

Warilla High School

Annual Report



2016



8418

Introduction

The Annual Report for 2016 is provided to the community of Warilla 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.

The annual report describes the school's high-quality practices across the three domains of the School Excellence Framework of learning, teaching and leading. For more information about the School Excellence Framework please visit: <http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

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Message from the Principal

Warilla High School is a proud, comprehensive public high school with strong links to the local community. 2016 has seen the school undergo a range of external validations which have independently vindicated the school's progress in the areas of teaching, learning and leading.

The school also engaged in a National Consistent Collection of Data audit conducted by Price–Waterhouse–Coopers to ensure practices associated with making reasonable adjustments for students with learning difficulties were in place and being actioned. The Auditor General's Department also undertook a financial Audit of the school's operation and found our systems and practices to be consistent with DET policy and best practice. We also had our Vocational Education and Training operations assessed by Network 4 specialists who again found our work in this area was consistent with exemplar practice.

2016 also saw our school plan priorities addressed in an orchestrated and systematic manner. Partnerships were developed with the University of Wollongong and the University of Sydney respectively to pilot STEM (Science, Technology, Engineering & Mathematics) based subjects including robotics and– in 2018– aeronautics, including drone technologies. This has been complemented with a Trade Training Centre in Metals and Engineering which is fully operative, along with a café designed to provide students with an industry–based experience in this area of the hospitality market.

The school continued to excel in the sporting arena, being named the Champion Sport High School in the Zone for the 10th year. Students represented the Zone, NSW and Australia with distinction, with several being recognised with Zone and NSW Sporting Blues. Perhaps the highlight of our sporting year was being named NSW Combined High Schools Athletics Champion School for 2016. This is a rare honour as it means we competed against all comers– including designated Sports High Schools from across the state– and emerged victorious!

This sporting prowess and the dedication, persistence and resilience associated with elite athletes was replicated in our academic improvement where over 40 students received offers of early entry to University prior to the commencement of the HSC. We achieved 12 results in the distinguished Achievers List with our highest ATAR score being 95.3. We also had a number of students take up traineeships and apprenticeships. Overall, 95% our 2016 school leavers entered tertiary study, employment, job–related training, or combinations thereof.

Our ongoing commitment to student well–being has manifested itself in a full–service model of schooling which seeks to address student growth in supportive, preventative, developmental and remedial frameworks. Enrollment demand continues unabated, with over 100 non–local enrolment applications turned away each year. The school's partnership with its community to institute a zero tolerance approach to violence and bullying and harassment are key to the school's current operation and popularity.

It is with much pleasure that I present our 2016 Annual Report. I think you will find it a detailed and interesting insight to our strategic intent, direction and work to deliver on the stated priorities of our School Plan, and to ensure only the highest quality teaching and learning framework is in place for your children.

With my kind regards, John Hambly

Message from the school community

The Warilla High School P&C Association is a small but committed group of parents who meet on the second Tuesday of each month. These meetings have grown to be forums where every aspect of the school's operation is critiqued with a view to providing strategic and ongoing support. In 2016, this support has included contributions to evaluations of the school related to *The School Excellence Framework*, the provision of book packs for sale through the P&C operated Canteen and funding upon application from various KLA requests designed to improve student learning outcomes.

Throughout the year, a cross section of staff from different faculties have addressed the P&C on a range of items including DET priorities and policy. Additionally, Head Teachers have also briefed the P&C on various aspects of their KLA organisation and several innovative programs that have been deployed across the school. These presentations provide the unique opportunity for those in attendance to tease out the various nuances and details of the intended projects and the discussion makes for a very informed parent group.

Finally, I would like to thank our 2016 P&C Executive who have continued to work in the best interests of this wonderful school. I would ask all parents to take the opportunity to come along to our P&C meetings, meet other parents, teaching staff and the principal and to take up the opportunity to engage in the robust and interesting discussions that are the hallmarks of our work.

Yours sincerely, Mrs Natasha Saltalamacchia

School background

School vision statement

Warilla High School is committed to excellence for all in a safe, caring and inclusive environment which provides relevant learning activities that will develop independent, self-directed learners who will positively contribute to their local and wider communities.

The principles and practices of Warilla High School are derived from a set of core beliefs that have been endorsed by our school community.

At Warilla High School, we believe that:

- every child can learn,
- every child has the right to learn and
- every child has the right to access quality teaching practice.

We believe that as a school, we are: “Student Centred and Outcomes Driven”.

We commit to the notion of equality of opportunity for all members of our school.

We believe in a working environment of mutual respect and shared responsibility that promotes positive relationships among staff and students.

Working ethically and with integrity will be hallmarks of our school.

School context

Warilla High School is situated in close proximity to the picturesque seaside village of Shellharbour on the South Coast of NSW. The school was established in 1965 as a comprehensive co-educational high school. The school attracts many students from outside its designated drawing area because of its excellent reputation in the community for its sporting, academic and welfare successes and initiatives. The school serves a diverse community and has 5 Special Education classes including ED, Autism, IM and IO. It is one of the largest Schools in Network 4 and offers a broad curriculum in both the junior and senior school. Student Engagement has been a crucial focus for the school.

The school is committed to equality of opportunity and creation of conditions which allow all students to achieve excellence. Quality systems and teaching practice for 21st Century Learners which reflect current research will drive our efforts to ensure the school is student centred and outcomes driven. The introduction of the Positive Behaviour for Learning (PBL) program has focussed our attention on our key values: Respect Others and Value Yourself, Seek Knowledge, Care for your Environment, Embrace Honesty.

PBL is supported by all staff who are involved in teaching explicit lessons around these values. Our highly developed welfare system is reflected in the cohesive nature of the school community and our unwavering commitment to ensuring all students leave this school equipped with the requisite skills to be effective citizens who will lead fulfilling and rewarding lives.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

During 2016, the school was externally validated using the School Excellence Framework (SEF). In preparation for this validation, the school undertook a rigorous self-assessment process and produced a range of annotated evidence samples to support determinations made of our benchmarking against the elements contained in the Teaching, Learning and Leading domains of the SEF.

On the basis of the External Validation, the school was assessed as Sustaining and Growing in the Learning Domain. Positive respectful relationships between students and staff promote student well-being and ensure good conditions for learning to occur were identified. Likewise, the validation team noted that quality teaching and professional practice were evident in every learning environment, providing opportunities for students to connect, succeed and thrive that are relevant to their various stages of learning and development. Our future directions in this area of the SEF include consolidation of our HOW2Learn initiative; a continuation of our Faculty Branding work with Professor Sawyer; the immersion of staff in the development of differentiated teaching approaches and the ongoing use of Professional Sharing

Communities to promote best practice and a shared efficacy.

In the Teaching Domain, the school was assessed to be at the Delivering phase. Teachers were seen to regularly review and revise teaching and learning programs and that classrooms were well managed, with well-planned teaching taking place so that students can engage in learning productively, with minimal disruption. It was also noted that the school was actively working towards professional learning for staff that built teacher capacity to analyse, interpret and use student performance data for improved programming and pedagogy. It was further noted that the school has effective professional learning for the induction of staff, quality teaching practice, leadership preparation and leadership development. Our future directions in this area of the SEF include implementation of the new Stage 6 syllabus requirements; the review, strengthening and alignment of our assessment reporting and programming with a focus on 21st-century learning skills and the refinement of teacher accreditation processes to align with best practice NESA modelling.

