

School Performance Report 2015

The following School information is provided in accordance with the Commonwealth Government Accountability requirements under the Schools Assistance Act 2008. It relates to the 2015 School academic year.

1. School Information
2. Teacher Standards and Qualifications
3. Workforce Composition
4. Student Attendance Records
5. Student Outcomes in Standardised National Literacy and Numeracy Testing
6. Senior Secondary School Outcomes
7. Post School Destinations
8. Parent, Student and Teacher Satisfaction

1. SCHOOL INFORMATION

Since its establishment in 1884, Wilderness School has been at the forefront of girls' education. A non-denominational School for girls from Early Learning to Year 12 and boarding for students from Year 7 – 12, Wilderness School understands the needs of individuals. Our student population in 2015 was comprised of local, rural, interstate and international students from China and Hong Kong.

Located in Medindie, 5 kilometres from the Adelaide Central Business District, our beautiful grounds provide a serene setting for learning. Wilderness School is a learning community and a community of learners providing opportunities for girls and teachers to be creative, to question and to develop the skills of critical thinking, resourcefulness, reflection and risk taking.

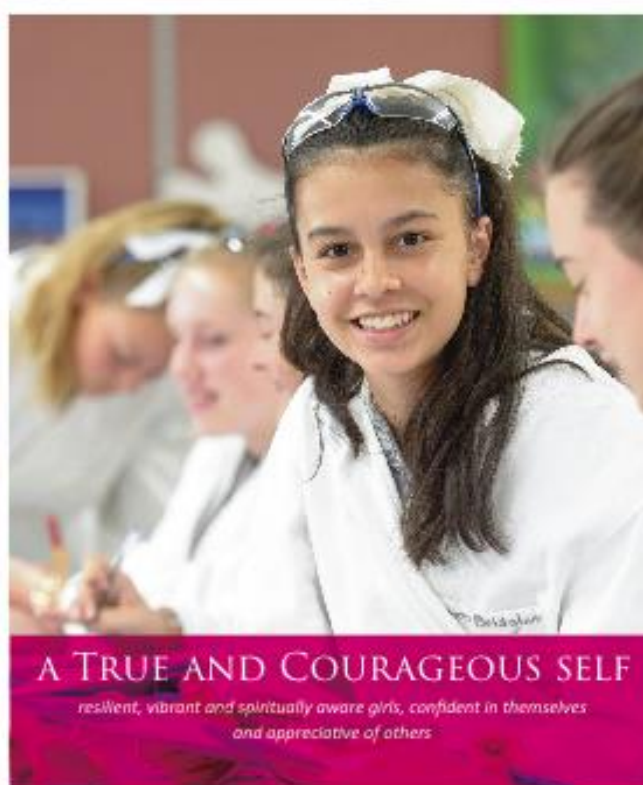
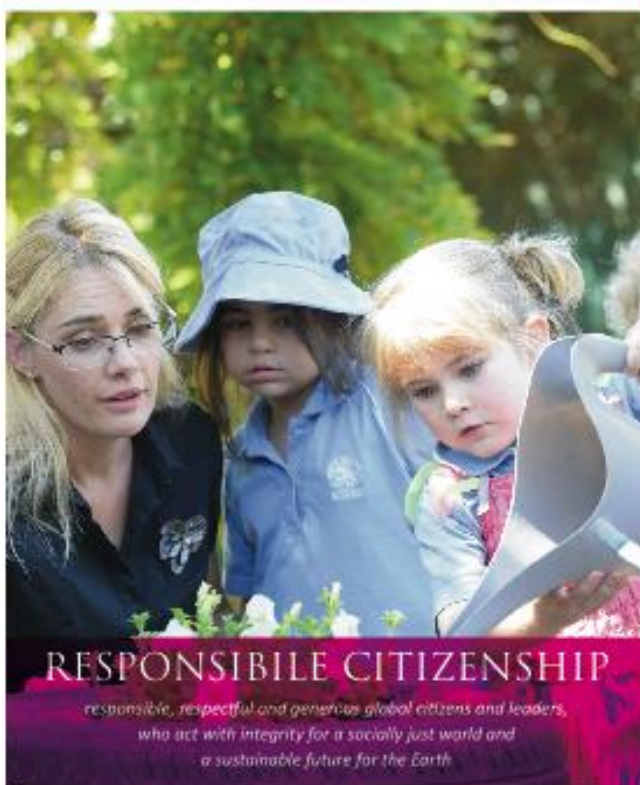
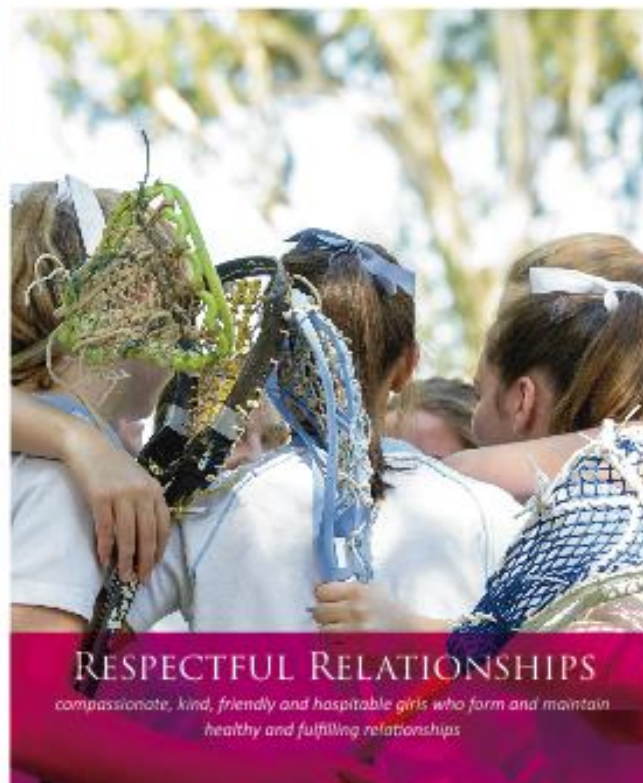
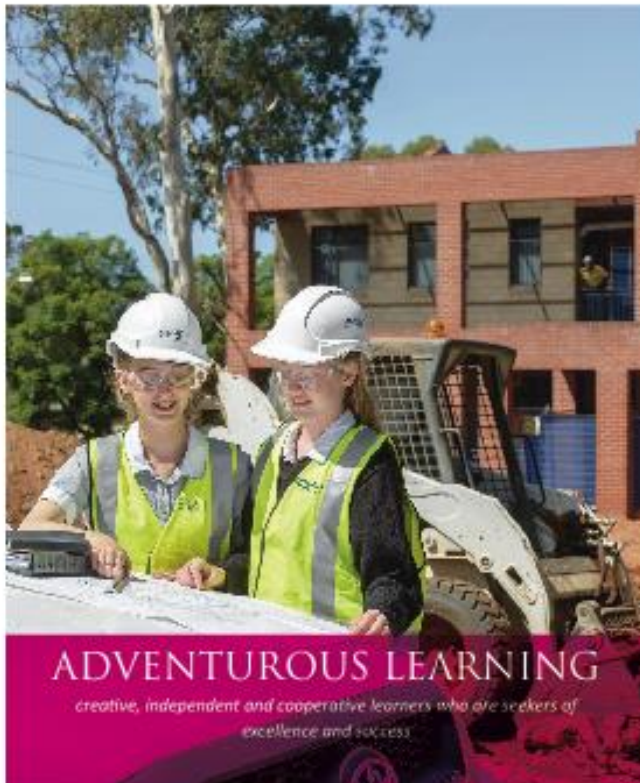
Wilderness is a school for all kinds of girls with all kinds of needs. We believe that everyone has unique potential and that our purpose is to help each girl realise her potential. We want our girls to find joy in life, to become independent, but also to feel connected to others. We want them to have a love of learning and to welcome responsibility.

Mission

To enable each girl to be the best she can be throughout her life.

Values

At Wilderness our four values inform all that we do. We promote, enable and nurture:-



Learning for Life

The academic curriculum is at the heart of our daily activities but life at Wilderness offers so much more.

The extensive **co curriculum** is vital because of the enrichment that it offers to our girls. It allows them to pursue interests and skills beyond the classroom and to engage in a wide variety of activities through which they may find new interests and strengths, broaden their friendships and set and achieve goals. The broad co curriculum program enhances educational possibilities for all girls and enriches the community life of the School.

