

Woonona High School

Annual Report



2016



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Introduction

The Annual Report for 2106 is provided to the community of Woonona High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Belinda Wall

Principal

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Message from the Principal

Woonona High School offers a broad, innovative and engaging curriculum that facilitates, growth, leadership and enables students to develop life-long 21st century skills. Our school has established strong and meaningful community partnerships that expand the opportunities for students enrolled within our school and facilitate community interaction. The strength of our partnerships can be seen for example in our dynamic Woonona Learning Community which facilitates outstanding transition processes and our well established relationship with the University of Wollongong, both of which serve to facilitate a continuum of learning from Kindergarten to higher education destinations. Our school has established a dynamic, unique and effective learning environment for both staff and students where research underpins Professional Development and assessment structures and self-reflection and a constant cycle of implementation, analysis and evaluation are in operation. Our programs and wide-ranging extra-curricular activities are delivered by highly committed, expert teachers and support personnel who work collaboratively with students, parents and the broader community. The school has successfully overcome negative community perceptions which resulted in declining enrolments and is now a sought after secondary schooling location for students and parents throughout the Illawarra. Enrolment numbers are steadily growing, with curriculum innovation and strong academic success, particularly in the HSC, identified as particular strengths of our school.

Message from the school community

The P & C met regularly in 2016, with a number of new parents joining a small but established group of parents. Meetings were held on the third Tuesday of the month at 7.30pm. Parents were able to keep up to date with happenings at the school, the highlight being the Principals report given by Mrs Wall each month. A number of other staff members attended meetings throughout the year as well to present ideas and information. Our main source of funds is the donations made from school families. We would like to thank those families that have contributed to the school to allow the P&C to support the school and its students.

Our canteen is still providing students and staff with freshly baked and healthy lunch options each day. Many volunteers help in the canteen to provide this service to the students.

Our uniform shop continues to be staffed by volunteers who work extremely hard making sure that our students have access to uniforms. The shop is open once a week, with stock available, and orders taken. This service is convenient to parents and caregivers, but also allows our school to have a consistent uniform available to students at all times.

The P & C is also involved in decision making at the school, with representation on the Finance Committee, Year 7 Placement Panel for Out of Area Applications, Canteen Committee, Uniform Committee, and we have an increasing number of members trained in the Merit Selection procedures to allow parent representation in decision making in the employment of new staff.

The support of our volunteers is appreciated by both the P & C and the school.

Heidi Luyten

President (Woonona High School P&C)

School background

School vision statement

Woonona High School is a vibrant and innovative, proudly Comprehensive High School that values strong community partnerships. Student success is driven by excellence in teaching and learning delivered by world class educators in a safe and supportive learning environment. Our students are confident, creative individuals who enrich our local and global community.

School context

Woonona High School is located between the mountains and the sea in the Northern Illawarra. We have approximately 620 students from Year 7–12. We are a comprehensive co-educational school serving the community of northern Wollongong. Every student is provided opportunities to develop skills that will carry them beyond their school years. Our students thrive in an environment that promotes independent, confident learners. Students have on offer a diverse curriculum that is taught by expert teachers who are passionate about their subjects. Students have the opportunity to undertake the study of traditional academic subjects as well as an extensive Vocational Education and Training program and alternative patterns of study. Our school also offers specialised elective subjects throughout the junior school.

Woonona High School has a strong commitment to quality teaching and quality assessment with a focus upon high expectations. HSC results are consistently impressive, with a large number of students enrolling in university and TAFE courses of their choice. Our co-curricular program is designed to enrich students' experience at Woonona High School and develop essential life skills. Students can participate in a variety of activities including music and dance, chess, academic competitions, sport and debating. We foster the idea of being part of and giving to the community. Providing student leadership opportunities are a priority for the school, with students at all levels encouraged to take on leadership roles. We have a strong, active Student Representative Council, with students elected from all years to represent the interests of their peers. We have a proud history of high-level sporting achievement across a variety of sports. A strong student welfare ethos and productive partnerships with parents and the wider community enhances our goal of providing opportunities for all students to succeed.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

For schools participating in external validation processes:

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The validation process has revealed that in the SEF domain of Learning the school is primarily excelling, with Student Performance Measures (assessed as Sustaining and Growing) being the only element not assessed at this level. Woonona High School has outstanding welfare initiatives and has successfully implemented the Wellbeing Framework for Schools to ensure wellbeing processes are implemented at the classroom, whole school and community level. Significant welfare initiatives include our School Merit System (based on PBL philosophy), White Ribbon Program and student volunteering. The success of such programs and initiatives is visible in the results of qualitative and quantitative data sets sourced both internally and externally, with results revealing students are supported and effectively managed

at all stages of their schooling at WHS. The implementation of the Woonona Learning Community has led to the development of outstanding transition initiatives and ensures our school provides a continuum of learning for students, with information about individual students' capabilities and requirements being utilised to construct an individualised transition program where required. The focus on academic success and improvement, Formative Feedback, Raising Achievement– HSC Strategy and a Pilot Literacy Program provide clear evidence that the school engages parents as active participants in their child's learning and supports students to make successful transitions to future learning and employment. Evidence sets also reveal the school has systematically embedded research–based practices to improve student outcomes and employs effective classroom practices that lead to significant value–adding for senior students. The WHS curriculum is broad, innovative and engaging, with the implementation of student, parent and community feedback, in recommendations stemming from data analysis, revealing the school has implemented a student–led curriculum with strong pedagogical foundations. Ultimately, the significant curriculum changes that have taken place at WHS over the last three years have made it possible for staff to support students as they navigate their own individual learning paths and for students, staff, parents and the broader community to work collaboratively and effectively.

In the SEF domain of Teaching, Woonona High School is primarily excelling. Student learning in our school is underpinned by high quality teaching and leadership. Staff are purposefully committed to engaging students and improving outcomes through a constant cycle of implementation, evaluation and modification. This is demonstrated by their engagement in Teacher Learning Communities (TLCs) and evidence–based professional development. Formative teaching strategies are evidence–based (primarily the work of Dylan Wiliam), with teachers individually and at the whole school level regularly evaluating the effectiveness of their teaching practices. TLC meetings have been embedded within school meeting times to provide staff with avenues to share, reflect and plan the future use of formative processes within their classrooms and our increasing use of data has enabled us to identify student achievement and progress and inform the direction of academic initiatives. For example, an analysis of HSC performance data revealed the need to implement a whole–school plan to improve student results. The resulting 'Raising Achievement–HSC Strategy' has led to significant improvements in HSC performance across the school, including a rise in value–added data and Band 5 and 6 HSC results. Moreover, the embedding of HSC data analysis processes in all faculties ensures that teachers take responsibility for student improvement and contribute to the development of school–wide high standards. The successful implementation and embedding of the HUB initiative has led to the strengthening of partnerships between UOW and WHS, with the collaborative delivery of Mentor Training workshops and the guest lecturing undertaken by WHS staff demonstrating that staff are committed to the further education of future teachers and that the school is taking steps to ensure Pre–Service teachers impact positively on student outcomes while they are on placement at our school. WHS staff have high professional standards and are committed to student improvement. Their engagement with evidence–based professional learning and TLCs are clear evidence of this. In addition, the school's commitment to expand successful initiatives such as Transition and Stage 4 Literacy as well as the use of RAM funds to implement whole school initiatives that focus on academic improvement such as our Raising Achievement HSC strategy offer further proof of our commitment and dedication to ensuring student success.

The results of the validation process reveal that Woonona High School is primarily excelling in the SEF domain of Leading. In the Leadership element of the domain the school is excelling as it has introduced targeted and specific strategies to foster student and teacher excellence. At the Executive and Senior Executive level there is a clear commitment to foster school–wide high expectations and a shared sense of responsibility for student engagement. Students benefit from the schools planned engagement with parents and the broader community, as evidenced by regular parental involvement in students' senior years of schooling and the significant changes enacted relating to the school's academic and social focus based on parent, student, staff and community feedback in the 2013 and 2015 Whole School Evaluation. In both Stage 3–4 and Stage 6–post schooling destinations students and parents are supported, informed and guided on an individual and collective basis. Resource allocation has been strategically utilised to maximize student results, as can be seen in the HSC Raising Achievement strategy, the introduction of the Literacy Pilot and the commitment to develop CAPA as a response to community demands and student feedback.

A broad view of the school's progress within the School Excellence Framework indicates that Woonona High School is excelling in most areas. In the spirit of continual improvement, the School Planning Team and Executive will consider the outcomes of the current self–assessment, the external validation report and a range of other key data sources when evaluating the progress of the current School Plan and the nature of each Strategic Direction for 2017 and beyond. Current thinking is centered around further expanding literacy, HSC and CAPA initiatives and embedding Pre–Service teacher support when HUB funding ceases. In addition, ensuring the continued success of Beginning Teacher induction remains a priority as significant staffing changes are likely to take place in the coming year(s).

Our self–assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Excellence in Student Learning

Purpose

To produce confident, collaborative and creative individuals who are excellent lifelong learners. The School's legacy will be evident in the resilience, respect, integrity and the active local and global citizenship of its young people.

Overall summary of progress

In 2016 there were many achievements across the Strategic Direction of "Excellence in Student Learning."