In the Leading Domain, the school was assessed as Sustaining and Growing on the basis of its productive relationships with external agencies such as the University of Wollongong and business, industry and community groups dedicated to improving learning outcomes for our students. It was also noted that there is a broad understanding of –and support for– the school's expectations and aspirations for improved student learning across the school community. This, combined with the school's strategic financial management regime has gained efficiencies to maximise resources available to implement the school plan and further enhance student attainment. Our future directions in this area of the SEF include improving our knowledge and understanding of the Professional Teaching Standards and of how evidence and leadership practices will reflect these standards. We are also committed to improving our NESA compliance obligations with regard to accreditation, curriculum documentation and management systems within the school. We will continue to strengthen our interaction with the broader community through the use of the Tell Them From Me Survey tool and an improved Attendance Action Plan.

The external validation process is an important component of a system– wide approach to school excellence. Schools regularly self–assess their improvement efforts using evidence to support their reflections and an external validation panel considers the school's evidence, providing assurance to the school and the system that the progress being made either through the school plan or as part of their ongoing school focus areas, aligns with the standards articulated in the School Excellence Framework. The 2016 external validation of Warilla High school indicates that the school is tracking strongly against the mandated benchmarks of the SEF.

Strategic Direction 1

21st Century Learning

Purpose

To engage students in developing skills for the 21st Century including being literate, numerate innovative learners with strong skills in the areas of citizenship, collaboration, communication, creativity and critical thinking. This will involve engagement with high-quality, differentiated teaching and learning practice and whole school programs to enable success both within and beyond the school.

Overall summary of progress

The work of the 21st Century Learning portfolio during 2016 focussed on the three processes of Embedding 21st Century Skills in Teaching and Learning Programs, BYOD planning and implementation and KLAS embedding Numeracy and Literacy as key focus areas.

In 2016 Warilla High School was one of 15 schools within the DoE Futures Unit project titled Schools of the Future. This project saw the school commit to the development of a professional learning structure based on evidence supporting staff collaboration and increased student engagement. This model of professional learning has been titled Professional Sharing Communities and has provided a structure for staff to share their learning, expertise and experience within key areas of innovation. In 2016 the Warilla High School PSCs were based on Differentiation, Visible Learning, DEAL, Google Apps and Project Based Learning. To support the embedding of 21st Century Skills and the reorientation of school learning culture at WHS commenced the implementation of the How2Learn Program. This saw the Executive and Staff engage in the professional learning modules 1–4 of this program.

Bring Your Own Device (BYOD) planning and implementation has seen the development and communication of policies and procedures via the BYOD weebly, school website, facebook page and school newsletters. Year 7 2017 have been briefed on the school expectations regarding BYOD. Increased infrastructure and resourcing has enhanced the access and use of BYOD technology across the school.

The inclusion of Numeracy and Literacy including The DEAL (response matrix) across KLAS has been an area of ongoing work in 2016. A literacy data update was provided to staff in Term 1. Staff across all KLAS also worked with students on preparation packages prior to the NAPLAN assessments. Head Teachers were provided with information regarding the new HSC minimum standards with regard to reading, writing and numeracy and were asked to reflect on the inclusion of literacy and numeracy in teaching and learning programs. The development of a literacy and numeracy action plan was a significant action completed by the 21st Century portfolio team in 2016.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">Increased number of students achieving Band 5/6 results in HSC exam by 5%	<ul style="list-style-type: none">Students achieving Band 6 has increased from 7 Band 6 results in 2015 to 11 Band 6 results in 2016 (the 2016 cohort had 105 less student entries in examinable courses compared to 2015)Band 5 results have declined from 98 results in 2015 to 59 Band 5 results in 2016 (the 2016 cohort had 105 less student entries in examinable courses compared to 2015)Curriculum patterns and offerings for Stage 6 have been reviewed with an analysis of data regarding course performance and student attainment. As a result, set curriculum lines have been offered to Year 10 since 2015.Student counselling and mentoring during subject selection has continued to be developed via the HT Secondary Studies and the Careers Advisory Team.	\$6,660.00
<ul style="list-style-type: none">All teaching programs have 21st Century Learning Skills embedded	<ul style="list-style-type: none">Professional Sharing Communities were established to assist staff professional learning in key 21st Century Learning areas including: DEAL,	\$13,340.00

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> All teaching programs have 21st Century Learning Skills embedded 	<p>Visible learning, Differentiation, Google Apps and Project-based Learning</p> <ul style="list-style-type: none"> Warilla High School was one of 15 schools in NSW involved in the Schools of Future Project All staff have been trained in modules 1–4 of How2Learn An online survey showed 75% of staff were using BYOD at least weekly within their classrooms with 60% reporting the use of BYOD daily within their lessons. Staff reported the largest use for BYOD is conducting research and accessing resources Student surveys reported 70% used devices for note taking, research and accessing resources. 79% of students who were surveyed reported that their teachers use technology to engage them Learning Spaces including the Library, outdoor area, E34, E35, D20, D22 and A4 have been redesigned to encourage the development of 21st Century Skills A draft template for teaching and learning program evaluation developed including 21st Century Skills audit 	\$13,340.00

Next Steps

The work toward the 21st Century Learning portfolio purpose of engaging students in developing skills for the 21st Century including being literate, numerate innovative learners will continue in 2017. We will intensify our processes to ensure the inclusion of key skills such as citizenship, collaboration, communication, creativity and critical thinking within teaching and learning programs. Professional learning, innovative pedagogy and staff knowledge and use of student data will be key factors within our development of high quality, differentiated teaching and learning practice and whole school programs to enable success for our students within and beyond the school.

Areas for focus in 2017 for the 21st Century Learning Portfolio will include the evaluation of all faculty programs, assessments and reporting structures to ensure that key 21st Century skills and pedagogy are explicit and consistently delivered across the school. This will be supported by planned and regular evaluation meetings with faculty Head Teachers and communication to parents, students and staff around the importance of 21st Century Skills. The How2Learn professional learning program will also continue to be a central feature of whole school learning in 2017 with the implementation of the remaining modules throughout the year.

There will be an increased focus on improved engagement of students through innovative pedagogy and technology. The portfolio team will work to continue to support BYOD along with the development of new programs, resources and learning spaces including the development of a digital facility for student organisation, Robotics and STEM initiatives and the continued re-design of learning spaces. In 2017 students will be provided with BYOD update sessions to ensure a comprehensive understanding of key requirements, programs and benefits of BYOD for their learning.

In 2017 there will be an emphasis on staff upskilling to enable the analysis and use of data to inform practice. This will involve the use of PLAN data shared by Primary Schools, Literacy Continuum and Numeracy Framework information developed through the teaching and learning team, NAPLAN and HSC data. These plans have been clearly articulated in the Literacy and Numeracy Action Plans for 2017. The plans focus on staff knowing their students and planning accordingly, the development of staff expertise in explicit literacy and numeracy instruction including the use of DEAL, the Super 7, working mathematically and success for the HSC strategies. The strategic use of the Literacy Continuum for students and staff to plot learning will also be a key feature of the work in this area in 2017.

Strategic Direction 2

Quality Systems and Practices

Purpose

Quality schools are underpinned by systems and practices which are self-supporting and self-sustaining. Our school systems and practices will be known, utilised, efficient and workable across the school and the broader community. They will be designed to enhance the teaching, learning and accreditation process as presented by NESA and The Australian Professional Standards for Teachers.