Co-curricular Activities include:

Music - a full range of Music Ensembles across the School:

Big Band 1	Jazz Choir	Rock Band (Loki's Army)
Big Band 2	Jazz Combo	Senior Choir
Bluegrass Ensemble	Junior Concert Band	Senior Concert Band
Brass Ensemble (Seasonal)	Junior Concert Choir	Senior Flute Ensemble
Clarinet Ensemble	Junior Flute Ensemble	Senior Orchestra
Dream Girls Choir	Junior Saxophone Ensemble	Senior Saxophone Quartet
Intermediate String Orchestra	Junior String Orchestra	Senior String Quartet
Intermediate String Trio	Rock Band (Decibelles)	

Beyond the classroom activities:

- Outdoor Education – surfing, wind-surfing, kayaking, horse riding, bush walking, camping
- Drama Academy for Junior School girls at lunch time
- Wakakirri
- Poetry and Literature Club
- Creative Co-op
- Chess
- Public speaking and Debating competitions
- National Youth Science Forum (Rotary), ICAS Science Competitions, CREST Awards (CSIRO), Siemens Science Experience (Rotary), Oliphant Science Awards
- Committees - Environment Committee, Careers Committee, Student Foundation Committee, Digital Technology Committee, Senior Library Committee, Magazine Committee, Citizenship Committee, Media Team, International Students Committee

These are, of course, all additions to the curriculum, which offer a wide range of opportunities both within and outside the classroom. Lunch time clubs cater for interests as diverse as Chess, Writing, the Environment, Debating, Junior Theatre, private Music lessons, Music ensembles and Community Service.

Our extensive **Sports program** also provides opportunities for personal development. We encourage every girl to participate at a level appropriate to her ability and to evaluate her performance both at a personal and team level. Sport allows our students, whether captain or team player, to develop qualities of commitment, teamwork and competitiveness as well as a positive attitude to personal fitness.

Girls participated in these sports in 2015:

- | | | |
|-----------------|------------|------------------|
| • Athletics | • Lacrosse | • Swimming |
| • Badminton | • Netball | • Tennis |
| • Basketball | • Rowing | • Touch Football |
| • Cross Country | • Softball | • Volleyball |
| • Hockey | • Soccer | • Water polo |

Leadership for Life

At Wilderness we prepare girls for the leadership opportunities that they will encounter in life. All students are encouraged to take up leadership roles throughout their time here. Formal student leadership is encouraged through class representation, the House system and student committees in the Junior, Middle and Senior Schools.

We believe that effective student leadership includes a broad range of experiences for all girls. We aim to build the understandings and skills of leadership through the curriculum and the many, varied activities of School life in order to assist girls to become respected leaders who act with integrity and model ethical behaviour. In this way students develop their individual capacity to lead and influence others in a responsible manner.

Learning to lead is integral to a Wilderness education, preparing girls for full participation as responsible citizens in an increasingly globalised society. Our hope is that our students will have the personal attributes to lead at any level, both wisely and with compassion.

Student leadership opportunities

- Alliance of Girls' Schools Student Leadership conference
- Boarding House Captains
- Boarding Prefects
- Class Buddies program
- Citizenship Committee
- Debating Coaches
- Extended Curriculum program
- Glee Competition
- House Birthday Co-ordinator
- House Committees
- International Student Ambassador Program
- JSSC Community Care Committee
- Junior School Eastern Schools Leadership Group
- Junior School Sport Coaches
- KidsMatter
- Leaders of the Poetry and Literature Group
- Leadership of Music Ensembles
- Leadership of Sports teams
- Leadership workshops
- Membership of SRC Committees
- Middle School SRC
- Music Camp
- National Young Leaders' Day
- New girls' Buddies
- Outdoor Education Program
- Sports Committee
- Student Exchange program
- Student Foundation
- Student IT Committee
- Student Representative Council
- Student led assemblies and presentations
- Year 11 Leadership Day
- Year 10 Leadership Camp
- Year 10 Pathways Week
- Year 6 Leadership (JSSC/House Captains)
- Year Level Camps
- Young Leaders' program

Opportunities arise on a daily basis for girls to take leadership roles in class. Subject teachers encourage girls to build on these.

Responsible Citizens

All our students take part in our **Community Service program**. Girls are not only encouraged to feel connected to their immediate community but we believe it is also important for our students to feel part of, and a responsibility towards, the greater community. It is important for them to broaden their horizons.

