the school with South Australia. Continued involvement in the Himeji Youth Ambassadors program with the school saw two Himeji students hosted. 2013 saw two students from Pernambuco Brazil study for six months at the school. Our students travelled overseas to support their engagement with other students, cultures and education programs. This included a group of five senior school students travelling Spain to undertake an intensive Spanish language program. Two World Challenge teams set off after an eighteen month preparation time: one team to Vietnam and Cambodia and the other team to Botswana and Namibia. Two students were accompanied by a staff member to attend and participate in the ISSS World Conference and Ecopolicy World Competition in Hai Phong City Vietnam. In addition to student opportunities the school was privileged to host a delegation for the Office of Basic Education Committee (OBEC) from Thailand, the Principal of Fujimigaoka Girls' High School in Yokohama and two groups of teachers from West Java.

A curriculum focus was maintained throughout 2013 with emphasis on developing unit plans incorporating the Phase I Australian Curriculum areas of mathematics, English, History and science using the IBMYP framework. The year continued to see SACE teachers involvement with SACE Board activity including professional learning, clarifying workshops and moderation as well many undertaking the role of moderators and examiners for the Board. The year saw a number of curriculum leaders attend an ongoing professional learning program relating to the Australian Curriculum with Professor Martin Westwell.

The school commenced exploration of Positive Education with groups of teachers with student wellbeing focus attending Positive Psychology workshops and presentations with Professor Martin Seligman. Four staff

attended the Positive Education residential program at Geelong Grammar. Links were established with The University of Adelaide Psychology Department to identify ways to measure student wellbeing and resilience. A number of teachers trialled strategies within their classes to develop growth mindsets and gathering feedback from students about supported their learning. A team of four students participated in the Positive Psychology: Student Leadership Training two day program at Mount Barker High School.

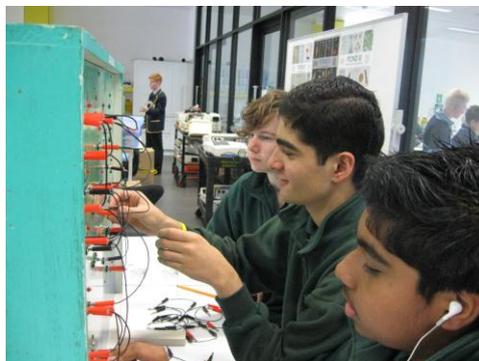
New initiatives for 2013 included the development and implementation of a Year 12 Orientation Day at Flinders University. This saw the continued involvement of Kirrilie Smout, a clinical psychologists working with the Year 12 students. Plans commenced for the development of an Orientation Day for 2014 for all year levels with different foci for each year level.

A number of seminars for parents and caregivers were conducted in 2013. Kirrilie Smout ran a seminar entitled *Parenting Teens when they are Sad, Mad or Stressed* which was available to parents and caregivers across the school. Another workshop *Parents as Career Partners* was run prior to course counselling to support parents and caregivers assisting their children as they explore career development aspirations.

The school linked with the Inner South Career Strategy relating to Career Development across Year 8 to 12. This involved exploring the skills and capabilities framework of the Australian Curriculum so that students to better understand and reflect on the relevance of their learning to the real world of work. This involved staff developing learning tasks that provide explicit learning related to the Skills and Capabilities Framework.

At the end of the year, we farewelled retiring staff who had been at Blackwood High School. This included Richard Tan, Allan Thompson and Kaylene Ryan. Collectively, the three staff contributed 31 years to Blackwood High School and 80 years of teaching and support in South Australian public schools.

The range of learning and co-curricula opportunities, events and achievements of the 2013 student body was captured in the school publication, the Cambium. Changes to the Cambium initiated in 2012, continued to see a significant contribution from students with written articles and its design and layout.



Report from Governing Council

As the Chair of the Blackwood High School Governing Council 2013 has been another eventful year for the Council. In collaboration and in consultation with the School leadership, the Council has successfully fulfilled its functional role and responsibilities especially in the School's fiscal management and its broad strategic policy matters. Members of the Governing Council as well as the members of the various sub-committees of the Governing Council were actively involved in the School's range of community engagement programs and activities throughout the year.

Some of the key achievements of the Council in 2013 included:

- Addressing the ongoing public bus issues and challenges at the School. With the Principal's perseverance in following-up on the matter and her comprehensive report outlining the number of incidents in chronological date order, the Council wrote to the Minister of Transport Services earlier this year. This resulted in a formal meeting with two representatives from the Transfield Services and they have agreed to work with the School in providing safe and reliable public bus services for our students.
- Developing the School's new website by our LINCS sub-committee members in collaboration with the staff and students, was reviewed and approved by the Council and launched in December 2013.
- Developing and implementing the School's Strategic Plan 2013-2018 by our Strategic Planning Sub-Committee in collaboration with the School's leaders.
- Planning and developing the Autism Unit at the School which has been fully operational since the beginning of 2013; and

- Actively contributing and involving in the School's fiscal matters particularly the 2014 budget approval processes through recommendations by the Finance Advisory Group;
- Representing the Council through attendance and active participation in the School's major events such as the Open Night and the various Year 10-12 Graduation Ceremonies.

As the Chairperson of the Governing Council, I would like to take to this opportunity to thank all the members of the various sub-committees of the Council and my fellow members of the Governing Council for their support and contributions throughout the year. A special thank you to:

- Terry Goessling for her admirable work as Secretary.
- Michael Tlauka for his financial advice as the Treasurer.
- Jenny Pearce for her support as Deputy Chair.

I would also like to thank:

- Marion Coady for her continual encouragement and guidance and more importantly, for her openness and transparency in sharing information and enabling the Council to execute its responsibilities and make informed decisions.
- Chris Plummer and her team for preparing comprehensive financial statements for Council's approval and for managing the School's increasingly complex operating budget.
- Sandy Dorshorst and Veronica Lowe for their ongoing support to the Council particularly with the timely dissemination of information.

And last but not least, my sincere thanks to all the senior leaders, teachers, and support staff for their amazing efforts and ongoing dedication in infusing the notion of lifelong learning for students within the School's wide range of curricular and co-curricular programs.

Kay Govin – Chair Governing Council

Site Improvement Planning

Strategic Direction 1: Learning through Engagement

Blackwood High School has continued to the emphasis importance of ensuring the curriculum and co-curricula opportunities are designed to engage students in striving to achieve to their full potential and becoming life-long learners. This has been through the day-to-day decisions that teachers make, the opportunities students have to demonstrate their learning and engagement with organizations outside the school including local, national and international.

Staff professional learning has continued to be a key focus to engage teachers to examine their practice with a focus on student engagement for learning and achievement. This included in-school professional learning on student free days and throughout the year. Staff professional learning was offered within and outside the school. The main focus has been on student engagement, implementation of the Australian Curriculum, and the modelling the application of digital learning practices to enhance student learning and achievement. A whole staff professional learning day was facilitated by Steve Francis on student engagement with staff exploring a Framework for Engagement revolving around motivating and engaging students. Staff looked at levels of student engagement and strategies teachers can use with their students. This built on the work of Professor Dweck and Professor Dylan Wiliam about assessment for learning and developing growth mindsets. Earlier in the year staff were involved in a SACE Board workshop about difference between editing and feedback. At staff meetings student engagement was explored to identify strategies that staff use and could use to engage the full range of students. Other work related to assessment for learning. This was as a whole staff and a group of seven teachers attended the Dylan Wiliam 'Assessment for Learning' workshop. A team of teachers undertook Mimio training to support their classroom application of ICT. Further work continued with a group of teachers attending a two day program run by Gray Poehnell. This supported the school's involved in the Inner South Career Strategy trial project. Gray shared his Hope-Filled Engagement / Guiding Circles, ideas to incorporate into the curriculum ways to engage young people to assist them to achieve greater self-awareness of the strengths, skills, values, community networks and resources to help them craft their career and begin their career journey. Blackwood High School staff were involved in the pilot trials of the IBMYP Design guide for Technology and Mathematics. A team of teachers attended professional learning with Lee Crockett focusing on teaching students the skills they need to succeed in the 21st century.

Continuing work in Mathematics saw the school involved in the DECD Mathematics Project working with Professor Peter Sullivan exploring the Six Principles of Effective Mathematics Teaching. This work linked two

of our primary schools – Blackwood and Belair. As part of the work mathematics teachers were involved in modifying assessment tasks to be cognisant of the full range of students. Work started on developing challenging tasks and enabling prompts to engage mathematics students in Year 8 to 10.

Links were made with other organisations to support student engagement. This included through the seminars offered for Year 12 students by Kirrilie Smout and the orientation day at Flinders University. In 2013 a number of sessions were offered specifically to support Year 12 students in the areas of essay writing, critical analysis, using evidence, interpreting questions and summary techniques useful for assessment tasks and examination preparation.

Year 8 students saw the introduction of the Virtue Awards, which explicitly linked demonstrated behaviour to the IMBYP Learner Profile. Each Care Group teacher nominated students who had demonstrated attributes of the Learner Profile. This was acknowledged publically and students received certificates.

Future work in 2014 and beyond to support this Strategic Direction will include:

- Feedback to students to support their engagement and achievement in learning.
- Strategic use of data by teams and teachers to identify support and intervention.
- Staff gathering feedback from students to assist in planning and programming for engagement.
- Ongoing professional learning linked to the Framework for Engagement introduced to the staff by Steve Francis.
- Continued modeling to staff of the application and use of ICT to support student engagement and achievement.
- Continued exploration of the introduction of Positive Education to increase student capacity in seeing themselves as learners and with increased capacity to 'grow their brains'.
- Exploration of emerging technologies to support student engagement.
- Exploration of people and organisations in the local community that support students in a range of ways in developing the attributes of life-long learners, supporting their individual passions and broadening their understanding of themselves and others.

Strategic Direction 2: Achievement in Learning

Specific information relating to student achievement in VET and NAPLAN is included in the Student Achievement section of the Annual Report.

Student achievement data is regularly analyzed to identify areas of strength and areas for improvement. The school has been using the three wave model of support and intervention to identify what needs to occur for:

- All students within a year level or across the school.
- Smaller group of students
- Individual students.

Staff professional learning for 2013 centred on planning and programming, effective pedagogy and assessment for learning through feedback.

Students entered a number of learning competitions throughout 2013.

The school continued its involvement in the Language Perfect World Championships with 314 students competing. The results for 2013 were

- 7th overall in SA (out of 35 schools)
- 138th overall globally (out of 1054 schools)
- 1st in SA for the 251-500 students category (out of 2 schools)
- 101st overall in Australia (out of 705 schools)
- 46th overall in the 251-500 students category (out of 192 schools)
- 26th overall in German (out of 717 schools)
- 4th for Japanese in SA (out of 25 schools)
- 3rd for German in SA (out of 21 schools)
- 34th in Australia for the 251-500 students category (out of 151 schools)
- 2nd for Indonesian in SA (out of 20 schools)

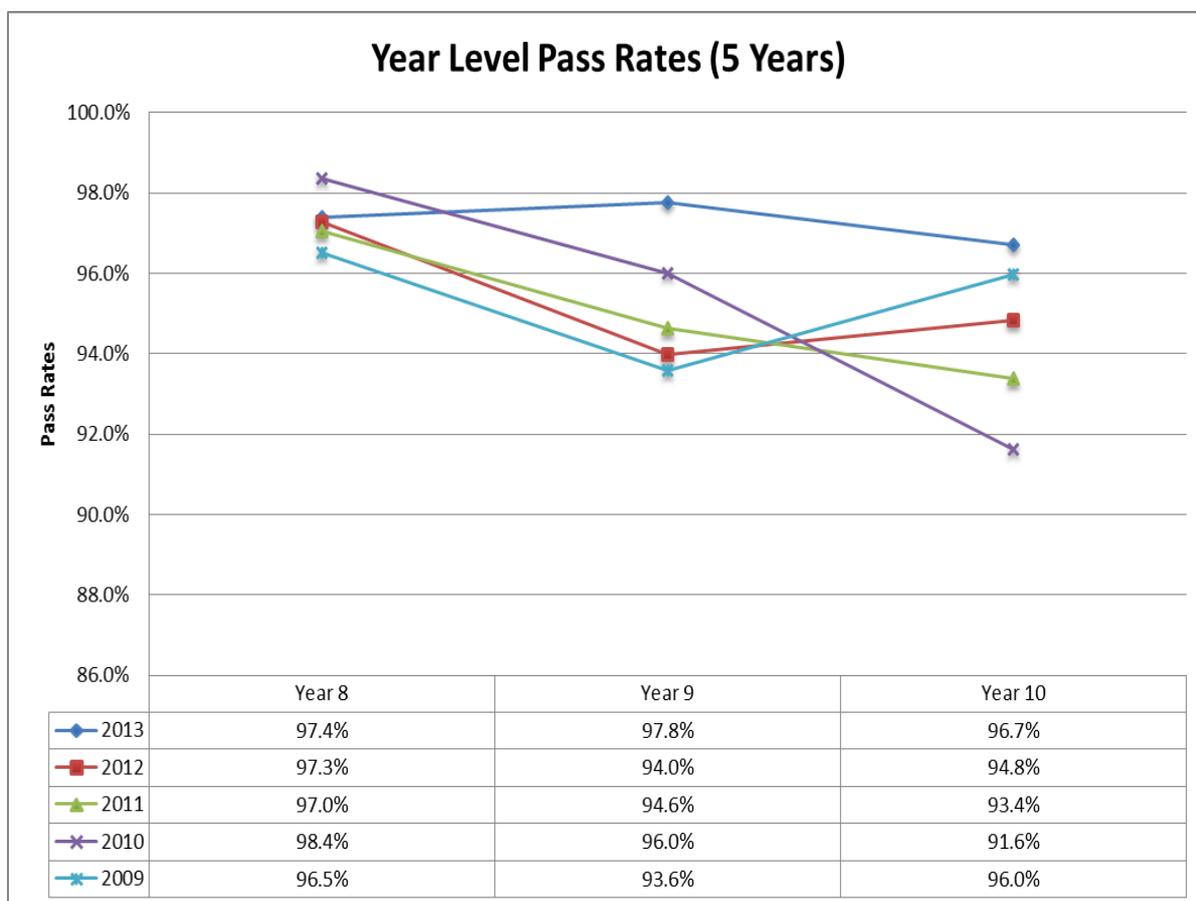


In addition to the ranking of the school for specific languages a number of students achieved individual awards: one student received an Elite, three received Gold, five Silver, sixteen Bronze and twenty-six Credits.

In 2013 students entered the Rio Tinto Science Competition. This saw entries in the Junior and Intermediate divisions. In the Junior division 67% of student achieved a Credit and in the Intermediate division 62% of students received awards. This included one High Distinction, four Distinction and eleven Credits. Analysis of the results saw students achieving higher in all areas above the state and in six out of seven areas above the national achievements. In ICAS Science students from Year 8 to 10 entered the competition. This saw 72% of Year 8 students achieve Distinctions or Credits, 72% of year 9 students achieve High Distinctions, Distinctions or Credits and 43% of Year 10 students achieve High Distinctions, Distinctions or Credits. Year 11 and 12 students entered the Australian National Chemistry Quiz with 67% awarded High Distinction, Distinctions and Credits. In the Australian Mathematics Competition Year 8 and 9 students entered. This saw 40% achieve High Distinctions, Distinctions or Credits.