Overall summary of progress

All staff have been trained in new attendance monitoring procedures, and period by period marking is now operative. Suitable follow-up systems have been implemented and synchronised with a new timetable structure. To ensure NESA compliance, a NESA Hub has been created to scrutinise assessment, accreditation and examination processes to guarantee compliance with NESA regulations. The Positive Behaviour for Learning program has been adopted, refined, relaunched and integrated into the organisation and management of the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• 100% of staff marking rolls electronically and period by period	<ul style="list-style-type: none">• Initial review of roll call effectiveness and recommendations taken to executive and staff in terms of new procedures for 2016• Visit to other schools to investigate roll marking procedures and compliance with DoE policy• Work with key regional personnel including HSLO, to ensure compliance with DoE procedures• Data benchmarked for comparison in following years, including attendance rates and explanation of absences.• 100% Attendance Certificates awarded and celebrated (143 in Years 7 – 11)• New roll marking procedures for 2016 introduced to staff.• Introduction of a formal appeal system for Years 10, 11 and 12 students which aligns with the NESA regulations for assessments.• Introduction of a 'student's causing concern' review in Years 10, 11 and 12 throughout each term. This allowed the school to assist students in clearing "n-warnings" and increasing awareness of accountability.• Development of a whole school formal assessment procedure (for non-attempts) for Yrs. 7–12. This procedure will be introduced from 2016.• NESA school registration procedures introduced to executive and whole staff. All faculties issued a NESA school registration procedure folder. All Faculties given curriculum folders that align with NESA requirements, and samples collected.• KLA review conducted on assessment task procedures, specifically looking at the uniform use of School Assessment task proformas.• KLA review conducted on Curriculum NESA requirements across all faculties – including scope and sequence, programs and evaluation.	\$6,257.00
<ul style="list-style-type: none">• 5% reduction in negative referrals and suspension rates	<ul style="list-style-type: none">• Collaboration of PBL faculty representatives to work as a team to drive PBL in the school.• Data evidence (from Sentral) indicates that	\$13,743.00

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> • 5% reduction in negative referrals and suspension rates 	reporting of: <ul style="list-style-type: none"> • Positive incidents have increased • Negative incidents have decreased (notably by one third) • Suspensions have decreased. • Youth voice initiative. This body of students is based on a vertical roll call established to give a student voice to PBL strategies. This has been successful in a number of observable and concrete ways, including –Lesson planning –Matrix wording This student input will continue in 2017. • PBL Lessons • Introduction and successful implementation of Junior and Senior lessons created and based on data harvested from school • Faculty PBL representatives planning and designing lessons 	\$13,743.00

Next Steps

2017 will see a continued emphasis on the establishment and refinement of Quality Systems and Practices. Furthermore, we aim to ensure that these systems are embedded in the work of all staff. To this end, our next steps will focus on Positive Behaviour for Learning, promotion of the Warilla High Attendance policy and preparation for a possible audit by NESA .

Moving the focus from whole school to “Universal Prevention Classroom System of Support” will be the main aim of PBL in 2017. Incremental steps of greater involvement or complexity will be introduced to achieve this end, including having common classroom expectations and practices. Each faculty will be represented as this work is planned and implemented.

Support will continue to be provided as HT and faculties developed NESA compliant programs. School reviews of KLA assessment tasks and programs will help address this issue. Regular reviewing of students causing concern and subsequent parental involvement is a process that will continue and be refined. Creating an opportunity for students to provide constructive feedback around NESA issues and school procedures is a goal for 2017.

The Attendance Policy will continue to be an area of focus as it is introduced to the students, staff and wider community. Initial familiarity sessions will be held for all stakeholders and will include education on the use of Sentral to staff, to encourage greater accuracy with roll marking and annotations used to create data to plot Warilla High against the State. Feedback will be encouraged from all the parties involved and 100% attendance, of students and staff, celebrated.

Strategic Direction 3

Excellence for All

Purpose

The development of a school culture of continuous improvement, self-reflection and evaluation will create quality teaching and learning environments. Quality is characterised by high expectations, the relentless pursuit of excellence – without excuse – and the use of validated research to underpin school direction. In this climate, excellence for all can be achieved.

Overall summary of progress

Effective structures were implemented and consolidated across the school in 2016 in order to enhance differentiated learning. This included the appointment of a Differentiation Team Leader together with faculty representatives. In 2016 Warilla High School entered into a partnership with the Head Teacher Teaching and Learning from Engadine High School focusing on professional development associated with differentiated learning. Differentiation was an inaugural focus area for our Professional Sharing Communities whilst a Differentiation Toolkit was established leading to further opportunities for staff to collaborate. The Careers Advisory Team conducted an evaluation of the school work experience process and refined the Year 10 subject selection interview process. An internal evaluation of the Learning Engagement Alternative Program (LEAP) took place which has led to a new pattern of study being offered in 2017. A LEAP showcase evening was held together with a LEAP cook off which assisted in the overall aim of strengthening parent/carer engagement. Individual Learning Plans and Out of Home Care Plans were developed, reviewed and communicated for 100% of all identified students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• A minimum of 30 ATAR students achieve Early University Admission status, annually	<ul style="list-style-type: none">• In 2015, 35 students achieved early university admission status with 44 students overall receiving an offer to study at university.• In 2016, the number of students achieving early university admission status increased to 48 whilst the number of students who were successful in receiving an offer to study at university also increased to 58.• Overall, 43 students participated in the University Preparation Program in 2015 and 2016.• Overall, 37 students participated in the Summer Master Classes at The University of Wollongong in 2015 and 2016.• All of Year 11 participated in the University of Wollongong Bootcamps in 2015 and 2016.	\$5,192.50
<ul style="list-style-type: none">• 100% of learning accommodations for students with a disability documented and available to all staff	<ul style="list-style-type: none">• Individual Education Plans were developed for 100% of students who receive funding support in both 2015 and 2016. All plans were communicated to staff and parents/carers via scheduled meetings. Individual Education Plans are documented on Sentral for staff to access.• All Individual Education Plans were evaluated in 2016.	\$14,807.50

Next Steps

In 2017 we will see collaboration with ACER in implementing progressive achievement testing by the start of 2018 & Careers Advisory Team to evaluate post-school destination data related to 2016 LEAP cohort. Additionally, professional learning for CAP and Core Skills staff focusing on the literacy and numeracy continuums will occur, while improved communication with parents/carers of Core Skills students via email, establishment of see-saw, parent/ carer information evenings and showcases will feature in our work.

Internal validation of faculty scope and sequences, assessment tasks, programs and units of work will take place

while eSmart Team evaluation of relationship pedagogies in faculty programs.

Increasing student leadership opportunities via SRC, eSmart and MindMatters will be next in place as will the establishment of a working party investigating the possibility of implementing the Resilience Project.

Establishment of a bullying data base facilitated by the Student Support Officer, who will triage reported bullying across the school, will support our well-being structure as well the implementation of a post-suspension intervention program coordinated by the Head Teacher Learning and Support.

The appointment of a Junior Transition Advisor who will work closely with disengaged students in Years 7–9 & the development of a Stage 5 transition plan for Core Skills students along with an eSmart Team sustaining accreditation will further enhance our work to ensure equity.

An evaluation of Warilla High School Welfare and Discipline Policy as will the trialling of joint Welfare/Equity Team meetings in order to improve communication and reduce the duplication of information.

