

Woonona High School

Annual Report



2017



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Introduction

The Annual Report for 2017 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

2017 was another outstanding year for Woonona High School. The year began with an article in the Sydney Morning Herald detailing the success of our HSC Strategy; Raising Achievement. The positive publicity and the associated impressive data resulted in strong interest from other schools across NSW, CESE and Departmental Officers, all of whom visited the school to gain an understanding of how the transformation in student success was achieved.

During term 1 the front of school redevelopment and upgrade which was an initiative of the Secondary School Renewal Program was completed, resulting in a beautiful, welcoming front entrance to our school.

The year culminated in the 2017 Year 12 cohort achieving excellent HSC results placing Woonona High School as the top performing comprehensive public high school in the Illawarra Region.

Woonona High School offers a broad, innovative and engaging curriculum that facilitates a growth mindset, leadership capacity development 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.

Enrolment numbers are growing, with curriculum innovation, high expectations and strong academic success, particularly in the HSC, identified as particular strengths of our school. Woonona High School is a highly desirable school of first choice.

Message from the school community

The P & C once again continued to grow during 2017, with our meeting regularly attended by both new and existing members. The meetings provide a relaxed way of keeping up to date with the new and exciting opportunities that the school has on offer for our children. Our Principals report each month provides an insight in the successes of our school,

and is a fantastic way of learning what will be happening in the coming months. Our school plan is also tabled for discussion which is a great way for our members to be included in the direction of the school. Once again, our main source of income is donations from our school families, and we would like to thank all families that have made a contribution to our school P & C to allow us to continue to support the school and its students. We also have a small but dedicated group of canteen helpers that continue to provide healthy and varied lunches each day to our staff and students. Our uniform shop is also staffed by volunteers from our P & C who do a fantastic job of arranging the purchase and supply of uniforms to our students. Woonona High School prides itself on its outstanding school uniform, and the hard work of this dedicated group makes uniforms accessible to the whole school community by running a uniform shop on site at the high school. Our P & C members are encouraged to be part of the decision making of our school, and there are many opportunities for our members to become involved. This year our members assisted our school executive by being on various Panels for merit selection of staff, the Out of Area Placement Panel for incoming students, the Finance committee, and as previously mentioned the Canteen committee and uniform committee. Our members are appreciative of being included in the school community, and the support given by our members is well received by our school. The P& C would like to thank all of our volunteers and members, and look forward to playing an important role as our school continues to grow and succeed.

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 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. The promotion of a healthy, active lifestyle is a priority of the school and the local community.

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

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.

The self evaluation 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

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 the Accelerated 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. Self assessment also reveals 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 four 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 6HSC 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 self assessment 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 parent sand 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, 2015 and 2016 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 Program 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 Executive will consider the outcomes of the current self–assessment 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 problem based learning, HSC strategy to encompass Year 11 and expansion of the learn to learn Year 7 initiative 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 process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

Differentiation

Differentiation of teaching and learning continues to be embedded within programs, assessment tasks and teaching and learning activities. This has been facilitated through regular staff meetings in which teachers engage with and annotate student IEPs, IBPs and PLPs and engage in professional dialogue regarding effective differentiation strategies. HSC and NAPLAN data is evaluated annually and teachers adjust their teaching and learning in response to student needs. Student data in 2015 showed a need for literacy intervention with that Year 7 cohort, which led the school to develop a Literacy program utilising the 'Accelerated Reader(c)' program together with 'Super Six' comprehension strategies. In 2016 this program was extended to year 8 and it has led to continued improvement in students' reading comprehension and NAPLAN results. The success of our differentiation strategy has been evidenced through student feedback in survey monkey and focus groups, which demonstrates students' satisfaction with the range of tasks and differentiated activities on offer throughout the school. Parent feedback is also overwhelmingly positive and they greatly appreciate the individual parent interviews and interventions offered as part of the Literacy program. Whole-school evaluation of assessment tasks and programs also shows that the majority of teaching and learning programs are now utilising the agreed template with differentiation embedded into regular teaching practice.

Formative Feedback

The school has maintained a consistent, rigorous focus on formative feedback strategies. Together with differentiation and high expectations, this has led to a marked improvement in HSC results and NAPLAN results in 2017 with excellent 'value added' data and 75% of HSC courses above State average. Formative feedback including peer and self assessment has been the focus of staff PLP goals collaboratively developed within cross-faculty Teacher Learning Communities and informed by the research of Dylan William. Executive coaching has built staff capacity to lead the collaborative goal-setting within TLCs and Faculties and the GROWTH coaching model has been embedded within TLC meetings through the agenda pro-forma. We have benefited from visits from Anne McIntyre, an internationally acclaimed academic, who has worked with us to put student work samples at the centre of what we do. Staff now regularly bring student work samples as evidence to TLC meetings and a wide variety of formative strategies are evident in peer observations and teaching and learning programs. Students and parents both report extremely high levels of satisfaction with the level and quality of formative feedback occurring across the school.

Technology

The BYOD program has been highly successful with 100% of students in year 7 & 8 now regularly bringing their own device. In 2016, the milestones against this school plan shifted away from increasing the use of technology, towards a more nuanced understanding of the role of technology in facilitating student collaboration and innovative pedagogy. Evidence of the success of this program can be found in the wide variety of teaching and learning and assessment tasks which utilise technology as a tool for learning. PBL and Learn to Learn are just two examples of successful integration of technology into innovative pedagogy. Connectivity throughout the school has also been improved with the introduction of outdoor learning spaces leading to increased numbers of students utilising their devices in alternative settings to the traditional classroom environment.

Student Leadership

The role of the SRC within the school continues to develop in importance as the prime arena for 'student voice' to be heard. Student leadership within sport, volunteering and a range of other programs is also regularly celebrated every week as well as at formal assemblies. Significant events in 2017 included the whole school musical, 'High School Musical,' which showcased student talent from Years 7 –11 and was very positively embraced by the community with opportunities for students to lead the technical elements as well as support younger peers in the performing arts. White Ribbon Day was celebrated again in 2017 with Year 12 WRAP students initiating and leading a 'White Ribbon Day' trivia event to raise money for this important cause. These, as well as the newsletter which is regularly packed with examples of student achievement, are just a few examples of how student achievement is celebrated at Woonona High school within the school and the wider community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased value—adding in student achievement, measured by both NAPLAN and HSC results.	Embedded in TLCs	Year 12 HSC VA was again successful in 2017. Students achieved 'well above' the average performance levels compared with other students. Approx 75% of HSC courses above national average.
Increase in classroom usage of higher order technology	PBL Professional Learning \$10, 000 PBL Co—ordinator	Technology was suspended as a focus at the end of 2016 as it was not valued as a high order pedagogy. Instead we developed a focus on Project Based Learning, including the meaningful use of technology to support learning.
Student surveys and focus group information indicating there is differentiation occurring across their subjects.	School run PL in weekly meeting times \$0	2017 saw further development of termly differentiation meetings and the extension of using student work samples to understand differentiation in a classroom.
Greater student engagement, evidenced through positive monitoring.	Rewards Stamps \$3,500	Student monitoring shows that most students are engaged in learning. 50% of students attend Rewards Excursion

Next Steps

Differentiation

Programming on the agreed template continues to be an ongoing part of school business with the introduction of new syllabuses across the curriculum. The increased enrolment into CAPA and growing number of enrichment students means that staff will need continued professional learning in how to effectively cater for gifted and talented students. The introduction of the Learning and Support Faculty will facilitate this professional development, with the creation of a Head Teacher position for this Faculty and a Head Teacher CAPA enabling further growth and development in differentiating the curriculum to meet the individualised needs of all students.

Formative Feedback

Whole school evaluations demonstrate that students appreciate and benefit from the rigorous feedback provided by staff. However, teachers uniformly report that students still tend to be dependent learners and lack resilience and the capacity to effectively use peer assessment as a tool to self-assess and therefore take responsibility for their own learning. Formative feedback, with a particular focus on peer and self-assessment, will therefore continue to have a central place in the new school plan in order to activate students to take responsibility for their own learning.

Technology

Technology is a vital tool for futures-focused learning and it will continue to have an important role within the next school plan. Parents and students have consistently expressed their desire for the school to equip students with skills for life. Technology will therefore continue to be emphasised within the school's focus on authentic real-world connections and the development of future-focused skills in students.