Through collaboration and consultation with staff and students, teaching was differentiated to meet the needs of all students. The analysis of external student data and school based data was embedded within staff meetings and teachers demonstrated increased capacity to utilise the SMART 2 toolkit and Sentral based data to inform teaching and learning. Teachers engaged with and annotated Individual Education Plans, PLPs and IBPs to more effectively meet individual student needs.

Differentiated programming, using the agreed program template, continued to be a faculty-based goal and formed the basis of PDPs for many teachers. Faculty progress towards programming utilising the agreed template was evaluated and discussed at executive level and exemplar programs were shared to build the capacity of all staff to effectively meet students' individual needs. The Stage 4 Literacy program was embedded into Years 7 and 8 with regular data on student progress collected and shared at executive level. Auditioned CAPA classes were implemented into Year 7 to meet the individual needs of students within our community.

The agreed assessment rubric based on the principles of "Choice, Voice and Authenticity" was embedded into faculties and executive milestones focused on the implementation of this rubric across KLAS. Exemplar assessment tasks were shared at executive and faculty level, modelling the use of the rubric as well as effective use of formative feedback strategies.

Formative feedback continued to form the basis of teacher goals within Teacher Learning Communities, and teachers across KLAS began to develop student peer and self reflection scaffolds in order to activate student to own their own learning. The 2016 School Evaluation focused on the implementation of formative feedback and the 'Choice, Voice, Authentic' rubric across the school. This gave a clear indication from students, parents and staff that explicit formative feedback has been effectively embedded into programs and assessment tasks across the school.

Creative, collaborative, 21st century pedagogies were supported through the effective implementation of BYOD into Year 7 in 2016. This resulted in 100% of students in Year 7 reporting access to their own device. Teachers across the school continued to utilise technology as a tool for collaboration across Stage 5 and 6 with increased use of platforms such as Edmodo, Moodle or Google Docs reported across the school. The 'choice voice authentic' rubric for assessment tasks also supported the effective use of technology as a tool for learning. In 2016 there was the implementation of a "Project Based Learning" pilot program in STEM and the upskilling of a team of teachers into PBL across the curriculum. There was also a successful grant application, through 'Schools Plus' for a 'Learn to Learn' metacognition program and a 21st century 'flexible learning space' where an existing classroom will be renovated using moveable modular furniture and whiteboards.

Students at Woonona High School demonstrated resilience, respect and confidence across the school and wider community through the myriad of programs on offer. The 'Tell Them From Me' survey data indicates that our students are engaged with their learning and that their social and emotional well being is above state norms.

There were leadership opportunities for students including middle school years groups working with feeder primary schools in sport, carnivals, the reading program and COS transition days. Volunteering opportunities continue to be a strong focus within the school with increased number of students volunteering their time inside the school and within the wider community. All of Year 9 and 10 participated in the 'Refugee Challenge' in 2016, offered in partnership with Wollongong City Council, during which Year 10 student leaders took their peers through a simulated refugee camp experience. Students also had the opportunity to engage in structured conversations with members of the Wollongong community who came to Australia as refugees, and all students reported increased understanding and empathy of the plight of refugees as a result of this initiative.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased value—adding in student achievement, measured by both NAPLAN and HSC results.	<p>In Year 7 there was greater than expected growth for students in Numeracy 58.6%, Reading 59%, Grammar and Punctuation 51% and Spelling 58%. In Year 9 there was greater than expected growth for students in Numeracy 59.5%, Reading 56%, Grammar and Punctuation 60.7% and Spelling 57.1%.</p> <p>HSC results continue to improve , 11 courses achieving results above state mean and 55% of students transitioning to university a further 30% to TAFE or private colleges.</p>	<p>NAPLAN Analysis</p> <p>\$806.28</p>
Increase in classroom usage of higher order technology	<p>BYOD was launched with Year 7 in 2016. Progress in the delivery of technology as a tool for learning and creative, collaborative and productive thinking across the school was addressed with the pilot of Project Based Learning utilising technology as a tool for collaboration, creativity and information gathering. Using technology as a tool for the collaborative learning is a future focus of the school.</p>	<p>Technology Coordinator</p> <p>\$23,860.74</p>
Student surveys and focus group information indicating there is differentiation occurring across their subjects.	<p>The School Evaluation of 2016 indicated that students felt challenged and enriched in class and that parents believed wholehearted and uniformly that "teachers take account of my child's needs, abilities and interests" (Tell Them From Me survey data).</p> <p>2016 school evaluation data strongly reported that students and parents overwhelmingly 'strongly value' extra curricula opportunities that students have access to at WHS.</p> <p>An audit of faculty teaching and learning programs in 2016 indicated that all programs had differentiation embedded within them with associated strategies and resources to meet the learning needs of students.</p>	<p>TTFM Survey Coordinator</p> <p>\$1,209.42</p> <p>CAPA Program Implementation</p> <p>\$9,612.56</p>
Greater student engagement, evidenced through positive monitoring.	<p>Student engagement in a range of programs was measurable through 'Monitoring' and teacher observation. Rewards excursions as a consequence of engagement in the classroom were highly popular and well attended.</p> <p>In 2016, every teacher in the school engaged with annotating individual student learning plans on two separate occasions. The collaborative information that was collated proved highly informative for the teaching of this large group of students.</p> <p>The school has had growing confidence in the use of Sentral including the assiduous analysis of Report data and negative Well Being information. However, the use of Sentral as a positive whole-school focus remains under-utilized.</p>	<p>Year Adviser release; Rewards excursions</p> <p>\$2,418.84</p> <p>SENTRAL Upgrade</p> <p>\$1,650.00</p>

Practice 1

The 2016 whole school evaluation resulted with recommendations that the school needs to focus on increasing student engagement with formative feedback, through peer and self– assessment. This will form the basis of teacher goals within Teacher Learning Communities in 2017. The school has continued to allocate resources into a coordinator to embed Project Based Learning into enrichment classes. The school will also invest in a Literacy coordinator with an allocation focused on communication with parents and staff and ongoing collection and analysis of data.

The increased focus on CAPA within the school has led to the creation of a CAPA coordinator position for 2017 with a focus on building collaboration and programming across the different faculty areas.

Practice 2

The school will invest in a 'Flexible Learning Space' which will be utilised to trial the 'Learn to Learn' program in 2017.

Practice 3

In 2016 the school began the building of outside learning hubs for students to work in a collaborative, team environment. Teachers and students will have the opportunity to utilise the alternative outside learning spaces in 2017.

Strategic Direction 2

Innovative World Class Teachers

Purpose

To promote a culture of continuous quality professional learning to enhance the capacity to deliver innovative teaching. All teachers will use research based teaching practices in all classrooms to ensure every student is challenged, engaged and learning successfully.

Overall summary of progress

Considerable progress has been made throughout 2016 in developing and supporting staff in all career phases at Woonona High School. A collaborative model of professional learning (Teacher Learning Communities– TLC's) is now embedded in Woonona High School. These cross-faculty groupings have been highly successful in facilitating the discussion and sharing of resources related to formative assessment, as well as sharing strategies and techniques to engage students and effectively differentiate lessons. The development of TLC's throughout 2016 builds upon already strong foundations, as evidenced by feedback in the 2015 School Evaluation which revealed that "Teachers are using a wider variety of assessment techniques such as practical, testing theory, group and individual tasks. Both students and parents were happy with this variety of assessment techniques." In addition, the development and completion of staff professional development workshops focusing specifically on formative assessment has further strengthened faculty programs, resources and assessment tasks and has directly contributed to the development of effective staff pedagogy and a consistent understanding of formative assessment processes.

The construction and delivery of a series of targeted professional development workshops as part of the HUB initiative has facilitated the successful completion of practicum placements for UOW students, with feedback from participants being overwhelmingly positive. Pre-Service teachers, Early Career Teachers and Experienced Teachers have worked collaboratively in a learning triangle to develop a range of expert teaching resources and learning sequences for Woonona students, while at the same time assisting each other in the development of themselves as better educators and leaders.

The collaborative construction, delivery and refinement of Mentor Training with UOW personnel has also strengthened our ability to successfully support and develop initial teacher education at Woonona High School and throughout the Illawarra. The delivery of 2 Mentor Training workshops at UOW has enabled approximately 20% of WHS staff to undertake professional development in this area, as well as staff from more than 15 primary and secondary Wollongong schools to also take part in the training.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Teachers have embedded formative assessment practices into all programs, which is consistently reflected in all classrooms across all KLAs and is presented in rich assessment tasks and peer lesson observations and evidenced in all Pink Folders	Formative assessment practices have been the focus of two SDD's and all TLC's. The audit of Faculty Teaching Programs shows that some teachers are beginning to embed the techniques into assessment routines in faculties. Teachers have set a PDP goal to engage students informative feedback.	
Teachers can reference all TPL provided to address professional learning needs identified by their own PLPs and/or the Australian Professional Standards for Teachers and 'Pink Folders' for teachers display a range of evidence of working towards personal goals that relate to personal goals and school and systemic priorities.	<p>Student work samples are used routinely and widely by teachers in TLCs to analyse their pedagogy and evidence purpose behind alterations to practices. Some faculty teams have worked on embedding student work samples into faculty professional learning.</p> <p>PBL Lesson Studies was a vehicle to look at student work through a new pedagogical lens.</p>	<p>PBL Lesson Studies</p> <p>\$6,880.00</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increasing number of teachers accessing the Highly Accomplished Australian Professional Standards for Teachers.	There is some interest in accessing the Highly Accomplished Teaching Standards amongst teachers. This is an area for development. Leadership opportunities are plentiful.	
The GROWTH Coaching framework is used in 50% of each Faculties meeting time.	GROWTH has been embedded into termly TLC meetings through TLC leaders using the questioning scaffold with teachers. Some HT's are using the GROWTH model in some faculty meetings and the model is used in collaborative coaching sessions with the Executive. GROWTH is used in the PST/ECT/Mentor discussions.	Peer Coaching \$19,781.45 Coaching for the Standards \$8,360.00 Leadership Coaching \$7,175.00

Next Steps

Ann McIntyre works with the Executive and the whole staff to help us evaluate our progress in making student work samples the key driver to high quality learning for teachers and improve student outcomes. Embed this practice into TLC's and Faculty meetings. Three Twilight Sessions (6 hours) in Term 3 dedicated to putting students work samples, and self-peer assessment at the centre.