We will consolidation the partnership established in 2016 with Engadine High School, focusing on professional development surrounding differentiation.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Personalised Learning Plans (PLP's) were given a priority in 2016 with a renewed emphasis on student well-being and cultural awareness. A new template was developed by our AEO and will be utilised moving forward in 2017. A comprehensive Senior and Junior Norta-Norta program was set in place with significant positive results including every Aboriginal student entering year 12 graduating with a HSC credential. This was supported by the involvement with Aboriginal Indigenous Mentoring Experience (AIME) providing tutors to assist student learning. Likewise, a long-running Koori Homework Centre continues to operate each Wednesday to enhance student learning outcomes. Cultural immersion is an important aspect of our 2016 program. This saw a local indigenous Artist-Richard Campbell-engaged to run programs for Year 8 through the Southern Youth and Family Services. This was further enhanced by a week-long NASCA Camp which exposed students to higher order thinking skills, creative problem solving and a range of collaborative experiences. The Shellharbour Aboriginal Community Youth Association (SACYA) was commissioned to work with disengaged indigenous students who were at risk of dropping out of school.</p>	\$6,423.00
English language proficiency	<p>Warilla High School values and promotes cultural diversity. There is an ongoing commitment to ensure that the school is culturally inclusive and our students have been exposed to a variety of experiences about inclusiveness. This is evident in the successful Japan Exchange program running in the school which saw a second homestay with students from Tokyo in 2016. English as an Additional Language or Dialect (E/ALD) support was provided for students arriving at the school from other countries where English is not a first language. The school released staff to liaise with counterparts from the Intensive Language Centre at Warrawong High School as part of a transition program for selected E/ALD students. A targeted Literacy program (Super Seven) is deployed for all students. Harmony Day was celebrated to increase awareness of diversity within our school community. In addition, an Anti-Racism Contact Officer is deployed who manages any incidents of racism in the school. All WHS students have opportunities to experience the richness and diversity of Australian culture.</p>	\$5,015.46
Low level adjustment for disability	<p>Under the National Disability Discrimination Act, all schools are required to ensure that individual students needs are catered for, and where appropriate, learning adjustments are made and monitored. This has seen a range of supports mobilised, including the deployment of several School Learning</p>	\$80,754.00

Low level adjustment for disability	<p>Support Officers (SLSO's). The school also engaged tutors to support student learning and deployed a range of personnel and programs to assist with students experiencing mental health related issues. These programs are preventative, developmental or remedial in nature and form the cornerstone of what many believe to be one of the best student well-being programs in a Department of Education school. All identified students have Individual Education Plans (IEP's) that have been developed in consultation with parents or care-providers. The personalised adjustments from these plans allow students to fully participate in their learning. Likewise, students in Out-of-Home-Care situations are similarly supported. As a result, adjustments in all subjects explicitly address the specific needs of students with disabilities and student participation and engagement in lessons has increased. Additionally, the school was involved with the Nationally Consistent Collection of Data (NCCD) protocol. This created opportunities for teachers to engage in meaningful professional dialogue about how to cater for the varied needs of students in their classes.</p>	<p>\$80,754.00</p>
Socio-economic background	<p>Students from low socio-economic families received substantial additional financial assistance to ensure equality of opportunity in every aspect of the education of their children. This includes support for uniforms, school fees, the cost of school camps and excursions. The school is committed to a "full service" school experience where no child is left behind through economic circumstance. This sees the school provide both breakfast and lunch to multiple students on a daily basis. Likewise, subject fees associated with specialist elective courses, as well as voluntary school contributions are absorbed for some families unable to meet these commitments. The school is the champion sports school for the zone and was named NSW Combined High School (CHS) Champion School in Athletics in 2016. This has seen a range of elite athletes represent both NSW and Australia at home and abroad. The school offsets the costs of such involvement through its Sportsman's Assistance Fund with every representative provided with financial support. The school will continue to utilise its funding resources tied to this area to ensure equality of opportunity for every student.</p>	<p>\$350,338.00</p>
Support for beginning teachers	<p>Four permanent beginning teachers received targeted funding for their first and second years of teaching. Support strategies were negotiated and included timetable concessions, the provision of mentoring, additional professional learning and an induction program. Beginning teachers determined their individual professional learning needs that would best support their practice. Mentoring programs provided opportunities for collaboration and classroom</p>	<p>\$13,377.89</p>

Support for beginning teachers	observation leading to improved teaching practice. Classroom visitations and the opportunity to see how more experienced staff set up behaviour management systems and actively worked to ensure student engagement were regarded as valuable experiences. Likewise, time to critique programs, scope and sequence documentation and lesson registration to align with NESA requirements was also viewed as beneficial.	\$13,377.89
School Timetable	Completed T/T delivered on time with a range of modifications designed to enhance behaviour management systems & open up specialist classrooms to more students, more often. The T/T also incorporated a new day structure in response to staff requested requirements. The new model is compliant with both DoE & NSWTF guidelines.	\$8,000.00

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	629	633	600	605
Girls	514	522	503	551

The school had an enrolment of 1160 including the Support Unit. Applications for enrollment continue to be strong, including Out of Area enquiries of over 100 annually.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	93.7	93.5	93.6	93.1
8	90.7	91.6	89.2	91.2
9	89.6	88.3	88.6	91
10	88.7	85.1	84.6	89.1
11	88.5	88.9	86.8	89.7
12	91	90.5	89.3	91.9
All Years	90.3	89.6	88.6	91.1
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

Warilla High School places a high value on school attendance. The school has a designated Head Teacher who coordinates the School Attendance Policy with the support of teaching and SASS staff. Improved school attendance rates are part of the strategic priorities of the School Plan, 2015–2017. Additional SASS staff members are employed to support the attainment of attendance targets through a weekly 'phone home' program. This program maintains a positive communication with parents regarding unexplained absences, truancy issues as well as any welfare concerns. The program is a highly effective intervention providing weekly feedback to parents regarding attendance issues, and a valuable tool in

identifying underlying issues relating to non-attendance. The school utilises a range of other supporting strategies including whole school awareness of attendance procedures, specific attendance monitoring for identified students as well as staff in the school Welfare and Equity Teams. The school monitors and follows up on sport absences and partial absences during the school day with the use of electronic morning roll marking and period by period electronic marking. This has strengthened the school's overall monitoring of attendance procedures. We have a close relationship with the Home School Liaison Officer (HSLO) as an added support strategy to address attendance issues. The overall student attendance rate for Warilla High School in 2016 was 91.1%.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	6	6.06
Employment	2.9	20.1	41.67
TAFE entry	0.01	3.6	9.85
University Entry	0	0	38.64
Other	12.6	8.3	0.76
Unknown	0	0	3.02

Year 12 students undertaking vocational or trade training

During 2016, 5 students completed School Based Traineeships. The host businesses were Greencross Vet, Anytime Fitness, Shellharbour City Council, KFC and Warilla Public School. 40% of graduating students were enrolled in at least one VET subject.

Year 12 students attaining HSC or equivalent vocational education qualification

VET courses undertaken as part of the HSC at school included Construction, Business Services, Retail and Hospitality. Courses delivered by external providers included Construction, Retail Baking, Fitness, Human Services, Property Services, Electrotechnology, Community Services, Early Education and Care, Music Industry, Animal Studies, Tourism and Events, Automotive, Visual Art and Contemporary Craft and Sports Trainer.

Lachlan Rye was awarded Vet Student of the Year for Business Services at Illawarra TAFE.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	4
Head Teacher(s)	13
Classroom Teacher(s)	56.5
Learning and Support Teacher(s)	2.3
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	19.37
Other Positions	5

The school employs a full-time Aboriginal Education Officer. Additionally, an Aboriginal School Administrative Officer is also employed. There are also 3 Aboriginal teachers on staff.

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	19.3

Professional learning and teacher accreditation

Teacher professional learning was aligned effectively with the Professional Development Framework during 2016, with the establishment of "Professional Sharing Communities". This model of professional learning enables collaborative professional learning that is targeted to support the needs of the teachers, as evidence in their PDP goals. In 2016, the communities were; D.E.A.L (writing strategy), Differentiation, Google Apps & Technology, Project Based Learning, Visible Thinking & Learning.

The five (5) Communities met twice per term from 2:30pm–3:30pm to share teaching experiences, learn new pedagogies and were stimulated to engage in professional dialogue. An evaluation of the Professional Sharing Communities showed that 75% of teachers reported learning a new teaching strategy, and of those, 70% of teachers had tried that new teaching strategy, as a result of what they had learned from their

community meetings.

These networks served as the perfect environment for lesson observations to occur and many teachers took this opportunity to learn from each other. The WHS Professional Sharing Community Facebook site also posted these promising practices for other teachers from within the school to see.