Year 8 to 10 Achievement

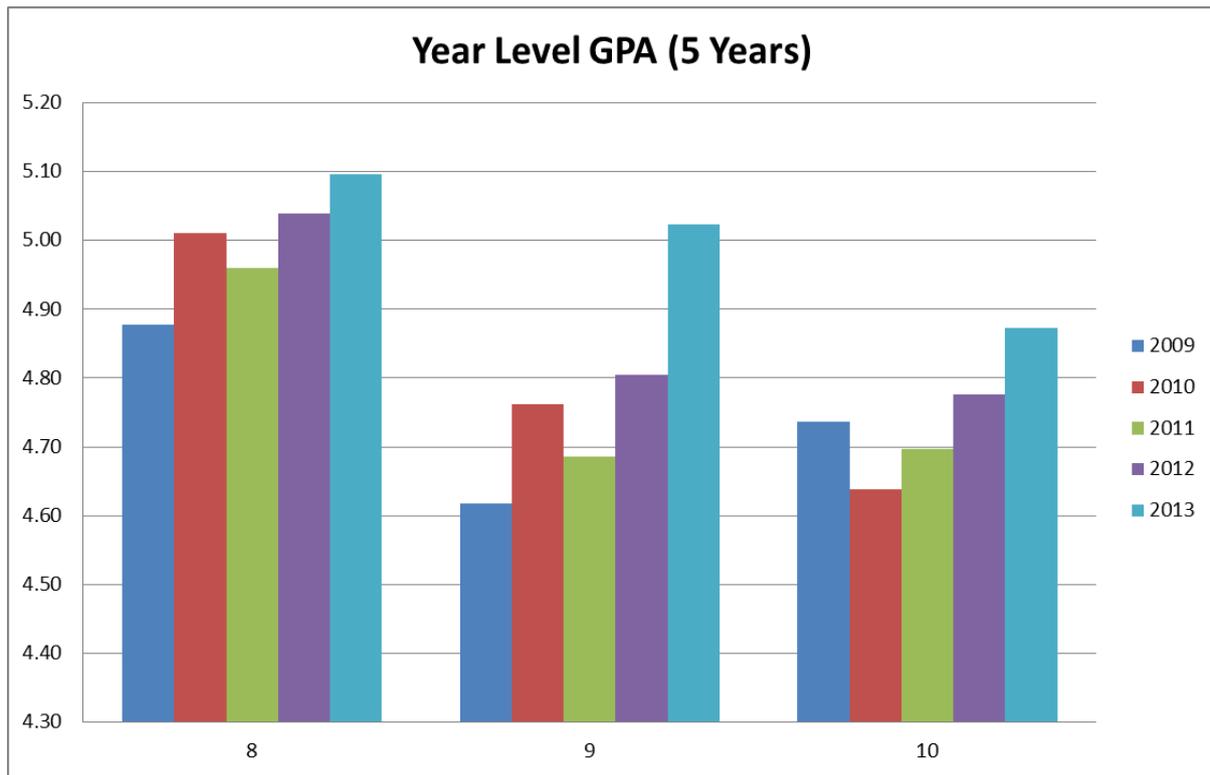
The following graph indicates Year 8 to 10 pass rates from 2009 to 2013 in the IBMYP. Students are assessed on a scale of 1 to 7 using the IBMYP grade bands.



The achievement data for 2013 reflects a consistent achievement across Year 8 to 10 from 2009 of percentages in the mid to high 90's. In Year 9 and 10 the percentage of students who passed in 2013 was the highest in the period 2009 to 2013.

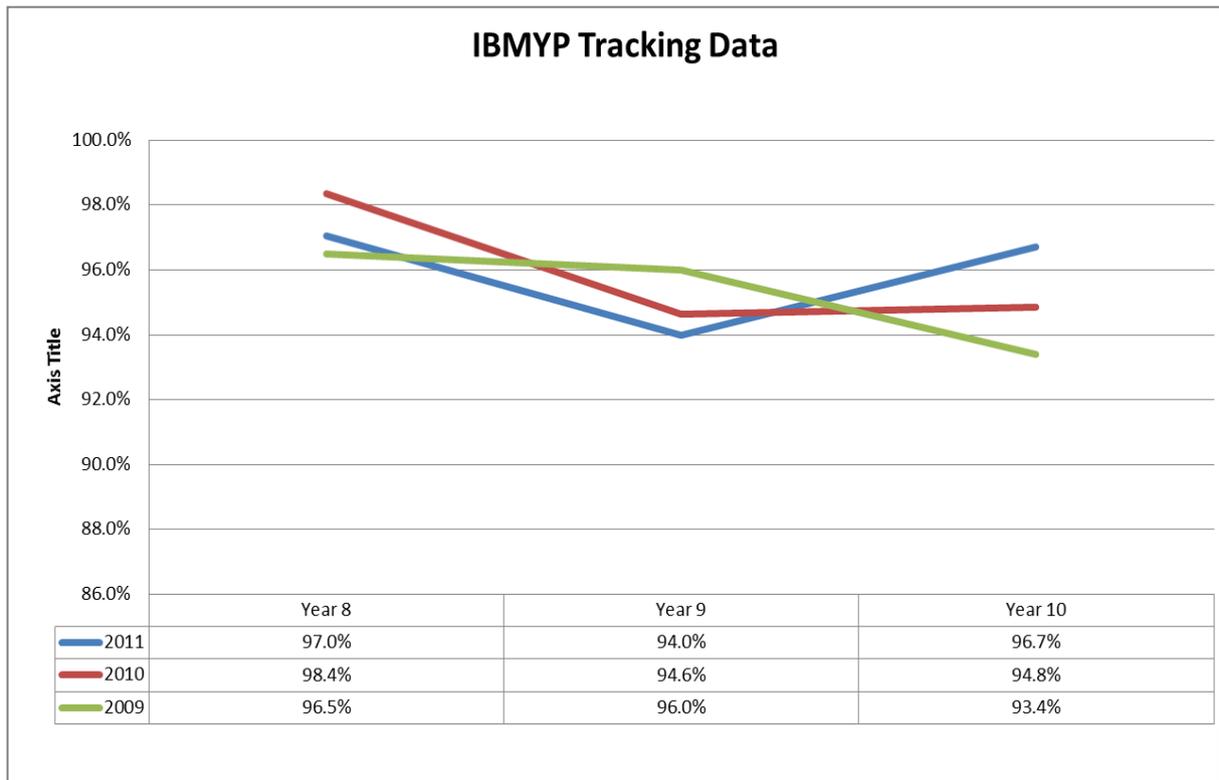
Below are the mean scores for student achievement against the IBMYP achievement scale of 1 to 7.

Year 8	5.10
Year 9	5.02
Year 10	4.87



The graph above illustrates the improvement in the Grade Point Average (GPA) for Year 8, 9 and 10. Data indicates that the GPA is the highest in 2013 for all three year levels.

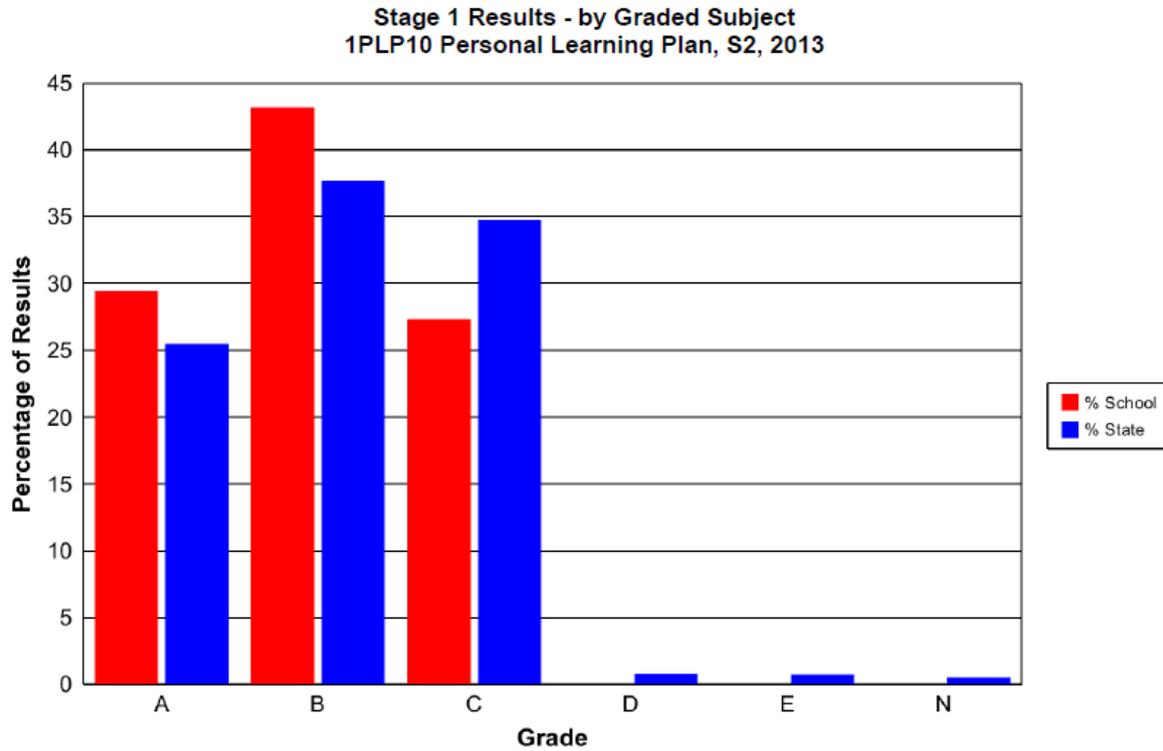
The following graph illustrates the percentage of students that achieved a pass rate across Year 8 to 10 as the incoming cohort in 2009 to 2011. Trend data indicates that there is a marginal decrease in student achievement from Year 8 to 10. Of particular note is the increased pass rate of the 2010 Year 8 cohort moving from Year 9 to 10.



The graph indicates that the achievements of the 2011 Year 8 cohort improved between Year 9 and 10. There is little change in the 2010 Year 8 cohort from Year 9 to 10. Each year assessment tasks and student work is sent to the International Baccalaureate Organisation (IBO) as part of the monitoring process. Feedback about tasks and student achievement provides valuable information in improving assessment task design and supporting consistent teacher professional judgment about evidence of student achievement. 2014 will see the introduction of whole school systematic standardization practices to support consistency in teacher professional judgment of student achievement.

Year 10

The following graph is the achievements of the Year 10 students in the SACE compulsory Personal Learning Plan (PLP).



The achievements of the Year 10 students are above the state percentage in A and B.

Students who are pending 'P' undertook further work to complete the PLP after results were submitted to the SACE Board. These students will have their results submitted in 2014. Changes are being made to the number of assessment tasks in 2014 to more evenly distribute the work demands over the full year. In 2014 an assessment task of the IBMYP Personal Project will continue.

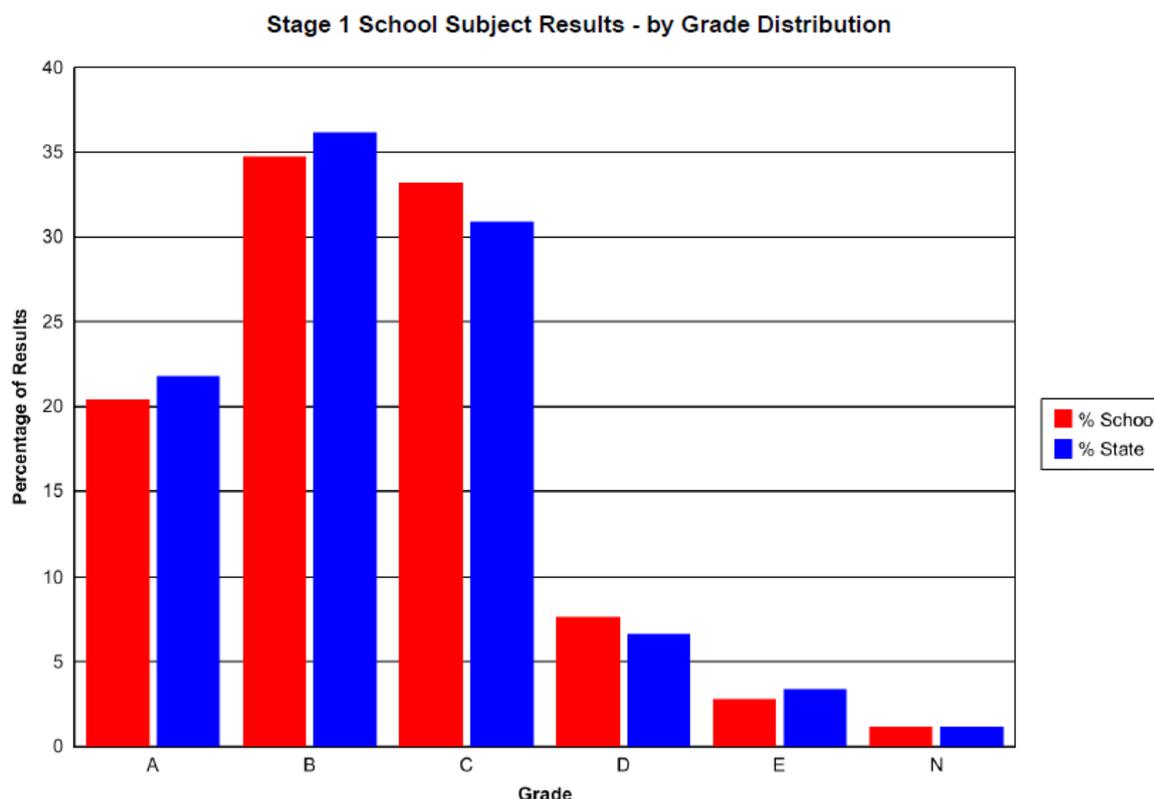


SACE Stage 1

The following graph indicates the achievement of SACE Stage I subjects.

1.1 Stage 1 School Subject Results - by Grade Distribution

This report provides an overall grade distribution for the school and State, calculated using the grades of all enrolments that were awarded a result in all subjects, for the current year.