Community Service Program supported:

- Cancer Council
- Arthritis SA
- Allergy Awareness
- St Vincent de Paul
- Nepal Boarding House Fund
- City to Bay
- 40 Hour Famine
- Mother's Day Classic – Breast Cancer Walk
- Red Cross Blood Bank
- Traffic Monitoring with SAPOL
- Birthing Kits (Zonta)
- Participation in local ANZAC Day Service
- Reconciliation

Global Citizens

Our girls learn that they are citizens of the world. The many international experiences offered to our students provide a passport for their global learning and opportunities to be connected globally.

Every year Wilderness offers overseas trips and exchange programs which enhance global competencies. Our students can practise a foreign language they have learned and experience different cultures first hand.

Trips and exchanges offered in 2015:

- Seven girls from Year 8 experienced an exchange with St Catherine's, Toorak (Victoria)
- Five Year 8 girls experienced an exchange with Pymble Ladies College, Sydney
- Four girls experienced an exchange to Essington College, Darwin (NT)
- Four Year 10 girls experienced an exchange with Diocesan School for Girls, South Africa
- Twenty-four girls from Years 8 – 11 visited China on the China Tour accompanied by three Teachers

2. TEACHER STANDARDS AND QUALIFICATIONS

Wilderness is a learning community, providing opportunities for girls and teachers to be creative, to question and to develop skills of critical thinking, resourcefulness, reflection and risk-taking. We believe in lifelong learning and have a strong commitment in providing generous opportunities for staff to participate in a wide variety of Professional Development.

Teacher Qualifications

A complete list of teacher qualifications is available at the back of the 2015 *Semper Verus* magazine. The teaching staff at Wilderness School are highly qualified providing qualifications including a Doctorate, Bachelor and Masters Degrees, Graduate Diplomas, Diplomas and Certificates.

19% with 4 or more professional qualifications

11% with 3 professional qualifications

44% with 2 professional qualifications

26% with 1 professional qualification

At Wilderness we are a community of learners. Our staff participate in ongoing Professional Development which enables them to continue to be leaders within their educational disciplines.

Some of their Professional Development occurred in the following areas:

- ACEL (Australian Council Educational Leaders) International Symposium for Coaching & Positive Psychology in Education
- IPEN (International Positive Education Network) 1st International Festival of Positive Education
- AHISSA National Leading, Learning & Caring Conference
- University of Melbourne: Certificate in Positive Education speaker
- Mindfulness course (University of Oxford)
- Wellbeing – Komochis
- Wellbeing – strength-based education, working from your strengths. Mindfulness strengths based practice
- VIA – Character Strengths training
- SEQTA – planning for the future
- Assessment for Teaching
- Digital Citizenship
- C21 Fluencies
- Clarifying Forums for Stage 2 Mathematics, Research Project, Geography and Music
- Implementation of new Senior Secondary curriculum subjects (Maths, English, Physics, Chemistry, Biology)
- ACER Mathematics – what to do with students at risk
- Effective use of the NAPLAN Analysis tool
- Early Career Teacher workshops
- Australian Secondary Mathematics Curriculum
- Leading a Digital School
- iPads in Education
- EduTech – Library Congress
- School of the future – Teaching Kids to Code
- Introduction to Coding and Computational Thinking
- SAFTA conference (French Teachers)
- Business Education – Annual conference
- Geography Teachers Conference
- History Teachers Association
- Mathematics Association Annual Conference
- ACPHER Leadership conference
- ACHPER Australian Curriculum Conference for HPE Educators
- SACE Clarifying Forum: Musicianship
- Australian English Teachers Association (national and state conferences)
- Critical and Creative Thinking
- Growth Mindsets
- Visible Thinking
- Creating cultures of thinking
- iBooks author
- Leading Success in Others
- Leading Groups
- National Positive Education Schools Association conference
- Australian Council of Educational Leadership
- International Congress on School Effectiveness and Improvement
- uLEad conference
- FabLab
- Careers Counselling
- AHISA National Conference: Learning, Leading and Caring