Student Leadership

Student interest in the SRC continues to grow with an increased awareness amongst the student body of the opportunities and the important responsibilities attached to this role. Student leadership also will continue to be developed in a more distributed manner, for example through the Year 10 alternative end of year program, 'International Day' as well as through such programs as the WRAP Work Studies, CAPA, sporting and other programs. With parent and student responses to the 2017 whole school evaluation indicating that students want more authentic and 'real life' opportunities for learning, the challenge moving into the future will be embedding student leadership opportunities within teaching and learning programs so they are not seen as an 'add on' or simply extra-curricular, but part of core business of teaching and learning.



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

Collaborating around Assessment for Learning in TLCs

Assessment for learning has developed through embedding this key pedagogy into teacher learning communities. The collaborative process of sharing teacher's work through the evaluation of student work samples as a way to understand student learning and how formative practices impact on student outcomes was a new focus in 2017. All teachers shared student work samples as a matter of routine in TLCs in 2017. Teachers continue to evaluate that the process of TLCs assists their understanding of how to improve their practice.

Provision of High Quality TPL embedded in PLPs for Teachers

Professional learning embedded into teacher's professional development plans has become more varied in 2017. Lesson Studies were developed and attended through the Professional Experience HUB program to support mentor teachers in modelling of teachers best professional practice to pre-service teachers. The lesson studies model was also used to support the professional learning of teachers involved in the project based learning pilot in 2017. External courses were provided to teachers who needed to develop their understanding of the delivery high quality HSC courses. All professional learning has been embedded into teacher's professional learning plans. All school written professional learning is positively evaluated and is cost effective.

Embed a Coaching and Mentoring Culture

Coaching has been embedded into all the Teacher and Learning Community professional learning agendas. The impact has been that all teachers in those communities are able to explain to each other how they are developing engaging and high order tasks and how formative assessment practices are assisting students to improve their outcomes. Teachers report that they are working on building student's capacity to engage in formative feedback. As such, peer/self reflection became a focus in 2017 and remains a focus for the new school plan. Teachers report that they value the collegial approach to professional learning. Collaborative coaching in Executive Meetings became a focus for term 2 and 3 in 2017. The result of this deliberate strategy has been to unite a growing Executive team and improve the consistency of professional learning delivery within all KLAs. All Head Teachers are working to develop the leadership capacity of their teams. This work is positive and ongoing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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	Form Assessment PL (Dylan Wiliam) \$ 5,315 Resourced through planning into PL.	Formative assessment practices have deepened and improved throughout 2017. The main sources of evidences for formative strategies is within student work samples, task design and peer lesson observations. Teachers discuss, share and evidence the development of this pedagogy in Teacher Learning Community meetings across T1 to T3. Faculty Professional learning is where T&L programs are shared and developed. WHS will continue to work on this pedagogy in the new school plan.
Teachers can reference all TPL provided to address professional learning needs identified by their own PLPs and/or the Australian Professional Standards for	Folders for all staff \$500 TLCs, HUB, PDP, Twilight	All PL written and delivered at WHS is aligned to the APSTs. Teachers use their 'Pink Folders' to evidence their development in these PL sessions. All teachers use the School Plan and APSTs to set and adjust their PDP goals and evidence.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	PL time Same as HUB costs as other PL embedded into staff meetings.	All PL written and delivered at WHS is aligned to the APSTs. Teachers use their 'Pink Folders' to evidence their development in these PL sessions. All teachers use the School Plan and APSTs to set and adjust their PDP goals and evidence.
Increasing number of teachers accessing the Highly Accomplished Australian Professional Standards for Teachers.	HA & Leadership PL \$4,492 Resourced through planning into PL.	The Executive accessed the HA APSTs in scheduled Executive Coaching PL throughout T2 and T3. TLC Leaders accessed these standards in scheduled PL. HUB Mentors accessed these standards in Mentor Planning Days and Lesson Studies PL. A group of 10 teachers have voiced an interest in working formally on the HA or Lead Standards in 2018.
The GROWTH Coaching framework is used in 50% of each Faculties meeting time.	No cost Resourced through planning into PL.	GROWTH Coaching has been piloted in Faculty meetings in 2017. All HTs are trained in the basic GROWTH Coaching techniques. This improvement measure has been met in a range of PL, not in Faculty meeting time.

Next Steps

The development of professional learning structures will continue. The pedagogy driven through Woonona High School's professional learning structures will also continue to evolve. We are continuing to develop and establish a variety of collaborative practices for professional learning such as teacher learning communities, faculty based professional learning sessions, quality teaching rounds and 'sprints'. Our next steps must include developing our teacher's capacity to autonomously drive their own professional learning through decision making about their use of pedagogy as a result of interrogating student work samples and targeted and teacher driven use of peer observation as a tool for professional learning. We will pilot and develop/re-develop the use of 'Sprints', quality teaching rounds, lesson studies and teacher learning communities and improve the capacity of teachers to evaluate their work against the Australian Professional Standards for Teachers. A team of teachers working to gain accreditation at Lead and Highly Accomplished level will be established in 2017 to work on 5 interlocking and overlapping school 'projects'.

The further development of students to be able to demonstrate deep reflection and intellectual engagement in their learning is a key priority for 2018 and onwards. In 2018, Woonona High School will be embedding the understanding of peer/self evaluation through focusing on it in all teacher professional learning structures to some degree. Teachers will be developing approaches to integrate peer/self reflection into task design, T&L programs and informal teaching activities. We will develop deeper evaluation strategies to assess our development in this key area.



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

Following the successful pilot study of problem-based learning pedagogies at Woonona High School in 2016, further PBL units were developed and implemented in numerous faculties across the school in 2017. Additionally, highly engaging cross-curricular programs were trialled. These included a collaboration between English and HSIE as part of the special end-of-year program for Year 10, which culminated in an entirely student-led International Day, comprising food stalls, cultural activities and displays. This PBL unit enabled the development of future focused skills in students and provided the opportunity to authentically engage with multiculturalism. The Science and TAS Faculties also collaborated on an innovative PBL unit for Stage 4 students, in which they studied both the interaction between Physics and Engineering and the intricacies of the collaborative design process.

A corollary of the Science and TAS collaboration has been the development of an innovative Stage 5 STEM elective. Central to this elective subject is the inclusion of future focused skills, higher order critical thinking and sophisticated use of the scientific method, as well as the incorporation of technologies including 3D printing and CAD. These components will not only provide skills and insights into pathways in STEM, but will also enhance the development of transferable and authentic skills in students.

The incorporation of digital technologies into PBL was another focus of PBL pedagogies in 2017. Numerous staff, both experienced and new practitioners of PBL, from a range of Faculties within the school, were involved in a PBL Unit Study. This involved the development of 3–5 week PBL units in which the authentic use of technology was an important component of learning outcomes. Additional areas of focus were the explicit teaching and use of peer and self assessment, as well as the negotiation of success criteria based on work samples. Peer observations and student evaluation of the PBL units indicated that student's abilities to peer and self assess are developing, but that they still require extensive guidance and scaffolding in order to take ownership of their learning. This will therefore become an ongoing focus in further PBL units. Further, the necessity of forming connections with the community to provide authentic audiences for the products of PBL was emphasised and is an area that shall be addressed in the future.

CoS Transition Program

The smooth transition of students from Stage 3 into Stage 4 is the central tenet of the Woonona High School CoS Transition Program. The effectiveness of this program continues to be evidenced by increased enrolment from our feeder primary schools, as well as significantly increased applications for our Enrichment and CAPA classes. The intake of Year 7 students into Woonona High School for 2018 is the largest on record at approximately 180 students, surpassing the previous year's cohort by over 30 students.

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. In 2017, themes ranged from the "Discovery Day" in which students were encouraged to explore all that Woonona High School has to offer whilst utilising their collaborative and problem-solving skills, to the literacy-based "Express Yourself" day, and the STEM day in which students were challenged to use their creativity and innovation to solve a problem. Feedback from participating students and their primary school teachers was resoundingly positive. Testament to the regard that this program is held in is the willingness of Woonona High School teachers to volunteer their time to devise and deliver engaging activities. Stage 4 students volunteer as co-ordinators of the day and consistently represent their school with pride, embodying the ethos of Woonona High School as a welcoming and inclusive school community.