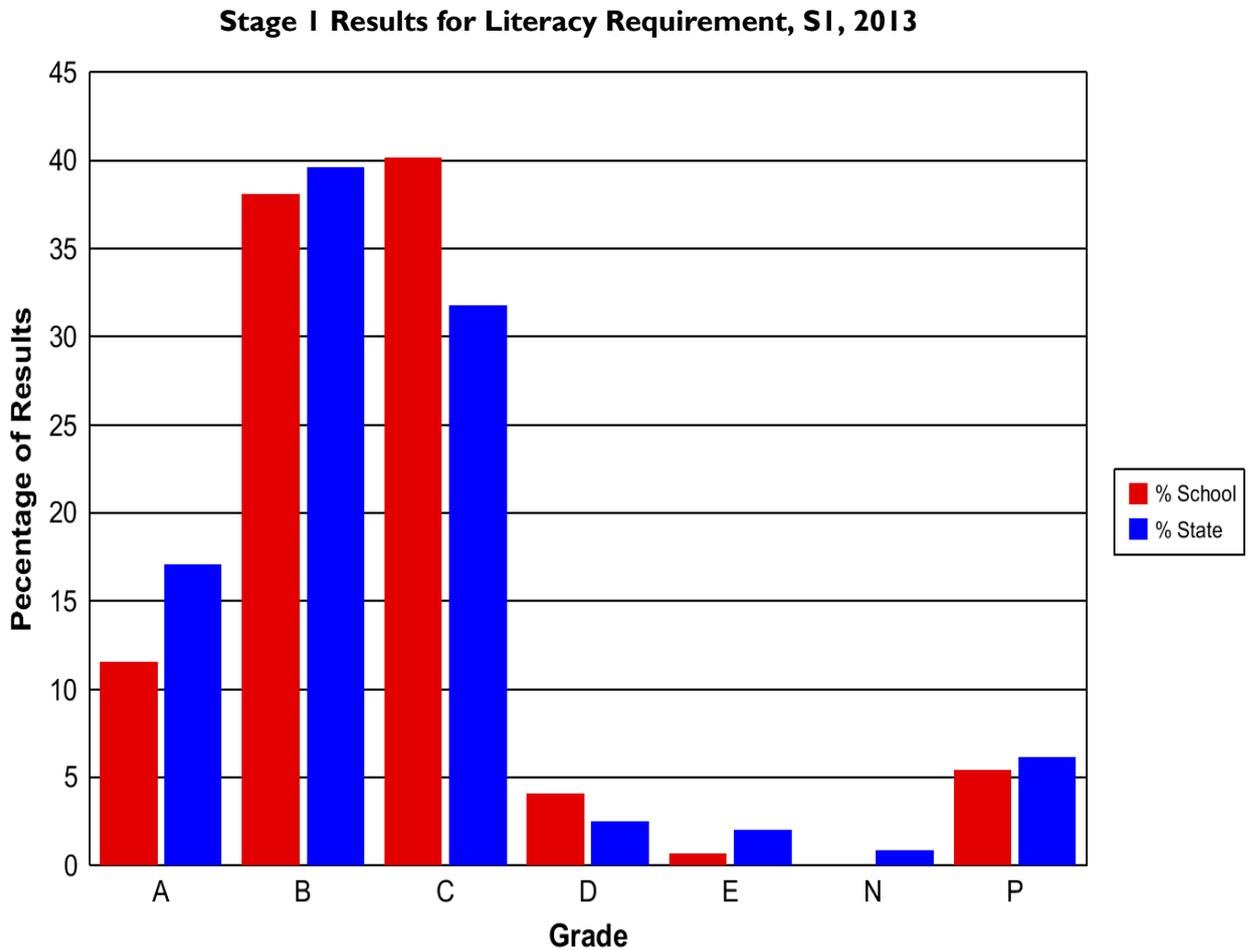
In 2013 there have been the following improvements from 2012:

- Increase in the percentage of students achieving an 'A' grade from 18.72% in 2012 to 20.42% in 2013 i.e. an increase of 1.7%.
- Decrease in percentage of students achieving an 'E' grade from 4.48% in 2012 to 2.81% in 2013 i.e. a decrease of 1.67%.
- Decrease in percentage of students achieving an 'N' grade from 2.52% in 2012 to 1.19% in 2013 i.e. a decrease of 1.33%.

The improvement in the achievement of SACE Stage I students has resulted in closing the achievement gap between the school and the state. For 2013 there was an increase in the percentage of students achieving an 'A' or 'B' increasing almost 1%. The total percentage of students who received a passing grade i.e. 'A', 'B' or 'C' increased by 2.7% when compared to 2012. Continued focus in 2014 and beyond is to increase student achievement in grade bands 'A' and 'B'. Support and intervention strategies will be developed as well as early identification of students at risk of not achieving at least a 'C' grade.

The following graphs indicate the results for SACE Stage I Literacy and Numeracy compulsory requirements. Early in 2013 students who were not on track to meet the compulsory requirements were identified. Intervention occurred including case management, differentiation, tutoring and individual teachers working

with students. This also saw the use of modified assessment tasks and increased use of the SACE Board Addendum provision. During key times in the year, SACE Stage I students were required to undertake additional classes to meet the compulsory requirements.

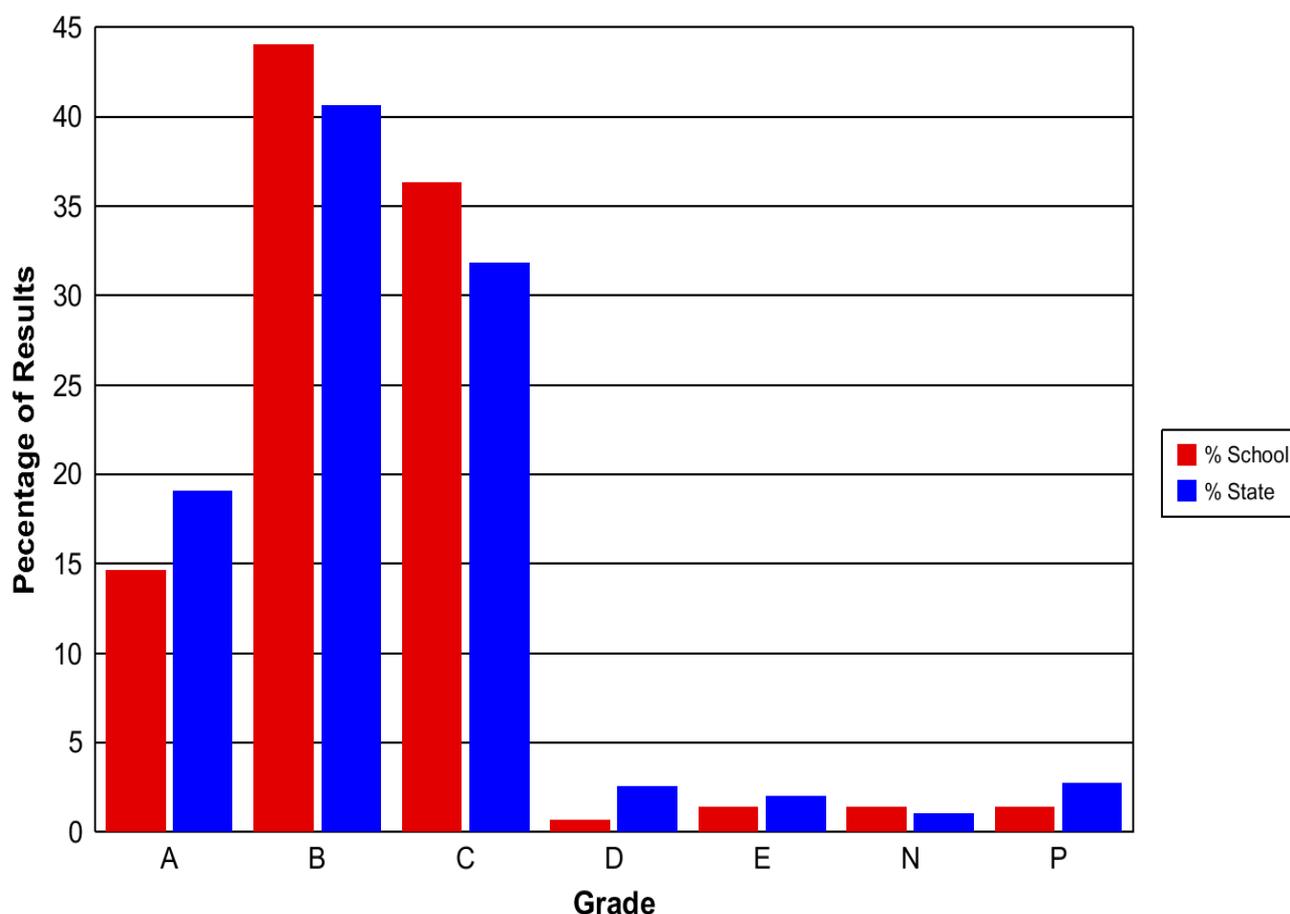


In 2013 there have been the following improvements for Semester I SACE Stage I Literacy requirements when compared to 2012:

- Increase in the percentage of students achieving an 'A' grade from 4.28% in 2012 to 11.56% in 2013 i.e. an increase of 7.28%.
- Increase in the percentage of students achieving an 'C' grade from 35.29% in 2012 to 40.14% in 2013 i.e. an increase of 4.85%
- Decrease in percentage of students achieving an 'E' grade from 2.14% in 2012 to 0.68% in 2013 i.e. a decrease of 1.67%.
- Decrease in percentage of students achieving an 'N' grade from 3.74% in 2012 to 0.00% in 2013 i.e. a decrease of 3.74%.

Overall the percentage of students achieving a passing grade i.e. an 'A', 'B' or 'C' increased to 89.8% in 2013. This represents an improvement of 2.64% compared to 2012.

Stage I Results for Literacy Requirement, S2, 2013



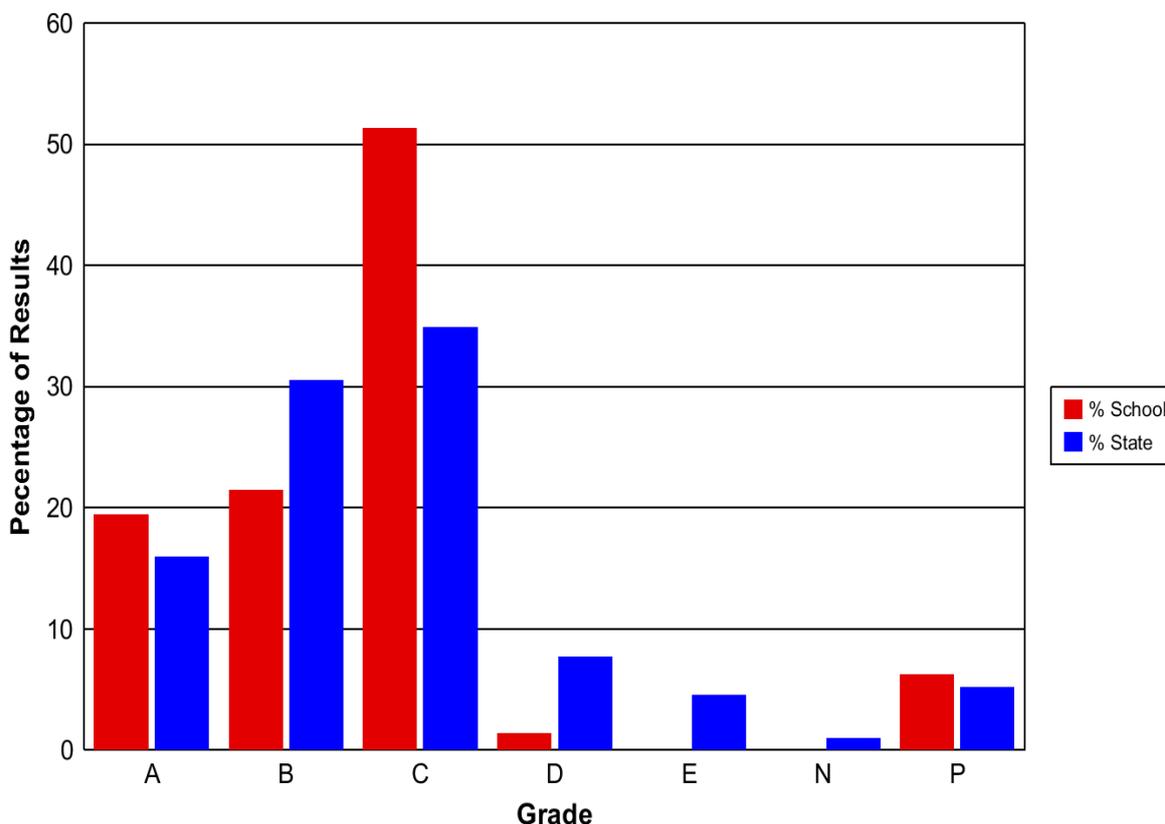
In 2013 there have been the following improvements for Semester 2 SACE Stage I Literacy requirements when compared to 2012:

- Increase in the percentage of students achieving an 'A' grade from 13.04% in 2012 to 14.69% in 2013 i.e. an increase of 1.65%.
- Increase in the percentage of students achieving an 'B' grade from 40.76% in 2012 to 44.06% in 2013 i.e. an increase of 3.30%
- Decrease in percentage of students achieving an 'E' grade from 4.89% in 2012 to 1.40% in 2013 i.e. a decrease of 3.49%.
- Decrease in percentage of students achieving an 'N' grade from 3.26% in 2012 to 1.40% in 2013 i.e. a decrease of 1.86%.

Overall the percentage of students achieving a passing grade i.e. an 'A', 'B' or 'C' increased to 95.11% in 2013. This represents an improvements of 5.44% compared to 2012. Within this improvement the percentage of students achieving an 'A' or 'B' increased to 58.75%. This represents an improvement of 4.95%.

These improvements have been achieved by teachers redesigning assessment tasks and identification of students at risk. Individual and small group support was put in place to support at least a 'C' achievement in the compulsory literacy requirements. This has built upon the support for literacy development in the middle school, particularly the literacy support classes in Years 9 and 10.

Stage I Results for Numeracy Requirement, SI, 2013



In 2013 there have been the following improvements for Semester I SACE Stage I Numeracy requirements when compared to 2012:

- Increase in the percentage of students achieving an 'A' grade from 18.68% in 2012 to 19.44% in 2013 i.e. an increase of 0.76%. The improvements have also seen the percentage achievements in the 'A' exceed the percentage of this grade achievement for the state.
- Increase in the percentage of students achieving an 'C' grade from 42.86% in 2012 to 51.39% in 2013 i.e. an increase of 8.53%
- Decrease in percentage of students achieving an 'D' grade from 4.95% in 2012 to 1.39% in 2013 i.e. a decrease of 3.56%.
- Decrease in percentage of students achieving an 'E' grade from 2.75% in 2012 to 0.00% in 2013 i.e. a decrease of 2.75%.
- Decrease in percentage of students achieving an 'N' grade from 2.75% in 2012 to 0.00% in 2013 i.e. a decrease of 2.75%.

Overall the percentage of students achieving a passing grade i.e. an 'A', 'B' or 'C' increased to 92.36% in 2013. This represents an improvement of 6.09% compared to 2012.

SACE Stage 2

A total of 109 students achieved the South Australian Certificate of Education (SACE). This represents 86% of the Year 12 cohort completing the SACE. The mean Australian Tertiary Admission Rank (ATAR) for 2013 increased by 3.94 from 2012. Eight students achieved an ATAR of above 95. This represents 9% of the students with an ATAR. 14.4% of students achieved an ATAR of 90 or above and increase of 1.1% from 2012. 15.6% achieved an ATAR between 80 and 89.99 and increase of 2.3% from 2012. 53 students achieved at least one 'A' with many achieving multiple 'As' which is an increase of 6 students with at least one 'A' from 2012.

