

# Blackwood High School

## Annual Report

### 2012



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

<b>School Name:</b>	Blackwood High	<b>School Number:</b>	0905
<b>Principal:</b>	Ms Marion Coady	<b>Region:</b>	Southern Adelaide

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, 4% students with a recognized learning need and 1% Aboriginal and Torres Strait Islander. In addition to these students, the school has numbers of full fee paying international students from countries including Japan, Hong Kong, China, Russia and Korea.

## 2012 Highlights

The year began with a Whole School Assembly to welcome new students and staff to the school and to launch the 2012 school year

Welcome news was 2012 Year 12 graduate Frances Collett receiving a University of Adelaide Principal Scholarship. Later in the year, a celebration was held for Angelo Wilson, one of the two highest Aboriginal and Torres Strait Islander SACE student achievers. Other student achievements throughout the year included Hassan Bahrami for his article in relation to the MechExpo Competition at The University of Adelaide and Matthew Macbeth receiving the Piererre de Coubertin award for his contribution to sport. Jess Smythe won the VET Student of the Year and a number of other current and former students were finalized in VET Awards through the Inner South Trade Schools Awards. Ziqiao Chen was selected for the National Youth Science forum and Caitlin Merlin travelled to the USA with the Young Adelaide Voices.



Participation in the Arts continued with two students performing in the Adelaide Cabaret Festival at the Festival Centre joining with students from other secondary schools. Four dance aerobics teams made it to the finals of the South Australia Dance Aerobics competition with the Junior Hip Hop team winning silver. Our students performed in local community events as well as showcasing their talents to member schools of the Mitcham Hills College and the community. The school staged an extravaganza 'AFL: The Musical' for the Rock Eisteddfod coming second in the competition. This event saw over

80 students from Year 8 to 12 join together in music and dance. On the evening the students received four additional awards for excellence in drama, concept, soundtrack and video direction. They also received a Student Leadership award in acknowledgement of the significant level of mentoring of older students for the younger students.



The Inner South Trade Training Centre at Blackwood High School commenced delivery of Certificate 2 Electrotechnology building on the professional learning of teachers to deliver and assess competencies. At the beginning of 2012 new equipment was installed to support the Electrotechnology including simulation programs and kits. In 2012 the program was open to Blackwood High School students and will be expanded for 2013 to students at other schools as an Industry Pathways Program (IPP). In Year 8 all students undertook an electronics workshop as part of their education and a team of students were invited to demonstrate their skills at the Royal Adelaide Show.

The International Education program continued with our International student enrolment staying steady following the continued effects of the Global Financial Crisis and the high Australian dollar. Three short stay groups of Japanese students were hosted in 2012: one group from Morioka Chou High School, one group from Senyo High School and the other from Ritsumeikan Junior High School. Three students from Jissen Girls High School in Japan spent a term with us. Five students from our school accompanied by a teacher participated in the Himeji Youth Ambassadors cultural exchange program hosted by five students who had spent two weeks at Blackwood High School. We were privileged to host Mrs Kazuko Iwami, the Mayoress of Himeji and Mrs Nobuko Yoneda the President's wife who were part of the Himeji delegation in November. The German exchange continued



with the school hosting two students and two of our students travelling to Germany. Preparations for the 2013 World Challenge teams commenced. One team will travel to Vietnam and Cambodia and the other to Namibia and



Botswana. Students had the opportunity to see the Watoto Choir perform and participate in workshops with the Nubian Gents and Feminine Fire troupe from New York.

The school hosted a number of visiting teachers from West Java and educators from Hanoi. The delegation from Hanoi included Directors, Deputy Chief and Principals of the Hanoi Department of Education and Training. We hosted school representatives and agents representing Vietnam, Thailand, Brazil, Italy, Korea and China. In 2013 we will have a number of students from Brazil for six months from the state of Pernambuco. Jude Wilson was selected to undertake a Language Assistant position for 2012 in Himeji and will return in 2013.



Sport, organized by the Sports Coordinator, Janet Bradley, continued to provide students with the opportunity to participate in zone and state competitions as well as interschool events. Many students were selected to represent the state in national competitions. The school continued to deliver two specialist sports programs: the Netball Program managed by Peta Maher and the Australian Rules Football Program managed by Glen Little. The netball program saw students competing in local and national competitions including the Waverley International Netball Championships in Melbourne. In the Interschool Athletics Competition at Santos Stadium, Blackwood High finished overall first resulting in the school being promoted from Grade B1 to A2 for 2013. This progression in the competition has seen the school improve a grade each year over the last five years.

The school continued to provide leadership within the Mitcham Hills College for the delivery of the International Baccalaureate Middle Years Program. This included meetings for teachers twice each term focusing on curriculum expectations and sharing practice, and developing a process leading to the evaluation for the Mitcham Hills College IBMYP in early 2013. Additionally, Blackwood High School hosted a two day workshop with Curtis Beaverford, MYP Associate Regional Manager, for the Mitcham Hills College teachers on unit planning for the IB MYP. We were fortunate to host Dr. Lynn Erikson who worked with teachers on Concept based Curriculum and Instruction. This workshop saw educators from across the state and country attend, after negotiations with Chapters International had commenced in late 2011.

Late in 2010 the South Australian Government announced Blackwood High School would have an Autism Intervention Program located in the school. The location of the Program was agreed and planning for the delivery of the Autism Intervention Program commenced in 2012. Staff appointments were made late in 2012. Work commenced on the redesign and refurbishment of part of an existing building. The first student enrolment in the Program will be at the start of 2013. Statewide selection processes are used to identify eligible students who will spend up to four terms in the school and then return to their own secondary school. Students who are selected are high functioning on the Autism Spectrum.

A curriculum focus was maintained throughout 2012 with emphasis on developing unit plans incorporating the Phase 1 Australian Curriculum areas of mathematics, English, History and science using the IBMYP framework. In the senior school the second year of the new SACE Stage 2 saw continued involvement of teachers with SACE Board activity including professional learning, clarifying workshops and moderation as well many undertaking the role of moderators for the SACE Board.

Staff professional learning has continued to be a key focus. This includes in-school professional learning on student free days and throughout the year. Staff participated in professional learning in and outside the school. The primary focus has been on using digital learning practices to enhance student learning and achievement. ICT professional learning included Promethean training for the Interactive Whiteboard, Scootle, Studywiz and Turnitin. Other professional learning had a focus on the Australian Curriculum and its relationship with the IBMYP, ESL Scope and Scales and implementation of the new SACE at Stage 2. A whole staff professional learning was facilitated by Stephen Graham on Literacy with an emphasis on text features, levels of comprehension, critical literacy and using scaffolds to support student writing. As a staff, we explored the DECD Teaching for Effective Learning and literacy joining with Bellevue Heights Primary School. Continued professional learning occurred in relation to the IBMYP with two staff undertaking the IBMYP in the new curriculum relating to Humanities and Language B (Language other than English). Blackwood High School was selected as a trial school for the pilots in the IBMYP Design guide for technology and mathematics.



The school has significant support from a range of organizations in the community including the Rotary Club of Blackwood, the Lions Club, other service and community organizations including the City of Mitcham Council. In 2012 a new partnership was forged with the Adelaide Hills Amateur Radio Association with awards being presented to two students in the middle school who have demonstrated a commitment to science and interest in electronics. The inaugural winners of the award were Ian Douglas in Year 8 and Kaitlin Litchfield in Year 9.

Two new initiatives were introduced which will continue beyond 2012. Year 8 students undertook a leadership day where they explored leadership and what it means to be a leader. This resulted in a significant number of Year 8 students applying to be Peer Support Leaders for the incoming 2013 Year 8 student cohort. Kirrilie Smout, an educational psychologist, worked with Year 12 students.

This seminar presented parents with ideas about how they can support their children as they navigate adolescents. Kirrilie will be the key note speaker for the 2013 Class of Year 12 in an Orientation Day at Flinders University.

Two parent seminars were conducted in 2012 to support parents in their roles. Kirrilie Smout conducted a two hour session in August entitled *Helping students through High School*. Another seminar was *Parents as Career Partners* supporting students career planning and the changing world of work including lifelong learning.

At the last Governing Council meeting for 2012 the new Strategic Plan for 2013 - 2018 was endorsed. Three strategic directions will be used to direct school improvement. These include:

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

Blackwood High School was selected as a DECD Centre of Excellence for pre-service teachers. This continued the



links with the tertiary sector including many pre-service teacher undertaking their practicum's throughout the year. In particular links with Flinders University continued through Science21, Project21, Inspire Mentoring program (mentoring for Year 11 and 12 students) and Extension Studies. Staff from the Universities participated in seminars for students and presenting information to parents as part of supporting student understanding of possible post school pathways. Two teams of students entered the Ecopolicyade Competition, conducted by The University of Adelaide. The two teams took second and third place in the State and one team will represent the school in the International competition competing in Vietnam in mid-2013.

At the end of the year, we had a farewell function for the retirement of staff who had been at Blackwood High School and in public education. This included Susan Lawrie, Chris Rebbeck and Greg Cramey. Collectively, these three teachers and leaders have contributed thirty three years to Blackwood High and 123 years of teaching in South Australia public schools.

The range of learning and co-curricula opportunities, events and achievements of the 2012 student body were again captured in the traditional school publication, the Cambium. In 2012 there was a strong contribution to the Cambium by students in writing articles, designing the cover and layout.

### Report from Governing Council

2012 has been an exciting year for the Blackwood High School packed with a diverse range of programs and activities showcasing its commitment to student achievement, quality teaching and active community engagement.

This year, the Governing Council commenced with three new appointments as office bearers and a number of Year 8 parents as new members. The exemplary precedent set by the previous chairperson, knowledge sharing from other experienced members and guidance from our school leadership enabled a seamless transition. This enabled the Council to focus its efforts on strategic educational priorities and fiscal matters.

One of the key highlights for this year included the active contribution to the development of the school's Strategic Plan 2013 – 2018. Embracing a coordinated approach to gathering data from the school community and developing the strategic priorities, our Principal, Marion Coady, has consulted extensively with the Strategic Planning sub-committee of the Council since June. The strategic plan was finalized and endorsed at the end of the year.

Another key milestone is the involvement in the refurbishment, planning and development of the Autism Intervention Program. It will be fully operational in January 2013 as a separate entity in terms of management. However, it is integral in terms of the culture of respect and mutual learning.

Personally, the Year 12 Graduation Ceremony held at the Adelaide Town Hall, was one of the best aspects of being involved in the Council. The excitement and pride on the beaming faces of the graduates as they were acknowledged on their successes in academic curricula and extra-curricular activities was a heart-warming reward to all of us. As the Chairperson of the Governing Council, I not only had the pleasure of presenting the Governing Council Award but also had the opportunity to witness the learning outcomes of diverse educational and enriching opportunities available at the school through the various student performances on stage, especially the three student valedictory speeches. It was indeed a memorable event as it succinctly encapsulated what Blackwood High School is all about. A special thanks to the event organized and best wished to our graduates in all their future endeavours!

I would like to thank all of the members of the various committees of the Governing Council and my fellow member of the Council for their support and enthusiastic contributions throughout the year. Special thanks to Terry Goessling for her meticulous work as Secretary, Andrew Fortheringham for his high attention to detail as the Treasurer and Jenny Pearce for her energetic support as the Deputy Chair. I would also like to thank Marion Coady and Jenny Hilterbrand for their encouragement and guidance and more importantly, for enabling the new members to understand the operational aspects of local governance; to Chris Plummer and her efficient team for managing the complex school finances and budget, including the separate account ledgers for the newly established Autism Intervention Program; and to Sandy Dorshorst and Veronica Lowe for their ongoing support especially with the timely circulation of meeting documents and dissemination of information.

To the dedicated team of senior leaders, teachers and support staff, my heartfelt thanks for the effective transformation of the strategic educational priorities to student achievements and learning outcomes, which are evident in the array of students' accomplishments within the broad curricular and co-curricular programs the school offers.

**Site Improvement Planning**

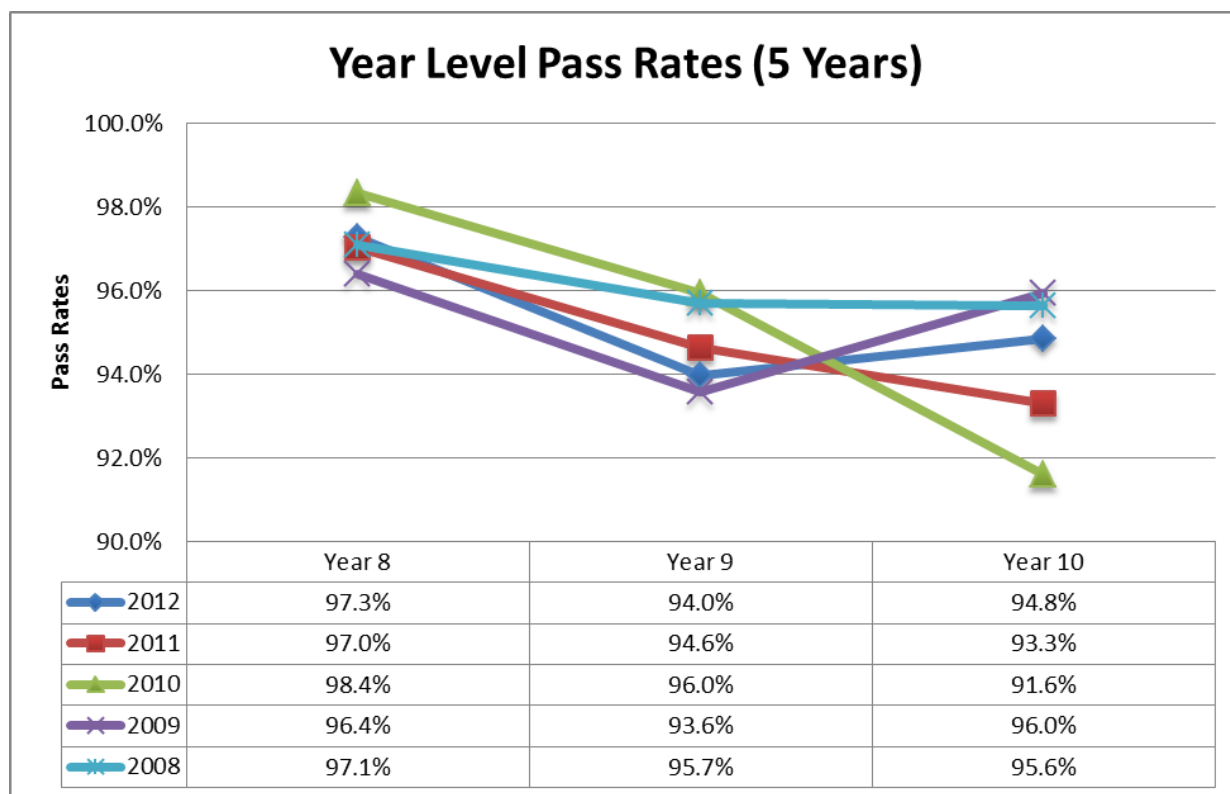
**Strategic Direction 1 - Engage students in a contemporary curriculum to prepare them for the 21<sup>st</sup> Century**

Blackwood High School was involved in the Advanced Technologies Program. Three teachers across mathematics, science and technology undertook professional learning to develop integrated units of work supporting links of learning with Defence related industries. Continued work occurred in the development of science and technology related curriculum including the implementation of an electronics workshop for all Year 8 students, the use and application of the school's solar panels in science and the broadening of the application of robotics.