Further elements of the Woonona High School transition program are the "Enrichment Day", the "Parents as Students Day" and the "Year 5 Taster Day". The "Enrichment Day" enables students who have been successful in gaining entry into our highly competitive enrichment class to become familiar with Woonona High School. These students are drawn from a large range of primary schools and so our transition program provides an opportunity for students to develop friendships and connections prior to beginning Year 7. During Education Week, Woonona High School offers a "Parents as Students" Day for the parents of current and future Year 7 students. This event has become increasingly well

attended, and allows parents to experience some of the learning opportunities available at Woonona High School. Lastly, the “Year 5 Taster Day” serves as an important introduction to secondary school and a precursor to the Year 6 into 7 Transition Program.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Introduction of Project Based Learning opportunities for students in selected Stage 5 and 6 courses.	<p>Staff release for professional learning</p> <p>\$2250</p> <p>Staff release for collaborative development of PBL units/lessons</p> <p>\$2700</p> <p>Resourcing of PBL units/lessons</p> <p>\$500</p>	<p>An increased number of students participated in PBL both within faculties and across faculties. PBL units were written and delivered in Science, Mathematics, CAPA and TAS faculties. Cross faculty PBL units were developed and delivered by English and HSIE faculties and TAS/ Science faculties. Students were highly engaged in PBL opportunities and rated the experience highly in all faculty areas. Students completed surveys on the completion of PBL units. Analysis of student work samples took place during faculty meetings and TLC meetings. High academic rigor was evident and high levels of engagement.</p>
85% of partner school students select Woonona High as secondary school of choice	<p>School Promotion</p> <p>Transition Coordinator</p> <p>\$20,823.00</p> <p>Transition Program Costs</p>	<p>The revised transition events supported students make informed decisions regarding choices/selections, provided relevant and timely information and involved parents in the decision making. Student staff and parent survey strongly endorsed the revised formats.</p> <p>Increasing numbers of local student enrolments from our partner schools are choosing WHS as their school of choice. The drift to selective, performing arts and private schools has significantly declined. 65% of local enrolments chose WHS as their school of choice on 2015, 79% in 2016 and 83% in 2017.</p>
Maintain high levels of student's post school destinations to university or TAFE.	<p>Senior student coordinator</p> <p>Careers Adviser</p> <p>Socio-economic background (\$42,000.00)</p>	<p>Post school destinations continue to be predominantly University 58% and TAFE 30%. The success of the alternative HSC program WRAP continues to support 60% of students transitioning to apprenticeships and traineeships.</p>
Community feedback collected and collated annually and reflected in future planning.	<p>SAO collation of feedback and evaluation data.</p> <p>Camera equipment to capture feedback from students and parents in the year 7 L2L program.</p> <p>Socio economic background</p>	<p>L2L Head Teachers conducted and invited all year 7 parents to attend workshops.</p> <p>Tell them from me survey was implemented again and tailored to seek feedback from specific school information sessions.</p> <p>An evaluation and analysis of parent, staff and student feedback from each event was conducted throughout the year. Information was collected via evaluation templates, exit slips and individual emails from parents . Parents responded positively to the changes that were made to 2017 presentations based upon the feedback collected and collated from 2016.</p> <p>The number of parents attending events increased, a culture of expectation of attendance has developed. Photographs and video capture of events was published on the school facebook page and fortnightly newsletter.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Community feedback collected and collated annually and reflected in future planning.		<p>A school evaluation took place in term 4, 2017. The evaluation team held focus groups of students, interviewed individual teachers and parents and developed an online survey for completion by students, staff and parents.</p> <p>Additionally in 2017 a survey link was sent to parents in our partner primary schools to capture their feedback on the future direction for WHS.</p> <p>The outcomes of the evaluation and recommendations made by the evaluation team informed school direction and initiatives from the school plan 2018–2020.</p>

Next Steps

The STEM elective has proven a popular subject choice for 2018 but the gender bias towards male enrolment remains. In 2018 we will continue to explore options to increase the engagement and enrolment of girls in STEM, including the development of a Stage 4 elective aimed specifically at female students. We will also trial a STEM ambassador program in which girls in Stage 4 are offered the opportunity to become STEM ambassadors by participating in targeted activities and promoting participation through assembly presentations, newsletter items and other communication tools.

Problem based learning will continue to be developed, refined and incorporated across the school. Future focused skills will be explicitly taught, with staff to investigate the use of the newly developed “collaboration continuum”, a product of Woonona High School’s participation in the “Schools of the Future” program. Additionally, the utility of goal setting in meeting milestones in PBL units will be explored, given that staff have undergone professional learning in the use of goal setting with students as part of the “Learn to Learn” program in Stage 4.

Lastly, finding authentic connections and authentic audiences will continue to be a priority for PBL, particularly given the interest of staff from the University of Wollongong Innovation Campus and Science Space expressed at a recent meeting between our school and UoW.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Stage 6 Tutoring \$6,066.00 Stage 5 Tutoring \$6,066.00 Teacher Coordinator & Cultural Programs \$13,411.00 Financial Assistance \$4,711.00	The ATSIEAP funding that the school received was used to fund the following: *Indigenous games program and equipment *Boori Prior visit *Student assistance with excursions *Creative and Performing Arts Program *AIME *Camps, uniforms, CHS trials *Debating Workshops *Individual and small group tutoring Through these programs Woonona High School has been able to strengthen partnerships and promote genuine collaboration between the school, Aboriginal families and the Aboriginal community. This has allowed the school to sustain a positive and inclusive school culture.
Low level adjustment for disability	SLSO \$34,595.66 Teacher Release \$9,202.00 Resources \$3,223.00 Hospitality \$8,914.99	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. 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. 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. IEP's and IBP's were developed for all students with disability confirmations and some students with learning/behavioural support needs. These plans were developed

Low level adjustment for disability	SLSO \$34,595.66 Teacher Release \$9,202.00 Resources \$3,223.00 Hospitality \$8,914.99	<p>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 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>
Socio-economic background	Student Assistance \$7,000.00 Teacher Salaries: Stage 5 Electives Stage 6 courses \$104,113 Senior Student Coordinator \$20,823 Deputy Principal \$22,858	<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 58% of the 2017 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 2017 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. Student Assistance\$4,477.00Teacher Salaries:Stage 5 ElectivesStage 6 courses\$92,498.92Senior Student Coordinator\$38,696.r</p>
Support for beginning teachers	Teacher Salary \$19,936.80 TPL Costs \$130 Teacher Release \$3, 010.00 Resources	<p>All temporarily and permanently appointed Early Career Teachers were supported consistently throughout the year and successfully completed a mandatory Woonona High School (WHS) Induction program. Staff with funding entitlements chose to either use it for a reduction in face-to-face teaching time in addition to attending professional development (PD) workshops and others chose to only use it for their attendance in PD workshops. A Head Teacher Mentor position was created to ensure all Beginning Teachers within the</p>

Support for beginning teachers	<p>\$6,013.98</p>	<p>school had access to ongoing and targeted support throughout their initial year of teaching at WHS. Regular workshops enabled all Beginning Teachers to develop their own professional practice and commence the process of Proficient Accreditation. Collaborative discussion, evidence and annotation review sessions have ensured all portfolios are of the highest standard. This Head Teacher role also supported those teachers who were in their second and third years of teaching still yet to complete their proficiency portfolios. All temporary and permanent Early Career Teachers who did not complete their portfolios in 2017 aim to finalise their Proficient Teacher Accreditation portfolio in 2018. All Early Career Teaching staff in 2017 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. This included their involvement in learning triangles within the HUB program (see pre-service teacher section of this ASR) as well as taking part in Problem Based Learning (PBL) opportunities at the school. Some Early Career Teachers were also involved in leading faculty programs and others were involved in CAPA productions which are all direct examples of the contribution Beginning Teachers have made to WHS throughout 2017. In 2017, nine teachers worked toward accreditation with the Head Teacher Mentor through the beginning teacher accreditation and induction program. Three of those teachers applied for accreditation at proficiency level in 2017.</p>
Professional Experience UOW Partnership	<p>HUB Coordinator \$54,566</p> <p>Lesson Studies \$13,810</p> <p>PEX Planning Day \$7310</p> <p>Mentor Training \$12,470</p> <p>Lesson Studies Research (filming) \$2,580</p> <p>Head Teacher Mentor \$32,301</p>	<p>The HUB initiative began in earnest in 2016at Woonona High School and continued throughout 2017. Its primary aim has beento develop a best practice approach to supporting Pre-Service Teachers(PST's)and effectively embedding them within existing school structures.</p> <p>Throughout 2017 the Immersion Program forMasters Year 1 PST's was embedded into existing school structures. Thisincluded a targeted professional development program for all PST in all stagesof their in-schooling placements. PST's were supported at a whole school levelby the PEX Coordinator and their involvement/ participation in whole schoolinitiatives including TLC's, Lesson Studies, PEX Preparation and Transitiondays and at the faculty level by mentor teachers. Such support and immersionhas enabled them to gain skills and confidence in key areas of pedagogy. Theweekly PIP program was linked directly to the university focus areas to drawconnections between the weekly group collaboration and reflection meetings. Theimpact of this process is best demonstrated by the positive evaluations</p>