21 students required Vocational Education and Training (VET) to complete the SACE.

The majority of students who did not complete their SACE were planning not to complete Year 12 or to complete Year 12 in 2014.

There were many classes in which 100% of the students achieved a passing grade in the subject. The majority of students had more than the 200 credit points required to achieve the SACE. Seven students had the required minimum of 200 credit points with the remainder having 210 or more. Nineteen students in total had 230 or 240 and thirty-one students had 250 credit points. Seventeen students were non-SACE completers comprising of two female and fifteen male.

Three students achieved merits: one in the Research Project, one in Health and one in German.

The vast majority of students leave Blackwood High to undertake tertiary study including university and TAFE courses.

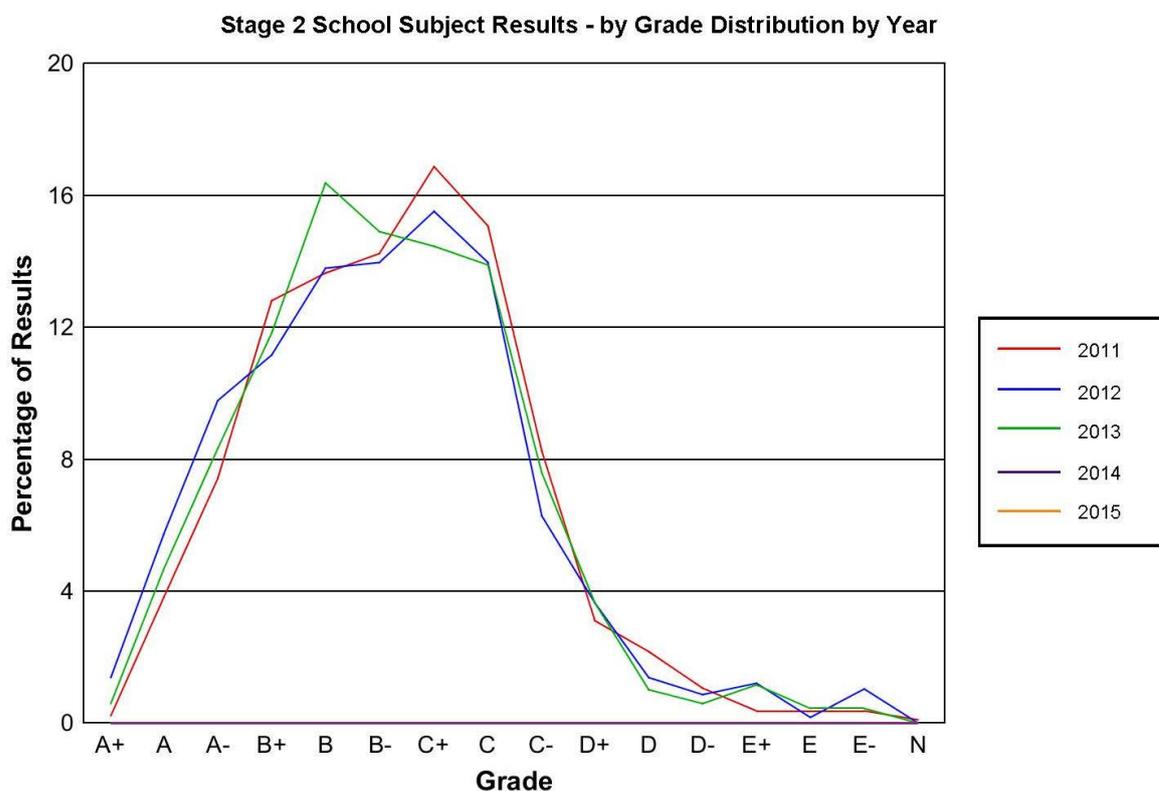
Below is the ATAR order for students achieving 95 or above:

Student	ATAR
Colin Han	99.95
Parshad Sankey	99.4
Ellie Roper	98.05
Emily Lundborg	97.2
Chelsea Drews	97.1
Chak Zhou	96.7
Harry Billington	96.35
Lauren Jaensch	95.75

Analysis of SACE Stage 2 achievement data comparing 2012 and 2013 indicates:

- Increase in the percentage of students achieving an 'B' grade by 3.34%
- Increase in the percentage of students achieving an 'A', 'B' or 'C' by 1.05%
- Decrease in percentage of students achieving a 'D' grade by 3.56%.
- Decrease in percentage of students achieving an 'E' grade of 0.39%.

Over 2011 to 2013 there is a trend of an increasing percentage of students achieving in grade Bands A and B. this is illustrated in the graph below.



Future work in 2014 and beyond to support this Strategic Direction will include:

- The introduction of a Teaching and Learning Centre (TLC) designed to support students from Year 8 to 12 to complete their work. Students will be referred by their subject teachers for assistance by staff who are skilled in providing support.
- Increase in support staff to work with students in class and on an individual basis, focusing on building students' skills and abilities to engage and achieve with the curriculum and assessment tasks.
- The continuation of the Quicksmart Literacy Intervention Program for Year 8 students.
- Continued work to identify and support students to reach their potential through formalizing processes for students to be accelerated and for identifying students at risk.

Strategic Direction 3: Learning Through Community

Links to the community to expand student opportunities continued in 2013. This included support for the curriculum, learning, leadership, co-curricula and pathways beyond school. The ongoing relationship with service clubs, primary schools and kindergartens as well as government and non-government organisations have added to the range of ways we have supported students.

Student leadership saw involvement in the Principals Australia 'Principals for a Day' initiative and the UN Youth South Australian Conference 2013. Members of the SRC joined the Mitcham Council Youth Advisory Committee (YAC) providing input into how the Council can support young people having a voice. Six girls attended the GRIP Leadership Conference and two students represented the school at the Remembrance Day breakfast hearing from Dr. Gill Hicks talk about her experience in the London train bombings on 7 July 2005. Students represented the school at the Blackwood Remembrance Day ceremony and the Blackwood ANZAC Day service. The Mayor of Mitcham and the Director of Youth Affairs Council of SA worked with the SRC students. Members of the SRC joined with students from three other schools as part of the City of Mitcham Youth Forum. A group of students undertook the Red Cross Youth Ambassador Training and attended the World Vision Global Leaders Convention. Three students were involved in the Hills Youth Environment Forum. A group of Year 9 Peer Support Leaders not only worked with Year 8 students in the school, they were involved in a Service Day at Monarto Zoo working with Year 6 and 7 students from the Mitcham Hills College planting 1100 trees.

The Arts saw a Year 10 Visual Art class involved in painting of a mural for the Colebrook Reserve to be launched 6 November. Students from Blackwood High worked with artist Roger Rigney. Attendees at the launch, including our students, were welcomed by Elders of the Tjitji Tjuta (the Colebrook children). Lowitja O'Donoghue unveiled the mural. Dance students were involved in the state wide flash-mob performance organised as part of the launch for the Come-Out 2013. Five teams were entered in the Dance Stars Competition. This saw current and former students involved in choreographing the dances. A whole school performance 'No Fella for Ella' pantomime involved students from across the school coming together to perform. The tradition of the Sunset Festival and Blackwood's Got Talent saw a range of talented students perform for the community. The Performing Arts Showcase saw 80 students demonstrate their skills and abilities. Two students were involved in the 2013 School Cabaret as part of the Adelaide Cabaret Festival. Throughout the year a range of performances occurred including students conducting workshops with some primary schools. Student representation at community events included the Blackwood Rotary Christmas Fair.

The Advanced Technology Project continued in the school with Blackwood High School becoming an accelerated partner school. In addition to the professional learning that staff undertook, Dr Rogan Tinsley was selected for an industry placement at SAGE Automation which enabled him to develop new units of work and assessment tasks to support the Australian Curriculum in Science and Mathematics. Our students participated in the Southern Science Fair demonstrating their understanding and application of quadcopters and robotics. The quadcopter student team took out first place in the Expert Judges Award. The students presented a display and their work at the Royal Adelaide Show competition with the Year 10 Advanced Technology team taking first place. The Show also saw Jesse Black take out first place in the skill tester competition. The school linked with the 'Scientist in Schools' program with Dr. Gunther Associate Professor and Professor John Long working with teachers and supporting National Science Week in the school. Opportunities for students were provided with links to the NRM Education Youth Environment Forums. Students attended and participated in the Young Women in Technology Challenge 2013, the Science & Engineering Challenge, Engineering Expo and The University of Adelaide Mechanical Engineering Expo. Sixteen students participated in the careers@science alive.

Health and Physical Education saw the continued delivery of the SHine program promoting healthy relationships. The two specialist sports programs continued to see students competing, coaching and mentoring through an emphasis on leadership. The school competed in the Interschool Athletics seeing the school competing in the 'A' grade which brought with it new opportunities including pole vaulting. For the first time a group of students competed in the Twilight Athletics at Santos Stadium. Our students continued to support younger students in assisting with the SAPSASSA Southern Heights Athletics Day and the combined Year 6 Mitcham Hills Sports Day. Extensive opportunities continued for students to participate in Zone and Knock Out Sport. This saw our two boy netball teams come first. Year 8 Boys Basketball team finished the competition as State Champions. During 2013 the continued tradition of student representatives for South Australia saw students competing in national competitions as part of Secondary School Sport.

Links with the tertiary sector continued through UniSA Experience Days. Flinders University hosted our inaugural Year 12 Orientation Day with university ambassadors working with our students. This complemented the continued involvement of student mentors for Flinder's University's Inspire Program working with our students. A group of Year 9 students participated in the three day 'Concophillips Science Experience' at Flinders University Science Innovation Learning Centre (SILC). Work with Flinders included three staff working with the University staff to develop and deliver a bullying intervention program 'Building the capabilities of school communities to improve' through Pastoral Care. Year 10 to 12 students attended the Flinders University Enrichment Program in the three major streams of Humanities, Health or Science. The University continued to enable our students to enrol in the library supporting their access to resources to support their learning. Two staff members participated in the Connect 2013 – UniSA program.

The University of Adelaide saw Year 12 students involved in the three day Foot in the Door program and Year 9 and 10 students involved in Aim for Adelaide experiencing a sample of life in a university environment. Our physics students continued to experience the Adelaide University Mech Expo.

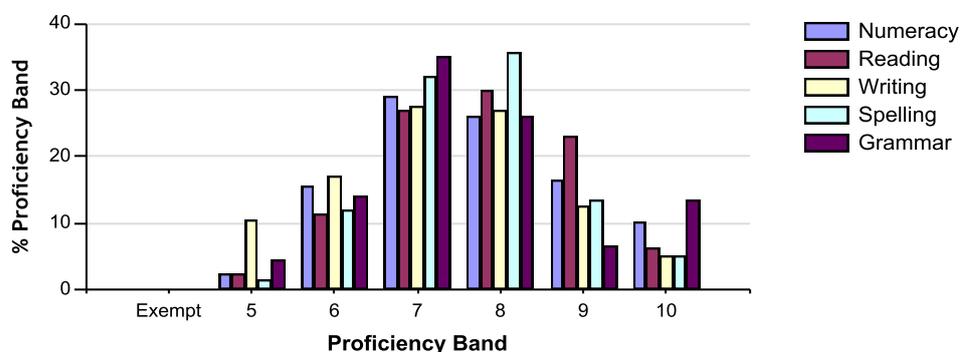
All three universities hosted Year 12 Physics students enabling them to undertake a practical in their facilities and gain information about the opportunities at the universities.

Student Achievement

Student achievement related to Blackwood High School's Strategic Direction 2: Achievement in Learning. See previous section for more details for Year 8 to SACE Stage 2.

NAPLAN

Proficiency Bands



% Proficiency Band by Test Aspect	Year 9						
	Exempt	5	6	7	8	9	10
Numeracy		2.4	15.7	29.1	26.0	16.5	10.2
Reading		2.3	11.5	26.9	30.0	23.1	6.2
Writing		10.4	17.2	27.6	26.9	12.7	5.2
Spelling		1.5	11.9	32.1	35.8	13.4	5.2
Grammar		4.5	14.2	35.1	26.1	6.7	13.4

The graph and table above indicate the percentage of students who achieved in each of the Proficiency Bands of the Year 9 NAPLAN. The majority of the students are achieving at Proficiency Bands 7, 8 or 9 with approximately 20% or higher achieving in Proficiency Bands 9 and 10 for numeracy, reading, spelling and grammar. Data analysis of the percentage of students achieving in each of the proficiency bands for each of the aspects of the NAPLAN indicates that the gap between the school and the index schools is decreasing. In summary:

- Greater percentage of students achieved Proficiency Band 10 in Grammar 13.4% at Blackwood High compared to 12.8% for Index schools.
- Greater percentage of students achieved Proficiency Band 9 in Numeracy 16.5% at Blackwood High compared to 15.6% for Index schools.

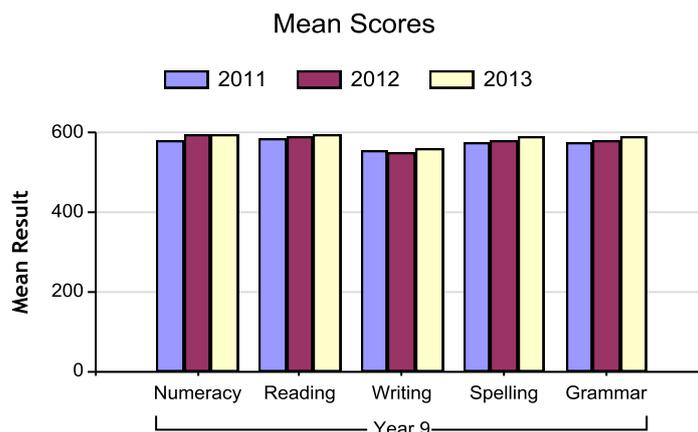
In comparing 2013 to 2012 NAPLAN results the following percentage changes have occurred for Proficiency Bands 9 and 10:

- Numeracy increase from 21.3% in 2012 to 26.7% i.e. an increase of 5.4%
- Reading increase from 27.7% in 2012 to 29.3% in 2013 i.e. an increase of 1.6%
- Writing increase from 9.8% in 2012 to 17.9% in 2013 i.e. an increase of 8.1%
- Spelling decrease from 26.7% in 2012 to 18.6% in 2013 i.e. a decrease of 8.1%
- Grammar increase from 19.9% in 2012 to 20.1% in 2013 i.e. an increase of 0.2%

In 2013 the process to support and prepare students for the NAPLAN was an integral role of English and mathematics teachers. Literacy and numeracy support included the continued implementation of the Quicksmart Literacy Program for identified students in Year 8. Year 7 NAPLAN results continued to be the initial starting point to identify students who may benefit from Quicksmart. The program will continue in 2014. In Year 9 a small class of students in need of literacy and numeracy support was established, building on the benefits of such an intervention in 2012.

The Numeracy Coach role continued in 2013. This saw all Year 8 to 10 students undertake the ACER PAT-Maths assessment. Analysis of the results was presented to mathematics teachers as data sets including year level cohort, class and individual students. The NAPLAN questions relating to topics within the mathematics curriculum were introduced to students in order to continue to develop their understanding and skills in engaging with the NAPLAN, as well as familiarity in recognizing and engaging with NAPLAN questions for the two numeracy NAPLAN tests.