All teachers seeking and maintaining NESA Accreditation have been supported through 2016 with a range of workshops and individual assistance. In 2016, Warilla High School has approximately:

- 17 casual, temporary and permanent teachers seeking Proficiency
- 33 teachers maintaining at Proficiency
- 7 teachers aspiring at Highly Accomplished Teacher (HAT)
- 2 teachers actively seeking accreditation at Lead teacher level who have been a part of the Leadership Development Initiative (LDI)

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

Financial information

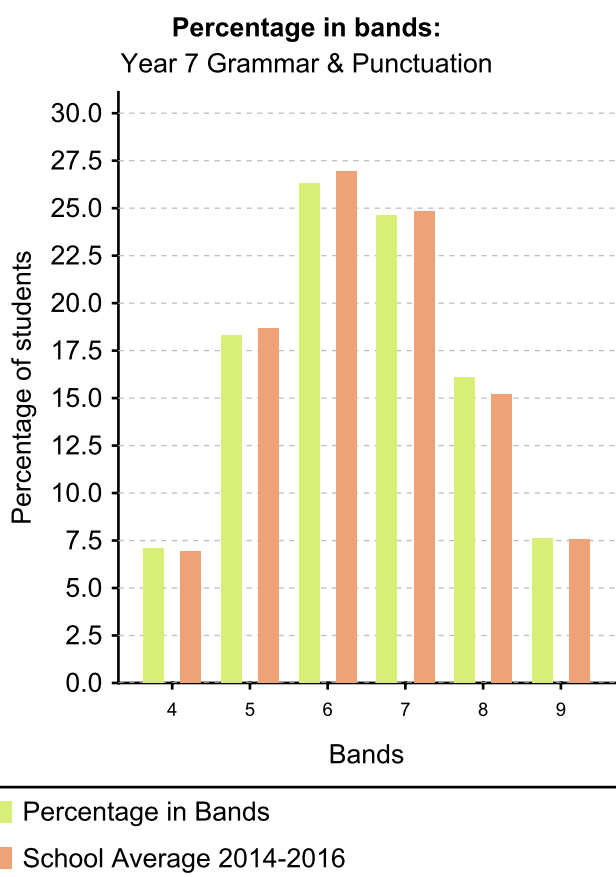
This summary financial information covers funds for operating costs to November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	302 368.00
Global funds	848 033.00
Tied funds	1 001 374.00
School & community sources	285 918.00
Interest	13 088.00
Trust receipts	65 810.00
Canteen	0.00
Total income	2 516 594.00
Expenditure	
Teaching & learning	
Key learning areas	168 815.00
Excursions	132 171.00
Extracurricular dissections	77 721.00
Library	26 316.00
Training & development	65 027.00
Tied funds	837 245.00
Short term relief	233 189.00
Administration & office	261 861.00
School-operated canteen	0.00
Utilities	99 090.00
Maintenance	84 467.00
Trust accounts	76 436.00
Capital programs	8 963.00
Total expenditure	2 071 307.00
Balance carried forward	445 287.00

and understandings demonstrated in these assessments.

The NAPLAN results show improvements in average scores in Reading and grammar and punctuation for Year 7 over the past 4 years. In 2016 the school had a higher average growth score for Reading, Grammar and Punctuation than the state figure. The average scores in the areas of writing and spelling have fluctuated however the most recent NAPLAN results showed our Year 7 students making a significant improvement in the average score within writing as compared to the 2015 results.

Year 9 NAPLAN results display an increase in average scores in the areas of spelling and grammar and punctuation over the past 3 years. The areas of Reading and Writing require focus and improvement. These areas are key areas for action for the school within the School's Literacy Plan.

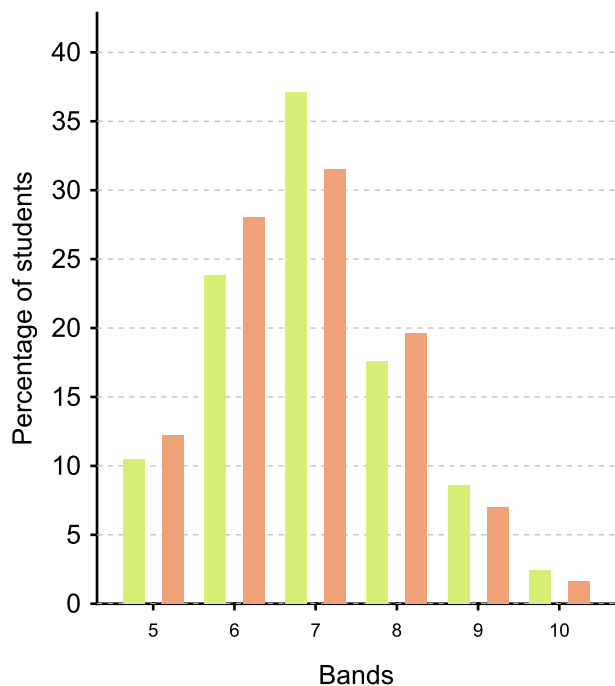


School performance

NAPLAN

In the National Assessment Program for Literacy & Numeracy (NAPLAN), 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

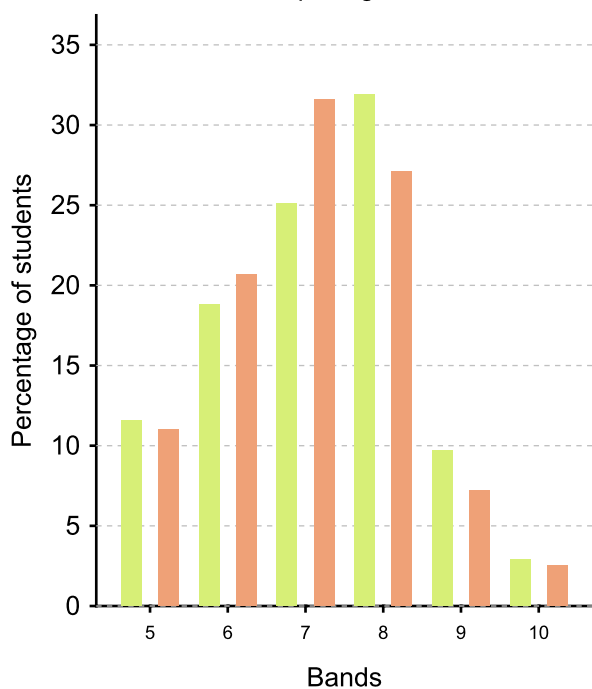
Percentage in bands:
Year 9 Reading



Percentage in Bands
School Average 2014-2016

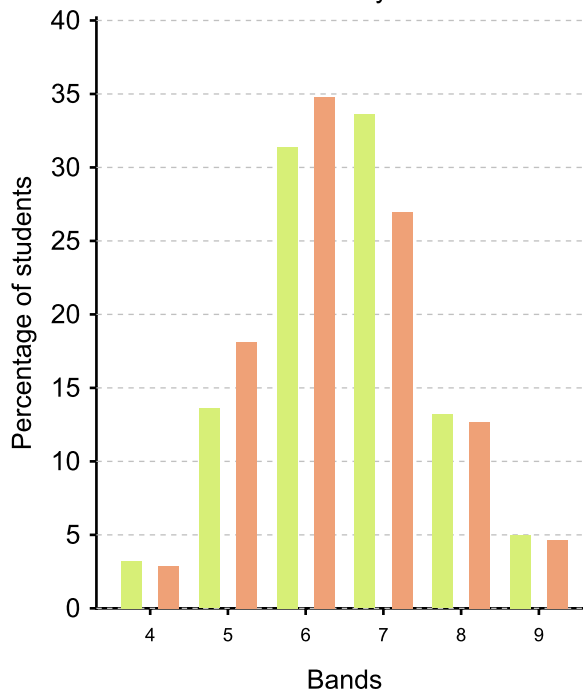
In accordance with the Premier's Priorities: Improving Education Results, schools are required to report their student performance for the top two bands in Reading and Numeracy. The percentage of Year 7 students in the top two bands has increased for Reading, Writing, Spelling, Grammar and Punctuation and remained consistent for Numeracy. The percentage of Year 9 students in the top two bands has shown improvement for Spelling and remained steady for Writing and Numeracy. There has been a slight decrease in the number of Year 9 students achieving the top two bands for Reading and Grammar and Punctuation. Another reporting requirement from the State priorities: Better Services – improving Aboriginal Education Outcomes is for schools with significant numbers of Aboriginal students to report the percentage of Aboriginal students in the top two NAPLAN bands. Twenty-five percent of Year 7 Aboriginal students were in the top two bands for Grammar and Punctuation, with 17% in the top two bands for Spelling and Numeracy, 15% in the top two bands for Reading and 8% in the top two bands for writing. The percentage of Year 9 Aboriginal students at Warilla High School in the top two bands for Grammar and Punctuation was 7% and there were no Aboriginal students in the top two bands for Reading, Writing, Spelling and Numeracy.

Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2014-2016

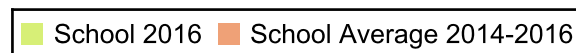
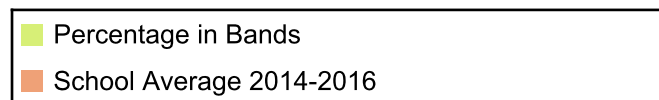
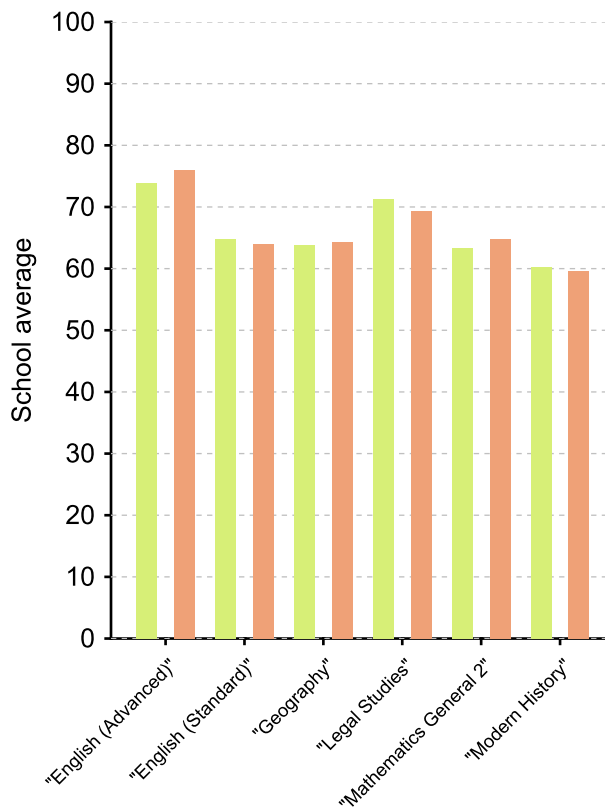
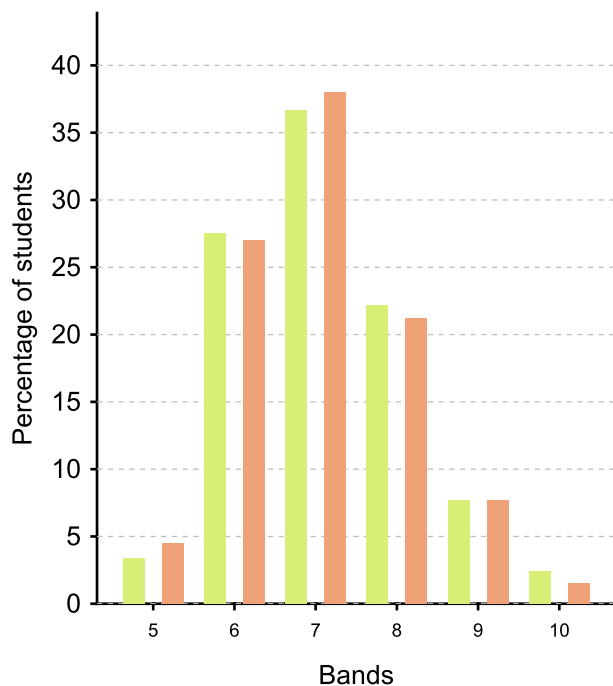
Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2014-2016

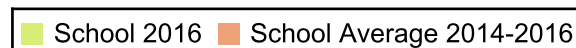
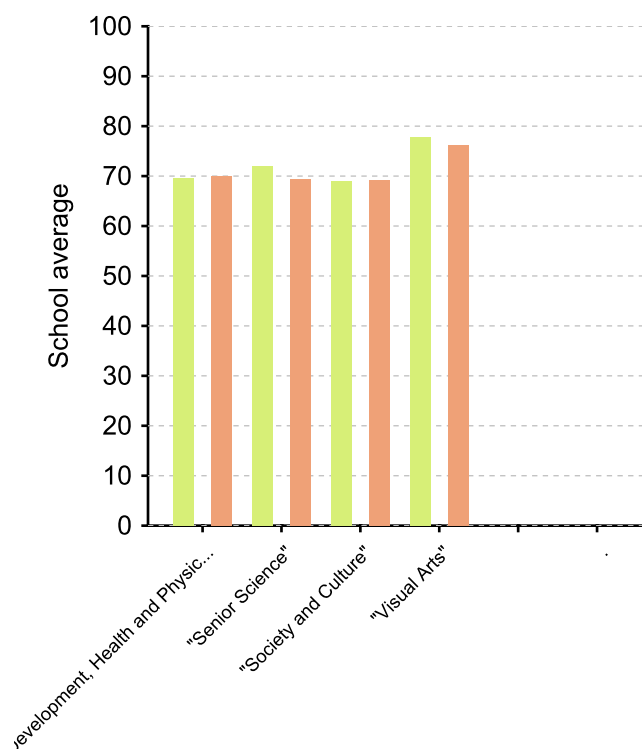
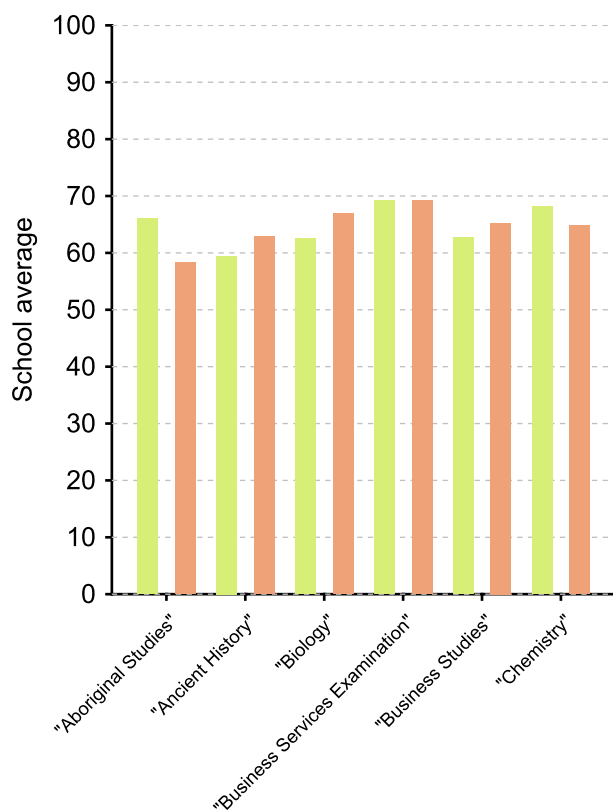
Year 7 Numeracy average scores continue to be a strength with improvement in average scores seen within this area over the past 4 years. Year 9 Numeracy average scores have recently shown improvement with these scores improving in the last 2 years. Growth figures for both Year 7 and Year 9 Numeracy are areas for focus within the School Numeracy Plan.