Students continued to be able to participate and develop their skills and abilities in public performance through opportunities including performance showcases, dance aerobics competitions, student leadership forums, Adelaide Cabaret Festival, school production, Flinders University science related forums and the school Eisteddfod 'AFL: The Musical', Year 12 Music and Dance evenings and 'Blackwood's Got Talent', tours of primary schools as well as music performances at the Blackwood Rotary Christmas Fair and the Sunset Festival. 'Blackwood's Got Talent' saw a talent packed evening in the Performing Arts Centre including vocal and musical instrument performances, mime, slap stick and dance.

Student achievement data is analysed regularly to identify areas of strength and areas for improvement. This includes development of a learning improvement plan for each student, which is the basis of discussion at the first parent-teacher interviews late in Term one. Achievement data is one of the indicators of student engagement.

The following graph indicates year 8 to 10 Pass Rates from 2008 to 2012 in relation to the IBMYP.



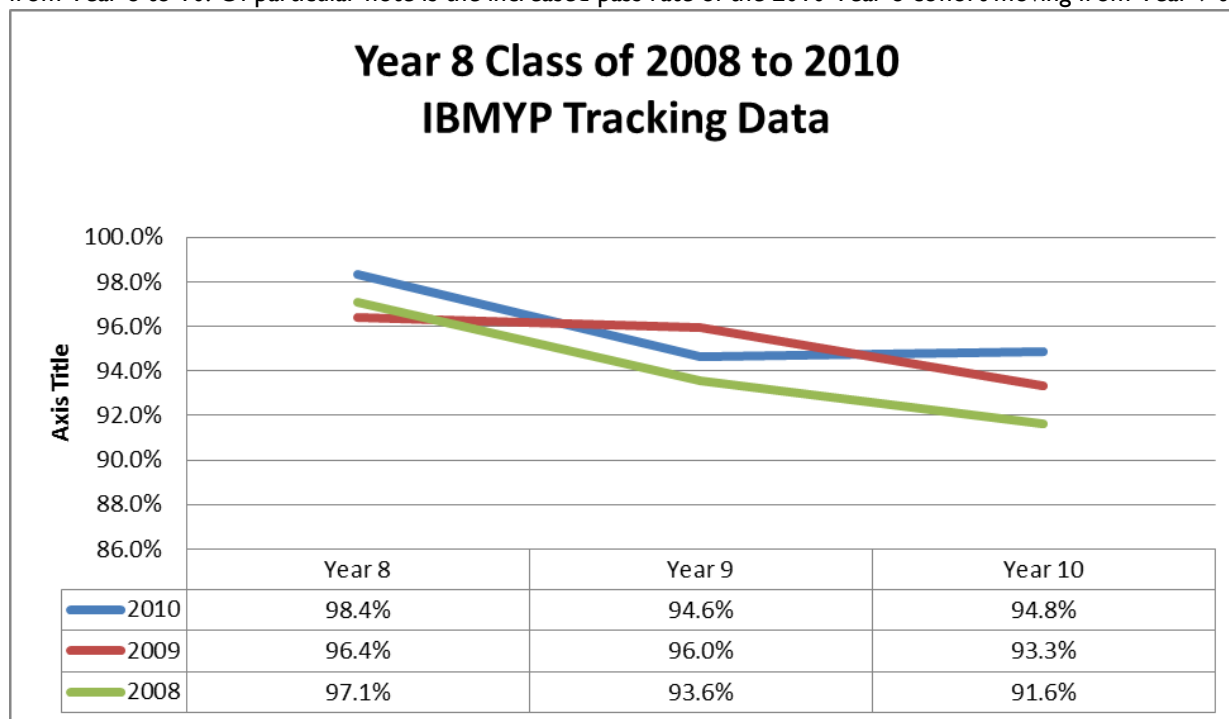
The achievement data for the period 2008 to 2012 indicates a consistent achievement across Years 8 to 10 of percentages in the mid to high 90's.

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

Year 8	5.038574
Year 9	4.791309
Year 10	4.776725

The mean score for the IBMYP across Years 8 to 10 will be used as one of the targets in relation to the Strategic Direction: Achievement in Learning for 2013 and beyond.

The following graph illustrates the percentage of students that achieved a pass rate across Year 8 to 10 as the incoming cohort in 2008 to 2010. Trend data indicates in 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.



Staff professional learning supporting effective pedagogy and contemporary delivery modes was another feature of 2012. This included the exploration of the DECD Teaching for Effective Learning (TfEL). Further work will continue using TfEL in 2013 and beyond including tools for teacher self-assessment, student feedback to teachers and effective task design.

There have been a range of broadened curriculum and co-curricula opportunities provided throughout 2012. For example the introduction of SACE Community Studies, Year 12 Physics and Chemistry accessing Flinders University resources to support their Research and Issues Analysis subject requirements, Year 12 Physics students undertaking a physics practical in each of the Universities using equipment and resources not available at the school, the introduction of a full day workshops for all Year 8 students on application of microchips in electronics, students involved in Flinders University Project 21 and the Airborne Research Australia facility to support the SACE Research Project, all Year 8 students involved in a full day leadership program, Year 11 Physics students attending the Adelaide University Engineering Project exhibition and students involved in the Ecopolicyade 'Creating a new era of Leaders' gaming competition.



The introduction of the electronics program in Year 8 saw a group of five Year 8 students demonstrated the microchip applications (ezSystems STEMSEL Inventors Tool Kit) at the Advanced Technology Program Science Fair at Tonsley Park and a group of students demonstrating their skills at the Royal Adelaide Show.

Further enhancements occurred to the Year 8 to 12 Pastoral Care Program. Year 9 students were involved, along with students from two other schools, in a Pastoral Care Review to identify changes that would support them and their wellbeing. At each year level specific seminars occurred. For example at Year 11 a seminar dangers of online predators and strategies to minimise risk, 'iRisk' media materials with Year 8 students on the consequences of distribution images on the net and a seminar on safe social networking, road safety and university presentations just to name of few of the seminars. The seminars were supported by community based agencies. A review of the anti-harassment and bullying procedures occurred in 2012. Students were involved in the process through the SRC. Through the Pastoral Care program all students were made aware of their responsibilities in ensuring the school is a safe environment.

In addition students had the opportunity to engaged in the many excursions, camps and with guest speaker who enrich the curriculum and bring a dimension of relevance.

Future directions captured in the Strategic Plan 2013 – 2018 include:

- A focus on student achievement in the senior school, Years 11 and 12, to increase the number of students achieving in the 'A' and 'B' grade bands.
- Development of assessment tasks that support the broad range of performance achievement.
- Curriculum offering review in middle and senior school to ensure curriculum offered and methodologies support student aspirations, future directions and development of sound skills and abilities to achieve success. This will be supported through pathways planning as part of the Pastoral Care program and course counselling process. The IBMYP Next Chapter will inform the Middle School Curriculum review outcomes.



- Continued facilitation of the uptake of personal laptops for students.
- Professional learning to update teacher pedagogical practices reflecting an e-learning environment.
- Exploration of emerging technologies to support student engagement for learning and achievement.

## Strategic Direction 2 - Personalised learning to ensure that our students' interests and needs are met

A range of curriculum and co-curriculum opportunities are provided to students to support their interests and needs. 2012 has seen the continued interest and increased number of students accessing Vocational Education and Training programs and Australian School based Apprenticeships and Traineeships. Four students, including one former student, were nominated as finalists in the Vocational Education and Training (VET) awards for the Inner South Trade Schools for the Future. They included Jess Smythe, James Mosler, Perry Tippet and David Mason with Jess being the winner of the VET Student of the Year award.



The Pastoral Care program across Year 8 to 12 continued to be refined linking people and opportunities outside the school to provide relevant learning for each year level. In 2012 this included a Road Safety Seminar for Year 11, Year 9 students involved in a cyber safety program including cyber safe and online safe practices, Year 12 presentations from tertiary sector representative on pathways and course requirements. Year 12 students had a series of three seminars with Kirrilee Smout to support them to be successful in their final year of study. Seminars have covered planning for success, revision and organisers for learning, recall and managing stress.

Within the Pastoral Care program opportunities are provided for students to undertake learning reflecting age appropriate or year level specific information. For example, in Year 11 the Police Driver Education Program relating to driver safety and driving safely, Year 10 students attend a Careers Expo and in Year 8 Aquatics day with students having the opportunity to participate in an aquatics activity of interest. Senior school students heard from different organizations about opportunities beyond school including university, training and different industry options. 2012 saw more guest speakers from the universities presenting information to students and parents.

Curriculum opportunities in 2012 for Year 12 students included the continued opportunity to enrol in a maximum of two topics at Flinders University through Extension Studies. Results achieved in this option count towards student ATAR's. Four students took up this opportunity undertaking the equivalent of a 20 credit 2-unit sequence. Through the Flinders University Inspire program senior school students were mentored with their studies and personal organization skills.

A number of science, mathematics and technology related opportunities were made available and included the Tertiary Science Experience with seven student involved, and interested students participating in the National Science and Mathematics Competitions, Research Project students linked into Project21 enabling students to use satellite technology to investigate current issues and inform decision making by South Australian scientists and others. Three students were supported to apply for the ANZAAS Youth Forum in Dunedin NZ with Matt Rowley being successful. 13 students travelled to Parafield Airport participating in Flinders University Project21 involving Airborne Research Australia. A number of Year 9 girls attended the Young Women in Technology Challenge at The University of Adelaide. This opportunity introduced the girls to the variety of options for study in Engineering, Computer Science and Mathematics at Adelaide University. Students interested in engineering were able to meeting with Paul Pearce. Paul worked on the A380 Airbus and works on submarine designs. A group of Year 8 students were involved in The eLabtronics Innovation Enterprise Competition at the Royal Adelaide Show and Year 12 Physics students visit to The University of Adelaide to look at applications in a range of science related fields. One student was successfully supported by the Blackwood Rotary Club to attend the National Science Youth Forum.

A Year 9 English class worked with Workskill Youth Services to develop their skills through involvement in the 'Let me be Heard' initiative. This saw the students planning, organising and implementing a middle school event which raised \$1000 for Breast Cancer Research simultaneously raising student awareness of breast cancer.



In performing arts students were able to perform in the 'Come Out Festival', the school Eisteddfod performance 'AFL: The Musical', participate in workshops with 'The Rock the Schools' crew as well as community based events including working with primary schools, 'Blackwood's Got Talent' and the Sunset Festival. Two students were selected to participate in the Adelaide Cabaret Festival and four dance aerobics teams competed with all reaching the State finals. The Junior Hip Hop team achieved silver in the state finals. This year three students were involved in choreographing the dance aerobics performances, one as part of their Year 12 studies and the other two as part of their IBMYP Personal Project. Other opportunities saw students perform in community events including the Blackwood Rotary Fair, the Blackwood Christmas Pageant and Primary School tour. Year 11 and 12 dance students were involved in a film entry in the Adelaide Kids Film Festival and Year 8 to 11 dance students undertook a workshop with the Australian Dance

Theatre. Late in 2012 Blackwood High hosted opportunities for students from within the school and our primary schools to audition for an upcoming TV series.

This year the school participated in Operation Flinders with eight students undertaking an expedition in the Flinders Ranges. In addition, a number of students were involved in a Target Work involved in a community based program. The World Challenge students commenced a range of experiences to equip them for the Challenge in late 2013. These activities and experiences are designed to ensure that students are able to meet the expedition demands including organizational skills, personal fitness and effective team participation and contributions.

In LOTE (Language B) students continued the tradition of participating in the Language Perfect World Championships. Results for 2012 included:

- 4th overall in SA (out of 24 schools)
- 151st overall globally (out of 802 schools)
- 100th overall in Australia (out of 504 schools)
- 2nd in SA for the 251-500 students category (out of 3 schools)
- 1st for German in SA (out of 18 schools)
- 54th overall in the 251-500 students category (out of 113 schools)
- 26th overall in German (out of 513 schools)
- 1st for Russian in SA (out of 3 schools)
- 5th for Japanese in SA (out of 19 schools)
- 18th for German in Australia (out of 316 schools)

Of the students who participated in this online championship there were two students who received Gold Awards, two with Silver Awards, eight with Bronze Awards and fifteen with Credit Awards

Work specifically in Year 10 included the students undertaking a week's Work Experience as part of the Personal Learning Plan (PLP), a ski trip and a school based program for students not involved in the ski program working with a range of community based groups on social development and responsible citizenship. As part of the PLP Year 10 students undertook a half day workshop on pathways and planning for the future. The IBMYP Personal Project continued to enable Year 10 students to pursue a topic of personal interest culminating in an exhibition for family and friends to view the range of products and processes students used. 2012 saw the contribution of a certificate to acknowledge Year 10 students who achieved full marks in their Personal Project.