Below are the graph and table of values comparing the NAPLAN mean scores from 2011 to 2013. The data indicates that there has been an improvement in the mean scores in numeracy, reading, writing, spelling and grammar since 2011. The English and mathematics curriculum teams continue to be involved in analyzing the school question data to identify aspects of the NAPLAN that have implications for programming for teaching and learning as well as assessment type questions.



Mean Scores by Test Aspect	Year 9		
	2011	2012	2013
Numeracy	582.3	595.2	595.4
Reading	585.3	590.9	596.8
Writing	556.1	551.9	559.6
Spelling	573.4	581.8	591.0
Grammar	574.4	580.0	589.2

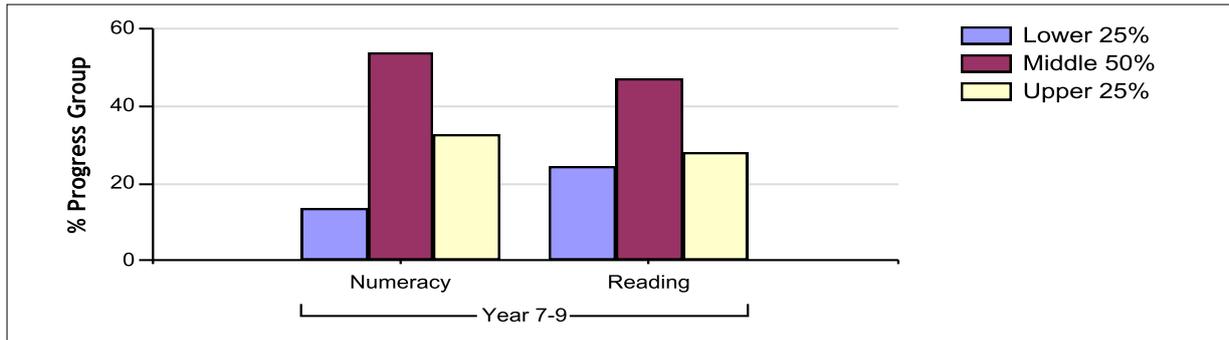
The mean scores have consistently improved over 2011 to 2013. The gains made in the mean scores for 2012 have continued for 2013.

Comparison data indicates that the school is consistently achieving mean scores higher than the National and Adelaide South Region. In comparing 2012 to 2013 school data with schools which have a Category 7 index, the following improvements in the difference in mean scores has occurred:

- Grammar gap reduced from 13.9 in 2012 to 10.3 in 2013 i.e. decrease of 3.6.
- Spelling gap reduced from 9.3 in 2012 to 7.6 in 2013 i.e. decrease of 1.7.
- Writing gap reduced from 21.3 in 2012 to 18.7 in 2013 i.e. decrease of 2.6.
- Reading gap remained the same for 2012 and 2013 at 7.1.
- Numeracy gap increased from 9.8 in 2012 to 10.8 in 2013 i.e. increase of 1.0.

Test Aspect	Blackwood High	National	Region	Index
Grammar	589.2	572.9	563.1	599.5
Reading	596.8	580.4	576.1	603.9
Spelling	591.0	582.7	574.5	598.6
Writing	559.6	553.9	535.7	578.3
Numeracy	595.4	583.7	564.2	606.2

Table: NAPLAN Mean Scores for 2013 comparative data



The data below indicates the value adding growth of student performance in the NAPLAN from Year 7 to 9 for the 2013 cohort.

Graph: NAPLAN School Growth: Year 7 to 9 for 2013

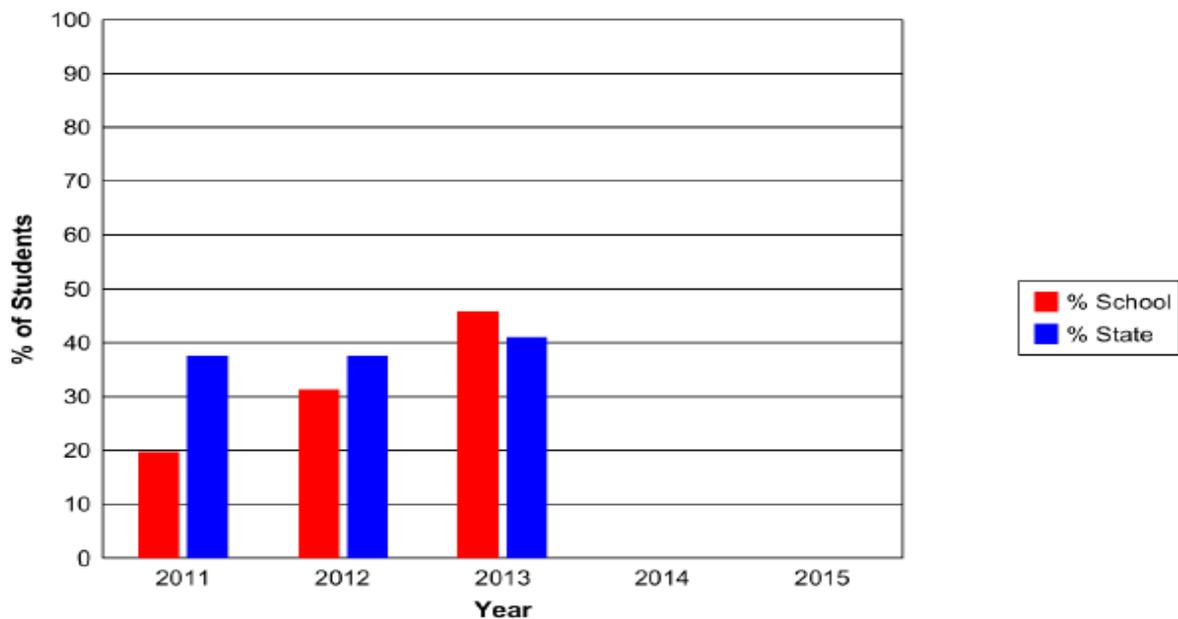
Growth by Test Aspect	Year 7-9	
	Progress Group	Site
Numeracy	Lower 25%	13.6
	Middle 50%	53.6
	Upper 25%	32.7
Reading	Lower 25%	24.6
	Middle 50%	47.4
	Upper 25%	28.1

The growth data indicates that the student growth from Year 7 to 9 is predominately in the middle to upper range. For Numeracy it is 86.3% and for Reading it is 75.5%.

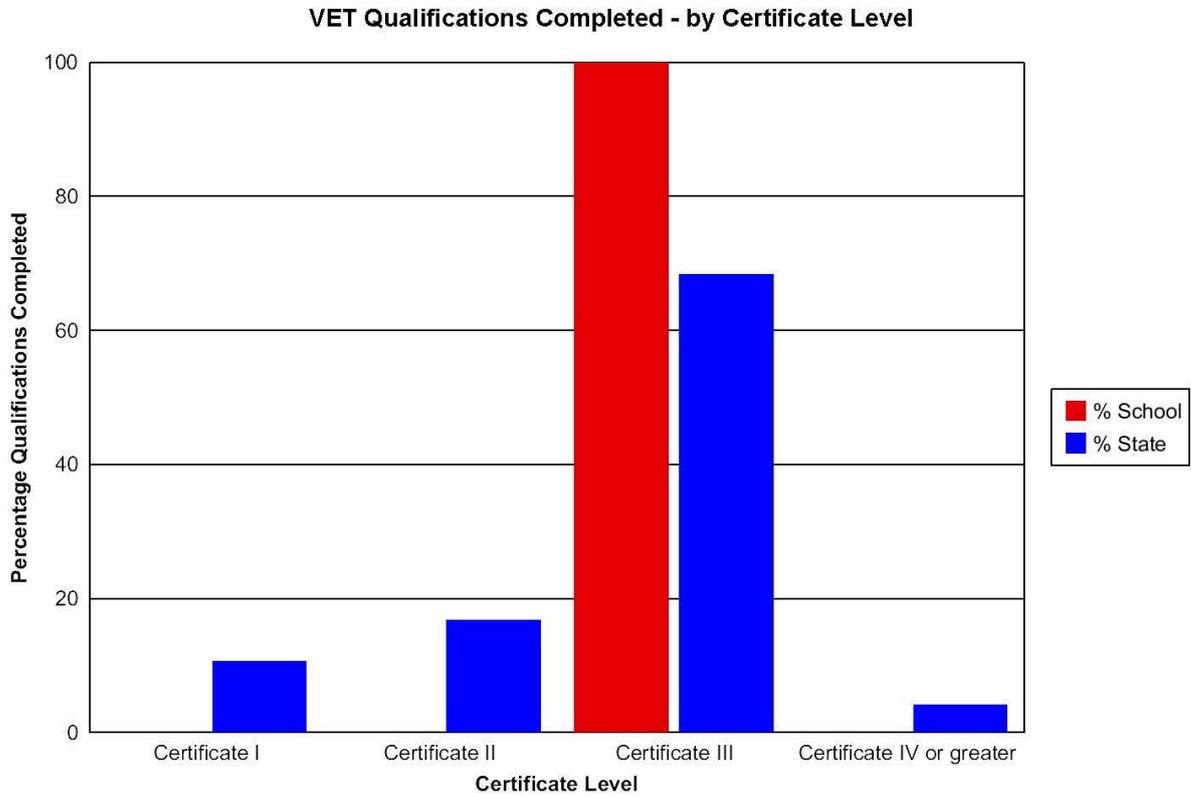
Senior Secondary

Students in Yr 12 Undertaking Vocational or Trade Training

Students Who Completed the SACE and Also Studied VET



In 2013 45.87% of students who completed their SACE also studied a Vocational Education and Training (VET) program. This is an increase from 2012 by 14.62%. One student participated in VET qualifications as a School Based Apprentice or Trainee. Twenty-one students required VET to complete their SACE. Many of the students who undertake VET continue to tertiary study including University as they see VET as an opportunity to bring balance into their program of study across their senior schooling. The following graph indicates the VET qualifications completed by students.



Three students who completed VET completed qualifications at Certificates III level.



The following table indicates that 146 students in Year 10 to 12 were involved in VET. The summary indicates the range of VET certificate programs that students undertook in 2013 and shows the number of students who are completing, continuing or commencing a VET qualification.

Certificate Name	Complete	Continuing	Incomplete
Aged Care / Disability – Certificate III	0	0	1
Animal Studies – Certificate II	2	1	0
Animal Studies – Certificate III	0	1	0
Automotive Vehicle Servicing - Certificate III	0	1	0
Child Care – Certificate III (P)	0	3	1
Christian Ministry – Certificate III	2	0	0
Construction - Certificate I	3	0	2
Construction – Certificate III (P)	1	5	0
Electronics – Certificate II (P)	19	0	0
Electronics – Certificate II (F)	3	0	0
Engineering – Certificate II (P)	2	0	0
IT – Certificate III	2	0	0
Hairdressing - Certificate II	1	0	0
Hairdressing – Certificate III	1	0	0
Health Services – Certificate III	1	0	0
Hospitality Certificate II	3	0	2
Hospitality Certificate III	2	1	0
Information Technology	1	0	0
Makeup Services - Certificate II	4	0	0
Media – Cert II Creative Industries	1	0	0
Music – Certificate II	2	0	0
Photo Imaging – Certificate IV (P)	1	0	0
Plumbing – Certificate I	1	0	0
Plumbing – Certificate III (P)	6	0	0
Retail - Certificate II	8	1	0
Retail - Certificate III	6	1	1
Sport & Recreation - Certificate II – Coaching	16	25	0
Sport & Recreation – Certificate II - General	0	0	1
Sport & Recreation – Certificate III	4	2	0
Technical Production – Certificate III	1	0	0
Tourism – Certificate II	0	3	0
Tourism – Certificate III	1	0	0
TOTAL: 146	94	44	8

(P) = Partial Certificate Course

Analysis of the 2013 VET data indicates:

- 146 Students from the school accessed VET courses in 2013 compared to 151 in 2012, 115 in 2011 and 82 in 2010.
- Below is a summary table indicating VET courses studied by students by Year Level from 2011 to 2013.

	2011	2012	2013
Year 9	0	1	0
Year 10	41	37	35
Year 11	50	83	61
Year 12	26	30	50
Total	117	151	146

- Below is the summary table of Full Certificate completion showing data from 2012 to 2013

<i>Level</i>	<i>Completed 2010</i>	<i>Completed 2011</i>	<i>Completed 2012</i>	<i>Completed 2013</i>
Certificate I	14	15	14	9
Certificate II	12	23	38	37
Certificate III	2	7	7	8
Certificate IV	0	0	0	0
TOTAL	35	45	59	54

- 60 students undertook their VET studies at Blackwood High School.
- 29 students undertook their VET studies at an Inner South DECD School (other than Blackwood High School).
- 57 students are due to continue their studies in 2014.
- All 16 students in the Certificate II Sports Coaching Netball Program completed their Certificate II in 2013, with 25 to continue in 2014.
- 19 students participated in the Blackwood High School Electrotechnology Industry Pathways Program (IPP).
 - 7 students came from other Inner South schools
 - 3 students from the 2012 program successfully completed their Certificate II with PEER in 2013.
 - 4 students are continuing their studies in 2014
- With respect to School Based Traineeships & Apprenticeships:
 - 33 students were undertaking School Based Apprenticeships or Traineeships.
 - 17 students' School Based Traineeships were accessed through part time work outside of school hours (Retail & Hospitality).
 - 16 students from Year 10, 11 and 12 were enrolled in School Based Apprenticeships: 6 in Sport & Recreation; 4 in Construction; 3 in Hospitality; 1 in Air Conditioning & Refrigeration; 1 in Automotive; 1 in Hairdressing.
- Students completing SACE Stage 1 and 2 Workplace Practices

<i>Year</i>	<i>Stage 1</i>	<i>Stage 2</i>
2010 (Vocational Studies)	16	2
2011	26	24
2012	28	26
2013	36	32

- Work Experience or Structured Workplace Learning (required for a VET Course) was undertaken by 210 students from Years 9 to 12 with 43 students undertaking Structured Workplace Learning.
- With respect to Industry Pathways Programs (IPP)