Continue to increase the understanding and use of Dylan Wiliam's Formative Assessment practices.

Embed pre-service teacher, mentor teacher and early career teacher partnerships and support program into whole school professional learning practices

Further consolidate HUB initiative to include quality registered professional development delivered to other schools in Wollongong.

Selected staff to attend Dylan Wiliam workshop in 2017 to further their knowledge of effective formative assessment practices

Strategic Direction 3

Successful Community Partnerships

Purpose

To build a successful collegial culture with a partnership between all stakeholders in the promotion of student well being and learning. The wider community will strategically address student needs and provide resources, support and experiences to connect with the world.

Overall summary of progress

Problem-Based Learning

The implementation of innovative pedagogies at Woonona High School continued in 2016 with a successful pilot study of problem-based learning. Numerous staff from a range of Faculties within the school volunteered to be part of the pilot study, and were involved in both a professional learning workshop on Staff Development Day and in a Unit Study. This involved the development of short(3 week) PBL units which were subsequently implemented, peer – observed and evaluated by both students and staff involved. Surveys of the efficacy of PBL in engaging students and delivering enhanced student outcomes, with a focus on differentiation and meeting the needs of all learners, were overwhelmingly positive. Students highlighted their levels of engagement with PBL tasks and the development of their capacity to collaborate and to think critically to solve a problem and deliver a relevant and authentic product. Areas for future focus included the need to liaise with the community to provide authentic audiences for showcasing PBL products, and the need to explicitly model peer and self assessment in order for feedback to be effective.

CoS Transition Program

The Transition program at Woonona High School is central to ensuring a smooth transition for students from Stage 3 into Stage 4. The effectiveness of the new format of the program has translated into increased enrolment from our feeder primary schools, as well as a thriving Enrichment class and the increase in CAPA classes from one class in 2016 to two in 2017. This has not only increased the diversity of student abilities at Woonona High School but has also addressed the previous gender imbalance.

The Community of Schools (CoS) Transition program involves a themed day each term during which all members of Year 6 at our feeder primary schools spend a full day at Woonona High School. Themes range from the literacy-based “Express Yourself” day, a STEM day in which activities focus on Science, Technology and Mathematics, and a “Discovery Day” in which students utilise their collaborative and problem-solving skills. Surveys of participating students have been overwhelmingly positive, and the willingness of teachers to volunteer their time to contribute to this program is testament to the esteem it is held in across the school. Many students are also involved in the co-ordination of the day, making it a truly whole-school venture.

Additionally, the Woonona High School transition program includes an “Enrichment Day” for students accepted into the Enrichment class for the following year. This class draws students from a large range of primary schools, due to its specialised nature, and our transition days allow these students to develop friendships and become familiar with our school in order to ease their transition into Woonona High School. Lastly, Woonona High School offers a “Parents as Students” Day for current and future Year 7 students, allowing parents to experience some of the learning opportunities available at Woonona High School.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
An increase in usage of the school website, Facebook page and app. An increase in teacher contributions to the newsletter and Facebook page.	Survey information from parents indicate their regular use of the school website as a place to obtain information, permission notes, assessment tasks and making payments; in addition the school app as a source of daily reminders and the school facebook page celebrating student achievement, success and good news stories. The school facebook page has been enormously successful with up to 12,800 views of individual posts.	SASS Release for management of Social Media \$9,673.20

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
85% of partner school students select Woonona High as secondary school of choice	Increasing numbers of local student enrolments from our partner schools are choosing WHS as school of choice. The drift to selective, performing and private schools has significantly declined. 65% of local enrolments chose WHS as their school of choice in 2015. 79% of local enrolments chose WHS as their school of choice in 2016.	School Promotion \$8,991.56 Transition Staff Release \$8,000.00 Transition Program Costs \$2,403.69
An increase in student's post school destinations to university or TAFE.	55% of 2015 HSC students are enrolled at university. 15% are attending TAFE 15% are in apprenticeships or traineeships Remainder in employment.	
Community feedback collected and collated annually and reflected in future planning.	A school evaluation took place in term 4, 2016. The evaluation team held focus groups of students, interviewed individual teachers and parents and developed a online survey for completion by students, staff and parents. The outcomes of the evaluation and recommendations made by the evaluation team informed school direction and initiatives for 2017	SASS Release for Survey Collection \$2,418.84

Next Steps

Problem based learning will be delivered in a number of faculties across the school with a collaboratively developed TAS, Mathematics and Science STEM elective introduced in Year 8 targeting the engagement of girls.

Based on the evaluation of the newly developed 2016 transition program it will continue in 2017 with modifications to support and compliment the CoS transition curriculum initiative. The STEM transition day will be held in term 3 in 2017 as an introduction to the collaboratively developed teaching and learning programs being delivered in out partner primary schools in term 4.

The wellbeing audit conducted in 2016 will culminate in the mapping of all wellbeing and welfare initiatives delivered for students in Years 7 – 12.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>The ATSIEAP funding that the school received was used to fund the following:</p> <p>Family history cultural awareness program</p> <p>Performing and creative arts program</p> <ul style="list-style-type: none"> • Indigenous games program and equipment • Boori Prior visit • Boys mentoring program • Students assistance with excursions, camps, uniforms, CHS trials <p>Through these programs Woonona High School has been able to strengthen partnerships and promote genuine collaboration between the school, Aboriginal family and communities. This has allowed the school to sustain a positive and inclusive school culture.</p>	<p>NORTA Tutoring</p> <p>\$12060.52</p> <p>NAPLAN</p> <p>\$8,295.80</p> <p>Teacher Coordinator & Cultural Programs</p> <p>\$19,348</p> <p>Financial Assistance</p> <p>\$9,036.27</p>
Low level adjustment for disability	<p>All students requiring adjustments and learning support are catered for within class programs through whole school focus of differentiation in programs and assessment tasks. Learning support team also cater for these students through small group programs that focus on reading, writing and comprehension. Assistance was also provided for assessment tasks through individual and small group withdrawal.</p> <p>Learning Support Team created a folder (for each faculty) of all students requiring adjustments with relevant information and strategies for teachers to implement to support and differentiate for the needs of the student. A power point with a summary of this information was presented by the learning support team to all staff during the staff development Day at the beginning of the year. This was to ensure all teachers had the necessary information to be able to plan, differentiate and support the needs of students requiring adjustment.</p> <p>Learning Support Team conducted an extra transition program for students identified as requiring adjustments by the local COS primary schools. This developed rapport between LST and incoming year 7 students and allowed the organisation of strategies and adjustments to occur before the students arrived.</p> <p>IEP's and IBP's where developed for all students with disability confirmations and some students with learning/behavioural support needs. These plans were developed in conjunction with parents and members of the learning support team. These plans were then communicated to staff through sentral to support staff in differentiating for the needs of each of these students. These plans were reviewed and amended by staff during staff and faculty meetings. This occurred 4 times throughout the year to create regular</p>	<p>SLSO</p> <p>\$34,595.66</p> <p>Teacher Release</p> <p>\$9,202.00</p> <p>Resources</p> <p>\$3,223.00</p> <p>Hospitality</p> <p>\$8,914.99</p>

<p>Low level adjustment for disability</p>	<p>reviewing, adjusting and implementation of these plans.</p> <p>SLSO was employed for 20 hours per week to support students requiring adjustments through working collaboratively in the classroom, providing individual support for assessment tasks, supervision of special provisions for assessment tasks/examinations and attending excursions to ensure access to the entire curriculum on offer at WHS. 85 students were supported by the learning support team.</p>	
<p>Socio-economic background</p>	<p>To support student engagement in stage 4 & 5 electives, mandatory elective fee assistance was made available to eligible students.</p> <p>Additional classroom teacher employment to allow for a breadth and depth of curriculum offerings in stages 5 & 6. Additional HSC courses have allowed students to engage in patterns of study that reflect their interests, strengths and post school aspirations. This resulted in 55% of the 2016 HSC cohort achieving offers of placement to University.</p> <p>Continuation of Senior Student Coordinator to mentor, support and track individual HSC student progress and achievement. SSC introduced additional senior student specific afternoon learning centres, holiday course specific workshops and a comprehensive parent information/engagement workshop each term. 85% of the 2016 HSC cohort transitioned to tertiary education.</p> <p>Creation of a second Deputy Principal position has resulted in improved management procedures, support and case management of students at risk and greater focus upon whole school initiatives led by the senior executive team.</p>	<p>Student Assistance \$4,477.00</p> <p>Teacher Salaries: Stage 5 Electives Stage 6 courses \$92,498.92</p> <p>Senior Student Coordinator \$38,696.00</p>
<p>Support for beginning teachers</p>	<p>(Funded)</p> <p>All permanently appointed Early Career Teachers supported consistently throughout the year and successfully completed mandatory WHS induction program.</p> <p>New staff chose to use funding for a reduction in face-to-face teaching time, in addition to attending professional development (PD) workshops on targeted areas of need including Behaviour Management and Beginning Teacher courses. Other uses of funding included purchasing resources and associated course materials for newly established elective courses. Growth in pedagogical understanding and practice, the creation and commencement of new elective courses for 2016, in addition to Beginning Teachers taking on faculty and whole school areas of responsibility are primary outcomes of funded school support for Beginning Teachers.</p>	<p>Teacher Salary \$19,936.80</p> <p>TPL Costs \$3,574.46</p> <p>Teacher Release \$6,215.20</p> <p>Resources \$6,013.98</p>