- Women in Educational Leadership
- Cognitive Coaching
- Movie Making
- Mindfulness
- Stage 1 Geography Implementation
- IPSHA Library Hub PD
- Sensory and Self-Regulation Strategies to Assist Children in the Classroom
- ATOM, Australian Teachers of Media, Screen Futures Conference
- More than Just CyberSafety - Tackling the Social and Ethical Protocols of the ICT General Capability
- Supporting Students with Autism Spectrum Disorder(ASD)
- Generation Next Mental Health and Wellbeing Conference
- The Power of Play and Humour - Adelaide Mental Health & Wellbeing of Young People 2016
- Assessment of Student Learning
- SAETA Stage 1 & 2 English Refresher
- Frieda Kahlo Exhibition
- Project Zero Sydney: Global Connections in a digital age.
- Multi- Lit Spell It (intervention program)
- Lego EV3 workshop
- Year 12 Mathematics Conference
- AHOMINGS Meeting and Professional Development for Heads of Music
- Senior SACE History afternoon
- Lego Robotics
- Flat Connections Global Educator
- 3D Printing - What does it mean for schools?
- Future Problem-Solving
- Australian Curriculum
- SACE: Monitoring and Clarifying
- Unpacking NAPLAN
- DATACOM
- Analysing and Teaching Film
- Literacy and Numeracy Professional Learning
- Exploring the role of the Australian Curriculum in Supporting Early Adolescent Learners
- Improving Stem Education & Skills
- ACER Research Conference – Assessment
- ACER Research Conference – STEM
- Writer's Week
- HASS

3. WORKFORCE COMPOSITION

In 2015, there were 80 specialist teachers (including the Principal) employed by the School, none of whom were indigenous employees.

- 80 Specialist Teachers
- 25 Peripatetic Music Staff
- Director of Wellbeing and Positive Education/School Psychologist
- One Careers Advisor/VET/Student Exchange Coordinator
- One Career/VET Assistant
- One Health Officer

Wilderness School teaching staff have current Mandatory Notification training and Basic Casualty Care Certificates, with 51 staff holding Senior First Aid Certificates.

4. STUDENT ATTENDANCE RECORDS

The average rate for student attendance across the School was consistently high. For students in Years 1 - 10 the average attendance rate was 95.95%.

Parents receive a SMS message if a girl is unaccountably absent.

5. STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

Wilderness School is committed to maximising student outcomes by providing innovative and responsive academic programs that meet the needs of all our girls. This section highlights some of the outcomes that demonstrate the success of Wilderness students across the curriculum.

Wilderness is a non-selective School that welcomes students with diverse learning needs and abilities. The literacy and numeracy difficulties experienced by a small number of students are well understood and are addressed with individual learning plans.

2015 Percentage of Students at or Above the National Minimum Standard

READING

Year	Total Students	Reading	Absent from Reading test	Exempted from Reading test	Withdrawn from Reading test
3	36	100%	0	0	1
5	50	100%	2	0	3
7	70	100%	1	0	0
9	76	100%	3	0	0

WRITING

Year	Total Students	Reading	Absent from Reading test	Exempted from Reading test	Withdrawn from Reading test
3	36	100%	0	0	1
5	50	100%	3	0	3
7	70	100%	1	0	0
9	76	100%	3	0	0

SPELLING

Year	Total Students	Reading	Absent from Reading test	Exempted from Reading test	Withdrawn from Reading test
3	36	100%	0	0	1
5	50	100%	1	0	3
7	70	100%	2	0	0
9	76	100%	2	0	0

GRAMMAR AND PUNCTUATION

Year	Total Students	Reading	Absent from Reading test	Exempted from Reading test	Withdrawn from Reading test
3	36	100%	0	0	1
5	50	100%	1	0	3
7	70	99%	2	0	0
9	76	99%	2	0	0