A range of community organizations continued to provide opportunities for students. This included the City of Mitcham. 32 Year 9 to 12 female students attended the 'Express Yourself - Health, Wellbeing & Happiness' Workshop run by the Council. Adelaide Personnel Management (APM) continued to provide support individual students with a disability and their families

To assist students with career planning four staff undertook training in Certificate IV in Career Development. Year 12 students had the opportunity to link with the Liaison officer from UniSA. The continuance of the Skills for All and the introduction of the Training Guarantee saw some students completing a training guarantee. This was in addition to the students who were engaged in school based apprenticeships, traineeships and Vocational Education and Training Programs. Visa Agreements were put in place for teachers to deliver Certificate 2 Electronics and Certificate 2 Languages for Industry, embedded in Year 10 language courses. Negotiations commenced for delivery of Certificate 1: Education and Skills Development as part of the Flexible Learning Program.

SACE Community Studies was introduced into the curriculum responding to the needs of a group of students. A Flexible Learning Program (FLP) was introduced for a group of 15 students with the employment of a part-time Youth Worker to support a case management approach. Students involved in the program undertook school based programs covering the essentials of literacy and numeracy and undertook work experience and target work to develop their employability skills. Students involved in FLP undertook skill development through Target Work at O'Halloran Hill working on the Riding for the Disabled facility. Students involved gained experience in the construction industry, completing their White Card Safety (OHS&W) training and SACE accreditation.

Student Leadership through the SRC took on another dimension. The SRC formed three focus areas including School Improvement (environmental), Community Service (fundraising) and Student Well Being. Seven SRC students were trained as Red Cross Youth Ambassadors. The SRC had two extended meetings in the year held outside of the school hearing from leaders within the community about the benefits and challenges of taking on leadership roles. 2012 saw student representatives on the Governing Council. Other leadership was available through curriculum related activities where students in the Specialist Netball and Australian Rules Football programs undertook leadership through mentoring and coaching younger students in the school and in the primary schools.

Continued analysis of school data including achievement at each, term, semester and assessments including NAPLAN, resulted in identification of students who needed support and intervention for their learning and in some cases, acceleration into higher year levels for specific subjects or a large number of subjects.



For 2013 priorities will include:

- Continued analysis of the 2012 NAPLAN data to identify specific needs of students to develop plans to support improvement in Literacy and Numeracy and curriculum implications.
- Refinement of the Flexible Learning Program for students with a work readiness emphasis on literacy and numeracy, work experience and other options reflecting individual student interests and needs. Delivery of Certificate I Education and Skills Development will be explored to further strengthen the outcomes for students.
- Continued involvement in the Flinders University Extension Studies program for interested and selected Year 12 students and other opportunities through universities.
- Continued promotion of opportunities that enable students to select courses that are based on their interests and aspirations.
- Continued development of a cohesive Pastoral Care program reflecting the differing needs of students across Years 8 to 12.
- Continued development of process to identify students who would benefit from acceleration in subjects.
- Continued work to embed support and intervention as a whole school approach.

### **Strategic Direction 3 - Build our students' understanding of and commitment to practices that will sustain our world**

As a school with a focus on active global citizenship there have been a number of curriculum and co-curriculum related opportunities for students to think globally and act locally. To support this, professional learning for staff occurred on 'Aspects of Asia' with staff introduced to a number of resources to incorporate Aspects of Asia into their curriculum.

The range of activities throughout 2012 relating to developing student understanding of and commitment to sustainability included:

- Student leaders being trained as Red Cross Youth Ambassadors
- The recycling program continues with the money raised sponsoring two Tanzanian children's education.
- Student Representative Council involvement in World Vision seminar and subsequently promoting this to the student body.
- Students investigating solar energy as part of the school's involvement in the Advanced Technology Program.
- The SRC focus area of School Improvement (environmental).
- Eight students attended the Impact Student Leadership conference.
- SRC input into the new Harassment and Bullying procedures implemented in 2012.

2013 will continue to see the identification of opportunities to enable students to understand the need to engage in practices that sustain our world.

### **Strategic Direction 4 - Build our students' understanding of and commitment to global citizenship**

Many of the opportunities to develop global citizenship are through curriculum and co-curricula opportunities. In 2012 our international involvement saw students hosting short term study tours with three visits occurring throughout the year from schools in Japan. Five students undertook the reciprocal two week Himeji cultural exchange and two students involved in the reciprocal Hamburg German cultural exchange programs.

Significant community acknowledgements and celebrations were held. These included acknowledgement of Reconciliation Week, Harmony Day and Refugee Week through activities within and outside the curriculum.

Student leadership saw SRC members attending the National Youth Leaders Day at the Adelaide Convention Centre and raising funds for a range of community charities.

Year 9 students through Pastoral Care explored what it means to be a responsible cyber citizen.

2013 will continue to have a focus on identifying opportunities for students to look beyond themselves and consider the socio, political and economics decisions that impact on themselves and others. This will be through curriculum and other opportunities that become available.

### **2011 Site Self Review**

In 2011 a DIAF Self review occurred. The review panel made a number of recommendations following interviews with students, parents and staff. A number of actions were taken to address the recommendations including:

- Upgrading the ICT infrastructure to increase reliability.
- Installation of additional IWB's in a range of locations around the school.
- Implementing an ICT help desk to support staff and students address connectivity issues quickly.

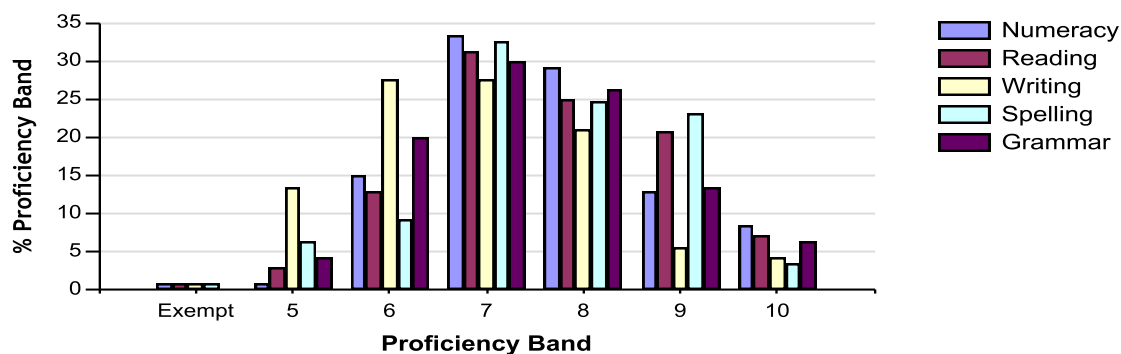
Work is continuing on pedagogy, planning and culture, focus on students achieving at the 'C' grade to improve their achievements, developing and extending the formal and informal feedback mechanisms and maintaining the reliability of ICT infrastructure.



## Student Achievement

## NAPLAN

## Proficiency Bands



% Proficiency Band by Test Aspect	Year 9						
	Exempt	5	6	7	8	9	10
Numeracy	0.7	0.7	14.9	33.3	29.1	12.8	8.5
Reading	0.7	2.8	12.8	31.2	24.8	20.6	7.1
Writing	0.7	13.4	27.5	27.5	21.1	5.6	4.2
Spelling	0.7	6.3	9.2	32.4	24.6	23.2	3.5
Grammar		4.3	19.9	29.8	26.2	13.5	6.4

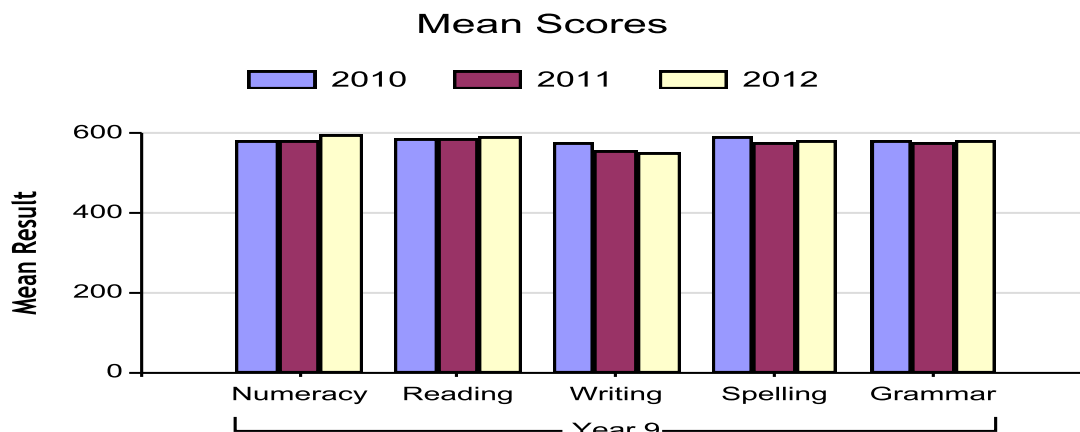
The above graph and table indicates the percentage of students who are achieving at each of the proficiency bands of the NAPLAN. The majority of students are achieving at proficiency bands 7, 8 and 9 with approximately 20% or more of students achieving in Proficiency Bands 9 and 10 except in writing. The writing task of the persuasive genre proved to be the most challenging for students in 2012. From 2011 to 2012 there was an increase in the percentage of students achieving in Proficiency Band 9 and 10. The following were the percentage changes:

- Grammar from 13.5% in 2011 to 19.7% in 2012.
- Reading from 20.7% in 2011 to 27.7% in 2012.
- Spelling from 16.3% in 2011 to 26.7% in 2012.
- Numeracy from 18.6% in 2011 to 21.3% in 2012.

In 2012 a continued process was used to support and prepare students for the NAPLAN with an integral role of English and mathematics teachers. Literacy and numeracy support classes were established for Year 8 and 9 students. The ACER PAT-Maths was administered to all Year 8 to 10 students and the results analysed. The numeracy coach worked with mathematics teachers to looking at the overall results, results by class and by question. Three levels of analysis occurred to explore the curriculum implications, specific work teachers needed to undertake with their classes and looking at individual students. The NAPLAN questions that related to topics within the mathematics curriculum were introduced to students to develop their skills and familiarity in recognizing and practicing NAPLAN questions with and without the use of a calculator.

In 2012 the Quicksmart Literacy program was introduced with a small team of staff trained in delivering of the program. Year 7 NAPLAN results were the basis of initial identification of the students who would benefit from being involved. The program started in Term 2 with seven students being supported. Feedback was sought from students, teachers and parents of the students involved. The school is committed to deliver the program for three years from 2012 to 2014 with a commitment for resourcing including personnel and professional learning. As part of the school's involvement evaluation includes growth measured using the ACER PAT-R and feedback from students, parents and teachers.

Mean Scores



Mean Scores by Test Aspect	Year 9		
	2010	2011	2012
Numeracy	582.8	582.3	595.2
Reading	585.6	585.3	590.9
Writing	574.0	556.1	551.9
Spelling	588.5	573.4	581.8
Grammar	580.6	574.4	580.0

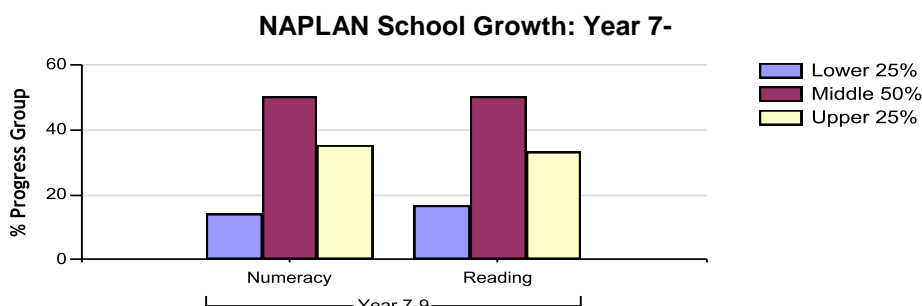
The mean scores have remained relatively consistent over three years with the exception of writing, coinciding with the introduction of the persuasive genre in 2011. Improvements in the mean scores occurred in numeracy, reading, spelling and grammar from 2011 to 2012. The English and mathematics curriculum teams continue to analyse the data to identify aspects of the NAPLAN that need specific focus and develop student skills and abilities in interpreting NAPLAN questions.

Test Aspect	Blackwood High	Region	Index
Grammar	580	565.4	593.9
Reading	590.9	567.3	598
Spelling	581.8	568.1	591.1
Writing	551.9	535.7	573.2
Numeracy	595.2	566.7	605

Comparison data indicates that the school is consistently performing higher than across the Southern Adelaide Region and narrowing the achievement gap between schools with the same Index of Category 7. There is continuing opportunity to improve in relation to schools with the same index.

Through the National Partnership funding, the school was allocated funding for a numeracy coach whose role it is to work with teachers in supporting identification of numeracy demands. In 2013 a whole school literacy improvement plan and a whole school numeracy improvement plan will be developed to improve student skills and abilities in literacy and numeracy. Responsibility for the development of the two whole school improvement plans have been described within the curriculum leadership of the English and mathematics leaders. The literacy and numeracy classes supporting identified students in Year 8, 9 and 10 will continue to assist in students being able to meet the literacy and numeracy demands of the middle school and the compulsory components of the SACE.