Professional Experience UOW Partnership	HUB Coordinator	ofPST's and PST Mentors from all experiences provided. These programs willcontinue in 2018.
	\$54,566	
	Lesson Studies	Lesson Studies and other examples of bestpedagogical practice for PST were embedded and evaluated as part of the HUB initiative.Progress was made in implementing Lesson Studies professional learningundertaken by Masters Year 1 and Masters Year 2 students as well as WoononaHigh School, Keira High School and Corrimal High School staff. The deliberatelearning triangle constructed (PST, Early Career Teacher (ECT) and experiencedMentor Teacher) helped facilitate growth at all levels of teaching. LessonStudies involved the collaborative design, delivery and evaluation of anexemplar lesson or series of lessons, with student engagement and learningoutcomes a key priority of the process. Academic research conducted by WoononaHigh School and the University of Wollongong was undertaken around LessonStudies and published by UOW. Further research and collaboration around the HUBprogram will continue throughout 2018.
	\$13,810	
	PEX Planning Day	
	\$7310	
	Mentor Training	PEX Mentor Training Days were provided forPST and Mentor teachers from WHS and KHS. Workshops were designed and deliveredto PST on behavior management and communication and time allocated for thecollaborative planning of upcoming PEX placements to help ensure continuity ofteaching practice and the delivery of high quality lessons for students. ThePEX Planning Day was positively evaluated and will be utilized again as part ofthe HUB initiative in 2018. PEX Mentor Training was delivered to 29 teachingstaff from public schools throughout the Illawarra in 2017 (14 staff from WHS and 15 staff from 7 different primary and high schools). This RegisteredProfessional Development developed teachers' capacity to effectively mentor PSTand helped them develop their craft in a supportive yet accountable manner in order to impact positively on student outcomes. Mentor Training will take placein 2018 and will continue to be one of the key features of the HUB initiative.
	\$12,470	
	Lesson Studies Research (filming)	
	\$2,580	
	Head Teacher Mentor	In 2017, 23 PST undertook practicum placementsat WHS. These students were located in 7 different faculties throughout theschool, with three Masters Year 2 students gaining casual employment at ourschool once their university study had been completed.
	\$32,301	

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	337	342	342	347
Girls	256	225	257	295

Student attendance profile

School				
Year	2014	2015	2016	2017
7	94.2	94.9	94	94.2
8	93.2	91.7	89.9	92.8
9	89.5	93	91.1	91.2
10	91	89.1	91.6	91.4
11	89.9	90.6	90.1	91.3
12	92.5	90.4	90.7	89.1
All Years	91.7	91.6	91.4	91.9
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

Student attendance at Woonona High School continues to be at or above state average. In years 7,8, 9, 10, and 11 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	0	0	0
Employment	13	6	19
TAFE entry	0	5	20
University Entry	0	0	58
Other	0	0	3
Unknown	0	0	0

The combination of a strategic comprehensive HSC strategy; Raising Achievement 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

A small number of our students enrol in either Vocational Education or TAFE subjects while in the senior years as they have the capacity to participate in our alternative HSC pattern of study. The WRAP (Work Related Alternative Pathway) allows students to undertake a combination of work preparation courses, VET courses and weekly work placement.

In 2017 30% of Year 12 students undertook one or other of the following Vocational Education courses; Metal & Engineering, Construction, and Hospitality. In addition, Year 11 students had the opportunity to also undertake a new VET course, Skills for Work in 2017.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of Year 12 students obtained a HSC or equivalent vocational educational qualification in 2017.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	0
Head Teacher(s)	7
Classroom Teacher(s)	37.3
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	0.8
School Administration & Support Staff	10.28
Other Positions	1

*Full Time Equivalent

In 2017 Woonona High School did not have teaching or non teaching staff of Aboriginal Background.

Workforce retention

In 2017 Woonona High School did not have teaching or non teaching staff applying for transfer. In 2017 two teachers retired, another 1 commenced extended leave pending retirement and three temporary teachers gained full time employment at Woonona High School and another gained a promotions position via the merit selection process at Woonona High School.

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 2017. 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 third year in 2017 and is now embedded in the routine of collaborative learning structures at Woonona High School.

Mandatory Child Protection, Code of Conduct, 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 \$58,349 was expended on professional learning meaning approximately \$1,166.98 per staff member. The major components were casual relief costing \$47,021 and the remainder is accommodation and course fees. Woonona HS is writing a large proportion of its own professional learning, using Lesson Studies, Unit Studies as vehicles for this process.

In 2017, nine teachers worked toward accreditation with the Head Teacher Mentor through the beginning teacher accreditation and induction program. Three of those teachers applied for accreditation at proficiency level in 2017.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

<You may use this text box to comment on:

- voluntary school contributions
- any significant variation between income and expenditure
- high levels of retained income and retained income held in trust
- significant expenditure on student curriculum materials, resources and technology.>

Delete text not required.

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	1,228,307
Appropriation	930,599
Sale of Goods and Services	140,637
Grants and Contributions	156,433
Gain and Loss	0
Other Revenue	0
Investment Income	638
Expenses	-813,232
Recurrent Expenses	-813,232
Employee Related	-341,728
Operating Expenses	-471,504
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	415,075
Balance Carried Forward	415,075

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

<Use this text box to enter a general statement describing:

- your school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

Delete text not required.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	6,221,815
Base Per Capita	91,543
Base Location	0
Other Base	6,130,272
Equity Total	348,774
Equity Aboriginal	26,254
Equity Socio economic	178,410
Equity Language	0
Equity Disability	144,110
Targeted Total	213,940
Other Total	120,378
Grand Total	6,904,907