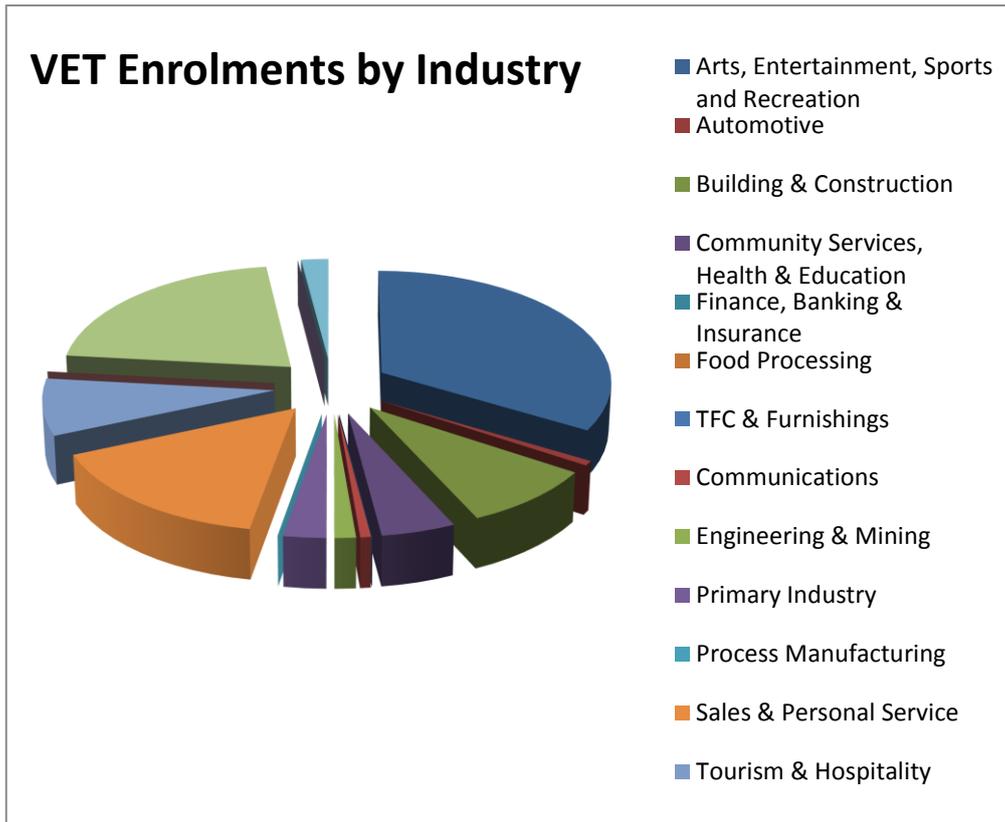
<i>Course / School</i>	<i>2011</i>	<i>2012</i>	<i>2013</i>
Construction – Pasadena	12	7	4
Construction – Thebarton	1	2	5
Construction – Heathfield	0	1	0
Electrotechnology - Blackwood	N/A	19	19
Engineering – Thebarton	0	3	0
Hospitality - Hamilton	NA	NA	4
Media – Hamilton	2	0	0
Media - Seaview	NA	NA	1
Metal Trades - Thebarton	N/A	3	0
Plumbing - Unley	2	7	7
Tourism - Hamilton	NA	1	4
Total	17	40	44

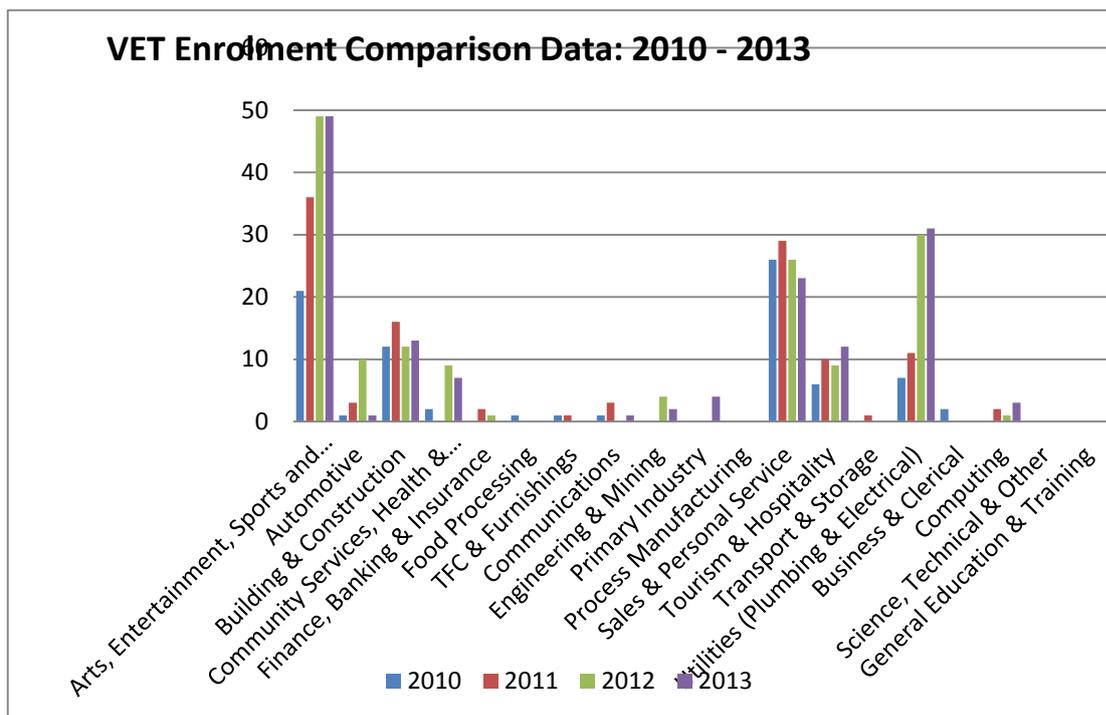
The school was involved in Inner South Career Development Strategy to incorporate Career Development across Years 8 to 12. This work will continue at Blackwood High School in 2014 supporting students to develop the capabilities required to successfully transition beyond school.

The following graph indicates the VET enrolments by industry from 2010 to 2013. Over this period of time the main areas of enrolment have been in Arts, Entertainments, Sports and Recreation, Sales and Personal Service and Utilities. There is enrolment in a range of new areas for 2013 including Primary Industry. Impacting on the decision of students to enroll in some VET areas are:

- Certificate I courses no longer being offered to Year 10 and SACE Stage 1 students, or no longer existing such as with Hospitality and Construction.
- Funding no longer available for some courses.

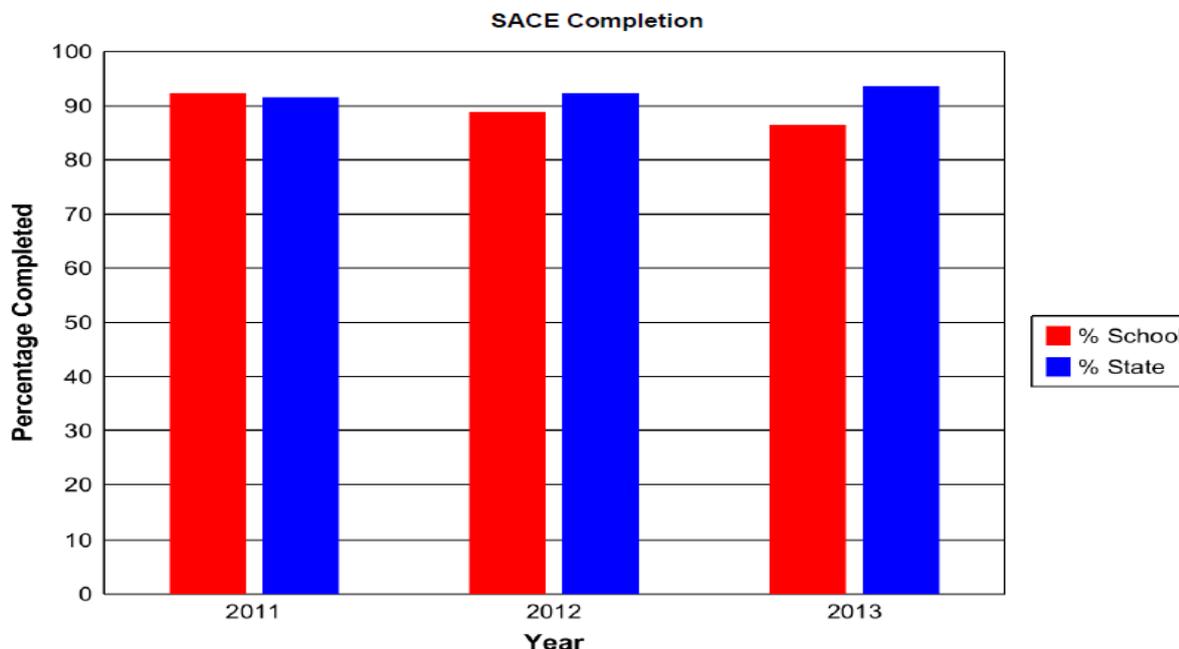
The following graph indicated a comparison of VET courses undertaken during 2013 by Industry.





Students in Year 12 Attaining a Year 12 Certificate or Equivalent VET Qualification

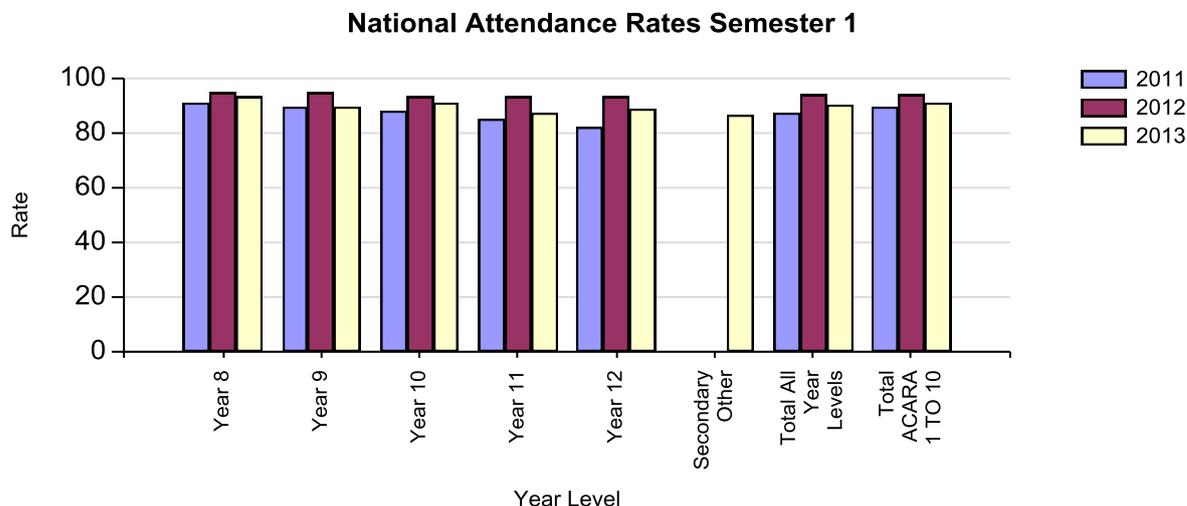
The graph below indicates the percentage of students who have achieved the South Australian Certificate of Education (SACE). For 2013 this is 86.51%. There are an increasing number of students who are completing their SACE over more years. This accounts for the decrease in the percentage of SACE completers for 2013 as these students plan to complete their SACE in 2014. Three students completed their Certificate III in 2013.



Year	Potential Completers (School)	Completers (School)	% School	% State
2011	143	132	92.31%	91.60%
2012	108	96	88.89%	92.24%
2013	126	109	86.51%	93.56%

Student Data

Attendance



Attendance by Year Level	% Attendance		
	2011	2012	2013
Year 8	90.8	94.8	93.6
Year 9	89.5	94.6	89.5
Year 10	88.4	93.7	91.5
Year 11	85.2	93.1	87.7
Year 12	82.2	93.7	88.7
Secondary Other			86.7
Total All Year Levels	87.1	93.9	90.1
Total ACARA 1 TO 10	89.5	94.4	91.5

The attendance data over 2011 to 2013 has a upward trend in Year 8, 10, 11 and 12. The attendance rate for 2013 is lower than 2012. The school has continued the use of DayMap by all teachers to record lesson attendance for all students. This has enabled identification of students who have selectively attended lessons. Follow up of these students has occurred. Late in 2013 professional learning for key staff on using DayMap reports to monitor attendance at year levels. This training was designed to enable closer monitoring and earlier identification of students presenting attendance issues. Care Group teachers, supported by Year Level Leaders, follow up absences. In 2013 parents and caregivers could contact the school to explain student absences through the three means of a dedicated email address, writing of notes in diaries and phoning the school. Throughout 2013 there were a number of articles in the newsletter explaining the importance of school attendance and the impact on learning of absences from school.

Through the formal reporting process teachers continue to provide information to parents about lesson absences. The number of chronic non-attenders has increased; some of this increase is due to ongoing medical issues. Follow up has included home visits, maintaining contact with parents and caregiver and referral to the DECD Attendance Officer. In 2014 additional support time has been allocated to support the follow up of attendance. In 2014 there will be a review of the attendance/school absence process and procedures.

Destination

Leave Reason	2012				
	School		Region	Index	DECD
	No	%	%	%	%
Employment	11	4.8%	2.9%	0.9%	2.9%
Interstate/Overseas	27	11.7%	8.7%	12.9%	9.1%
Other	3	1.3%	1.3%	0.6%	2.3%
Seeking Employment	3	1.3%	2.9%	0.9%	3.3%
Tertiary/TAFE/Training	2	0.9%	5.3%	1.7%	4.2%
Transfer to Non-Govt Schl	15	6.5%	9.9%	16.7%	9.8%
Transfer to SA Govt Schl	28	12.2%	45.8%	43.5%	48.0%
Unknown	141	61.3%	23.3%	22.8%	20.4%

For 2012 the transfer between schools is the most common destination for Blackwood High School students. The following is a comparison of 2012 and 2013 for student leaving:

- For employment decreased by 3.7% to 4.8%.
- To move interstate/overseas increased by 3.2% to 11.7%
- To seek employment increased by 0.6% to 1.3%
- For Tertiary/TAFE/Training decreased by 1.3% to 0.9%
- To transfer to non-government school decreased by 0.5% to 6.5%
- To transfer to SA government school decreased by 0.4% to 12.2%

The high percentage of students with unknown destinations is comprised of the Year 12 students who have completed their schooling. Many of them go onto further education and training. Entering this information into EDSAS will occur in 2014 for students who left in 2013.