<p>Support for beginning teachers</p>	<p>Funding for supervisors was utilized to plan and implement mentoring sessions, provide feedback and assist with the process of gaining Proficient Teacher Accreditation. 100% of beginning teachers working towards Proficient Teacher Accreditation have utilized feedback as a tool for non-registered professional development as part of the Accreditation process and will finalise their Proficient Accreditation portfolios by early 2017.</p> <p>(Unfunded)</p> <p>All temporarily appointed Early Career Teachers supported consistently throughout the year and successfully completed mandatory WHS Induction program.</p> <p>Continuation of Beginning Teacher and Accreditation Coordinator position ensured all Beginning Teachers within the school had access to ongoing and targeted support throughout their initial year of teaching at WHS. Fortnightly workshops enabled all Beginning Teachers to develop their own professional practice and commence the process of Proficient Accreditation. Collaborative discussion and evidence review sessions have ensured all portfolios are of the highest standard. All temporary Early Career staff will finalise their Proficient Teacher Accreditation portfolio in early 2017.</p> <p>All temporary Early Career staff in 2016 demonstrated outstanding growth as educators. Continued and targeted support has enabled them to take on faculty and whole school responsibilities that have extended their pedagogical knowledge and added to our rich school environment. Involvement in and, in many cases, leadership of faculty programs, sports coaching and CAPA productions are all direct examples of the contribution Beginning Teachers have made to WHS throughout 2016.</p>	
<p>Professional Experience UOW Partnership</p>	<p>The HUB initiative began in earnest in 2016 at Woonona High School.</p> <p>In 2016 the Immersion Program for Masters Year 1 Pre-Service Teachers (PST's) was embedded into existing school structures. This included the targeted Professional Development program for all PST's at all stages of their in-school placement, PST supported at whole school level by PEX coordinator and their involvement/ participation in whole school initiatives including TLC's, Lesson Studies, PEX Preparation and Transition days and at the faculty level by mentor teachers and weekly PIP program linked directly to university focus areas and weekly group collaboration and reflection meetings take place and are</p>	<p>HUB Coordinator \$60,820.35</p> <p>Lesson Studies \$7,310.00</p> <p>PEX Planning Day \$6,880.00</p> <p>Mentor Training \$10,750.00</p>

Professional Experience UOW Partnership

attended by PST and weekly guest speakers. The impact is best demonstrated by the positive evaluations of PSTs and PST Mentors from all experiences provided. These programs will continue in 2017.

Lesson Studies and other examples of best pedagogical practice for PST were trialed and evaluated as part of the HUB initiative. Progress was made in implementing Lesson Studies professional learning undertaken by Masters Year 1 students and Woonona High School (WHS) and Keira High School (KHS) staff, deliberate learning triangle initiated (PST, Early Career Teacher and experienced Mentor Teacher) to facilitate growth at all levels of teaching, Lesson Studies involved the collaborative design, delivery and evaluation of an exemplar lesson, with student engagement and learning outcomes a key priority of the process. Academic research conducted by Woonona HS and the University of Wollongong is planned around Lesson Studies for 2017.

PEX Mentor Planning Days were provided for PSTs and Mentor teachers from WHS and KHS. Workshops were designed and delivered to PST on behaviour management and communication and time allocated for collaborative planning of upcoming PEX placements to help ensure continuity of teaching practice and the delivery of high quality lessons for students. The PEX Planning day was positively evaluated and will be utilised again as part of the HUB initiative in 2017.

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	323	337	342	342
Girls	261	256	226	257

Student attendance profile

School				
Year	2013	2014	2015	2016
7	93.9	94.2	94.9	94
8	90	93.2	91.7	89.9
9	89.8	89.5	93	91.1
10	88.7	91	89.1	91.6
11	87.8	89.9	90.6	90.1
12	88.8	92.5	90.4	90.7
All Years	89.8	91.7	91.6	91.4
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

Student attendance at Woonona High School continues to be at or above state average. In years 7, 9, 10, 11 and 12 student attendance was above state.

The move to period by period roll marking has contributed to improved attendance rates as has the consistent and timely follow up of student absences and partial and full day truancy.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			
Employment	1	16	19
TAFE entry	1	12	21
University Entry			55
Other		1	8
Unknown			0

The combination of a strategic comprehensive HSC strategy and individualised support for Stage 5 students has again resulted in Woonona High School students transitioning from school to tertiary education, training or employment. The alternative HSC program supports individual students into the workforce either in pursuing further skills based education or employment including a vast majority successfully gaining apprenticeships or traineeships.

Year 12 students undertaking vocational or trade training

Many of our students enroll in either Vocational Education or TAFE subjects while in the senior years. In 2016 30% of Year 12 students were in one or other of these courses. At Woonona High the following Vocational Education courses are offered; Metal & Engineering, Construction and Hospitality.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of Year 12 students obtained a HSC or equivalent vocational educational qualification in 2016.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1.6
Head Teacher(s)	7
Classroom Teacher(s)	32.1
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	0.8
School Administration & Support Staff	8.88
Other Positions	3.3

*Full Time Equivalent

In 2016 Woonona High School did not have teaching or non teaching staff of Aboriginal background.

Workforce retention

In 2016 Woonona High School did not have teaching or non teaching staff applying for transfer. In 2016 one teacher retired, another 3 commenced extended leave pending retirement and a graduate temporary teacher gained full time employment elsewhere.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	19

Professional learning and teacher accreditation

All members of staff both teaching and administration participated in professional learning in 2016. Staff Development days (SDD) and activities supported the Strategic Directions in the School Plan and other school and systemic priorities. Teacher Learning Communities (TLC) ran through its second year in 2016 and is now embedded in the routine of collaborative learning structures at Woonona High School.

Mandatory Child Protection, CPR and Emergency Care training were also delivered for all staff at a SDD. All staff attended the Curriculum Networks Illawarra SDD in Term 2 to further support syllabus implementation and subject specific pedagogues.

In total \$48,697 was expended on professional learning meaning approximately \$1014 per staff member. The major components were casual relief costing \$33,607 and course fees costing \$5,579.

In 2016, ten teachers worked toward accreditation with the beginning teacher coordinator through the beginning teacher induction program. Four of those teachers applied for accreditation at proficiency level in 2016.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30 November, 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	527 661.62
Global funds	422 609.30
Tied funds	345 198.28
School & community sources	606 090.00
Interest	13 183.91
Trust receipts	40 067.40
Canteen	143 151.58
Total income	2 097 962.09
Expenditure	
Teaching & learning	
Key learning areas	134 370.96
Excursions	171 759.62
Extracurricular dissections	310 200.22
Library	10 096.95
Training & development	0.00
Tied funds	336 936.12
Short term relief	138 420.66
Administration & office	131 363.92
School-operated canteen	130 056.01
Utilities	82 757.08
Maintenance	79 746.37
Trust accounts	44 369.82
Capital programs	0.00
Total expenditure	1 570 077.73
Balance carried forward	527 884.36

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

NAPLAN Year 7 – Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

The results for Literacy in Year 7 were pleasing. Our students' results were above NSW DoE average results in writing and reading. They also scored above the scores in statistically similar school groups for all test elements assessed.