Value adding - growth





The growth data indicates that that student growth is predominately in the middle to upper range.

Growth by Test Aspect	Year 7-9	
	Progress Group	Site
Numeracy	Lower 25%	14.4
	Middle 50%	50.4
	Upper 25%	35.2
Reading	Lower 25%	16.9
	Middle 50%	50.0
	Upper 25%	33.1

The middle and upper growth combined is 85.6% for numeracy and 83.1% for reading.

## Senior Secondary

### Students Undertaking Vocational or Trade Training

The following table indicates the range of industries of VET program involvement for Year 10 to 12 students in 2012.

Industry area in EDSAS	VET Course	Work Experience
Arts, Entertainment, Sports and Recreation	49	4
Automotive	10	24
Building & Construction	12	20
Community Services, Health & Education	9	29
Finance, Banking & Insurance	1	1
Food Processing	0	8
TFC & Furnishings	0	0
Communications	0	2
Engineering & Mining	4	4
Primary Industry	0	0
Process Manufacturing	0	0
Sales & Personal Service	26	45
Tourism & Hospitality	9	8
Transport & Storage	0	0
Utilities	30	7
Business & Clerical	0	6
Computing	1	7
Science, Technical & Other	0	2
General Education & Training	0	34
Protective Services	0	0
<b>TOTAL</b>	<b>151</b>	<b>201</b>

There has been an increase in the number of students undertaking a VET course from 2011 rising from 117 to 151. In 2011 students were involved in 12 business and industry areas compared to 20 in 2012.

The following table indicates the range of certificates and their levels that students undertook VET within including the number of students completing, continuing or commencing the certificates.

Certificate Name	Complete	Continuing	Incomplete
Aged Care / Disability – Certificate III	1	0	0
Automotive Vehicle Servicing - Certificate II	8	0	2
Child Care – Certificate II (P)	3	0	1
Christian Ministry – Certificate III	2	2	0
Construction - Certificate I	1	0	3
Construction – Certificate III (P)	4	3	1
Electronics – Certificate II (P)	8	4	8
Engineering – Certificate II (P)	2	0	0
Engineering – Certificate III	0	2	0
Fashion – Certificate II (P)	1	0	0
Finance – Certificate III	1	0	0
Hairdressing - Certificate II	1	1	0
Hospitality Certificate I	3	0	0
Hospitality Certificate II	1	0	0
Hospitality Certificate III	3	1	0
Information Technology	1	0	0
Interior Decoration – Certificate IV (P)	1	0	0
Makeup Services - Certificate II (P)	2	2	0
Media – Cert II Creative Industries (P)	1	0	0
Music – Certificate II	1	0	0
Photo Imaging – Certificate IV (P)	1	1	0
Plumbing – Certificate I	8	0	0
Plumbing – Certificate III (P)	2	0	0
Retail - Certificate II	7	9	0
Retail - Certificate III	2	1	0
Sport & Recreation - Certificate II – Coaching	17	20	0
Sport & Recreation – Certificate II - General	2	0	1
Sport & Recreation – Certificate III	0	4	0
Tourism – Certificate II	1	0	0
<b>TOTAL: 151</b>	<b>85</b>	<b>50</b>	<b>16</b>

**Note: (P) = Partial Certificate Course**

Analysis of the 2012 VET data indicates:

- 151 Students from Blackwood High School accessed VET Courses in 2012 compared to 115 in 2011 and 82 in 2010.
- Completion of Certificate Level (Full Certificate courses only)

Level	Completed 2010	Completed 2011	Completed 2012
Certificate I	14	15	14
Certificate II	12	23	38
Certificate III	2	7	7
Certificate IV	0	0	0
<b>TOTAL</b>	<b>35</b>	<b>45</b>	<b>59</b>

- 56 students undertook their VET studies at Blackwood High School.
- 22 students undertook their VET studies at other DECD School.
- 50 students are due to continue their studies in 2013.
- 17 students from the Certificate II Sports Coaching Netball Program completed their Certificate II in 2012, with 20 to continue in 2013.
- 19 students participated in the first year of the Blackwood High School Electrotechnology Industry Pathways Program (IPP) with 4 continuing their studies in 2013 through the Training Guarantee at PEER.
- With respect to School based Traineeships and Apprenticeships:

- 33 students undertook School Based Apprenticeships or Traineeships.
- 20 students' School Based Traineeships were accessed through part time work outside of school hours (Retail & Hospitality).
- 13 students from Year 10, 11 and 12 were enrolled in School Based Apprenticeships (2 x Carpentry, 1 x Plastering, 1 x Engineering, 1 x Finance, 1 x Hairdressing, 2 x Chef, 1 x Front of House, 4 x Sport & Recreation)
- VET Courses studied by students by Year Level
  - Year 9 = 1
  - Year 10 = 37
  - Year 11 = 83
  - Year 12 = 30
- Students completing Workplace Practices

Year	Stage 1	Stage 2
2010 (Vocational Studies)	16	2
2011	26	24
2012	28	26

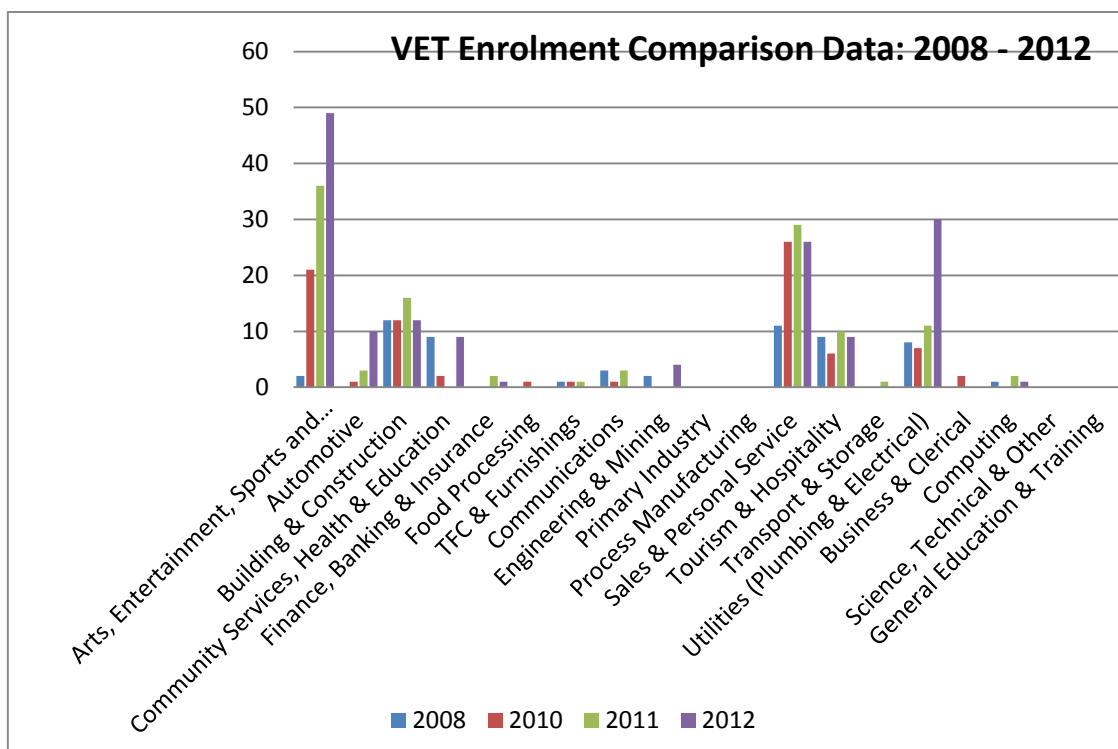
- Work Experience or Structured Workplace Learning (mandated by a VET Course) was undertaken by 217 students from Years 9-12 including Structured Workplace Learning of 29.
- Students involved in Industry Pathway Programs (IPP)

Course / School	2011	2012
Construction at Pasadena	12	7
Construction at Thebarton	1	2
Construction at Heathfield	0	1
Electrotechnology at Blackwood	N/A	19
Media at Hamilton	2	0
Metal Trades at Thebarton	N/A	3
Plumbing at Unley	2	7
<b>Total</b>	<b>17</b>	<b>39</b>

Directions for 2013 include Blackwood High School delivering the IPP in Electrotechnology to students beyond Blackwood High School.

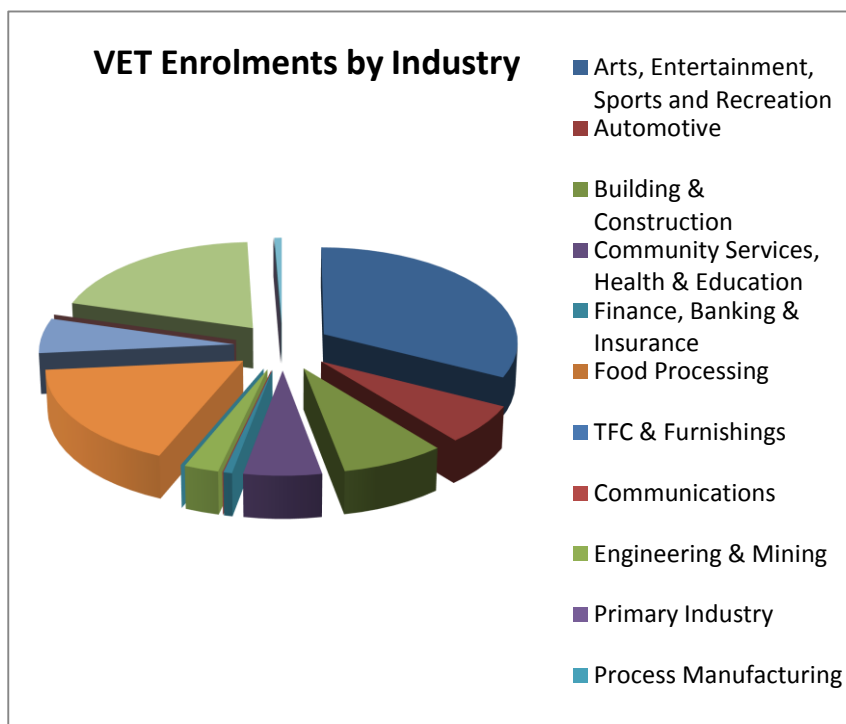
The school will be looking at Career Development curriculum across Years 8 to 12 to support student development of the capabilities required to successfully transition beyond school.

The following graph indicates the VET enrolment trends from 2008 to 2012.





The following graph indicates a comparison of VET Industry areas.



18% of Year 12 students undertook a VET program as part of their learning plan. The SACE Board report indicated that one student completed Certificate 3 as part of their SACE.

### SACE Stage 2

A total of 96 students achieved the South Australian Certificate of Education (SACE). This represents 89% of the Year 12 cohort completed the SACE. The Mean Australian Tertiary Admission Rank (ATAR) for 87 students was 66.19 an increase of 1.5 from 2011. Three students achieved an ATAR of above 95. 13.3% of students achieved an ATAR of 90 or above and 13.3% achieved between 80 and 89.99. 47 students achieved at least one 'A' with many achieving multiple 'A's'.

Ten students required Vocational Education and Training to complete the SACE.

The majority of students who did not complete their SACE were planning not to complete Year 12 or completing Year 12 in 2013.

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 required 200 credit points required to achieve the SACE. Eleven students had the required minimum of 200 credit points with the remainder having 210 or more. Sixteen students in total had 230 or 240 and nineteen students had 250 credit points. There was one less student in 2012 who applied for one or more Special Provision Applications. The number of Special Provision Applications was one lower than in 2011. Twelve students were non SACE completers comprising of three female and nine male.

Four students achieved five merits: two in the Research Project and one in Mathematical Studies, Specialist Mathematics and English Communications.

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

Below is the information relating to high achieving students.

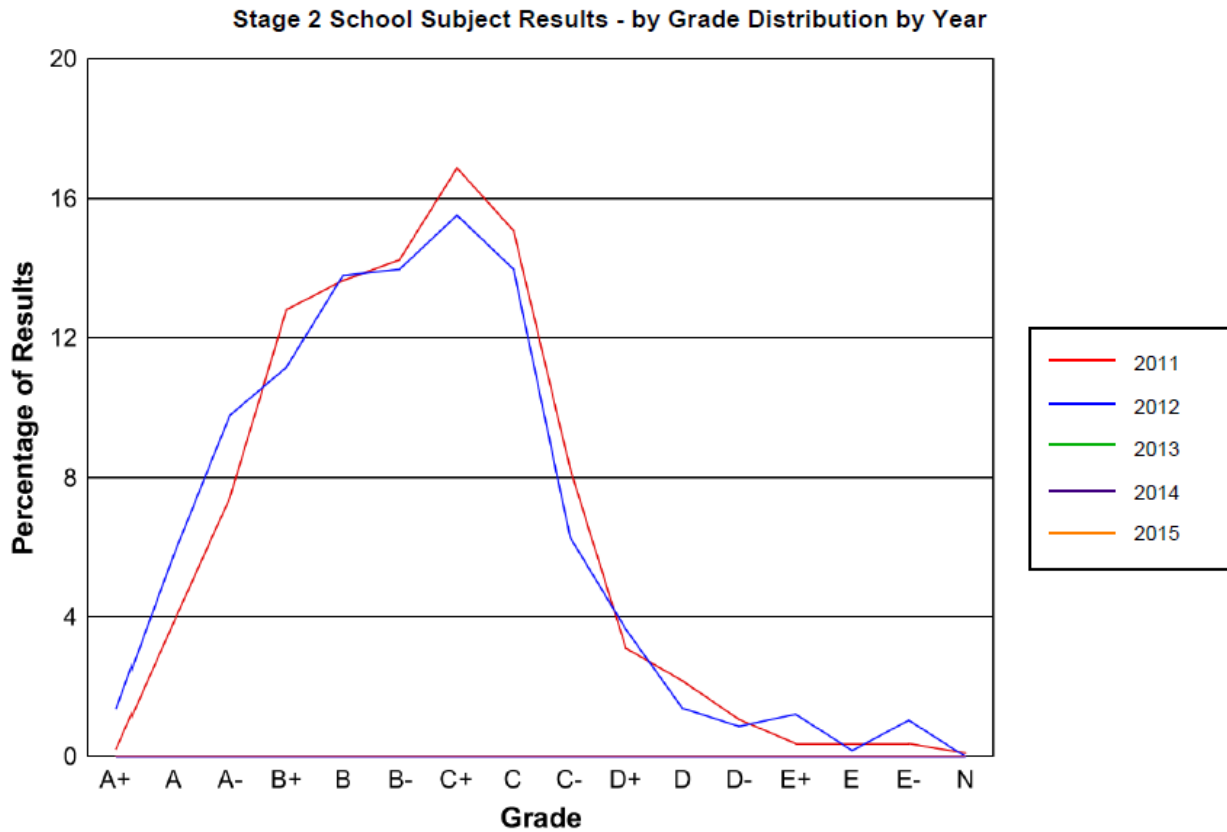
Student	ATAR	Number of 'A' grades
Harrison Vince	98.35	5
Deeksha Beniwal	97.8	4
Laura Helmore	95.75	5

Analysis of achievement comparing 2011 to 2013 indicates:

- 2.39% increase in student achievements in the 'A' grade band.
- 2.27% increase in student achievements in A+.