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

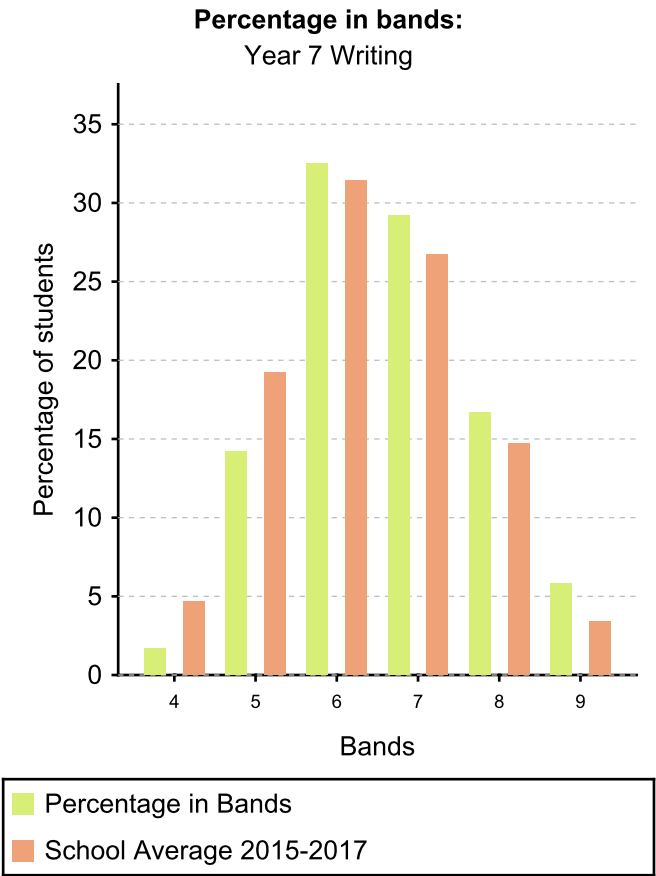
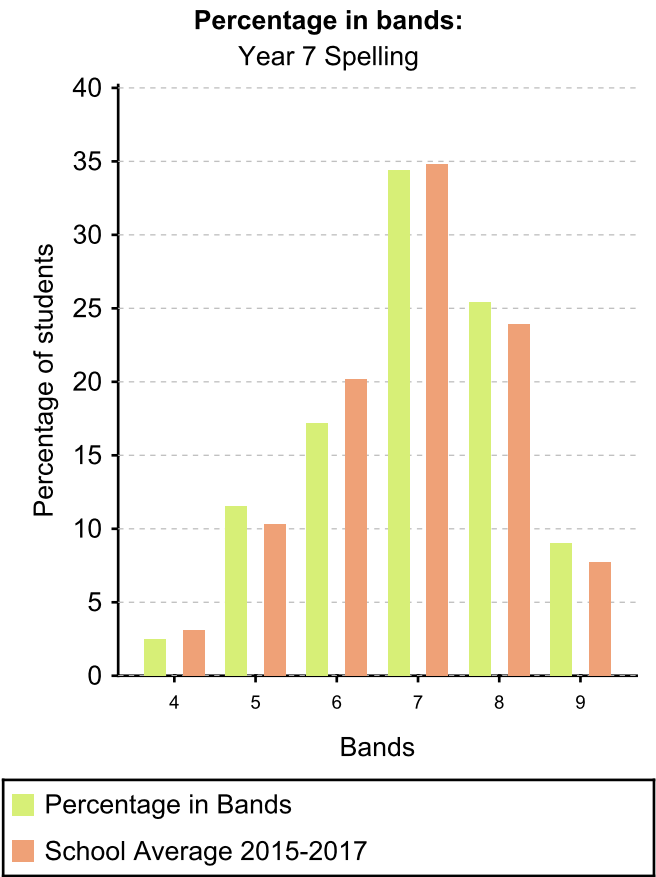
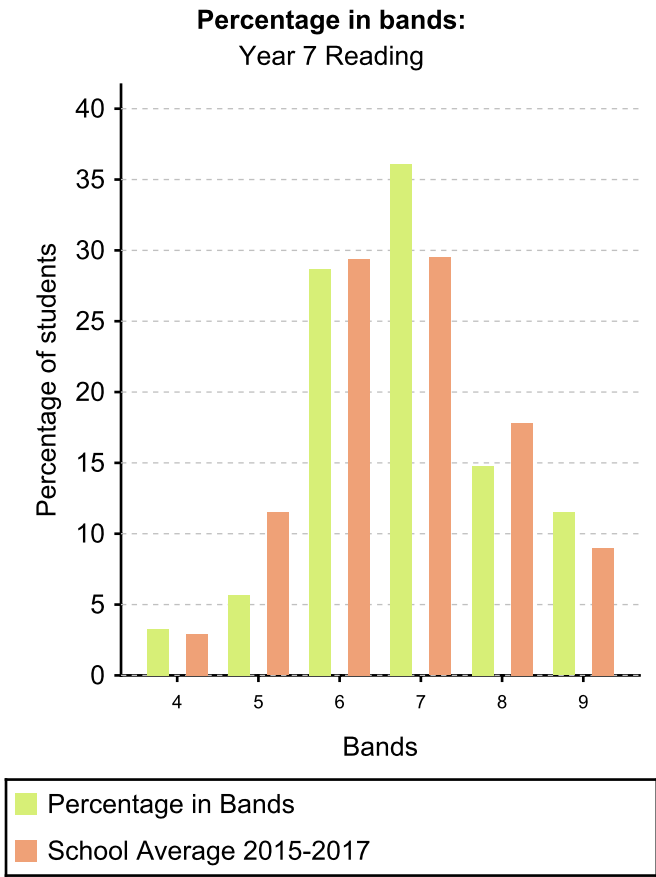
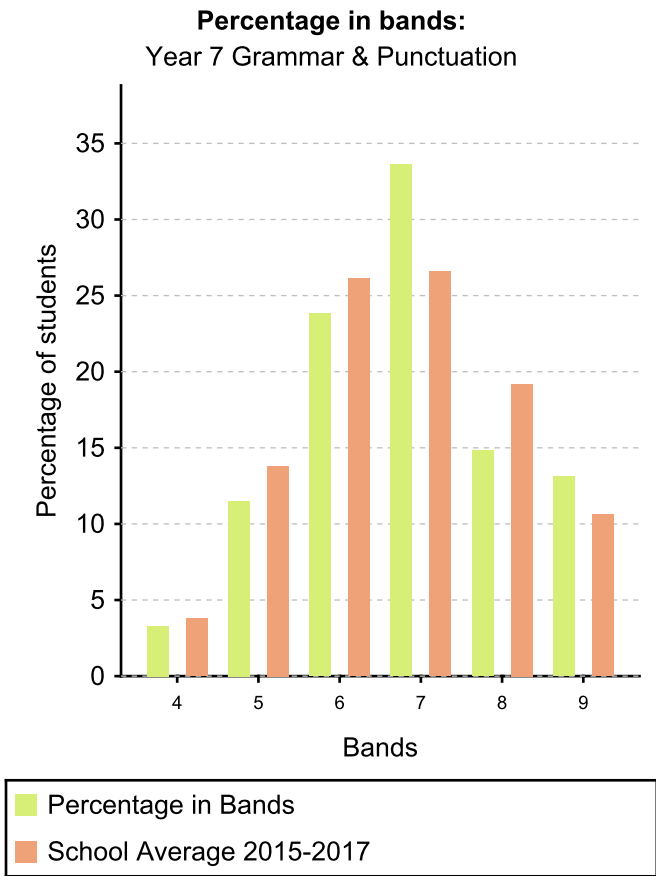
NAPLAN

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.

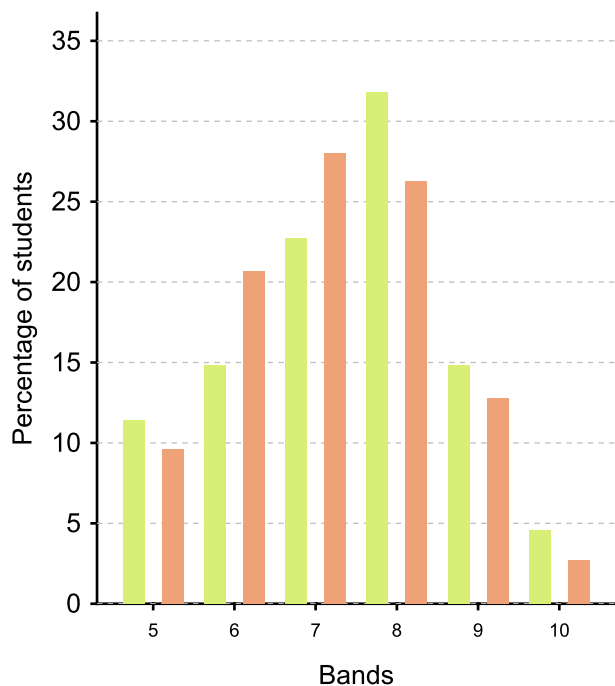
NAPLAN Year 7– Literacy (including Reading, Writing, Spelling and Grammar and Punctuation) The results for Literacy in Year 7 were excellent. Our students' results were above All NSW State students average results in reading, writing and grammar and punctuation. 69% of all students achieved greater than expected growth in reading, 58% in writing and 66% in grammar and punctuation. We will continue with our focus upon literacy in 2018 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 59% of Year 9 students in the test aspect of spelling, 71.4% in reading and 54.2% of students achieved greater than expected growth in the test area of grammar and punctuation. They also scored above the scores in All NSW State student groups for the test elements reading, writing and spelling.

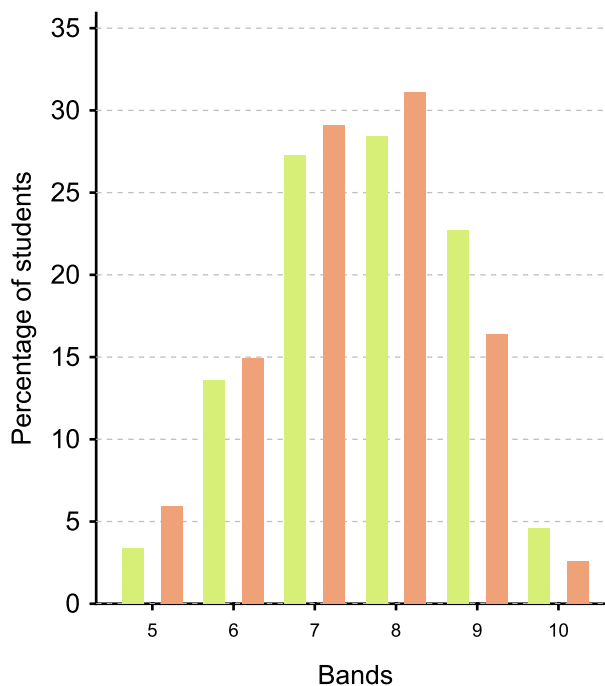
Longitudinal trend data indicates improvement in all test areas assessed.