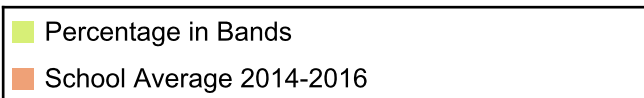
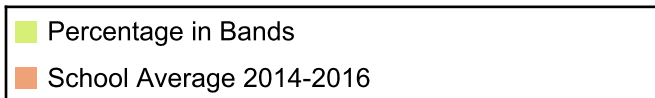
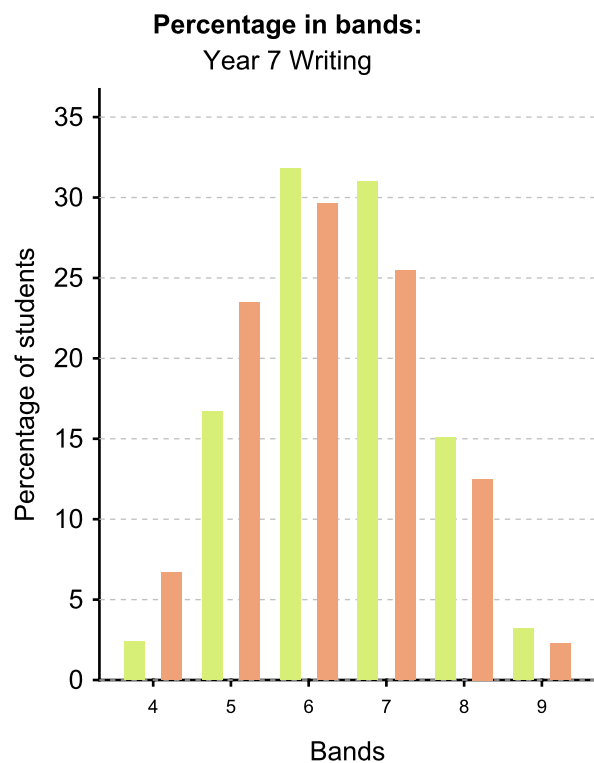
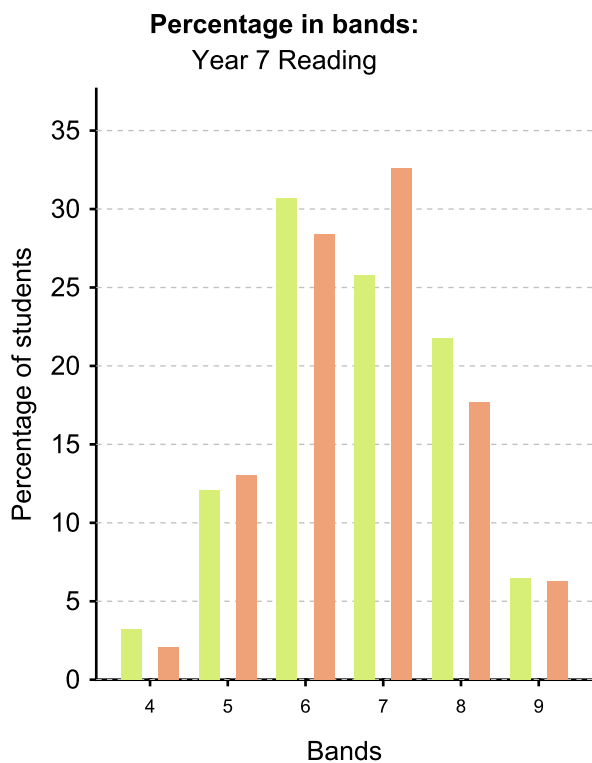
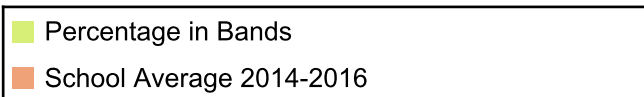
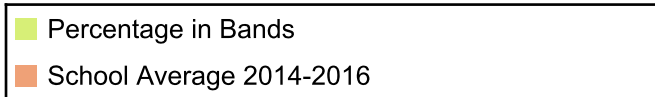
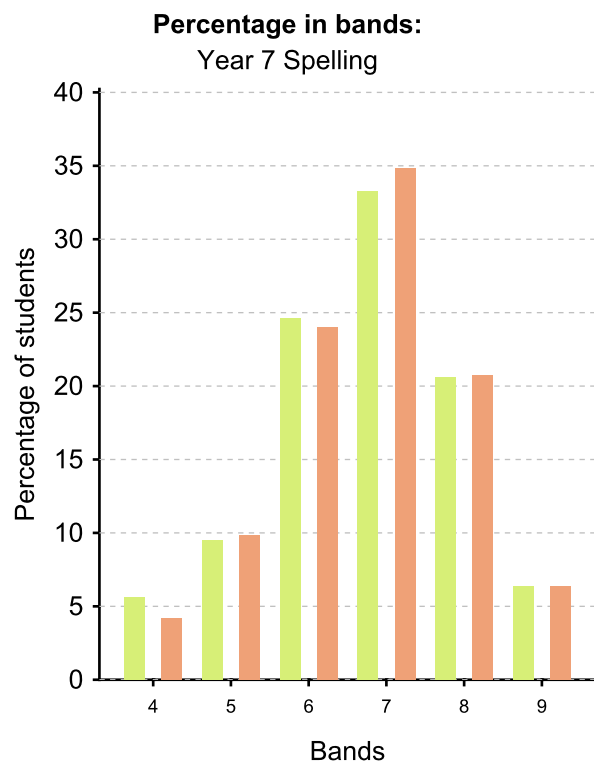
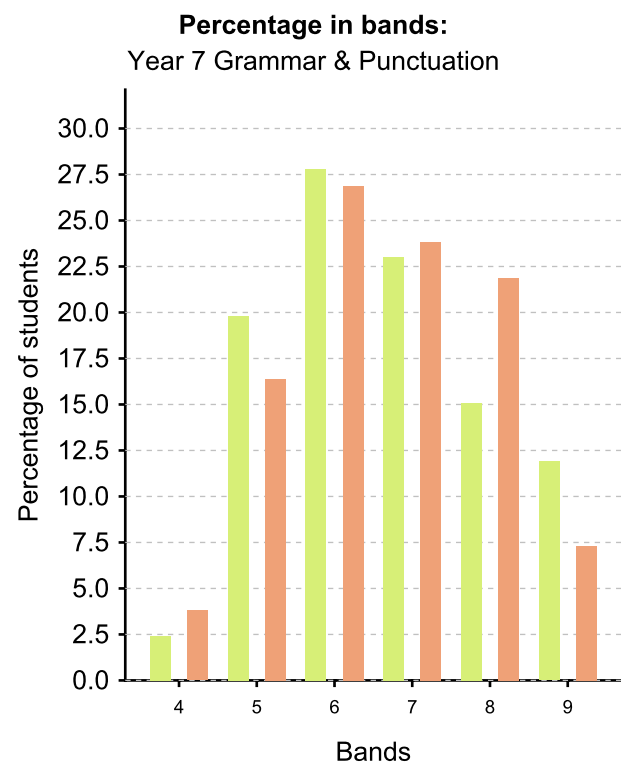
59% of all students achieved greater than expected growth in reading, 58% in spelling and 51% in grammar and punctuation.

We will continue with our focus upon literacy in 2017 as the results from the Accelerated Reader and Super Six Strategies pilot program indicated significant growth for individual students in Years 7 and 8.

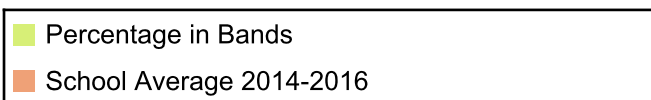
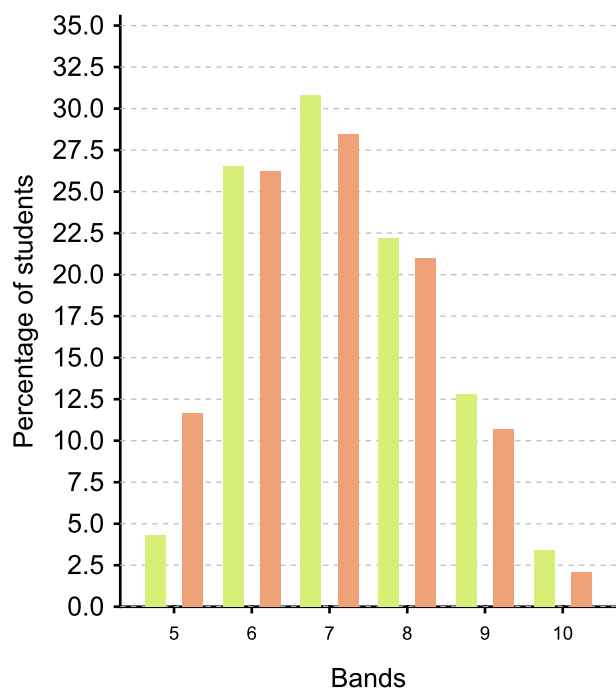
NAPLAN Year 9 – Literacy

Greater than expected growth was achieved by 57.1% of Year 9 students in the test aspect of spelling, 56% in reading and 60.7% of students achieved greater than expected growth in the test area of grammar and punctuation. They also scored above the scores in statistically similar school groups for all test elements assessed.

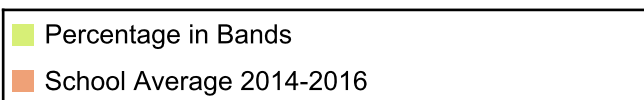
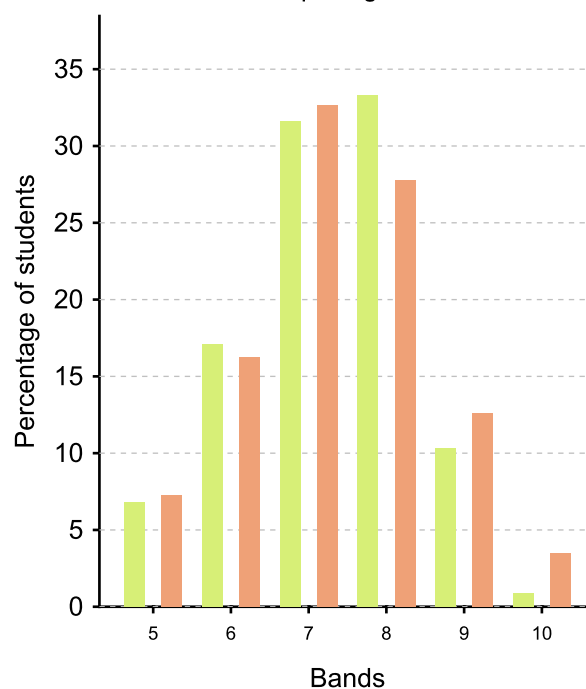
Longitudinal trend data indicates improvement in the test areas of reading and grammar and punctuation.