### 2.2 Stage 2 School Subject Results - by Grade Distribution by Year

This report provides a grade distribution for the school, calculated using the grades of all enrolments that were awarded a result in all graded subjects, by year. The grade distribution is represented in this report as a line graph.



Grade	2011		2012		2013		2014		2015	
	No. of Results	% of Results	No. of Results	% of Results	No. of Results	% of Results	No. of Results	% of Results	No. of Results	% of Results
A+	2	0.24%	8	1.40%	0	0.00%	0	0.00%	0	0.00%
A	32	3.83%	33	5.76%	0	0.00%	0	0.00%	0	0.00%
A-	62	7.43%	56	9.77%	0	0.00%	0	0.00%	0	0.00%
B+	107	12.81%	64	11.17%	0	0.00%	0	0.00%	0	0.00%
B	114	13.65%	79	13.79%	0	0.00%	0	0.00%	0	0.00%
B-	119	14.25%	80	13.96%	0	0.00%	0	0.00%	0	0.00%
C+	141	16.89%	89	15.53%	0	0.00%	0	0.00%	0	0.00%
C	126	15.09%	80	13.96%	0	0.00%	0	0.00%	0	0.00%
C-	69	8.26%	36	6.28%	0	0.00%	0	0.00%	0	0.00%
D+	26	3.11%	21	3.66%	0	0.00%	0	0.00%	0	0.00%
D	18	2.16%	8	1.40%	0	0.00%	0	0.00%	0	0.00%
D-	9	1.08%	5	0.87%	0	0.00%	0	0.00%	0	0.00%
E+	3	0.36%	7	1.22%	0	0.00%	0	0.00%	0	0.00%
E	3	0.36%	1	0.17%	0	0.00%	0	0.00%	0	0.00%
E-	3	0.36%	6	1.05%	0	0.00%	0	0.00%	0	0.00%
N	1	0.12%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

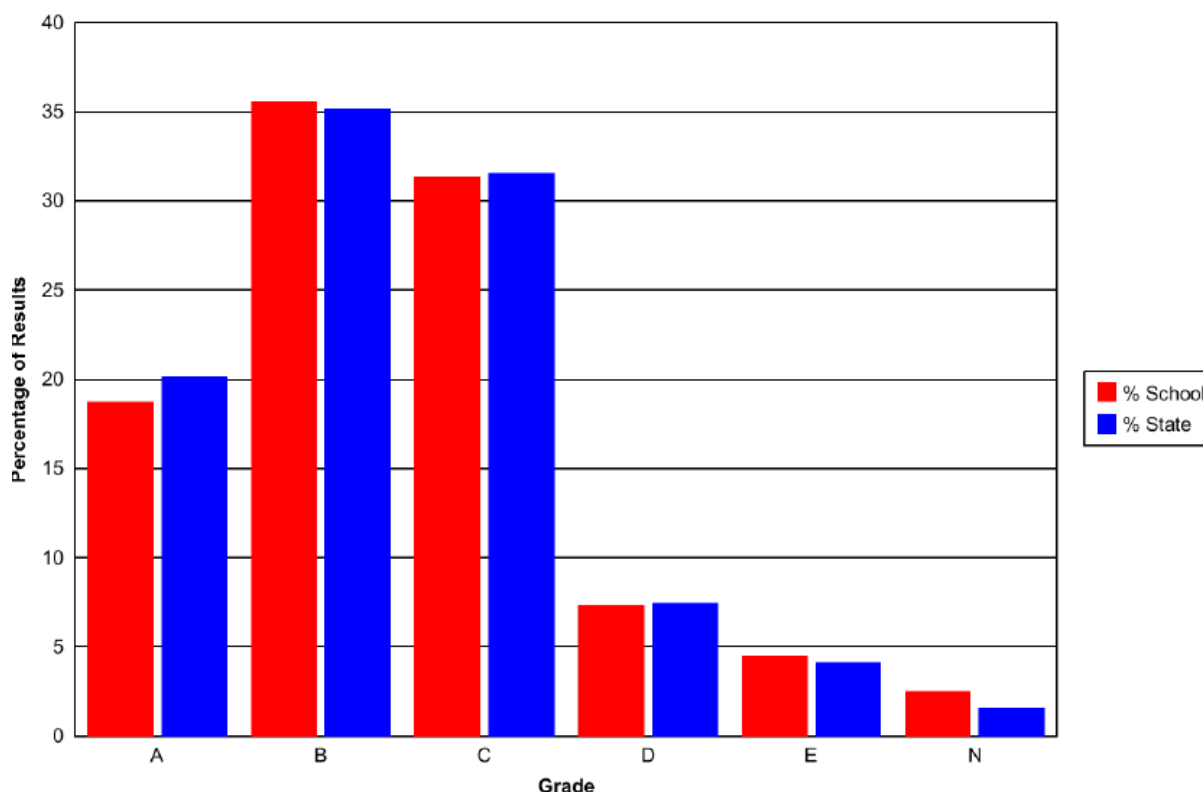
The comparison data indicates that the school is achieving the same as a state mean subject grade. In comparison with like schools there is one grade difference.

## SACE Stage 1

## 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.

Stage 1 School Subject Results - by Grade Distribution



Grade	Number of Results (School)	% School	% State
A	364	18.72%	20.17 %
B	692	35.60%	35.14 %
C	609	31.33%	31.56 %
D	143	7.36%	7.46 %
E	87	4.48%	4.12 %
N	49	2.52%	1.55 %

SACE Stage 1 results provide an opportunity to identify strategies to improve student achievement moving grades bands higher. The gap between % School and % State has reduced in the B grade band for 2012 compared to 2011. From 2011 to 2012 there has been an increase in the percentage of students achieving in grade band A and B and a decrease in the percentage of grades C, D and E. These decreases have been 1.28%, 3.05% and 0.95% respectively. Continued focus in 2013 and beyond will be to increase the percentage of students achieving at the higher grade bands. Information from the SACE Board and professional learning supporting teacher practices will be the basis for work in curriculum areas.

The following are achievements in relation to the compulsory requirements of literacy and numeracy. In 2012 early identification of students who were not on track to meet the compulsory requirements occurred. Intervention occurred including case management, differentiation, tutoring and individual teachers working with students and additional assessment tasks. A continued focus on students achieving the required literacy requirements will continue in 2013. An improvement in achievement occurred between Semester 1 and 2 in the SACE Stage 1 Literacy requirements.

Of particular note is the increase in the percentage of students achieving the compulsory requirements in numeracy. For 2012 there was an increase of 10.66% of students who achieved the numeracy requirements in Semester 1 compared to 2011 and 5.66% of students who achieved the numeracy requirements in Semester 2 compared to 2011. This was supported through intervention and support including lunchtime mathematics sessions provided by teachers as well as strategies used in supporting literacy achievement.



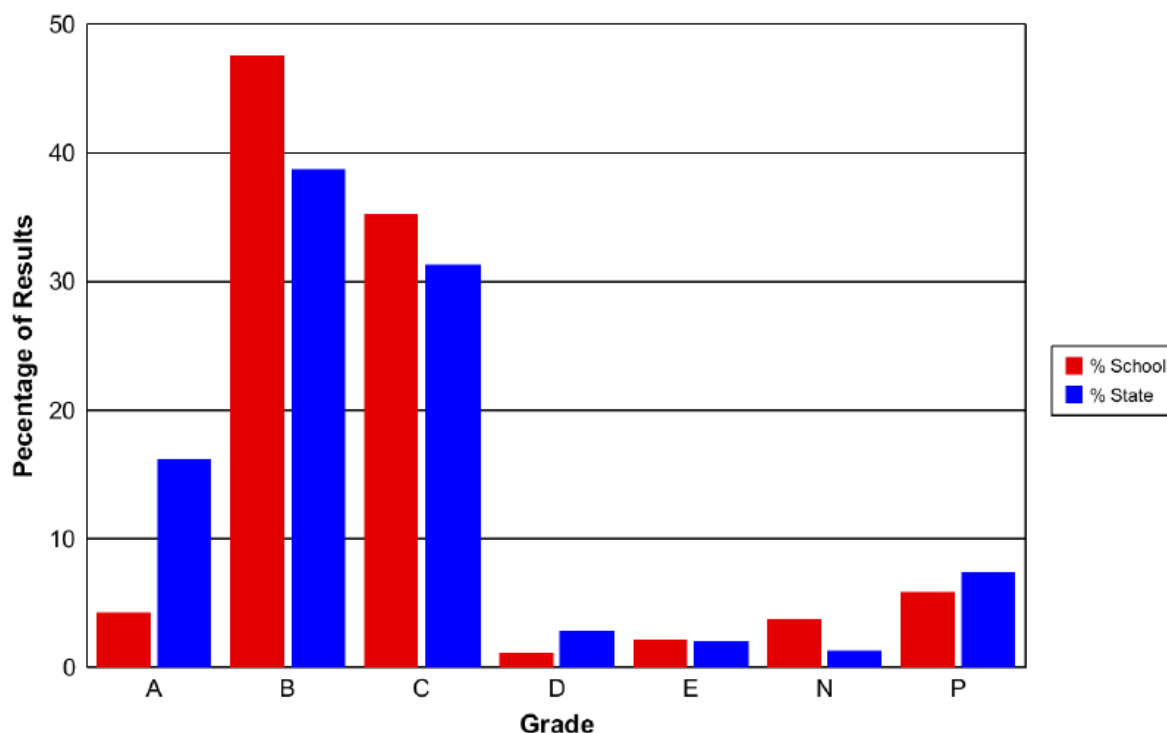
### 1.5 Stage 1 Results for Literacy Requirement

From 2010, a compulsory requirement of the SACE is to complete 20 credits of an English subject by achieving a C grade or better at Stage 1.

In this report, separate results are displayed for Semester 1 (S1) and Semester 2 (S2). For each semester, the report shows the number of results from A-E, N and P for students who studied a Stage 1 English subject. A result of 'N' (no result) indicates that the student did not demonstrate sufficient evidence to achieve the E grade. A result status of 'P' (Pending) is used to enable students to rollover their enrolment to the following semester so that they can provide evidence of their learning at the C grade or better. Note that a student who has a result status of 'P' may be counted in the following semester against a grade of A-E, N or P if they choose to continue with their enrolment. A comparison with the State is provided.

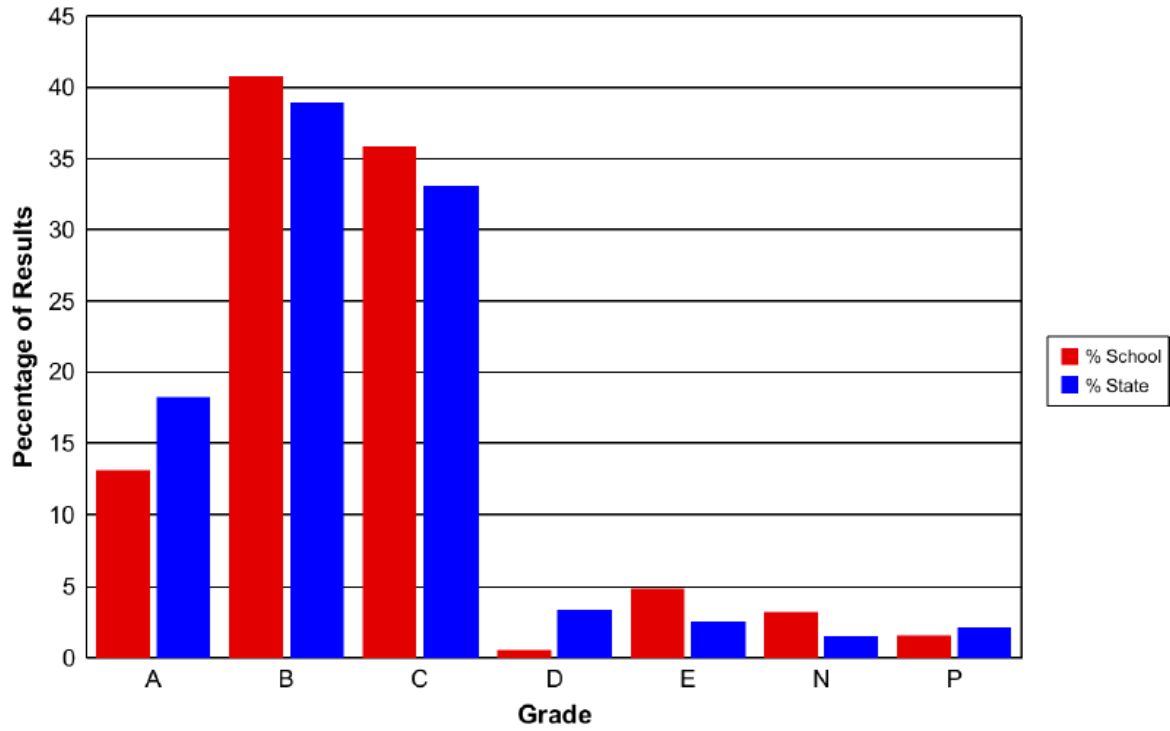
Stage 1 English subjects included in this report are: English, English as a Second Language, English Pathways, Literacy for Work and Community Life (excludes English Pathways: Modified).