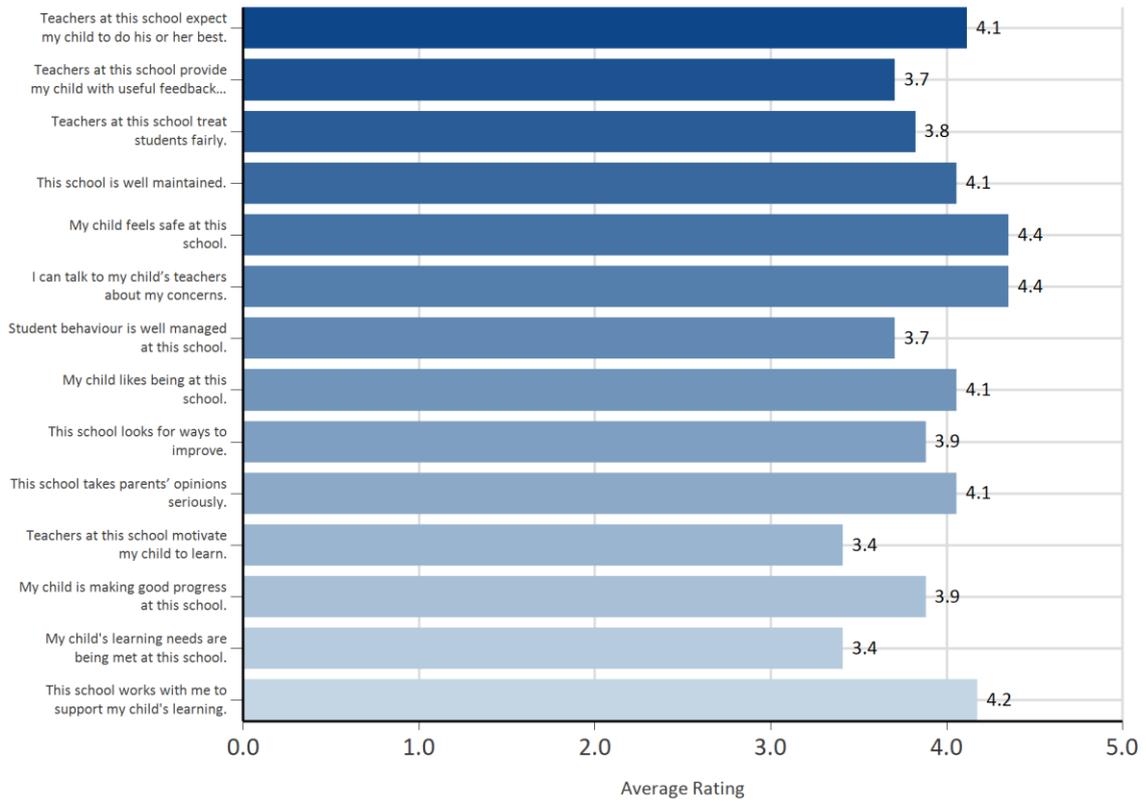
Behaviour Management

Blackwood High School uses the *Culture of Respect (COR)* as the process to deal with and resolve issues relating to off task behavior and matters relating to bullying and harassment. The COR is underpinned by the two school values of *Respect* and *Care*. Restorative Justice principles and practices are used to manage everyday events when relationships between students detract from learning. A review of the Anti-Bullying and Anti-Harassment procedures occurred in 2013. The updated procedures were approved by the Governing Council and published on the school website. As part of the Pastoral Care program students have been involved in programs to address respectful relationships including the implementation of the anti-bullying and harassment expectations including online behavior. Support for these programs is provided by SAPOL Officers who come to the school. Reports to the Governing Council are regularly made about educative programs that support students to be responsible and respectful in their interactions with each other face-to-face and online.

Client Opinion

The following graphs represent the collated responses from parents, students and the staff. In 2013 the tool used was the School Survey through Education Services Australia. This is the first year it has been used to collect opinions. Blackwood High School was a trial site for the School Survey. The data from 2013 will become the base line data to identify improvement and areas for further development.

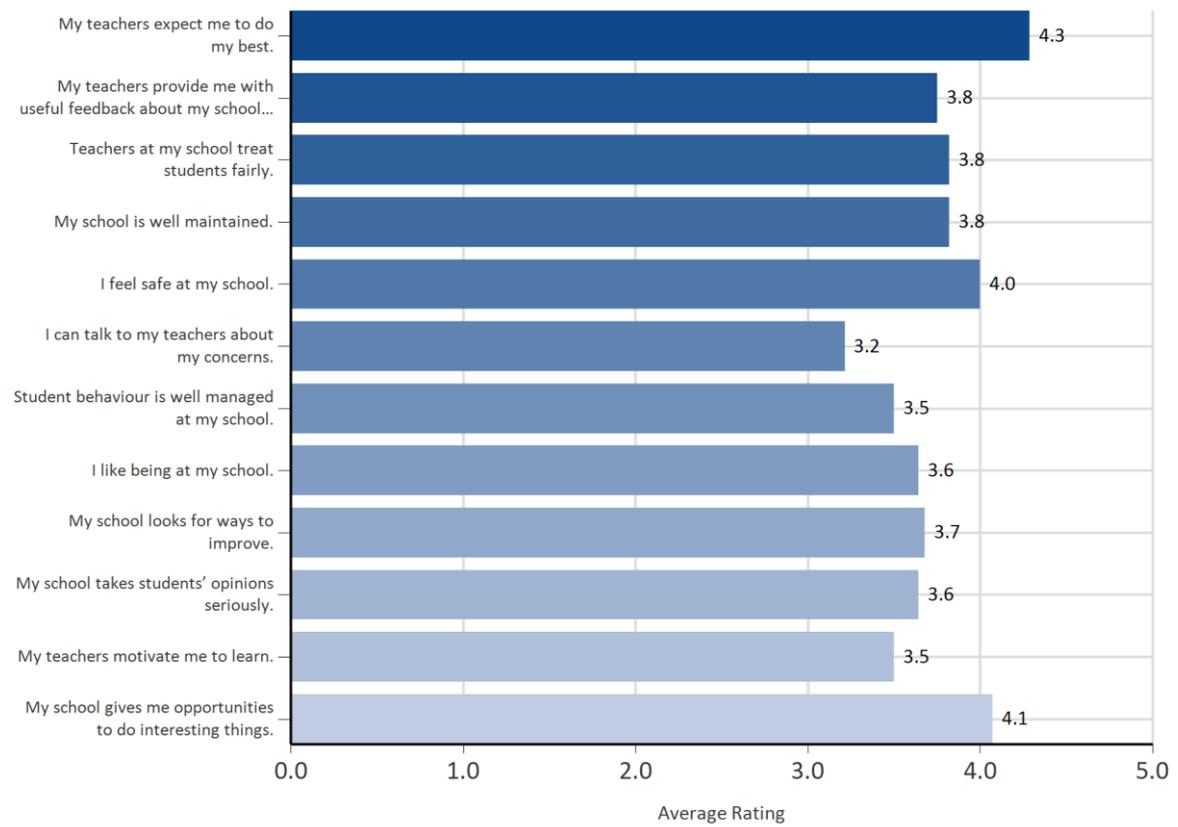
Parent Opinion Survey



17 parents and caregivers completed the survey representing opinions relating to their children across all year levels. 35% of parents responded from the perspective of their Year 8 child down to 6% responding from the perspective of their Year 11 child.



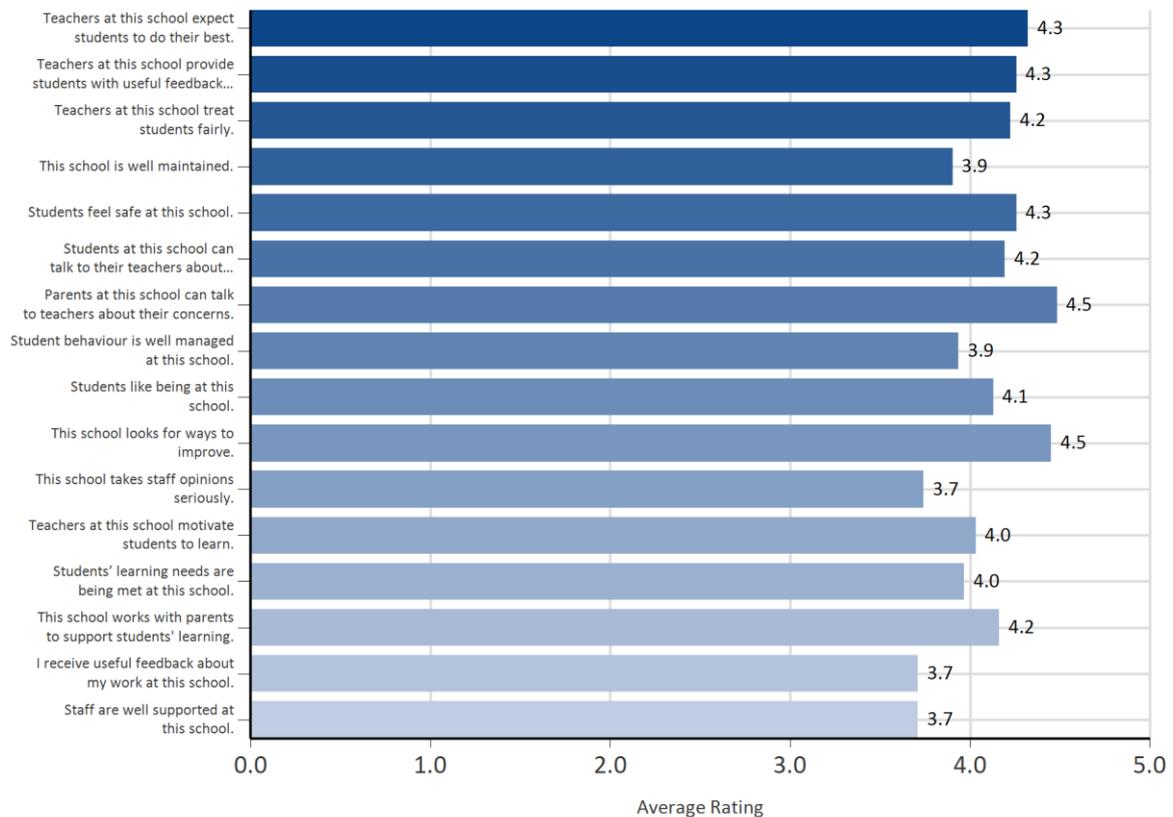
Student Opinion Survey



A total of 28 students across Year 8 to 10 completed the survey. The profile of the students was 50% female and 50% male respondents. 39% were students in Year 9 to 25% in Year 10.



Staff Opinion Survey



38 staff completed the survey. They ranged in the number of years they had been in the school, from 32% being in the school for more than 31 year to 11% being in the school for 6 to 10 years. 21% of the staff indicated that they had been in the school for 5 or less years. 86% of the respondents were full time and 14% were part-time. 87% were permanent, 11 % were on contract and 3% had a fixed term position. 61% were female and 39% were male. 35% were in school leadership positions 65% were not in school leadership positions. 82% of the respondents had a role in teaching. The respondents who taught had teaching responsibilities across Years 8 to 12.

Greater congruence in the responses providing an overall rating of above 4 between parents, students and staff opinions indicates increased consistency in the perceptions of all three stakeholders in their opinions about the teaching, learning and school operations.

My School website

<http://www.myschool.edu.au/>

Accountability**Staff****Teacher Qualifications**

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	101
Post Graduate Qualifications	35

Please note: Staff that have more than one 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

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalents	0.00	54.60	0.00	19.08
Persons	0	57	0	21

Financial Statement

Income by Funding Source – SEE THE Period 13 Profit and Loss Statement for 2013 on the following pages.

01:33PM Tuesday, 25 February 2014

Page 1 of 5

1:BLACKWOOD HIGH

FINGLPL1

General Ledger Profit and Loss for Prior Year, period 13

Account	Description	PTD Posting	YTD Posting
GRANTS : DETE			
R-COV-6181	REVENUE - VET OTHER (COURSES)	0.00	44,473.11
R-COY-6395	REVENUE - ADV TECHNOLOGY	0.00	6,990.00
R-ZDS-6170	STAFF - SALARY CONVERSION	0.00	112,465.00
R-ZZT-6180	GRANT - SCHOOL T & D	0.00	84.09
Total for GRANTS : DETE		0.00	164,012.20
GLOBAL BUDGET REVENUE			
R-CEL-63122	GB-LITERACY AND NUMERACY GRANT	0.00	27,325.00
R-CPX-61951	GB-FLEXIBLE LEARNING OPTIONS	0.00	94,785.00
R-ZDF-65125	GB-ESL SUPP NAP EXIT STUDENTS	0.00	2,058.98
R-ZDS-65118	GB-TCH SUPPLEMENTATION	0.00	128,640.80
R-ZDS-65119	GB-SSO SUPPLEMENTATION	0.00	2,502.50
R-ZZF-61571	GB-BREAKDOWN MAINTENANCE REIMB	0.00	40,783.70
R-ZZG-6142	GRANT - RECURRENT FUNDING	0.00	7,771,883.68
R-ZZH-61334	GB-FLU VACCINATIONS	0.00	1,032.00
R-ZZI-63161	DIGITAL EDUCATION REVOLUTION	(52,268.63)	0.00
Total for GLOBAL BUDGET REVENUE		(52,268.63)	8,069,011.66
OTHER STATE GOVERNMENT GRANTS			
R-ZOX-6295	STATE GRANTS	0.00	37,139.54
R-ZZM-6196	BUILDING & MAINTENANCE \$32M GRANT	0.00	39,045.00
Total for OTHER STATE GOVERNMENT GRANTS		0.00	76,184.54
GRANTS : COMMONWEALTH			
R-CPT-6320	REVENUE - APAS	0.00	1,500.00
R-CPT-6321	ABORIGINAL PROGRAM ASSIT SCHEME	0.00	1,500.00
R-ZOZ-6395	COMMONWEALTH GRANTS	0.00	1,000.00
R-ZZI-6395	INFORMATION TECH SYSTEMS - REVENUE	52,268.63	222,733.63
Total for GRANTS : COMMONWEALTH		52,268.63	226,733.63
PARENT CONTRIBUTION REVENUE			
R-CAE-6440	DANCE - SEMESTER CHARGE	0.00	2,600.00
R-CAM-6440	MUSIC - SEMESTER CHARGE	0.00	6,020.00
R-CHE-6486	HOME EC - FOOD & HOSP R/GUIDE	0.00	25.00
R-CHP-6410	PE - WORKBOOK	0.00	89.90
R-CHP-6490	PE REVENUE - YR 11 AQUATICS 2012	0.00	(195.00)
R-CHS-6440	FOOTBALL LEVY - REVENUE	0.00	5,040.00
R-CHS-6484	FOOTBALL - UNIFORMS	0.00	2,622.00
R-CHV-6440	NETBALL - SEMESTER CHARGE	0.00	10,150.00
R-CHV-6490	NETBALL - ACTIVITIES REVENUE	0.00	270.00
R-CLG-6410	LOTE GERMAN - WORKBOOKS	0.00	3,660.00
R-CLJ-6410	LOTE JAPANESE - WORKBOOKS	0.00	2,268.00
R-CLS-6486	LOTE SPANISH - WORKBOOKS	0.00	150.00
R-CMM-6486	MATHEMATICS	0.00	1,372.00
R-CSB-6486	BIOLOGY - STUDY GUIDES	0.00	650.00
R-CSB-6890	BIOLOGY - WORKBOOK	0.00	312.00
R-CSC-6486	CHEMISTRY - STUDY GUIDES	0.00	125.00
R-CSC-6890	CHEMISTRY - WORKBOOKS	0.00	168.00
R-CSP-6486	PHYSICS - STUDY GUIDES	0.00	175.00
R-CSP-6890	PHYSICS - WORKBOOKS	0.00	294.00
R-CSS-6486	PSYCHOLOGY - STUDY GUIDES	0.00	350.00
R-CSS-6890	PSYCHOLOGY - WORKBOOK	0.00	38.00
R-CTE-6440	REV - MATERIAL PRODUCTS STAGE 1	0.00	640.00
R-CTO-6440	REVENUE - ELECTROTECHNOLOGY	0.00	6,520.00
R-CVD-6890	LEGAL STUDIES - REVISION GUIDES	0.00	360.00
R-CXC-6460	CAMP REVENUE	0.00	147,331.37
R-CXE-6470	EXCURSION REVENUE	0.00	16,120.12
R-SSG-6410	SPORT - STUDENT FEES	0.00	16,747.50
R-ZZS-6410	FEE - MATERIAL & SERVICE CHARGE	0.00	514,220.00
R-ZZS-6412	FEE - ID CARDS	0.00	145.40
R-ZZS-6414	FEE - SCHOOL MAGAZINE	0.00	2,817.90
R-ZZS-6480	FEE - RECOVERY OF LOST BOOKS	0.00	1,472.04
Total for PARENT CONTRIBUTION REVENUE		0.00	742,558.23
OTHER OPERATING REVENUE			