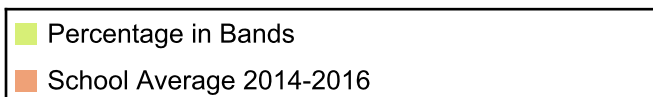
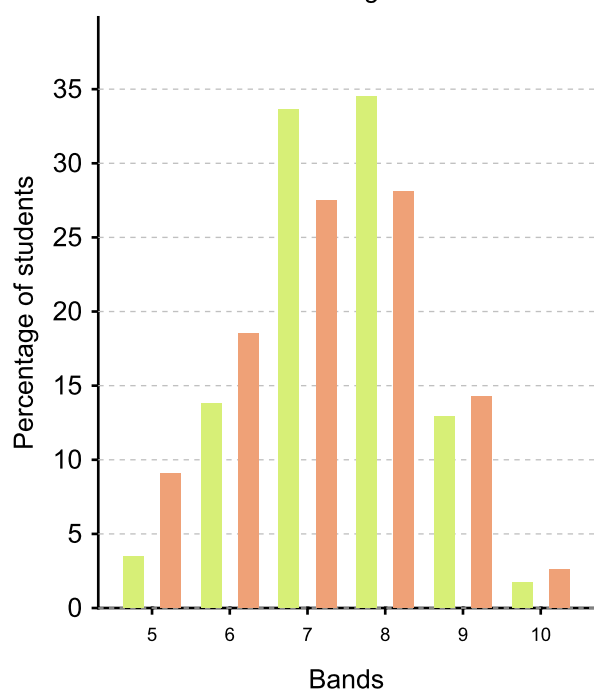
Percentage in bands:
Year 9 Grammar & Punctuation



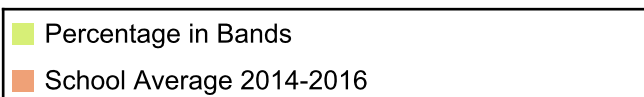
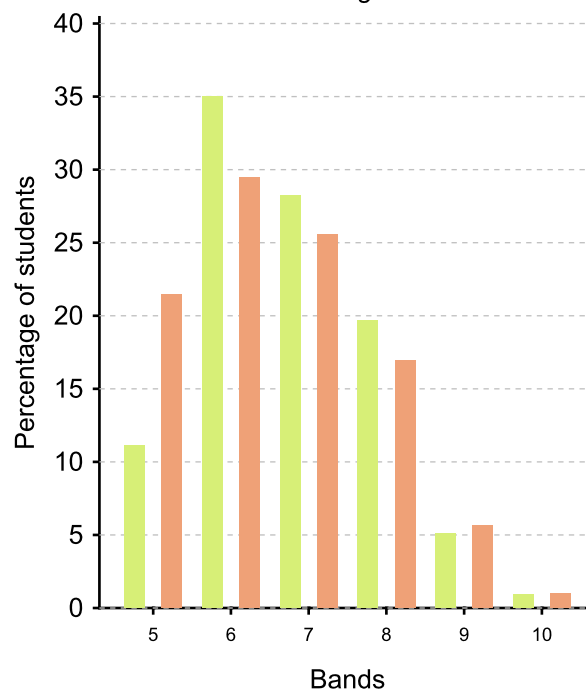
Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Writing



NAPLAN Year 7 – Numeracy

Year 7 students scored above the NSW DoE in Numeracy, Data, Measurement, Space and Geometry and also in Number patterns and Algebra. They also scored above the scores in statistically similar school groups for all three test elements assessed.

71.3% of all students achieved greater than expected growth in numeracy.

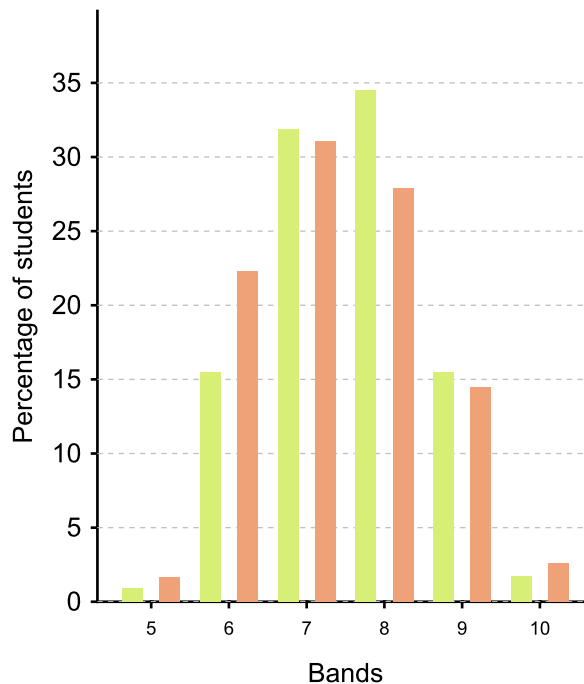
NAPLAN Year 9 – Numeracy

Our Year 9 numeracy results indicate that our focus on improving student achievement in Numeracy will need to continue throughout 2015. A focus upon improvement in numeracy skills in 2016 resulted in 59.5% of Year 9 students achieving greater than expected growth in the test aspect of Numeracy.

Year 9 students scored above statistically similar groups in Numeracy, Data, Measurement, Space and Geometry and also in Number patterns and Algebra.

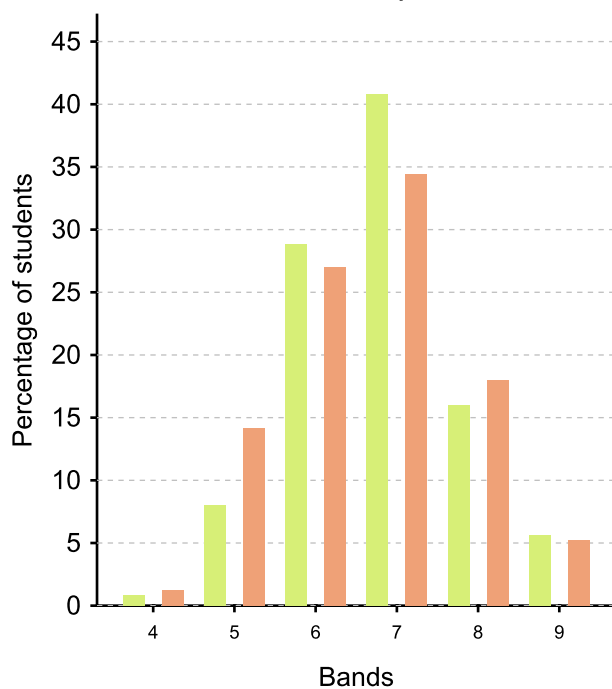
Percentage in bands:

Year 9 Numeracy



Percentage in bands:

Year 7 Numeracy



The achievement of students in bands 8 and 9 in Year 7 included 38.3% in the test area of reading, 26.9% in spelling, 18.3% in writing, 27% in grammar and punctuation and 21.6% in numeracy.

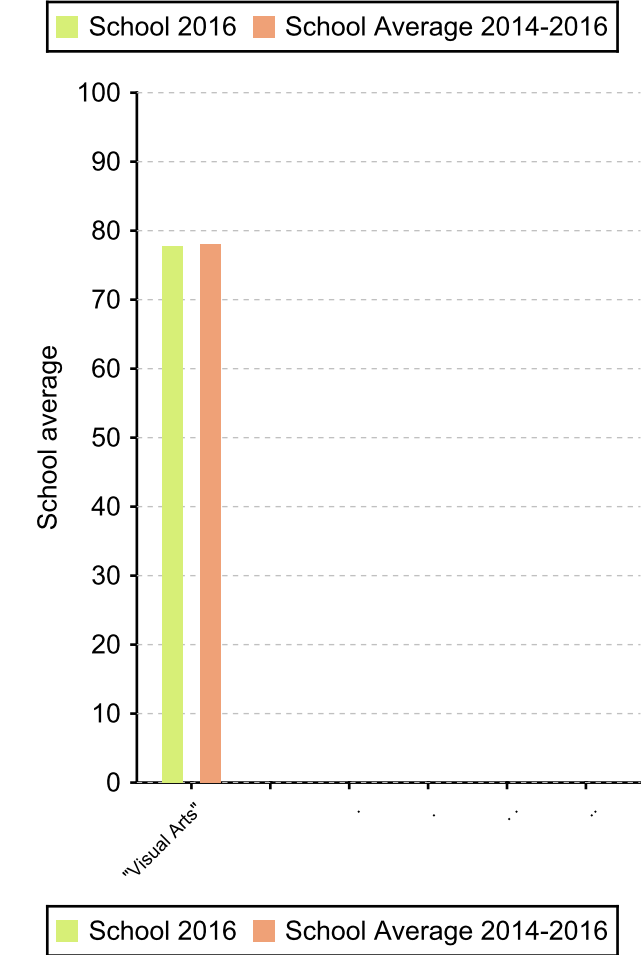
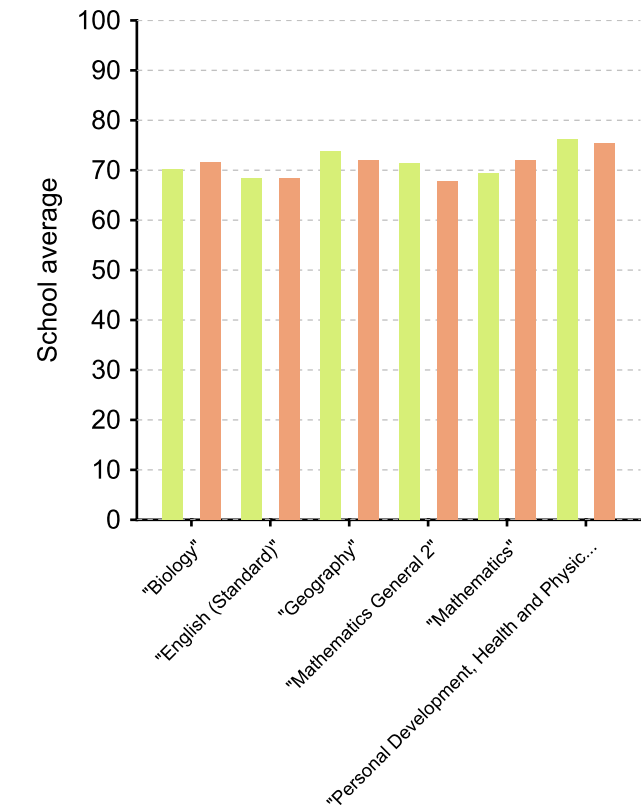
The achievement of students in bands 8, 9 and 10 in Year 9 included 57% in the test area of reading, 52% in spelling, 25.7% in writing, 35% in grammar and punctuation and 52% in numeracy.