**Stage 1 Results for Literacy Requirement, S1, 2012**



Grade	Number of Results (School)	% School	% State
A	8	4.28 %	16.20 %
B	89	47.59 %	38.78 %
C	66	35.29 %	31.35 %
D	2	1.07 %	2.85 %
E	4	2.14 %	2.07 %
N	7	3.74 %	1.30 %
P	11	5.88 %	7.44 %

**Stage 1 Results for Literacy Requirement, S2, 2012**



Grade	Number of Results (School)	% School	% State
A	24	13.04 %	18.28 %
B	75	40.76 %	38.97 %
C	66	35.87 %	33.08 %
D	1	0.54 %	3.36 %
E	9	4.89 %	2.59 %
N	6	3.26 %	1.53 %
P	3	1.63 %	2.18 %

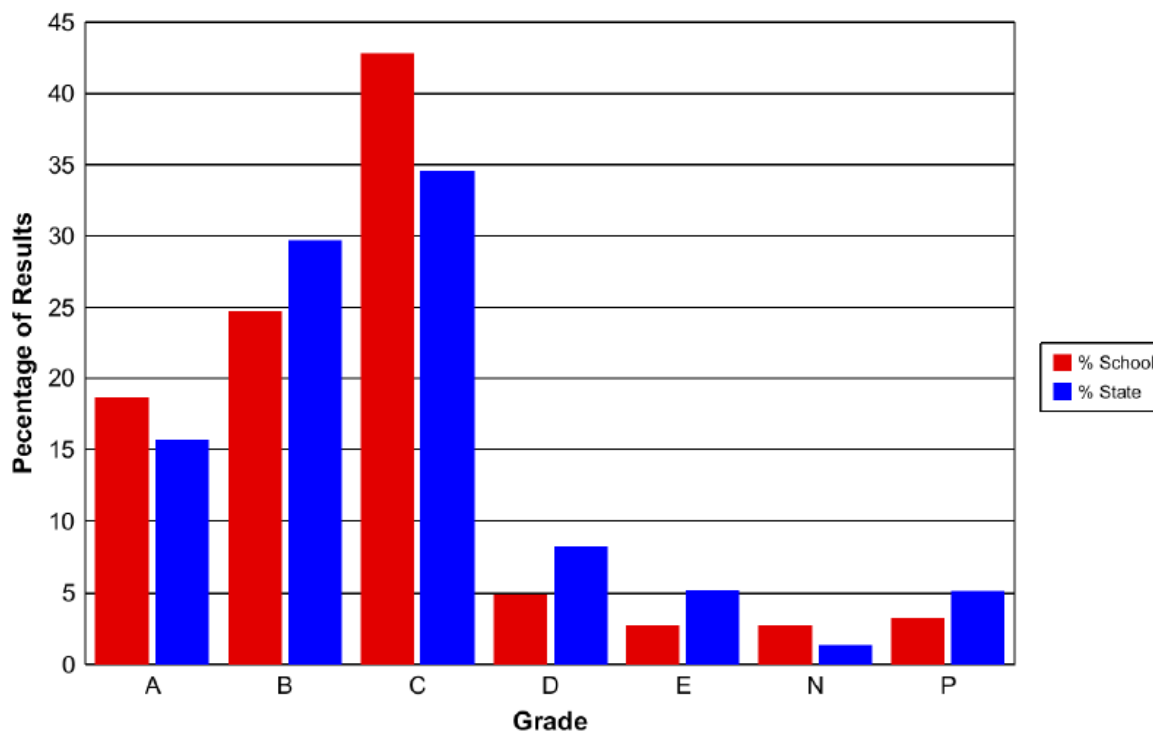
### 1.6 Stage 1 Results for Numeracy Requirement

From 2010, a compulsory requirement of the SACE is to complete 10 credits of a mathematics subject by achieving a C grade or better at Stage 1.

In this report, separate results are displayed for Semester 1 (S1) and Semester 2 (S2). For each semester, the report shows the number of results from A-E, N and P for students who studied a Stage 1 mathematics subject. A result of 'N' (no result) indicates that the student did not demonstrate sufficient evidence to achieve the E grade. A result status of 'P' (Pending) is used to enable students to rollover their enrolment to the following semester so that they can provide evidence of their learning at the C grade or better. Note that a student who has a result status of 'P' may be counted in the following semester against a grade of A-E, N or P if they choose to continue with their enrolment. A comparison with the State is provided.

Stage 1 mathematics subjects included in this report are: Mathematical Applications, Mathematics, Mathematics Pathways, Numeracy for Work and Community Life (excludes Mathematics Pathways: Modified).

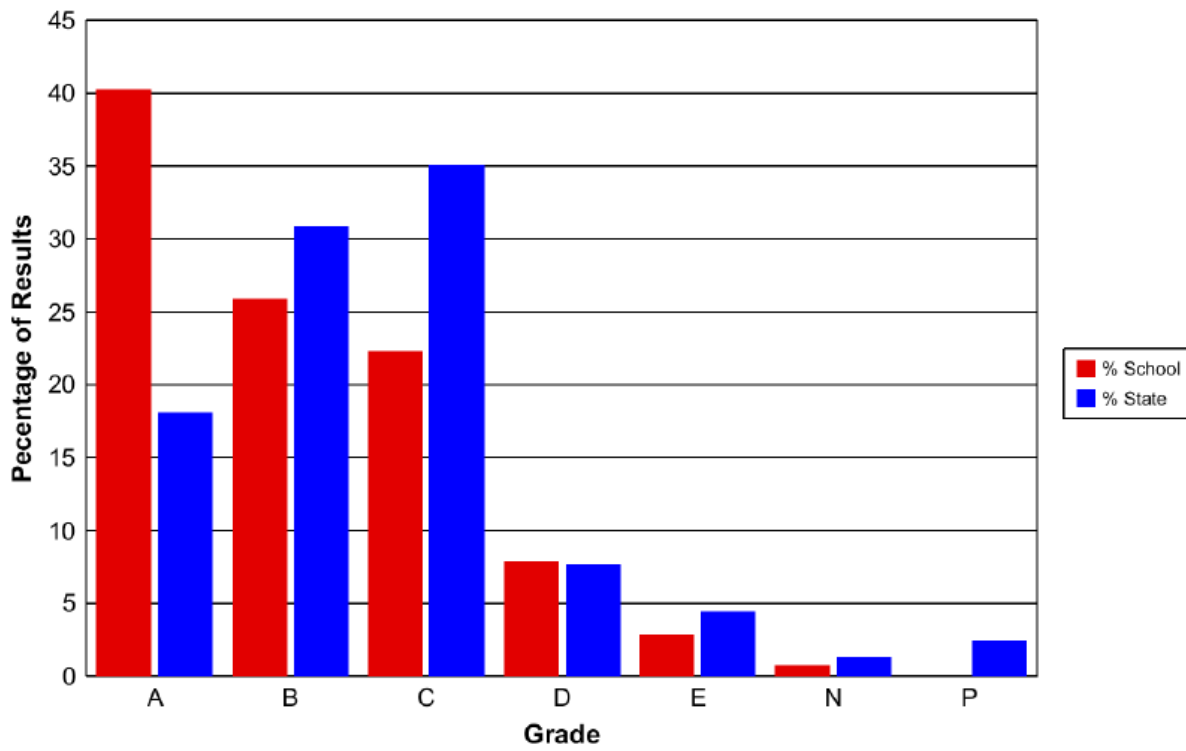
**Stage 1 Results for Numeracy Requirement, S1, 2012**



Grade	Number of Results (School)	% School	% State
A	34	18.68%	15.69%
B	45	24.73%	29.75%
C	78	42.86%	34.60%
D	9	4.95%	8.24%
E	5	2.75%	5.23%
N	5	2.75%	1.34%
P	6	3.30%	5.16%



**Stage 1 Results for Numeracy Requirement, S2, 2012**

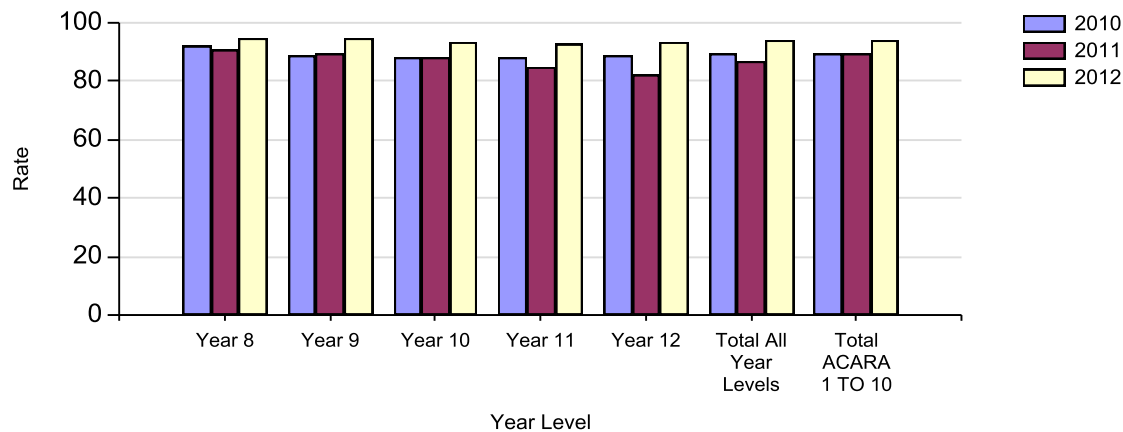


Grade	Number of Results (School)	% School	% State
A	56	40.29%	18.12%
B	36	25.90%	30.90%
C	31	22.30%	35.07%
D	11	7.91%	7.68%
E	4	2.88%	4.47%
N	1	0.72%	1.32%
P	0	0.00%	2.43%

## Student Data

## Attendance

National Attendance Rates Semester 1



Attendance by Year Level	% Attendance		
	2010	2011	2012
Year 8	92.0	90.8	94.8
Year 9	88.8	89.5	94.6
Year 10	88.5	88.4	93.7
Year 11	88.1	85.2	93.1
Year 12	88.8	82.2	93.7
Total All Year Levels	89.2	87.1	93.9
Total ACARA 1 TO 10	89.7	89.5	94.4

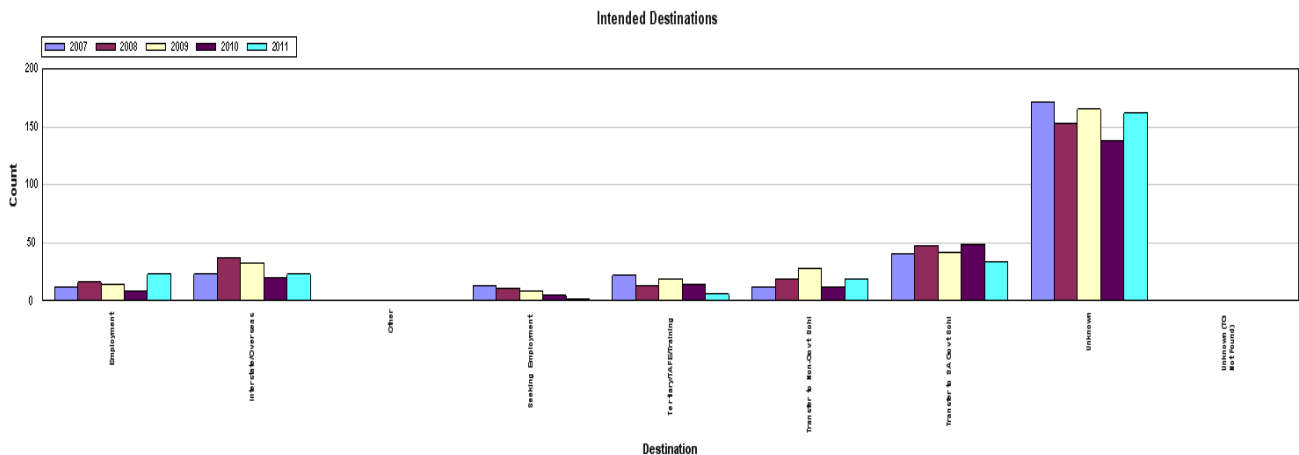
For 2012 there has been an improvement in student attendance in all year levels compared to 2011. The increase has been 4.0 %, 5.1%, 5.3%, 7.9% and 11.5% for Year 8, 9, 10, 11 and 12 respectively. This gives an overall attendance of 93.9%.

2012 continued with the use of DayMap by all teachers to record attendance for all lessons. This has enabled earlier identification of students who are involved in selective lesson attendance. Student late arrival and early departure is managed through the incidental absence management system. Care Group teachers follow up students who are not at school. Home visits and parent meetings occur for students who are not attending. The few chronic non-attenders are referred to the DECD Attendance Officer. Where chronic non-attendance has occurred it continues a pattern of attendance established prior to the student arriving at high school. Increasingly, case management around specific student has had an attendance focus. In 2012 a timetable change included the movement of Care Group to after recess with subject lessons starting at the beginning of the day. There were a number of articles in the newsletter throughout 2012 indicating the importance of attendance. A third strategy for parents to communicate student absences, included the establishment of a dedicated email address. Hence the strategies for parents/caregivers to report their child's absence includes phoning, emailing or writing a note in the diary. The potential to communicate with parents by email in relation to attendance will be investigated in 2013.