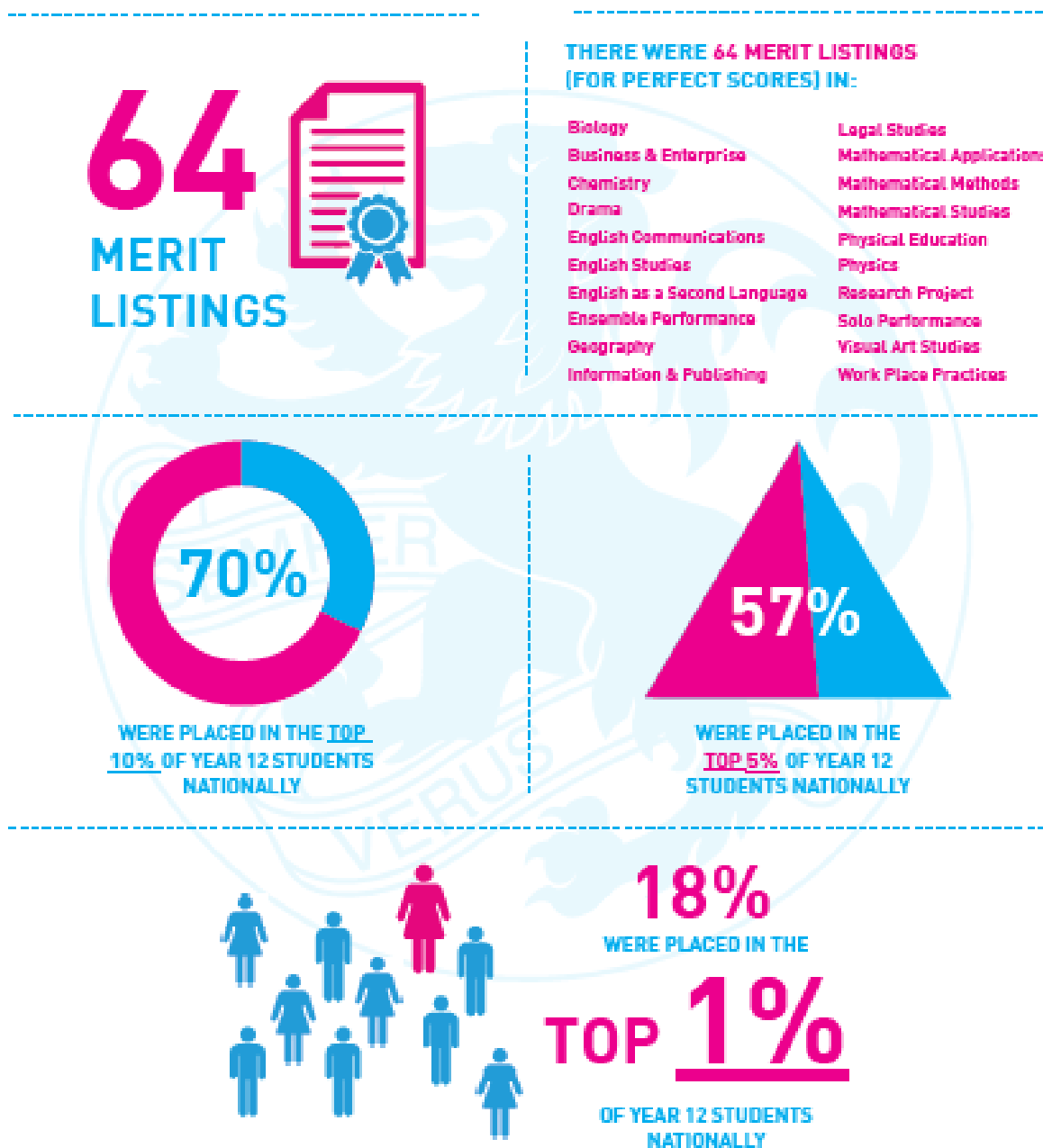
NUMERACY

Year	Total Students	Reading	Absent from Reading test	Exempted from Reading test	Withdrawn from Reading test
3	36	100%	0	0	1
5	50	100%	3	0	3
7	70	100%	1	0	0
9	76	100%	4	0	0

Please note that the data presented reflects the scores of students who sat NAPLAN testing.

6. SENIOR SECONDARY SCHOOL OUTCOMES

Once again our girls and their teachers can be proud of the results from the 2015 Academic year. Of the total cohort:



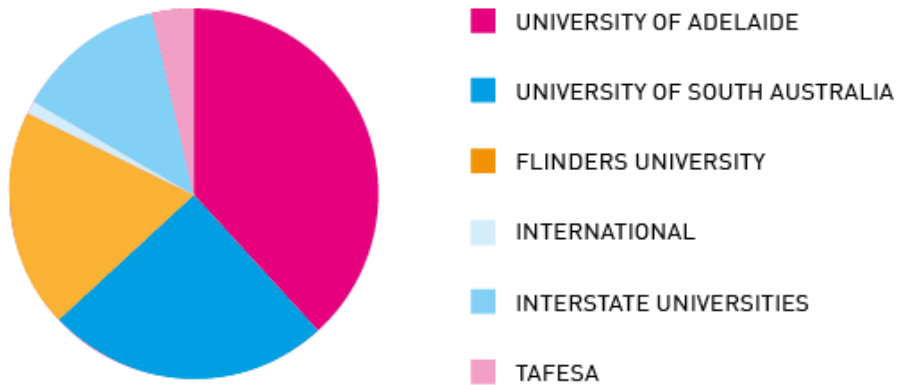
The position of Dux was shared by three outstanding students who each achieved an ATAR of 99.90. Catrin Bannister, Tatyana Hubczenko and Lauren Vu.