Percentage in Bands

School Average 2014-2016

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



In the Higher School Certificate, our results continue to improve. We had above state average results in eleven courses; English Extension 2, Industrial Technology, Information Processes and Technology, General Mathematics, Modern History, Music, PDHPE, Senior Science, Metals and Engineering, Construction and Hospitality.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

All indications from the School Evaluation of 2016 show that staff, students and parents are satisfied with the Welfare systems, policies and procedures that are in place.

Students at Woonona High School demonstrated resilience, respect and confidence across the school and wider community through the myriad of programs on offer. According to the data that came from the School Evaluation of 2016, students believed they were more fairly rewarded and recognised across the school for a variety of their pursuits. The "Tell Them From Me" survey data indicates that our students are engaged with their learning and their social and emotional well being is above state norms.

The scores for the Likert format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement, 10 indicates strong agreement, and 5 is a neutral position (neither agree nor disagree).

The survey results indicated that 8.3 of parents feel welcome at the school, 8.9 responded that the school's administration staff are very helpful, 7.8 parents feel well informed and 7.9 reported that written information is clear and in plain language.

Policy requirements

Aboriginal education

In 2016 Woonona High school continued to increase links within the Indigenous community and support our Indigenous students throughout their life's journey with both an educational and cultural focus. Students were provided with opportunities to participate in a range of events throughout the year with the focus being a mix between academic,cultural and building life skills.

Our students attended a workshop held by Zac Bennett-Brook and Jack Taylor where they learnt a variety of Indigenous Games including Kabi Kabi Buroinjin, Parndo, Wana, Gorri and Kalkadoon Kee'an . Zac and Jack taught the students how to traditionally play the games, where the games originated from and how to teach them to others. Students then used their newly attained knowledge and

skills to teach and play the games with our Community of Schools Indigenous students plus one of their friends from Woonona, Russell Vale and Woonona East primary schools. The day allowed for connections to be made between our students and the students from the primary schools and for our students to gain valuable communication and leadership skills.

Students again attended the AIME (Australian Indigenous Mentoring Experience) program run by the University Of Wollongong. In 2016 the program saw Indigenous students from years 7–12 participating in a range of activities and mentoring sessions with the ultimate goal being the provision of support structures for those students to utilise in the school environment and beyond. In particular the program aimed to provide pathways for the students to work towards future endeavors such as progressing into the next grade at school, TAFE, university, employment, other course providers and the opportunity to bond with Indigenous students from other schools in the area. Dylan Pearce–McGeary was selected as Woonona High School's AIME Ambassador, a role which required him to support younger students and encouraged them to get involved in the AIME experience. Students in Years 9 and 10 attended UOW on five Fridays throughout Term 3 covering hard–hitting subjects such as racism and identity as well as fun sessions including AIME'S *Got Game and Drama*. Year 12 students were invited to the Novotel Wollongong Northbeach to attend two workshops focused on creating short and long term goals and planning clear pathways. Jack Taylor of Year 12 attended the workshop and was mentored through the process of deciding where he would like to head on his educational and life journey and what support he would need to get there.

Woonona High School had its first whole school NAIDOC celebration in 2016. Students and staff attended an assembly in which members from the community were invited to partake in the celebrations. Jack Taylor spoke about our local Aboriginal history and Kaitlyn Smith addressed the audience with her explanation of what NAIDOC is and the theme for 2016, *Songlines: the living narratives of our nation*. Our guest speaker was Mr Mark Tinelt, an ex Woonona high school student and community member. He spoke about what NAIDOC means to him and the Indigenous community, along with the importance of reconciliation. Students then participated in a number of workshops. Year 7 participated in a technology based lesson in which they chose a famous Indigenous Australian to be the focus of a PowerPoint presentation. Year 8 completed an art workshop in which they learnt about traditional Aboriginal art before creating their own group works. Year 9 played traditional Indigenous games and Year 10 studied the life of Vincent Lingiari and how his life story is represented in different textual forms. The celebration was concluded with a whole school barbeque.

All of our year 7 students once again attended a seminar with Boori Monty Pryor, an award winning author. Along with his books, Boori Monty Pryor is also known for his work in film, television, music and education. The workshop allowed for students to learn about traditional and contemporary Aboriginal life.

Akeylah Colvin teamed up with local artist Zac Bennett–Brook to create an Aboriginal artwork to complement the backdrop of our main quad stage. The artwork reflects our schools beautiful location between the mountains and the ocean and includes images of bird life, kangaroos and emus.

Year 7 students attended a NAIDOC debating workshop where they learnt general public speaking and debating skills, interacted with other students and staff from various school around the Illawarra and listened to some elders discuss 'song lines' which was the 2016 NAIDOC week theme.

Year 11 and 12 students were provided with individual tutoring through the Norta Norta program which enabled them to get one on one support, increasing their skills, helping with organisation and improving learning outcomes.

Our year 8 and 10 students participated in the NORTA NORTA NAPLAN program where tutors provided them with support regarding their class work, assignments and to worked to and improve their literacy and numeracy skills.

Two Indigenous students completed their HSC in 2016. In 2017 Jack Taylor be transitioning into the UOW College STEP pathway program in an effort to allow him to enrol in a course at UOW in the near future. Aiden Wanson is currently in full time employment.

Female students from Years 9 and 10 participated in the Journey Stones program run by Denika Thomas from the Illawarra Women's Health Centre. The program was developed from Aboriginal teachings, targeting young women to support the positive growth of their own mental health and wellbeing. The program was established for all young women to participate in. The program aimed to ensure that young women would have an increased understanding of themselves and a clearer understanding of their own emotions. The program embraced the notion that when understanding self and the play between emotions, young women can then make better choices and become more informed on how to tackle the ups and downs of adolescence.

Two of our Indigenous students from year 11 were chosen to go on the Central Australia trip. Driving by coach it took 12 days to reach Darwin after stopping at a number of locations along the way such as Hay, Spear Creek, Coober Pedy, Woomera, Alice Springs, Daly Waters, Katherine and Kakadu before reaching our final location. Highlights along the way were Uluru, Edith Falls, the Devils Marbles, Katherine Gorge, visiting the school of the Airwaves, looking at Indigenous art and the Camel ride just to name a few.

Jasmin Wilson and Zac Newton received awards at the inaugural Deadly Encouragement awards held by the Northern Illawarra AECG. Both students were nominated for their outstanding efforts throughout the 2016 school year. The ceremony was held at Waniora Primary School with students receiving their awards in front of their families and local community.

Our coordinator of Indigenous Education Miss Morgan Potter and Principal Mrs Belinda Wall have continued to attend the Northern Illawarra AECG meetings. Allowing for them to connect and collaborate with teachers from other schools to and stay up to date and informed with new and existing policies, gather information on upcoming opportunities and events for our students and the achievements of other Indigenous students from our local area..

Multicultural and anti-racism education

As part of Woonona High's ongoing efforts to ensure that the school is culturally inclusive our students have been exposed to a variety of experiences about inclusiveness. Many of our students have attended leadership activities to expose them to the richness and diversity of Australian culture. Harmony Day is becoming an event we celebrate each year to increase awareness of diversity within our school community. In collaboration with Wollongong City Council Stage 5 students participated in "The Refugee Challenge" which provided students with information and stories from refugees and authentic experiences of the journey, risks, dangers and challenges faced by refugees. The Refugee Challenge culminated in a community evening event where students and refugees shared their experience of learning from one another.

Other school programs

HSC Raising Achievement Strategy

Woonona High School has invested a significant amount of time and resources into the development and integration of a targeted and structured approach to supporting Year 12 students and raising performance in the Higher School Certificate. The strategy is multifaceted and complex.