## Destination

Leave Reason	2011				
	School	Region	Index	DECS	
	No	%	%	%	%
Employment	23	8.5%	4.1%	1.8%	4.0%
Interstate/Overseas	23	8.5%	8.5%	11.8%	8.8%
Other	1	0.4%	1.2%	0.8%	2.3%
Seeking Employment	2	0.7%	3.0%	1.0%	3.5%
Tertiary/TAFE/Training	6	2.2%	5.8%	4.1%	4.9%
Transfer to Non-Govt School	19	7.0%	11.7%	17.0%	10.3%
Transfer to SA Govt School	34	12.6%	45.6%	43.4%	48.4%
Unknown	162	60.0%	20.2%	20.2%	17.7%

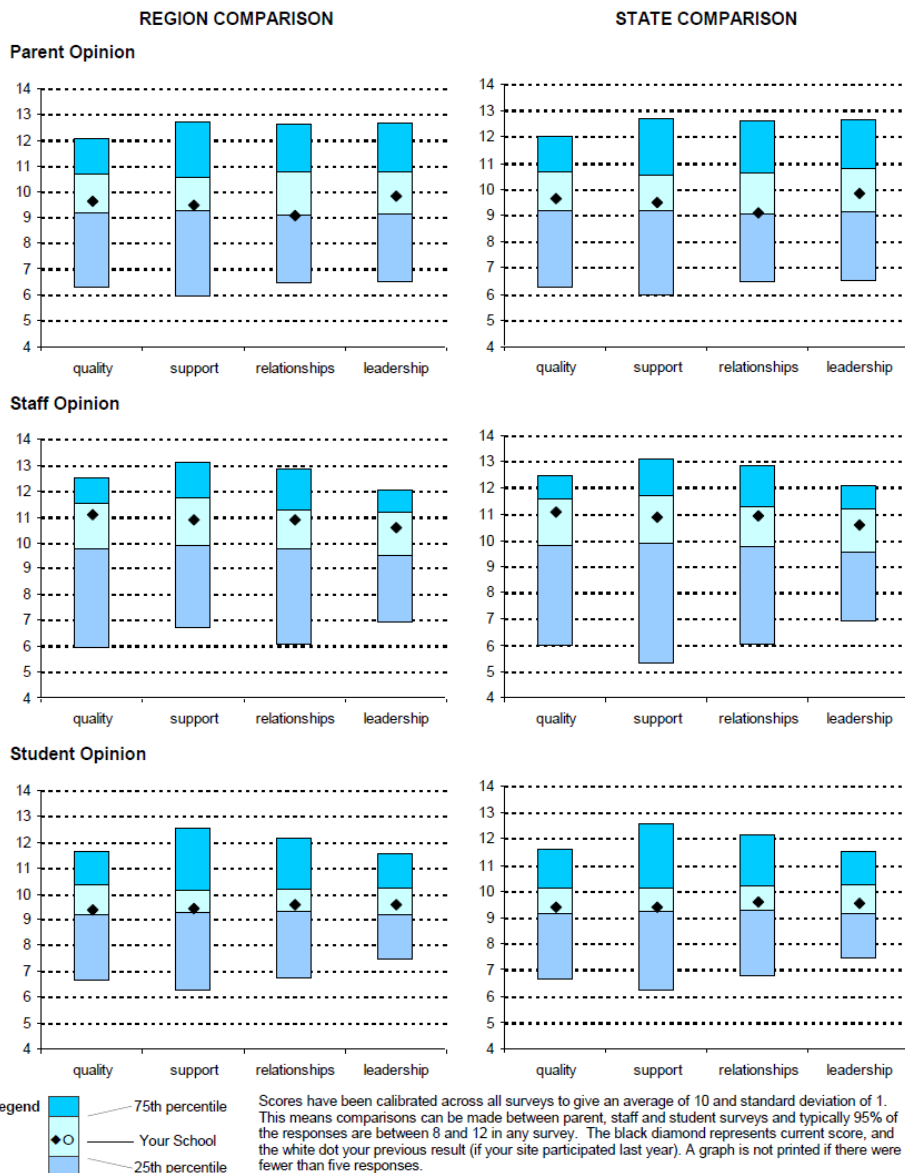
Transfer of students between schools is the most common destination for Blackwood High School students. Family mobility is an ongoing feature of students leaving Blackwood High School to move within the state, interstate and overseas. The high percentage of students with unknown destinations is the Year 12 students who have completed their schooling. Many of them go onto further education and training. In 2013 destination data of students leaving the school, particularly Year 12 students will be entered into EDSAS.



### Client Opinion

The following graphs represent the collated responses from parents, student and staff for the DECD Satisfaction Survey. The data was collated by DECD. The collated comments provide useful information about aspects of the school that need to improve particularly in relation to parents and students. In 2013 there will be a focus on identifying the questions that are indicators of continuous improvement.

Comparison of Aggregated School Opinion to Region and State Values (top 25%, middle 50%, lower 25%)



## 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	104
Post Graduate Qualifications	40

Please note: Staff that have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

## Workforce Composition including Indigenous staff

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalents	0.00	51.80	0.00	18.09
Persons	0	57	0	20

## Financial Statement

**Income by Funding Source – See the Period 13 Profit and Loss Statement for 2012 on the following pages.**

09:10AM Wednesday, 06 February 2013

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1:BLACKWOOD HIGH

FINGLPL1

General Ledger Profit and Loss for Prior Year, period 13

Account	Description	PTD Posting	YTD Posting
<b>GRANTS : DETE</b>			
R-COV-6181	REVENUE - VET OTHER (COURSES)	0.00	40,821.74
R-CPJ-6195	REVENUE - ICAN FUNDING	0.00	(800.00)
R-ZDS-6170	STAFF - SALARY CONVERSION	0.00	29,605.47
R-ZZF-6195	GRANT	0.00	53,706.25
R-ZZG-6142	GRANT - RECURRENT FUNDING	0.00	7,285,807.88
R-ZZG-6195	GRANTS - OTHER DEPT	624.64	624.64
R-ZZM-6196	BUILDING & MAINTENANCE FUNDING	0.00	19,522.50
<b>Total for GRANTS : DETE</b>		<b>624.64</b>	<b>7,429,288.48</b>
<b>GLOBAL BUDGET REVENUE</b>			
R-CEL-63122	GB-LITERACY AND NUMERACY GRANT	0.00	62,592.00
R-CPX-61951	GB-FLEXIBLE LEARNING OPTIONS	0.00	44,247.25
R-ZDF-65125	GB-ESL SUPP NAP EXIT STUDENTS	0.00	2,914.00
R-ZDS-65118	GB-TCH SUPPLEMENTATION	0.00	53,659.10
R-ZDS-65119	GB-SSO SUPPLEMENTATION	0.00	9,570.00
R-ZZF-61571	GB-BREAKDOWN MAINTENANCE REIMB	0.00	62,450.82
R-ZZG-61471	GB-RECONCILIATION	0.00	35,555.00
R-ZZH-61334	GB-FLU VACINATIONS	0.00	1,081.00
<b>Total for GLOBAL BUDGET REVENUE</b>		<b>0.00</b>	<b>272,069.17</b>
<b>OTHER STATE GOVERNMENT GRANTS</b>			
R-ZOI-6295	GRANT - STATE	0.00	(97,626.00)
R-ZOX-6295	STATE GRANTS	0.00	850.00
<b>Total for OTHER STATE GOVERNMENT GRANTS</b>		<b>0.00</b>	<b>(96,776.00)</b>
<b>GRANTS : COMMONWEALTH</b>			
R-COY-6395	REVENUE - ADV TECHNOLOGY	0.00	27,459.00
R-CPT-6320	REVENUE - APAS	0.00	1,252.00
R-ZOZ-6395	COMMONWEALTH GRANTS	0.00	10,500.00
R-ZZI-6395	INFORMATION TECH SYSTEMS - REVENUE	0.00	338.57
<b>Total for GRANTS : COMMONWEALTH</b>		<b>0.00</b>	<b>39,549.57</b>
<b>PARENT CONTRIBUTION REVENUE</b>			



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

FINGLPL1

Account	Description	PTD Posting	YTD Posting
R-CAE-6440	DANCE - SEMESTER CHARGE	(2,615.00)	1,705.00
R-CAE-6488	DANCE - DANCE AEROBIC COMPETITION	0.00	1,200.00
R-CAM-6440	MUSIC - SEMESTER CHARGE	(6,580.00)	5,350.00
R-CAM-6830	MUSIC - EQUIPMENT HIRE	0.00	35.00
R-CHE-6486	HOME EC -FOOD N HOSP R/GUIDE 2012	0.00	24.00
R-CHH-6486	HEALTH - WORKBOOK 2012	0.00	396.00
R-CHL-6410	CHILD STUDIES - STUDY GUIDE 2012	0.00	24.00
R-CHP-6410	PE - WORKBOOK	0.00	83.00
R-CHP-6490	PE REVENUE - YR 11 AQUATICS 2012	0.00	2,760.00
R-CHS-6440	FOOTBALL LEVY - REVENUE	(5,520.00)	4,240.00
R-CHS-6484	FOOTBALL - UNIFORMS	0.00	2,160.00
R-CHS-6890	FOOTBALL - OTHER REVENUE	0.00	180.00
R-CHV-6440	NETBALL - SEMESTER CHARGE	(10,500.00)	8,570.00
R-CHV-6490	NETBALL - ACTIVITIES REVENUE	0.00	339.00
R-CLG-6410	LOTE GERMAN - WORKBOOKS	0.00	3,443.00
R-CLJ-6410	LOTE JAFANESE - WORKBOOKS	0.00	2,641.00
R-CLS-6486	LOTE SPANISH - WORKBOOKS	0.00	240.00
R-CMM-6486	MATHEMATICS	0.00	758.50
R-COV-6890	REVENUE - VET	0.00	5,700.00
R-CSB-6486	BIOLOGY - STUDY GUIDES	0.00	408.00
R-CSB-6890	BIOLOGY - WORKBOOK	0.00	195.00
R-CSC-6486	CHEMISTRY - STUDY GUIDES	0.00	48.00
R-CSC-6890	CHEMISTRY - WORKBOOKS	0.00	123.00
R-CSP-6486	PHYSICS - STUDY GUIDES	0.00	168.00
R-CSP-6890	PHYSICS - WORKBOOKS	0.00	360.00
R-CSS-6486	PSYCHOLOGY - STUDY GUIDES	0.00	96.00
R-CSS-6890	PSYCHOLOGY - WORKBOOK	0.00	38.00
R-CTE-6440	REV - FURNITURE CONSTRUCTION	(560.00)	0.00
R-CTO-6440	REVENUE - ELECTRONICS: IPP	(3,520.00)	0.00
R-CVD-6890	LEGAL STUDIES - REVISION GUIDES	0.00	204.00
R-CXC-6460	CAMP REVENUE	0.00	113,915.39
R-CXE-6470	EXCURSION REVENUE	0.00	22,123.75
R-SSG-6410	SPORT - STUDENT FEES	0.00	19,293.45
R-ZZF-6860	PRINT - PHOTOCOPY SALES	0.00	1,097.76
R-ZZS-6173	FEE - SCHOOL CARD SURPLUS	0.00	(67.50)
R-ZZS-6410	FEE - MATERIAL & SERVICE CHARGE	(565,900.00)	511,060.90
R-ZZS-6412	FEE - ID CARDS	0.00	189.93
R-ZZS-6414	FEE - SCHOOL MAGAZINE	0.00	2,325.22
R-ZZS-6480	FEE - RECOVERY OF LOST BOOKS	0.00	96.51
<b>Total for PARENT CONTRIBUTION REVENUE</b>		<b>(595,295.00)</b>	<b>711,523.91</b>

OTHER OPERATING REVENUE

R-CAE-6890	DANCE - REVENUE	0.00	29.09
R-CCL-6890	REVENUE - SPORTS DAY	0.00	400.00
R-CHH-6890	HEALTH - OTHER REVENUE	0.00	300.00
R-CLF-6890	LOTE - REVENUE	0.00	20.00
R-CPA-6890	REV - INTERNATIONAL BACCALAUREATE	0.00	5,035.12
R-CTE-6890	TECHNOLOGY - OTHER REVENUE	0.00	6.50
R-SGR-6820	SRC - FUNDRAISING REVENUE	0.00	13,904.09
R-SGR-6890	SRC - OTHER REVENUE	0.00	1,245.11
R-ZBA-6870	SALES - STATIONERY & BOOK	0.00	1,342.94
R-ZDO-6895	COMMUNICATIONS - REVENUE	0.00	343.39
R-ZOE-6870	INTERNATIONAL - REV (VISITS/TOURS)	0.00	50,762.10
R-ZOE-6890	REVENUE - INTERNATIONAL EXCHANGES	0.00	297,425.00
R-ZOR-6890	P & F CLUB - OTHER REVENUE	0.00	170.00
R-ZUU-6870	US - SALE OF GOODS	0.00	6,005.37
R-ZZF-6840	FACIL - HIRE OF FACILITIES	0.00	17,558.19
R-ZZF-6890	FACIL - OTHER INCOME	0.00	2.00
R-ZZR-6820	SCHOOL - FUNDRAISING	0.00	24,059.89
R-ZZZ-6815	WS - DONATIONS	0.00	300.00
R-ZZZ-6850	WS - INTEREST REVENUE	2,966.33	161,897.08
R-ZZZ-6890	OTHER OPERATING REVENUE	0.00	(286,674.42)
<b>Total for OTHER OPERATING REVENUE</b>		<b>2,966.33</b>	<b>294,131.45</b>