Percentage in bands:
Year 9 Numeracy



Higher School Certificate (HSC)

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



Stage 6 students studied a broad range of HSC courses at Warilla High School in 2016. The school offered around 20 ATAR eligible subjects including a number of VET (Vocational Education and Training) subjects. Students also had the opportunity to study a selection of non-ATAR eligible subjects to meet individual requirements.

The HSC graphs above show the average score for HSC subjects in 2016 compared with the school average for the last four years. Band 6 results were achieved by students across a number of subjects in 2016 including PDHPE, General Mathematics, Advanced English, Biology, Business Studies, Legal Studies and Industrial Technology. Subjects in which students performed well in 2016 compared to the previous four years included Aboriginal Studies, Chemistry, Standard English, Legal Studies, Senior Science and Visual Arts.

Parent/caregiver, student, teacher satisfaction

Warilla High School participates in the annual Tell Them From Me Survey for students and the Partners in Learning Survey with parents.

Tell Them From Me (TTFM) Student Survey – The TTFM survey provides us with valuable feedback on what our students think about school life, how engaged they are with school and the different ways that teachers interact with them. Schools in Australia and around the world have used the Tell Them From Me survey to help them improve. The survey is confidential and completed on-line.

In 2016 over 500 students completed the survey between Week 9 and 10 in Term 1. This survey reports on a number of areas including Social-Emotional Outcomes and Academic Outcomes¹. 87% of students reported that they had positive behaviour, this was above the NSW Government School norm. The vast majority of students in Years 9–11 reported that they had experienced Careers and vocational support to assist them in reaching their goals including one on one talk with careers advisor, advice about suitable courses, receiving information about University courses, TAFE and VET opportunities. Areas that the survey highlighted for further attention included maintaining the value students place in schooling outcomes within the junior school which begins at 92% for Year 7 but decreases to 44% for Year 10. Likewise added strategies to enhance student engagement particularly in Years 9 and 10 were identified from the survey as areas of focus. The school has committed to professional learning for staff to promote innovative and engaging teaching and learning within all classes across the school.

Partners in Learning Parent Survey – In 2016 the Partners in Learning parent survey was conducted between September and October 2016 with over 70 respondents. The results highlighted that of the seven measures within the survey our parents believed strengths of the school included School Supports Learning, Safety at School, School Supports Positive Behaviour and Parents Feel Welcome. Areas that parents who responded believed the school can strengthen included increasing the Inclusivity at School and Parents Support Learning at home. The school has developed a plan to increase Differentiation in classrooms to assist with supporting the learning of all students. 92% of parents responded that the subjects

that their child wants to study are available at Warilla High School. 89% of parents who responded agreed or strongly agreed that Warilla High School has a good reputation in the local community. Over 85% of parents who responded agreed or strongly agreed that they were satisfied with the general communication from the high school.

Policy requirements

Aboriginal education

2016 saw an enrolment of 84 Aboriginal students, 65 in the Junior school and 19 Seniors. Students in both Years 11 and 12 participate in the Djinggi Program. This program is held in partnership between Department of Education and the University of Wollongong and leads to an alternative pathway into Education or specifically teaching.

All Aboriginal students in Years 9, 10 and 11 were offered a wonderful experience at the National Aboriginal Sporting Chance Academy to attend a week long camp looking at their future careers and aspirations. Nineteen students took up the offer. The staff reported back that the students were exceptional in their willingness to take part in every activity and they were awarded certificates to recognise their amazing efforts.

The Koori Homework Centre is a venue for Aboriginal and non-Aboriginal students to complete work with the assistance of many volunteer teachers. Each Wednesday between 20 – 25 students attend.

In2Uni is a partnership program between the University of Wollongong and the Department of Education. This year In2Uni activities have included an academic mentoring program, leadership and transition workshops and online activities for the students involved. Some of our Yr 9, 10 and 11 students attended the “Unique Experience Day” held on Campus and exposing the students to the University experience.

The Aboriginal Indigenous Mentoring Experience (AIME) is a relationship that continues to grow between the University of Wollongong and Warilla High. The focus of the program is to expose Aboriginal students to university and inspire them to consider this as an educational goal. Students from Years 9–10 participate in activities over 17 weeks at the Wollongong Campus. The seniors are supported by University students coming to the school and providing tutoring in specific subjects.

Norta Norta Program was implemented in both the junior and senior schools in 2016. A variety of students used these tutors to help them focus on their class work and assessment tasks. The success of this program is built on the relationships that the students create with their tutors. With 65 students in the junior school and 19 seniors, there is a constant demand for our tutors and their skills.

The overall impact of these programs is the retention of our Aboriginal students, to the point that most of them

matriculate with a Higher School Certificate. Indeed, this has become the norm for Warilla High and marks a generational change, as this educational success has not been the case for most of our Aboriginal parents and families up until now. The majority of our Aboriginal students leave with a meaningful pathway at the end of Year 12, into university, TAFE or fulltime employment.

Multicultural and anti-racism education

In 2016 the school received funding to support the English language proficiency needs of students from backgrounds where English is a second language or dialect (E/ALD). The school has a cultural mix of different nationalities with those from a Macedonian background making up just under 5% of the school population. Additionally, the school regularly enrolls students from the Intensive Language Centre attached to Warrawong High School. The funding provided through the Resource Allocation Model allows a teacher to be released to develop a transition plan that ensures such enrolments are transitioned into the school population with sensitivity to need, and that reasonable adjustments are made to ensure learning programs are relevant and outcomes achievable. An integral aspect of this work is the staged transition of students into the high school setting, with visits to the school and familiarisation with routine and expectation set in place. This has been complemented with relevant and focused Teacher Professional Learning workshops based on E/ALD need. An Anti-Racism Contact Officer is deployed within the school. The school has also embarked on an ambitious Asian Language strategy with the LOTE component of the curriculum the study of Japanese. Significant planning for- and hosting of- Japanese students occurred in both 2015 and 2016. It is hoped such visits will further enhance cultural understanding and language proficiency on a range of levels.

Other school programs

Welfare

This year the Welfare Team strengthened and consolidated many systems and practices within our Welfare structures. The Mindmatters Team delivered professional development around mental health and adolescent issues to all staff across the school. We are very proud of this accomplishment and look forward to seeing this structure continue in 2017. We are currently updating the Welfare and Discipline Policy to encompass current welfare issues and best practice. Our Year Advisors work tirelessly to provide pastoral care and support to our students and we would like to thank Deborah Murray for her wonderful work with her Year 12 cohort. Rhiannon Lambert has relieved on many occasions as Year Advisor for a variety of year groups and has held the position of Peer Support Coordinator for many years. In 2017 she will take on the role of Year Advisor for our new Year 7 cohort. We have no doubt her wonderful work will continue with this group. The Year 6 transition visits at Warilla High School were highly successful and we look forward to

welcoming our new students. The Student Representative Council was led by Peter Dalley in 2016 and in Term 4 this was expanded to a larger group of leadership students who planned, coordinated and executed fundraising and awareness campaigns for White Ribbon and Movember. Our school camp system continues to provide opportunities for students to build new peer relationships and to grow beyond their comfort zone. Year 7 attended Camp Longbeach in Bateman's Bay, Year 9; Narrabeen Sports and Recreation Camp and the Year 11 Crossroads Camp was held at Wombaroo.