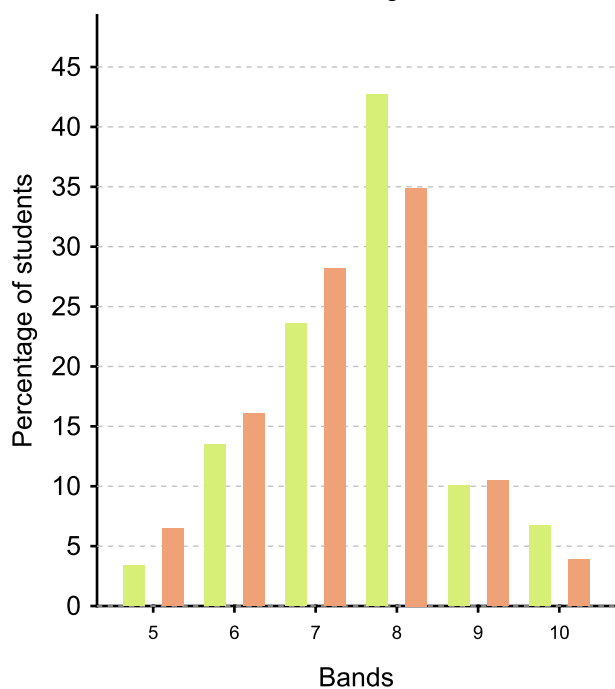
Percentage in bands:
Year 9 Grammar & Punctuation



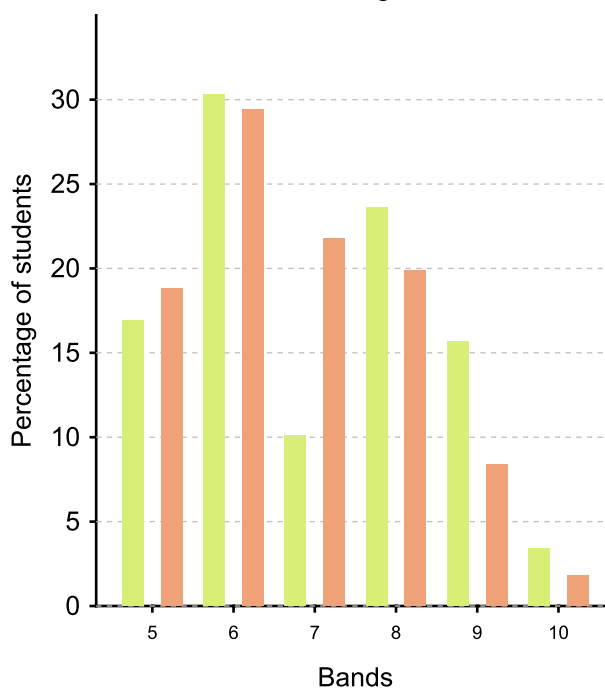
Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Reading



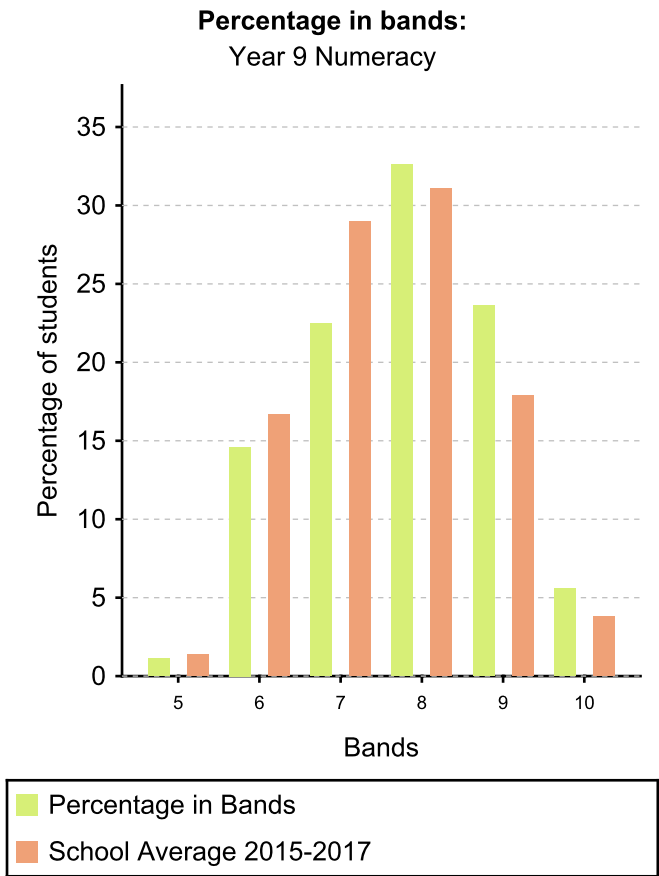
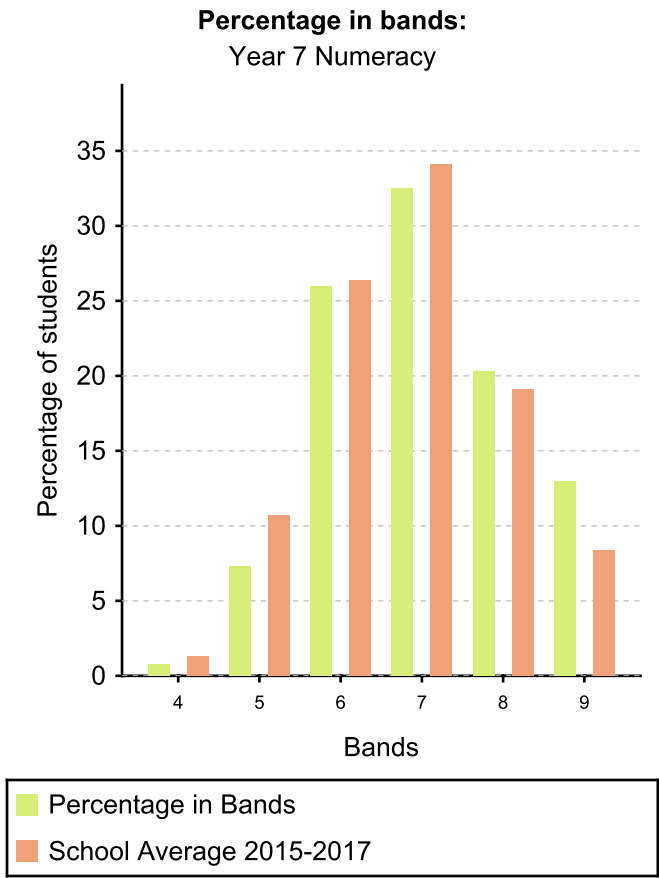
Percentage in bands:
Year 9 Writing



NAPLAN Year 7 – Numeracy Year 7 students scored above All NSW State students in Numeracy. 71.1% 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 has been successful. A

focus upon improvement in numeracy skills in 2016 and 2017 resulted in 81% of Year 9 students achieving greater than expected growth in the test aspect of Numeracy. Year 9 students scored above NSW DoE student group sin Numeracy, Data, Measurement, Space and Geometry and also in Number patterns and Algebra.



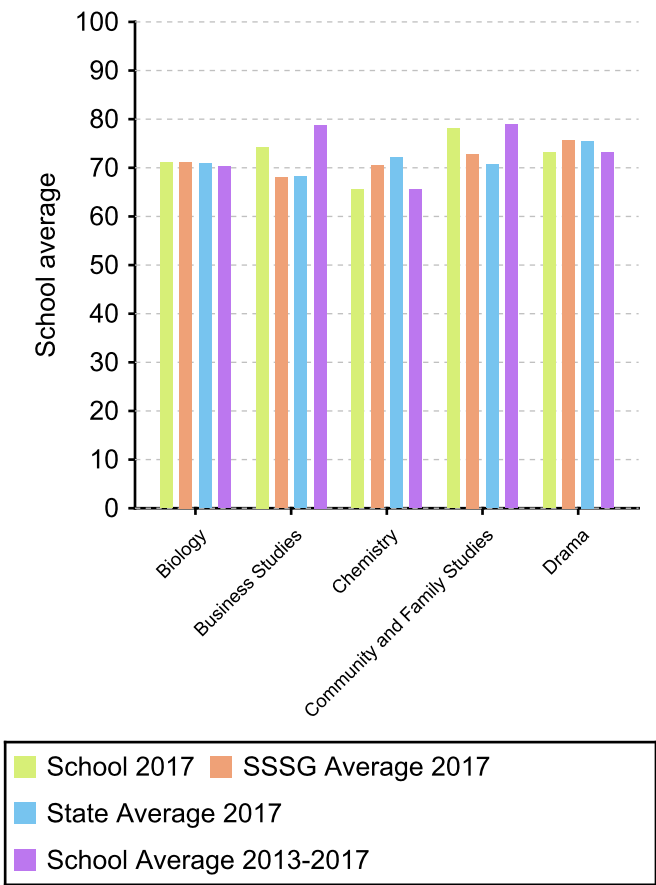
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

The achievement of students in bands 8 and 9 in Year 7 included 26.3% in the test area of reading, 34.4% in spelling, 22.5% in writing, 27.9% in grammar and punctuation and 33.3% in numeracy.