Student support is a fundamental component of the HSC Raising Achievement strategy and a number of structures have been embedded within the school to ensure students are fully supported at the faculty and whole school level. The school Homework Centre is staffed by volunteer teachers and opens four days a week for 1 ½ hours at the end of the school day. Two of the days are only available to senior students. In addition, the establishment of a student teacher mentor system— available to all Year 12 students (elected by the students themselves) – provides individualised support to all students throughout their HSC year. As part of the system, meetings between the teacher mentor and Year 12 student are held fortnightly and cover topics such as stress management, study timetabling, goal setting, assessment deadlines and general student support. HSC holiday workshops are delivered by HSC teachers during school holidays. Each day 3-hour workshops for most subject areas are run and provide opportunities for students to revise and practise key examination skills. The school library and study areas are also staffed by experienced teachers

and are available to students every day of the school holidays. In order to maximise teacher –student support, school funds are allocated to staff Year 12 classes, with small class sizes (<10 students) operating with minimal or no reduction in their allocated period allowance. Furthermore, a Senior Student Coordinator position was created and a highly experienced teacher has been employed to oversee all areas of the Year 12 program. This staff member regularly meets with Year 12 students on an individual basis to monitor and discuss student progress and achievement, maintain a line of connection to parents and report student concerns to appropriate members of staff.

Consistent community engagement and contact with parents/ caregivers also plays a key role in the success of the HSC program. WHS holds parent information evenings every term which are attended by parents and students, with each evening having a specific focus area related to HSC success. Formative feedback principles are embedded into assessment task and class task design. Parents are regularly informed of their child's progress and the steps that need to be undertaken by the student to meet all course outcomes.

Student achievement is a key indicator of the success of this program. Value-adding for WHS students (created by examining the gap between Year 9 NAPLAN and HSC performance) is significant; it is the highest in the area and often significantly greater than the state average of expected growth. HSC achievement has steadily grown under the HSC assessment strategy, with many subjects exhibiting a linear growth in the bands achieved by students over the last 3 years. Moreover, university admissions have increased significantly, with a large proportion of each cohort achieving Early Entry to university courses of their choice and the total percentage of students moving into university level study increasing successively over the last three years.

Creative and Performing Arts (CAPA)

2016 was another busy and successful year for the Creative and Performing Arts at Woonona High School, with new, innovative teaching and learning programs and a variety of extra and co-curricular opportunities available to all students in Circus, Dance, Drama, Film, Music, Photography & Digital Media and Visual Arts. A summary of the highlights and new CAPA programs in 2016 is included below:

Year 7 CAPA Class

The Year 7 CAPA Enrichment Class began in 2016 after auditions in 2015. The first cohort of students were thoroughly engaged with the opportunities they received in this class and the feedback from staff, students and parents was very positive. A CAPA showcase was held in June and the variety of skills, along with the strong focus on collaboration, was clearly evident in all of the performances. The extra teaching time in CAPA made an obvious difference and will continue.

CAPA in the Community

The Creative and Performing Arts at Woonona High was also well represented in the wider community in 2016, with several of our students performing with the Illawarra and South East Regional Touring Performing Ensemble, Southern Stars Orchestra and the Aboriginal and Torres Strait Islander Dance Ensemble for Southern Stars. One of our senior school leaders, Bronte Petrolo, was also successful in auditioning to be one of the comperes for Southern Stars in 2016, and we had many of our dance ensemble students perform in the show as well.

We also had students participate in the Wollongong Conservatorium of Music event "Megaband: Jammin' with James Morrison," perform on stage and in the orchestra for the Arcadian's Theatre Group production of "Hair," and regularly perform in Wollongong Crown Central as part of the city's "Live Sites" programs.

CAPA students saw productions of "Matilda," "We Will Rock You" and "Aladdin."

CAPA Camp

This year we extended our annual Music camp to include Dance, Drama and Visual Arts students as well, creating a Creative and Performing Arts (CAPA) Camp. The camp is used to teach new repertoire and form new ensembles for our annual showcase Variety Night. There was a great sense of teamwork during the three days and it was wonderful to see students of all ages working together.

HSC Showcase

This year also saw the introduction of a CAPA and TAS HSC Showcase, combining previous exhibitions into one for Music, Visual Arts and Industrial Technology. The night featured a HSC Music concert, major artworks and furniture displays.

Dance

2016 saw another extension of the Dance Programs offered at Woonona High, as the unveiling of our new dance studio allowed more electives to be introduced. Along with extra classes and a new sport group, a new dance ensemble was also formed. This group successfully auditioned and performed at the South Coast Dance Festival, along with Southern Stars, Variety Night and school assemblies. Our dance students also attended an excursion and workshop with the Sydney Dance Company. Circus Electives and Aerial Training also continued in 2016.

Drama

Drama students continued to explore the world of theatre in 2016 with a production of "Circus Caravan" being staged in August, along with the South Coast Drama Festival. Our elective classes have been involved in numerous excursions, workshops and performances at school and in the community, such as Fearless Seminar, Merrigong Theatre, Shakespeare Interactive and Ash Girl.

Music

2016 was another strong year for Music at Woonona High, with excellent HSC results including marks ranging from 69 – 95 (above state average), 3 Band 6's and 2 band 5's. One of our students, Joshua Bate, also received a HSC Encore nomination. Three students have been accepted to study Music at a tertiary level. Our elective courses continue to prove popular and we had two Year 9 classes.

Our band program continued its success with a new intake of primary school students. Our Junior Band also toured to our local primary schools and the Illawarra Retirement Trust in Woonona, as well as performing at the Thirroul Festival. We held another 3 Unplugged concerts, including our 20th, to support live acoustic music. The 20th Unplugged Concert featured guest performances from some of our talented ex-students. We also started a Vocal Ensemble that meets every week this year. They performed at Unplugged and Variety Night, and thoroughly enjoyed an excursion to the Secondary Schools Choral Concert. In 2016, we were also able to support one of our local schools, Woonona Primary, as they prepared for their Choral Festival. The choir was accompanied by 3 students from our Primary School Band on bass guitar, trombone and clarinet. We were well represented in the Illawarra and South East Regional Performing Ensemble this year, with Phoebe Austin (keyboard), Caleb Bate (trumpet), and Ethan Johnson (drums). Ethan also played in the Orchestra for Southern Stars. Other excursions included HSC Encore, Giants of Jazz and CMG AV Training.

Visual Arts

2016 also saw the continuation of the Illawarra's inaugural Visual Arts Accelerated HSC Course. The initial group continues to display impressive qualities in their attitude and work ethic, achieving strong results. We also had a new group of Year 8 students beginning the Accelerated HSC Course program.

SPORT

School Surfing

School surfing is becoming evermore popular with students each year. With our close proximity to the beach and our coastal culture many students are choosing to become involved in the array of surfing activities on offer at Woonona High School.

For Wednesday afternoon school sport both Learn to Surf and Surfing programs are offered as sporting choices for students.

Before school surfing is run by some of our hard working staff members and takes place at Woonona Beach every Thursday morning from 6am. It is becoming increasingly popular with students who want to improve their surfing skills.

A Surf Skills day was also held for Year 7 students to improve their swimming and surf awareness skills. An

assessment of their water skills is also carried out as part of the Departments requirements for students undertaking excursions near water.

Our student surfers competed at the South Coast Combined School Surfing competition which was held at Ulladulla. A team of six surfers represented our school well, with three making the finals.

As part of the curriculum the Year 11 SLR (Sport, Lifestyle and Recreation) class received their Surf Life Saving Certificates and Years 11 and 12 PDHPE students all received their resuscitation certificates.

To add to Woonona High School's involvement in the wider community, a large contingent of students, parents and teachers from our surfing community took the opportunity to help out at the Thirroul Disabled Surfers Day in 2016 at Thirroul Beach. The volunteers helped many youngsters experience surfing for the first time.

Soccer

Continues to be an integral part of sport at Woonona High School with girls and boys teams entered in many competitions.

Swimming

This year we had eleven of our students selected in the Northern Zone Swimming team. All students represented our school well at this prestigious carnival. Zara Sharman and Bronte Sweeny made it through to the CHS Carnival held at Homebush where Zara made finals for all events she competed in, winning three State medals.

Zone Sport

Woonona High School continues to fully support the Northern Zone Competition in Terms 2 and Term 3.

Year 7 Gala Day

In 2016 the inaugural Year 7 Gala Day was introduced with all Year 7 students having the opportunity to compete in five different sports. The day was successful and is now part of the school sport calendar.

Water Polo

Woonona High School Open Girls water polo team placed second in the south coast knockout competition. Our Year 7 girl's team also did well as they were entered in the Open Competition and this was their first experience at this sport.

Netball

Woonona High School was represented at the Northern Illawarra Zone Netball Carnival with Under 15's and Open girls teams competing. Our Open team came third. We were also represented at the Regional Netball Gala Day with teams from Years 7 and 8.

Cross Country

Our top 10 runners in each age group were selected to compete in the zone cross country at Woonona. Many students went to Nowra as Northern Zone Representatives with two students being selected to attend.

State Athletics

In 2016, a large contingent of students represented WHS at the State Athletics carnival held at Homebush NSW. Four of our relay teams qualified to compete at the CHS titles with two of the teams qualifying for the finals.

Some standout performances for the year were

Zara Sharman – 14 years Girls Age Swimming Champion at Area Carnival, medalist at CHS Carnival.

Hayley Walker – selection in the South Coast Open Tennis team – 4 years in a row.

Thomas Heaton – winner of South Coast and NSW Age Championships in Golf.

Alexis Rossier – selection in South Coast Open Boys Soccer team – named most valuable player at State Carnival.