Our partnership with Wollongong University, through the In2Uni program, continues to strengthen and provides opportunities for students to undertake university studies on the completion of High School. With 40 students receiving early entry into their chosen UOW course. This is a credit to the work performed by Noeleen Fulton, the Welfare Team and the Careers Advisory Team. This year we had 2 Diamond Award (240 merits) recipients. Year 11 student, Sophie Ryan who is also one of our school captains and Year 12 student, Rachael Holland our previous school captain. We congratulate these young women on their achievements. We continue to see an increase in students achieving positive merit levels. We would also like to thank Beach Street for their ongoing support of the positive behaviour system through the supply of store vouchers and the prize for the Welfare Award at our Annual Presentation Night.

Sport

Representative sport

Warilla High boasts outstanding students across a wide range of sports. Our students have represented at Zone, State and National level. Our school has had representatives in the following sports: Swimming, Athletics, Triathlon, Surfing, Golf, Mountain Biking, Rugby League girls and boys, League Tag, Touch 7/8, U15 and Opens, Netball, Hockey, Tennis, Lawn Bowls, Cricket boys and girls and Cross Country.

Our most notable school sport performances include:

- Warilla High School Champion CHS Athletic school.
- Warilla High School NSW State Lawn Bowls Champions for the third year in succession.
- Open Girls Touch South Coast Champions
- Overall Champion Southern Illawarra Zone School

Our students boast outstanding performances across a range of sports. Our most outstanding results include:

Jye Edwards – Year 12

- Represented Australia at School Cross Country World Championships in Budapest Hungary in April – 11th in his Age
- South Coast SSA Major Awards – Ron Smith Trophy – Most Outstanding Individual Performance
- South Coast SSA Major Award – President's Award
- Pierre De Coubertin Award – for competing and

promoting the values of the Olympic spirit

- Jye's outstanding performances in 2016 included for Cross Country: Sth Coast, NSW CHS and NSW All School Champion at 8km distance. 2nd at Nationals in U20 category, first in his age
- CHS Athletics first in 3000m and 1500m
- South Coast Sportsman of the Year
- Warilla High Senior Sportsman of the Year

Jayden Gebbie – Year 10

- NSW Open Boy Singles, Pairs and Triples State Champion.
- Player of the NSW State Championships Tournament
- Represented NSW at the School Sport Australia National Championships – Silver Medal
- Lead bowler for Warilla High winning the NSW CHS School Lawn Bowls Championships
- Awarded a South Coast Blue

Rosemary Boyland – Year 9

- Competes in Para Athletics in the F20 category for Shot Put
- CHS Shot Put F20 Champion – New CHS Record
- CHS Para Athlete of the NSW CHS Carnival
- First in Shot Put at NSW All School
- Represented NSW at School Sport Australia National Athletics – Silver Medal
- South Coast Blue for Most Outstanding Para-Athlete in Secondary School.

Kade Szakacs – Year 12

- Mal Mow Award for Outstanding Representation for South Coast over his High School years

Warilla HS Blue Recipients for Representing NSW or winning a Medal at NSW CHS or All School Competitions

Jye Edwards – Cross Country, 2nd Nationals U20's, 1st All Schools Cross Country Athletics, 1500m 1st, 3000m 1st

Kade Szakacs – 800m 1st

Finlay McPhillips – 1500 3rd

Nathan Scollary – 800m 2nd

Trey Barlow – 1st Shot Put, 1st Discus

Isaac Shaw – 800m 3rd

Jayden Gebbie – Lawn Bowls

Toby Peters – Lawn Bowls

Rosemary Boyland – Athletics 1st F20 Para Shot Put

Erin Dalley – All School Athletics 2nd 400m, 3rd 400m Hurdles

Shenay Edwards – 1500m 3rd

Shalya Szakacs – 1500m 2nd

Tayleah Hankcock – 800m 3rd

Kiara Meredith – Surfing

Kayleigh Darlington – Lawn Bowls

The following students have represented South Coast in their respective Sports in 2016

Swimming – Jett Murray, Brielle Lambert, Lachlan Cairns, Kai Richards, Lori Miller, Emelie Robinson, Isaac Shaw, Maddelyn Newton, Jai Marland, Jake Almond, Trent Clarke, Joel Whalan, Nat Marland, Tom Ryan, Nathan Robinson.

Touch U15 – Trey Barlow, Jack Bostock, Emily Quinn, Teisha McKenzie, Ellie Bostock

Open Touch – Erin Dalley

Open Hockey – Ben Hayman, William Orth

Soccer – Keely Dodd, Chelsea Tasevski (named but injured)

Netball – Karlie Zwolsman, Tamara Ebbs

Golf – Cassidy Graham

Open Rugby League – Luke Jurd (also Southern NSW Open RL)

Athletics – Joel Whalan, Isaac Shaw, Mitchell Dalby, Lachlan Cairns, Mathew Hutchison, Tayleah Handcock, Trey Barlow, Jack Bostock, Nathan Scollary, Justin Check, Rosemary Boyland, Emma Hutchison, Luke Hunter, Trent Clarke, Jack Clinch, Jarod Falconer, Finlay McPhillips, Erin Dalley, Kade Szakacs, Jye Edwards.

Cross Country – Jye Edwards, Kade Szakacs, Shayla Szakacs, Tayleah Handcock, Isaac Shaw, Lachlan Cairns, Dane Dunningham, Alannah Blake, Emma Carberry, Lachlan Bertwhistle, William Gamble, Ben Hayman, Liam Pass, Finlay McPhillips, Trent Clarke, Jarod Handcock, Shenay Edwards, Kiara Meredith, Jordyn Burke.

SRC

2016 was a fantastic year for Warilla High School's Student Representative Council. During the year under the guidance of Mr Peter Dalley and Ms Terese Woollett and supported by Ms Melanie Lever – Head Teacher Welfare the students reviewed existing practices and established and implemented a new Constitution. This document ensured the remainder of the year was productive and allowed the leadership team the opportunity to further develop their systems and practices.

The new SRC in 2016 consisted of 30 students, 6 from Year 7, 4 from each of the years 8–10 and 6 from years 11 and 12.

The year's fundraising included supporting the World's Greatest Shave for the fourth consecutive year with a student celebration on the quad and a bakesale to raise

money and morale for this significant cause. A significant event the SRC supported during term 3 was the national 'R U OK Day'. In addition; during Term 4, the SRC members and a leadership group from each of the years 7– 10 were given a project in supporting White Ribbon (Years 7 and 8) and Movember (Years 9 and 10). In this the students raised awareness not only to the school population but also took it to the community. White Ribbon was talked about by 2 students Finn Spaleta and Nathan Scollary at Shellharbour Park Run and the White Ribbon walk was well supported by a number of staff and students. The Movember charity was again well supported, with 3 students designing t-shirts and selling them to staff, students and the community to raise awareness for men's health and were able to raise over \$300 for the charity. This was done by Bonni Mate, Emma Hutchison and Shenae Milnes.

The students throughout the year conducted the school's assemblies and formal events, giving them the experience of speaking in front of crowds. They attended a leadership program conducted by Burn Bight at Mt Keira scout camp to discuss ideas and make plans for 2017. The students had a great 2 days with day 1 planning and day 2 playing some initiative games and participating in bonding activities.

Students were proud to be involved in such an eventful and successful year. Their commitment to formal assemblies, Presentation Night, the school Expo and support of the school was greatly appreciated. The team is also to be commended on the establishment of the school radio and commitment to the weekly release.

A new process will be taking pace in 2017. This new structure will allow more students the opportunity to be part of the SRC and to bring their ideas forward. This process is where members from years 7 to 10 will represent for 1 semester will allows us to have double the amount of students to be involved in the SRC. I am really looking forward to working with the SRC members in 2017 as the final term in 2016 has been very productive.

Finally, I would like to thank Ms Terese Woollett , Ms Melanie Lever and Ms Jewel Vukicevic for assistance and guidance during the year.

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