The achievement of students in bands 8, 9 and 10 in Year 9 included 59.5% in the test area of reading, 55.6% in spelling, 42.7% in writing, 51.1% in grammar and punctuation and 61.8% in numeracy.

Higher School Certificate (HSC)

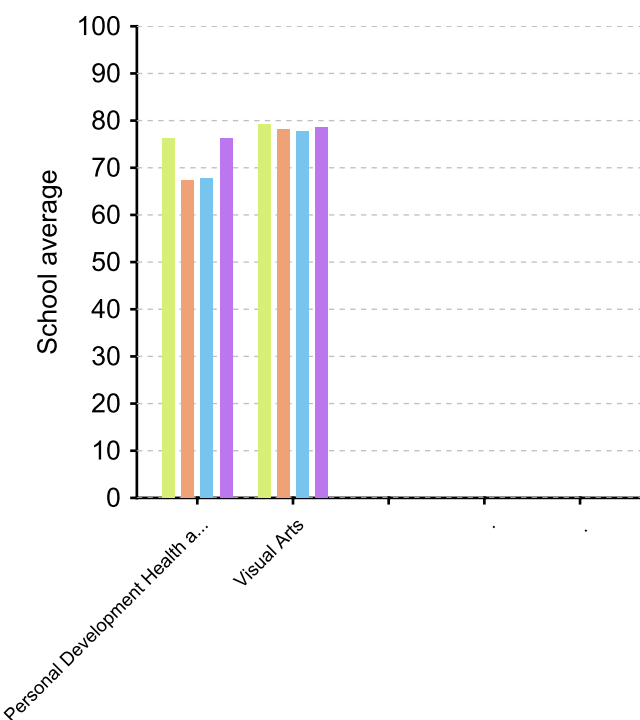
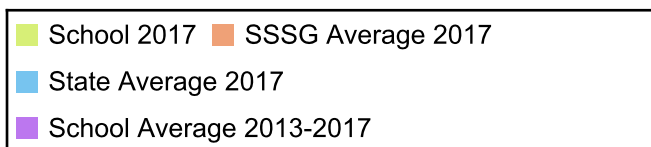
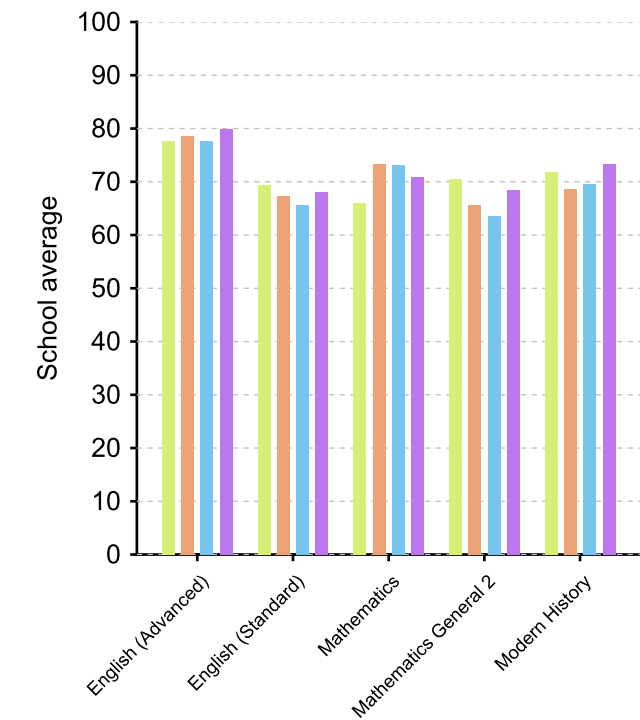
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



Parent/caregiver, student, teacher satisfaction

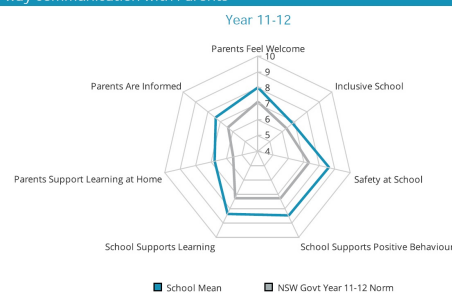
All indications from the School Evaluation of 2017 show that staff, students and parents are satisfied with the systems, policies and procedures that are in place. Students at Woonona High School demonstrated resilience, respect and confidence across the school and wider community through the myriad of programs on offer. According to the data that came from the school evaluation of 2017, 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, 8.7 responded that the school's administration staff are very helpful, 7.8 parents feel well informed and 8.0 reported that written information is clear and in plain language.

The Tell Them From Me survey data in the aspect of two way communication with parents indicates that parents rated the school highly, greater than NSW Government norms in the areas of; parents feel welcome, parents are informed, parents support learning at home, school supports learning, school supports positive behaviour, safety at school and inclusive school. This was particularly so of parents of students in Years 11 and 12 as per the graph.



In the Higher School Certificate, our results continue to improve. We had above state average results in nineteen courses; Ancient History, Business Studies, Community and Family Studies, Engineering Studies, English Extension 1, English Extension 2, Food Technology, Industrial Technology, Information Processes and Technology, Legal Studies, General Mathematics, Mathematics Extension 2, Music,

Two-way Communication with Parents



Policy requirements

Aboriginal education

In 2017 Woonona High School continued to increase links within the Indigenous community and support our Indigenous students throughout their life 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 cultural activities, academic and sporting endeavours, the creative arts and the building of life skills.

Our students attended a number of workshops held by Zac Bennett–Brook where they learnt a variety of traditional Indigenous Games including Kabi Kabi, Buroinjin, Parndo, Wana, Gorri and Kalkadoon Kee'an. Zac taught the students about the origins of each game, how they were traditionally played and how to teach others to play them before students were able to participate in each game themselves. Students were also provided with the opportunity to partake in an art workshop led by Zac and assisted by Miss Madison Bramley. Students were taught about traditional Indigenous art, including a study of famous artworks by a range of artists and the techniques that they use including. Students then created their own personal artwork using a photo frame as their canvas and using the traditional colours and techniques that they had just explored.

Woonona High school held its annual NAIDOC Community of Schools' day. Indigenous students, plus a friend, from Woonona, Russell Vale and Woonona East Primary Schools came to Woonona High School for the morning to participate in a range of traditional Indigenous games run by our Indigenous students, who had learned the games throughout their training day. 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 program (Australian Indigenous Mentoring Experience) run by the University Of Wollongong. In 2017 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 endeavours 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. Students in Years 9 and 10 attended UOW throughout Term 3 where they were put through a number of mentor training sessions covering hard–hitting subjects such as racism and identity, building self–confidence and connections, as well as fun sessions including AIME'S *Got Game and Drama*. The Year 9 and 10 program allowed for a number of students to successfully complete the mentoring program including Jackson Woods–Brooks, William Taylor, Brooke Tierney, Angel Watson and Nioka Lowe–Brennan. Successful completion of the mentoring course will allow students to mentor younger AIME members from Woonona High School in the future. Jackson is also to be congratulated on his entry in the AIME'S *Got Game* talent competition where he wrote and preformed a rap for his peers.

Students were invited to Wollongong High School of the Performing Arts to watch a screening of the award winning documentary *Zach's Ceremony: Awaken The Warrior*. The documentary was filmed over a 10 year

period and follows the journey of a boy into manhood in a complex and emotionally driven story. It showcases the themes of family, connections and gives insight into what is like to grow up belonging to the oldest living culture on earth.

Woonona High School held its whole school NAIDOC celebration at the beginning of Term 4 with students and staff attending an assembly in which members from the community were invited to partake in the celebrations. Kaitlyn Smith gave the acknowledgment of country and William Taylor spoke about our local Aboriginal history. Our Guest speaker was Maiquilla Brown from UOW's AIME program, who spoke to us about her journey and intertwined the theme for 2017, *Languages Matter* throughout her moving speech. Students then participated in a number of engaging cultural 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. Some famous Indigenous Australians researched included Patty Mills (NBA Player), Kyah Simon (Professional Football Player) and Monty Pryor (Author). Year 8 took part in a Science lesson and completed a number of activities within the laboratories, Year 9 played traditional Indigenous Games and took part in Art lessons and Year 10 studied the life of Vincent Lingiarri and how his life story is represented in different textual forms. The celebration was concluded with a whole school barbeque.