UBB

1:BLACKWOOD HIGH

FINGLPL1

General Ledger Profit and Loss for Prior Year, period 13

Account	Description	PTD Posting	YTD Posting
R-CAE-6890	DANCE - REVENUE	0.00	3,866.64
R-CAM-6910	MUSIC - PRODUCTIONS	0.00	3,112.86
R-CHE-6820	HOME EC - FUNDRAISE REVENUE	0.00	470.80
R-CHS-6890	FOOTBALL - OTHER REVENUE	0.00	90.00
R-COV-6890	REVENUE - VET	0.00	(95.00)
R-CPA-6890	REV - INTERNATIONAL BACCALAUREATE	0.00	9,550.20
R-SGR-6820	SRC - FUNDRAISING REVENUE	0.00	15,931.37
R-SGR-6890	SRC - OTHER REVENUE	0.00	446.60
R-ZBA-6870	SALES - STATIONERY & BOOK	0.00	780.97
R-ZDO-6895	COMMUNICATIONS - REVENUE	0.00	217.50
R-ZDS-6868	STAFF - SALARY REIMBURSEMENT	0.00	82,431.84
R-ZOE-6870	INTERNATIONAL - REV (VISITS/TOURS)	0.00	58,357.68
R-ZOE-6890	REVENUE - INTERNATIONAL EXCHANGES	0.00	81,350.00
R-ZOR-6890	P & F CLUB - OTHER REVENUE	0.00	210.00
R-ZUU-6870	US - SALE OF GOODS	0.00	5,614.70
R-ZZF-6840	FACIL - HIRE OF FACILITIES	0.00	29,000.77
R-ZZF-6890	FACIL - OTHER INCOME	0.00	32.00
R-ZZI-6870	INFO SYSTEMS - SALES	0.00	840.00
R-ZZO-6890	INTERNATIONAL EDUCATION REVENUE	0.00	224,255.00
R-ZZP-6860	PRINT - PHOTOCOPY SALES	0.00	2,023.65
R-ZZR-6820	SCHOOL - FUNDRAISING	0.00	42,917.08
R-ZZZ-6815	WS - DONATIONS	0.00	100.00
R-ZZZ-6850	WS - INTEREST REVENUE	2,015.34	5,006.49
R-ZZZ-6890	OTHER OPERATING REVENUE	390,612.48	402,241.15
Total for OTHER OPERATING REVENUE		392,627.82	968,752.30
Total Revenue		392,627.82	10,247,252.56

NOBB

1:BLACKWOOD HIGH

FINGLPL1

General Ledger Profit and Loss for Prior Year, period 13

Account	Description	PTD Posting	YTD Posting
E-CAA-7121	ART - CONSUMABLES	0.00	9,227.74
E-CAB-7121	DRAMA - CONSUMABLES	0.00	424.22
E-CAC-7121	YR8 ART (TERM)	0.00	2,310.77
E-CAD-7121	DESIGN - CONSUMABLES	0.00	3,242.78
E-CAE-7121	DANCE - CONSUMABLES	0.00	10,520.61
E-CAM-7121	MUSIC - CONSUMABLES	0.00	7,208.67
E-CAM-7184	YR8 DRAMA & MUSIC	0.00	2,813.00
E-CAM-7199	MUSIC - PRODUCTIONS/PERFORMANCES	0.00	2,714.08
E-CCC-7121	COUNSELLOR - CONSUMABLES	0.00	1,458.59
E-CCF-7121	RESEARCH PROJECT - CONSUMABLES	0.00	810.10
E-CCI-7121	NON INSTRUCTIONAL - SPORTS DAY	0.00	3,949.35
E-CCQ-7121	PLP - CONSUMABLES	0.00	50.00
E-CCR-7121	RES CENTRE - CONSUMABLES	0.00	15,384.52
E-CCR-7172	RES CENTRE - BOOKROOM	0.00	22.73
E-CCT-7172	CURRICULUM DEVELOPMENT-RESOURCES	0.00	23,201.50
E-CCX-7184	SPECIAL CURRICULUM PROGRAMS	0.00	7,345.00
E-CCY-7184	YEAR LEVEL MANAGERS	0.00	14,640.37
E-CBE-7121	ENGLISH - CONSUMABLES	0.00	7,768.08
E-CHE-7121	HOME EC - SEMESTER 1	0.00	16,135.68
E-CHP-7121	PHYSICAL ED - CONSUMABLES	0.00	6,602.34
E-CHS-7121	FOOTBALL - CONSUMABLES	0.00	4,709.79
E-CHS-7184	FOOTBALL - UNIFORMS	0.00	2,912.18
E-CHV-7121	NETBALL - CONSUMABLES	0.00	10,314.87
E-CLF-7121	LOTE - CONSUMABLES	0.00	4,513.20
E-CMM-7121	MATHS - CONSUMABLES	0.00	11,972.10
E-COS-7121	AIP START UP	0.00	19,975.21
E-COV-7121	EXPENSES - VET EDUCATION	0.00	11,738.81
E-COV-7172	EXPENSES - VET COURSE FEES	0.00	44,421.26
E-COY-7199	EXPENSES - ADV TECHNOLOGY	0.00	6,696.83
E-CPD-7121	SPECIAL NEEDS - CONSUMABLES	0.00	440.27
E-CPD-7184	SPECIAL NEEDS - GENERAL	0.00	5,524.78
E-CPT-7199	EXPENSES - APAS	0.00	790.00
E-CPX-7199	FLEXIBLE LEARNING OPTIONS	0.00	40,209.36
E-CSG-7121	SCIENCE - CONSUMABLES	0.00	15,935.75
E-CTE-7121	TECHNOLOGY - IPP	0.00	4.20
E-CTE-7172	TECHNOLOGY - RESOURCES	0.00	10,218.28
E-CTE-7184	TECH - PHOTOGRAPHY & ELECTRONICS	0.00	3,569.98
E-CTO-7121	ELECTRONICS: IPP	0.00	5,227.51
E-CVC-7121	COMMUNITY STUDIES - CONSUMABLES	0.00	50.00
E-CVS-7121	HUMANITIES - CONSUMABLES	0.00	5,895.93
E-CVW-7121	WORK EXP - CONSUMABLES	0.00	831.54
E-CVW-7199	WORKPLACE PRACTICES - EXPENSES	0.00	50.00
E-SGR-7121	SRC - CONSUMABLES	0.00	1,042.77
E-SGR-7139	SRC - FUNDRAISING EXPENSES	0.00	15,572.26
E-SGR-7172	SRC - RESOURCES	0.00	86.92
E-SGT-7121	PEER SUPPORT - CONSUMABLES	0.00	100.00
E-SGT-7172	BOYS IN EDUCATION	0.00	312.68
E-SFS-7121	STUDENT CONSUMABLES	0.00	17,717.05
E-SFS-7172	SSERVICES - GRADUATION	0.00	7,182.85
E-SSG-7121	SPORT - CONSUMABLES	0.00	29,386.63
E-ZBA-7166	SALES - COST OF GOODS SOLD	0.00	(10.91)
E-ZDC-7121	COUNCIL - CONSUMABLES	0.00	681.88
E-ZDC-7124	COUNCIL - WEBSITE REDESIGN	0.00	8,500.00
E-ZDM-7121	MANAGEMENT - MEDALS & AWARDS	0.00	1,384.00
E-ZDM-7124	MANAGEMENT - STAFF CATERING	0.00	4,691.13
E-ZDM-7166	IBMYP	0.00	15,435.78
E-ZDM-7172	MANAGEMENT - RESOURCES	0.00	17,249.08
E-ZDM-7184	MANAGEMENT - TRANSITION	0.00	2,294.04
E-ZDM-7199	MANAGEMENT - SOCIAL JUSTICE	0.00	227.70
E-ZDP-7157	MANAGEMENT - PRINTING	0.00	5,618.80
E-ZDP-7172	MANAGEMENT - ADMIN COMPUTING	0.00	27,082.58
E-ZDP-7178	MANAGEMENT - PRINCIPAL TOURS	0.00	4,270.98
E-ZDP-7184	MANAGEMENT - ART BUY BACK	0.00	38.00
E-ZDP-7199	MANAGEMENT	0.00	960.00
E-ZDS-7121	STAFF - INDUCTION	0.00	265.27
E-ZOE-7199	EXPENSES OTHER - INTERNATIONAL	0.00	100,058.02
E-ZOZ-7121	COMMONWEALTH - CONSUMABLES	0.00	830.73
E-ZOZ-7199	COMMONWEALTH - OTHER EXPENSES	0.00	5,000.00
E-ZUU-7166	US - COST OF GOODS SOLD	0.00	1,333.66
E-ZZA-7121	FIRST AID - CONSUMABLES	0.00	587.94
E-ZZF-7121	FACILITIES - MAINTENANCE CONSUMABLE	0.00	17,986.00
E-ZZF-7140	FACILITIES - FURNITURE	0.00	29,701.42
E-ZZF-7143	FACIL - FURN & EQUIP AUTISM IP	0.00	17,524.81
E-ZZF-7148	FACIL - MINOR EQUIPMENT	0.00	14,826.57
E-ZZF-7169	FACIL - R & M	0.00	20,288.01
E-ZZF-7172	FACILITIES - AV EQUIPMENT	0.00	4,461.19

CGBB

1:BLACKWOOD HIGH
General Ledger Profit and Loss for Prior Year, period 13

FINGLPL1

Account	Description	PTD Posting	YTD Posting
E-ZZG-7121	GWS - CONSUMABLES	0.00	400.00
E-ZZH-7121	W.H &S. - CONSUMABLES	0.00	1,500.00
E-ZZI-7121	INFO SYSTEM - CONSUMABLES	0.00	331,457.56
E-ZZI-7176	INFO SYSTEM - SOFTWARE	0.00	59,493.99
E-ZZR-7121	FUNDRAISING - CONSUMABLES	0.00	16,881.29
E-ZZS-7199	FEES - GENERAL EXPENSES	0.00	4,195.62
E-ZZT-7172	T&D - RESOURCES	380.40	18,855.80
E-ZZY-7121	SECURITY - CONSUMABLES SERVICES	0.00	1,075.00
E-ZZZ-7136	WS - FREIGHT	0.00	4,977.28
E-ZZZ-7145	WS - INSURANCE	0.00	1,419.10
E-ZZZ-7160	WS - POSTAGE	0.00	6,433.00
E-ZZZ-7199	WS - GENERAL EXPENSES ACCOUNT	0.00	346.47
Total for SUPPLIES AND SERVICES		380.40	1,161,554.93
GLOBAL BUDGET EXPENSES			
E-ZDO-73133	GB-TELEPHONE CHARGES-RENTAL	0.00	5,663.85
E-ZDO-73134	GB-TELEPHONE CHARGES-LOCAL CALLS	0.00	3,912.12
E-ZDO-73135	GB-TELEPHONE CHARGES-STD CHARGES	0.00	916.27
E-ZDO-73136	GB-TELEPHONE CHARGES-MOBILE PHONES	0.00	5,914.71
E-ZDS-71111	GB-SAL/WAGES-TEACHERS	0.00	5,603,557.13
E-ZDS-71112	GB-SAL/WAGES-ANCILLARY	0.00	996,501.33
E-ZDS-71114	GB-SAL/WAGES-TRT	0.00	219,950.00
E-ZOB-73512	GB-SITE FUNDED WORKS	0.00	37,631.00
E-ZZF-73142	GB-ELECTRICITY EXPENSES	0.00	131,657.51
E-ZZF-73143	GB-GAS EXPENSES	0.00	44,023.64
E-ZZF-73145	GB-RATES-WATER	0.00	536.90
E-ZZF-73146	GB-RATES-WATER USAGE	0.00	58,034.02
E-ZZF-73147	GB-RATES-SEWER	0.00	11,486.48
E-ZZF-73288	GB-WASTE DISPOSAL	0.00	14,354.35
E-ZZF-73511	GB-REPAIRS & MAINTENANCE	0.00	158,449.09
E-ZZZ-73275	GB-FEES & CHARGES	0.00	485.14
Total for GLOBAL BUDGET EXPENSES		0.00	7,293,073.54
FACILITIES AND UTILITIES EXPENSES			
E-ZZF-7220	FACIL - CLEAN EXPENSE SCHOOL	0.00	12,708.07
E-ZZF-7225	FACIL - CLEANING ONGOING	0.00	158,146.65
E-ZZF-7250	FACIL - GROUNDS MAINTENANCE	0.00	41,592.27
E-ZZM-7210	BUILDING & MAINT GRANTS	0.00	9,900.00
Total for FACILITIES AND UTILITIES EXPENSES		0.00	222,346.99
FINANCIAL EXPENSES			
E-ZZZ-7410	WS - BANK CHARGES	70.24	3,054.24
Total for FINANCIAL EXPENSES		70.24	3,054.24
EMPLOYEE EXPENSES			
E-ZDS-7335	STAFF - SALARIES	0.00	363,697.96
Total for EMPLOYEE EXPENSES		0.00	363,697.96
OTHER OPERATING EXPENSES			
E-ZZF-7640	FACIL - INTEREST ON BORROWING'S	1,286.91	5,437.11
E-ZZZ-7620	WS - BAD DEBT EXPENSES	0.00	2,273.64
E-ZZZ-7630	WS - DOUBTFUL DEBTS	3,850.29	3,850.29
E-ZZZ-7690	WS - OTHER OPERATING EXPENSES	0.00	6,191.00
Total for OTHER OPERATING EXPENSES		5,137.20	17,752.04
PARENT CONTRIBUTION EXPENSES			
E-CXC-7910	CAMP EXPENSES	0.00	163,566.74
E-CXE-7930	EXCURSION EXPENSES	0.00	9,220.03
Total for PARENT CONTRIBUTION EXPENSES		0.00	172,786.77
DEPRECIATION AND AMORTISATION			

CSB

1:BLACKWOOD HIGH

FINGLPL1

General Ledger Profit and Loss for Prior Year, period 13

Account	Description	PTD Posting	YTD Posting
E-ZOZ-7532	TTC - DEPRECIATION EQUIPMENT: PRINT	2,000.00	2,000.00
E-ZOZ-7574	TTC - DEPRECIATION MACHINERY	18,149.94	18,149.94
E-ZZF-7530	FACIL - DEPREC EQUIPMENT	2,428.57	2,428.57
E-ZZP-7530	PRINT - DEPREC EQUIPMENT	10,574.62	10,574.62
Total for DEPRECIATION AND AMORTISATION		33,153.13	33,153.13
Total Expenses		38,740.97	9,267,419.60
Surplus or (Deficit) funds		353,886.85	979,832.96

MBB