We were delighted that Arabella Hart was awarded the Governor of South Australia SACE Award that recognises the best overall performance by an Aboriginal or Torres Strait Islander student in 2015. Tatyana Hubczenko was also awarded a Governor of South Australia Commendation which recognises students' exceptional achievements whilst undertaking the SACE.

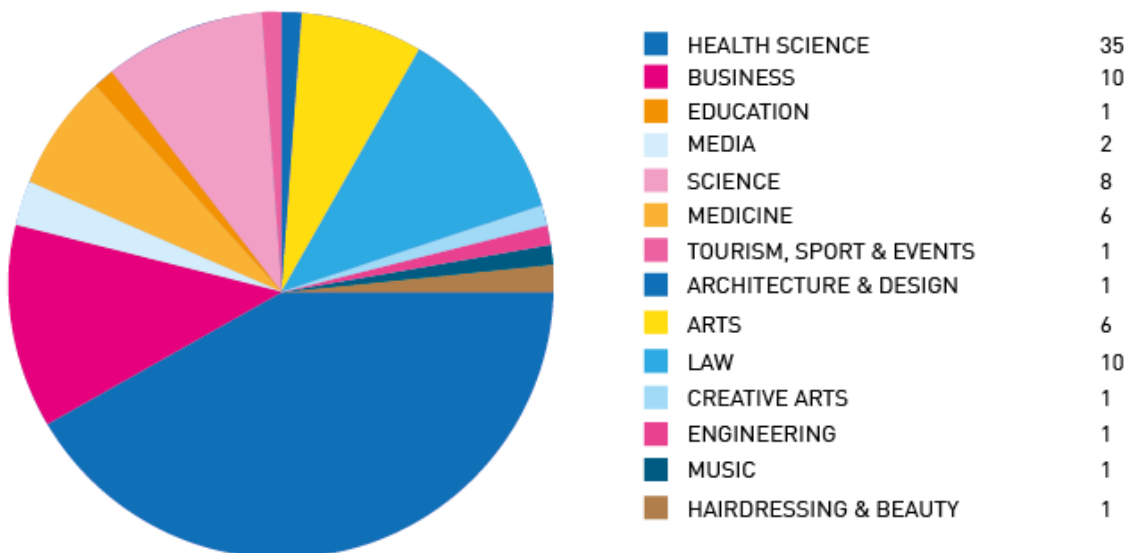
100% of the students studying a full course of SACE gained the SACE certificate. Of the cohort 23% also undertook Vocational Education Training (VET) with 18% receiving a Certificate III level course.

7. POST SCHOOL DESTINATIONS 2015

TERTIARY DESTINATIONS



FIELDS OF EDUCATION



8. PARENT, STUDENT AND TEACHER SATISFACTION

It is evident through our high retention of staff and students and the overall feedback given by parents and students at various times throughout the year that **'life really is amazing'** at Wilderness. At the end of the 2015 academic year 87% of teaching staff were retained. The reasons for leaving were 5 commencing maternity leave, 3 resignations and 2 contracts ending.

In an online exit survey distributed to Year 12 students, 100% of the students said "they always felt safe and secure during their time at Wilderness" with 97.06% of the 2015 Year 12 parents rating their overall experience of the School as *excellent* or *good*.

Further feedback from the exiting Year 12 cohort illustrates the breadth of education and experience offered to the girls and the connection they make during their time at Wilderness. Girls commenting in their exit survey:

"Wilderness School

...has allowed me to grow as a person through the countless opportunities I have had, and I am so proud to call myself a Wildy girl.

... is not just an academic education but a rich journey filled with endless opportunities and experience from international exchanges to amazing sport trips/achievements! It is a tight-knit community that enables the development of every girl in their own unique way while establishing lifelong friendships with both students and teachers.

... has set me up with valuable life skills, not just classroom knowledge

... is a place I felt comfortable to be myself and pushed to be the best person I could be. "