NON-OPERATING REVENUE

*etabready*

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

FINGLPL1

Account	Description	PTD Posting	YTD Posting
R-CAM-6910	MUSIC - PRODUCTIONS	0.00	1,820.13
R-ZOE-6460	INTERNATIONAL - SCHOLARSHIPS	0.00	4,197.00
R-ZZH-6890	O.H.S. & W. - REVENUE	0.00	184.00
<b>Total for NON-OPERATING REVENUE</b>		<b>0.00</b>	<b>6,201.13</b>
<b>Total Revenue</b>		<b>(591,704.03)</b>	<b>8,655,987.71</b>

SUPPLIES AND SERVICES

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6/2/13

1:BLACKWOOD HIGH

FINGPL1

General Ledger Profit and Loss for Prior Year, period 13

Account	Description	PTD Posting	YTD Posting
E-CAA-7121	ART - CONSUMABLES	0.00	8,524.38
E-CAB-7121	DRAMA - CONSUMABLES	0.00	2,057.46
E-CAC-7121	CRAFT - CONSUMABLES	0.00	947.49
E-CAD-7121	DESIGN - CONSUMABLES	0.00	3,945.27
E-CAE-7121	DANCE - CONSUMABLES	0.00	4,875.53
E-CAM-7121	MUSIC - CONSUMABLES	0.00	8,051.52
E-CAM-7199	MUSIC - PRODUCTIONS/PERFORMANCES	0.00	1,597.21
E-CCC-7121	COUNSELLOR - CONSUMABLES	0.00	760.86
E-CCF-7121	RESEARCH PROJECT - CONSUMABLES	0.00	779.78
E-CCI-7121	NON INSTRUCTIONAL - SPORTS DAY	0.00	4,900.35
E-CCQ-7121	PLP - CONSUMABLES	0.00	193.02
E-CCR-7121	RES CENTRE - CONSUMABLES	0.00	17,038.19
E-CCT-7172	CURRICULUM DEVELOPMENT-RESOURCES	0.00	41,675.95
E-CCX-7164	SPECIAL CURRICULUM PROGRAMS	0.00	17,576.87
E-CCY-7184	YEAR LEVEL MANAGERS	0.00	16,754.57
E-CEE-7121	ENGLISH - CONSUMABLES	0.00	7,555.29
E-CHE-7121	HOME EC - SEMESTER 1	0.00	8,233.08
E-CHE-7172	HOME EC - SEMESTER 2	0.00	7,364.38
E-CHP-7121	PHYSICAL ED - CONSUMABLES	0.00	15,066.66
E-CHS-7121	FOOTBALL- CONSUMABLES	0.00	4,245.90
E-CHS-7184	FOOTBALL - UNIFORMS	0.00	4,926.53
E-CHV-7121	NETBALL - CONSUMABLES	0.00	8,125.49
E-CLF-7121	LOTE - CONSUMABLES	0.00	5,232.40
E-CMM-7121	MATHS - CONSUMABLES	0.00	10,086.66
E-COV-7121	EXPENSES - VET EDUCATION	0.00	15,216.16
E-COV-7172	EXPENSES - VET COURSE FEES	0.00	42,905.49
E-COY-7199	EXPENSES - ADV TECHNOLOGY	0.00	25,099.50
E-CPD-7121	SPECIAL NEEDS - CONSUMABLES	0.00	707.80
E-CPT-7199	EXPENSES - APAS	0.00	1,252.00
E-CPX-7199	FLEXIBLE LEARNING OPTIONS	0.00	26,391.90
E-CSG-7121	SCIENCE - CONSUMABLES	0.00	17,155.44
E-CTE-7121	INFORMATION TECHNOLOGY	0.00	4,600.00
E-CTE-7172	TECHNOLOGY - RESOURCES	0.00	6,617.50
E-CTE-7184	TECH - PHOTOGRAPHY & ELECTRONICS	0.00	2,813.44
E-CVC-7121	COMMUNITY STUDIES - CONSUMABLES	0.00	60.00
E-CVS-7121	HUMANITIES - CONSUMABLES	0.00	6,268.50
E-CVW-7121	WORK EXP - CONSUMABLES	0.00	401.11
E-CVW-7199	WORKPLACE PRACTICES - EXPENSES	0.00	32.73
E-SGR-7121	SRC - CONSUMABLES	0.00	2,301.17
E-SGR-7139	SRC - FUNDRAISING EXPENSES	0.00	13,803.31
E-SGT-7121	PEER SUPPORT - CONSUMABLES	0.00	311.94
E-SGT-7172	BOYS IN EDUCATION	0.00	525.78
E-SPS-7121	STUDENT CONSUMABLES	0.00	16,975.52
E-SSG-7121	SPORT - CONSUMABLES	0.00	32,963.70
E-SSG-7199	SPORT GENERAL - SPORTS UNIFORMS	0.00	13,628.70
E-ZBA-7166	SALES - COST OF GOODS SOLD	0.00	14,155.83
E-ZDC-7121	COUNCIL - CONSUMABLES	0.00	501.83
E-ZDM-7121	MANAGEMENT - MEDALS & AWARDS	0.00	1,180.00
E-ZDM-7124	MANAGEMENT - STAFF CATERING	0.00	5,898.02
E-ZDM-7166	IBMYP	1,162.16	15,021.98
E-ZDM-7172	MANAGEMENT - RESOURCES	0.00	18,568.74
E-ZDM-7184	MANAGEMENT - TRANSITION	0.00	825.29
E-ZDM-7199	MANAGEMENT - SOCIAL JUSTICE	0.00	494.45
E-ZDP-7157	MANAGEMENT - PRINTING	0.00	22,015.82
E-ZDP-7172	MANAGEMENT - ADMIN COMPUTING	0.00	18,266.52
E-ZDP-7178	MANAGEMENT - PRINCIPAL TOURS	0.00	4,690.82
E-ZDP-7184	MANAGEMENT - ART BUY BACK	0.00	250.00
E-ZDP-7199	MANAGEMENT	0.00	4,492.04
E-ZDS-7121	STAFF - INDUCTION	0.00	383.79
E-ZOE-7199	EXPENSES OTHER - INTERNATIONAL	0.00	209,708.87
E-ZOR-7139	P & F CLUB - FUNDRAISING	0.00	380.00
E-ZOZ-7121	COMMONWEALTH - CONSUMABLES	0.00	2,054.45
E-ZOZ-7199	COMMONWEALTH - OTHER EXPENSES	0.00	164,825.50
E-ZUU-7166	US - COST OF GOODS SOLD	0.00	1,872.29
E-ZZA-7121	FIRST AID - CONSUMABLES	0.00	495.17
E-ZZF-7121	FACILITIES - MAINTENANCE CONSUMABLE	0.00	47,649.14
E-ZZF-7140	FACILITIES - FURNITURE	0.00	29,879.31
E-ZZF-7143	FACIL - FURN & EQUIP AUTISM IP	0.00	5,815.93
E-ZZF-7148	FACIL - MINOR EQUIPMENT	0.00	681.82
E-ZZF-7169	FACIL - R & M	0.00	16,314.55
E-ZZF-7172	FACILITIES - AV EQUIPMENT	0.00	2,898.21
E-ZZG-7121	GWS - CONSUMABLES	0.00	200.00
E-ZZH-7121	O.H.S. & W. - CONSUMABLES	0.00	1,347.80
E-ZZI-7121	INFO SYSTEM - CONSUMABLES	0.00	291,841.21
E-ZZI-7176	INFO SYSTEM - SOFTWARE	0.00	109,956.90
E-ZZR-7121	FUNDRAISING - CONSUMABLES	0.00	14,046.74

*M.B. Barclay*

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

FINGLPL1

Account	Description	PTD Posting	YTD Posting
E-ZZS-7199	FEES - GENERAL EXPENSES	0.00	4,204.55
E-ZZT-7172	T&D - RESOURCES	0.00	26,779.51
E-ZZY-7121	SECURITY - CONSUMABLES SERVICES	0.00	1,100.00
E-ZZZ-7136	WS - FREIGHT	0.00	3,738.41
E-ZZZ-7145	WS - INSURANCE	0.00	1,420.92
E-ZZZ-7160	WS - POSTAGE	0.00	8,239.24
E-ZZZ-7184	WS - SUNDRY EXPENSES	0.00	1,932.13
E-ZZZ-7199	WS - GENERAL EXPENSES ACCOUNT	0.00	4,903.70
<b>Total for SUPPLIES AND SERVICES</b>		<b>1,162.16</b>	<b>1,489,578.01</b>
<b>GLOBAL BUDGET EXPENSES</b>			
E-ZDO-73133	GB-TELEPHONE CHARGES-RENTAL	0.00	5,538.26
E-ZDO-73134	GB-TELEPHONE CHARGES-LOCAL CALLS	0.00	4,953.94
E-ZDO-73135	GB-TELEPHONE CHARGES-STD CHARGES	0.00	131.38
E-ZDO-73136	GB-TELEPHONE CHARGES-MOBILE PHONES	0.00	2,637.65
E-ZDS-71111	GB-SAL/WAGES-TEACHERS	0.00	5,381,685.75
E-ZDS-71112	GB-SAL/WAGES-ANCLLARY	0.00	940,982.42
E-ZDS-71114	GB-SAL/WAGES-TRT	0.00	245,326.25
E-ZZF-73142	GB-ELECTRICITY EXPENSES	0.00	131,496.66
E-ZZF-73143	GB-GAS EXPENSES	0.00	39,169.78
E-ZZF-73145	GB-RATES-WATER	0.00	(9,350.93)
E-ZZF-73146	GB-RATES-WATER USAGE	0.00	33,769.08
E-ZZF-73147	GB-RATES-SEWER	0.00	15,072.20
E-ZZF-73288	GB-WASTE DISPOSAL	0.00	13,073.55
E-ZZF-73511	GB-REPAIRS & MAINTENANCE	0.00	113,231.67
E-ZZL-75177	GB-MICROSOFT LICENCE RECHARGE	0.00	5,055.60
E-ZZZ-73275	GB-FEES & CHARGES	0.00	586.60
<b>Total for GLOBAL BUDGET EXPENSES</b>		<b>0.00</b>	<b>6,923,359.86</b>
<b>FACILITIES AND UTILITIES EXPENSES</b>			
E-ZZF-7220	FACIL - CLEAN EXPENSE SCHOOL	0.00	10,665.15
E-ZZF-7225	FACIL - CLEANING ONGOING	0.00	146,298.40
E-ZZF-7250	FACIL - GROUNDS MAINTENANCE	0.00	38,091.80
<b>Total for FACILITIES AND UTILITIES EXPENSES</b>		<b>0.00</b>	<b>195,055.35</b>
<b>FINANCIAL EXPENSES</b>			
E-ZZZ-7410	WS - BANK CHARGES	70.95	2,820.10
<b>Total for FINANCIAL EXPENSES</b>		<b>70.95</b>	<b>2,820.10</b>
<b>EMPLOYEE EXPENSES</b>			
E-ZDS-7335	STAFF - SALARIES	0.00	(104,371.17)
<b>Total for EMPLOYEE EXPENSES</b>		<b>0.00</b>	<b>(104,371.17)</b>
<b>OTHER OPERATING EXPENSES</b>			
E-ZDP-7690	MANAGEMENT - PHOTOCOPIERS	0.00	727.00
E-ZZF-7640	FACIL - INTEREST ON BORROWING'S	1,573.47	6,844.14
E-ZZZ-7620	WS - BAD DEBT EXPENSES	0.00	3,482.73
E-ZZZ-7690	WS - OTHER OPERATING EXPENSES	0.00	3,389.55
<b>Total for OTHER OPERATING EXPENSES</b>		<b>1,573.47</b>	<b>14,443.42</b>
<b>PARENT CONTRIBUTION EXPENSES</b>			
E-CXC-7910	CAMP EXPENSES	0.00	117,269.13
E-CXE-7930	EXCURSION EXPENSES	0.00	15,919.47
<b>Total for PARENT CONTRIBUTION EXPENSES</b>		<b>0.00</b>	<b>133,188.60</b>
<b>DEPRECIATION AND AMORTISATION</b>			
E-CAM-7584	PERFORMING ARTS MUSIC - EXPENSES	500.00	500.00
E-ZOZ-7532	TTC - DEPRECIATION EQUIPMENT: PRINT	2,000.00	2,000.00
E-ZOZ-7574	TTC - DEPRECIATION MACHINERY	16,127.27	16,127.27
E-ZZF-7530	PRINT - DEPREC EQUIPMENT	9,543.87	9,543.87
<b>Total for DEPRECIATION AND AMORTISATION</b>		<b>28,171.14</b>	<b>28,171.14</b>
<b>Total Expenses</b>		<b>30,977.72</b>	<b>8,682,245.31</b>
<b>Surplus or (Deficit) funds</b>		<b>(622,681.75)</b>	<b>(26,257.60)</b>

*MS Bready*

1:BLACKWOOD HIGH  
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FINGLPL1

Account	Description	PTD Posting	YTD Posting
E-CAM-7584	PERFORMING ARTS MUSIC - EXPENSES	500.00	500.00
E-ZOZ-7532	TTC - DEPRECIATION EQUIPMENT: PRINT	2,000.00	2,000.00
E-ZOZ-7574	TTC - DEPRECIATION MACHINERY	16,127.27	16,127.27
E-ZZF-7530	PRINT - DEPREC EQUIPMENT	9,543.87	9,543.87
<b>Total for DEPRECIATION AND AMORTISATION</b>		<b>28,171.14</b>	<b>28,171.14</b>
<b>Total Expenses</b>		<b>30,977.72</b>	<b>8,682,245.31</b>
<b>Surplus or (Deficit) funds</b>		<b>(622,681.75)</b>	<b>(26,257.60)</b>

*MS Bready  
6/2/13*