Year 9 and 10 Indigenous students from the Illawarra were given the opportunity to identify with their Aboriginal cultural heritage and its connection to Science, Technology, Engineering and Math (STEM) by applying to attend the Koori STEM camp. Jackson Woods–Brooks from Year 10 was lucky enough to be successful. He participated in a number of engaging activities throughout the camp including Boomerangs and Wind turbines, Storytelling through Digital Media, Sustainability in the Built Environment and Renewable Energy and the Natural Environment.

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.

Woonona High School hosted a number of our neighbouring high school colleagues and students for a debating workshop in which they were taught skills in how to prepare for a debate and participated in a mock debate. This allowed students to practice before they participated in the NAIDOC debating competition.

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.

Jackson Woods–Brooks and Angel Watson received awards at the Deadly Encouragement awards held by the Northern Illawarra AECG. Both students were nominated for their outstanding efforts throughout the 2017 school year. The ceremony was held at Waniora Primary School with students receiving their awards in front of their families and local community.

Two Indigenous students completed their HSC in 2017. In 2018 Kaitlyn Smith will be studying a double degree of psychological science and social science – majoring in criminology as well as working full time and Tiarna Peace–McGeary will be undertaking fulltime work.

Our coordinator of Indigenous Education Miss Morgan Potter and Principal Mrs Belinda Wall have continued to attend the Northern Illawarra AECG meetings. This allowed them to connect and collaborate with teachers from other schools, to stay up-to-date with new and existing policies and gather information on upcoming opportunities and events for our students. The meetings also allowed them to hear about and recognise the achievements of other Indigenous students, and the supporting staff members, 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 creating high expectations 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 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 4 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 four years. In the 2017 HSC the school was ranked first in the region for public comprehensive high schools. This reflects the success of embedding the Raising Achievement strategy into the Year 12 program whereby, increasingly, students are 'actualising their capabilities'.

Creative and Performing Arts (CAPA)

2017 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 2017 is included below:

Year 7 CAPA Class

The Year 7 CAPA Enrichment Class Program continued to grow in 2017 after the success of 2016. The amount of interest from talented students resulted in two classes of students being established. The students were thoroughly engaged with the opportunities they received in this program and feedback from staff, students and parents has been 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 performances and art displays. 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 2017, with several of our students performing with the Illawarra and South East Regional Touring Performing Ensemble, Southern Stars Performing Company (Orchestra and Dance) and the Southern Stars Aboriginal and Torres Strait Islander Dance Ensemble. Other community performances included Thirroul Seaside Festival, Woonona Primary School Moonlight Cinema, Illawarra Retirement Trust, Chloe Saxby Fundraiser, 48th Combined Schools Instrumental Festival and the Women's Rugby League Opening Ceremony.

Circus

Our Circus program has continued to expand with the installation of new aerial equipment and training of additional staff through Circus Training Australia in Melbourne. As a result, a new aerial sport group was created in Term 4 who performed for our annual showcase, and an aerials elective was written for 2018.

Dance

2017 saw another extension of the Dance Programs offered at Woonona High, including elective courses in Year 8 and Year 10. Dance continued to be a popular choice for sport, and we also included a dance troupe in our annual CAPA tour to local primary schools and Thirroul Seaside Festival performance. This year we successfully auditioned two ensembles for the South Coast Dance Festival, and our students also performed in Southern Stars, Unplugged, High School Musical, Women's Rugby League, Variety Night and school assemblies. We also had three dance students (Elizabeth Apter, Layla Ryan and Chloe Jones) who performed in the Southern Stars Performing Company and Schools Spectacular, and four of our Aboriginal and Torres Strait Islander dance students (Lani Storm, Tishaan Styche, Angel and Jewel Watson) attended a workshop for young women with an Indigenous dancer and choreographer Amrita Hepi. We also had several other Aboriginal and Torres Strait Islander dance students join these four girls to perform an item for our

annual Variety Night showcase, that was choreographed by a local student in the NSW Aboriginal Dance Ensemble. Three of our Indigenous students also performed as part of the Aboriginal Dance Ensemble for Southern Stars (Alahna Ping, Lani Storm and Tishaan Styche).

Drama

Drama students were once again involved in the South Coast Drama Festival in 2017 and two of our students successfully applied for work experience with the Merrigong Theatre in Wollongong. Our 2017 HSC class attained strong results including a Band 6 and a new Theatre Studies elective successfully combined technical and performance skills for interested students. Our Year 7 CAPA classes explored green screen techniques and film, and drama students were involved in numerous excursions, workshops and performances at school and in the community, such as the On Stage 2016 HSC Drama showcase, CircusOz, Circus Monoxide, Bell Shakespeare, Southern Stars and several theatre shows.

Music

2017 was another strong year for Music at Woonona High, with excellent HSC results including marks ranging from 78–88 (above state average). One of our students, Conor Johnson, received two early admission offers to study audio engineering at JMC College and the Australian Institute of Music in Sydney.

Our band program continued its success with a record 34 primary school students involved from Russell Vale, Woonona and Woonona East Primary Schools. Our Stage Band also toured to our local primary schools and the Illawarra Retirement Trust in Woonona, as well as performing at the Thirroul Festival and the 48th Combined Schools Instrumental Festival. Our Vocal Ensemble grew in numbers and performed at several school events in 2017. We held another 3 Unplugged concerts, including our 23rd, to support live acoustic music, and we were once again well represented in the Illawarra and South East Regional Performing Ensemble, with Jocelyn Bray (saxophone), Caleb Bate (trumpet), and Ethan Johnson (drums). Ethan also played in the Orchestra for Southern Stars. Other excursions included the Encore 2016 HSC Music Showcase, Beautiful the Carole King Story, SongMakers Q & A Event and the Secondary Schools Choral Concert. Several students successfully completed Australian Music Examinations Board Grades in Clarinet, Piano and Saxophone.

One of the highlights for music students in 2017 was the SongMakers Project. We were selected as one of only 50 Australian schools to participate in the SongMakers Project, offered free of charge, based on the strength of our music programs. In the last week of Term 1, 16 of our elective music students were mentored by industry professionals **Rai Thistlethwaite** (lead singer of Thirsty Merc) and **Robert Conley** (American music producer) to create and record four original songs over two days at school. Our students thoroughly enjoyed the experience, especially having such successful artists

and industry professionals coaching and helping them. They also enjoyed having their songs produced to radio quality and hearing the final product of their song demos. The insight they gained into how artists, producers and songwriters work together was amazing and the story was featured by several local newspapers, TV and radio stations.

Visual Arts

2017 was another successful year for our art students, including the group of accelerated students who are completing the Stage 6 courses a year earlier. The initial group continues to display impressive qualities in their attitude and work ethic, achieving strong results, and we have a new group beginning in Year 8. We had 179 students involved in Elective Visual Arts and Photography/Digital Media courses each week from Year 8 to Year 12, including our Art Accelerated Program. We offer art lessons at lunchtimes and after school for our local primary school community. 2017 also saw a revamp of our photography dark room, which is used regularly. Based on the growth and strength of our programs, we were successful in receiving a Community Building Partnership government grant for \$25,000 which will be used to purchase and modify two shipping containers into a vibrant, flexible and cost effective work and exhibition space for our students. Our HSC results were positive including a Band 6 and several Band 4 and 5s.

CAPA Collaboration

There were many collaborative CAPA events at Woonona High School in 2017. Most notably, our whole school production of "High School Musical" in July saw a cast and crew of 70 students thoroughly entertain and amaze our audience. Over 500 primary school students from Woonona PS, Russell Vale PS and Woonona PS, along with residents from the Illawarra Retirement Trust Village attended our matinee performances and the line up for tickets at the evening shows went out to the carpark on both nights. We received an excellent review from the Regional Arts Coordinator, along with a Highly Commended Award and several individual medals and encouragement awards from the Arcadian's Theatre Group. CAPA staff and students combined their broad range of talents and skills in dance, drama, music, art and technical production to stage another outstanding show. The CAPA Faculty also focused on collaboration through Project Based Learning in 2017. Beginning with High School Musical, the next event combined a music concert with dance performances and an exhibition of artworks and photography. This event showcased the work of several different projects that entertained and conveyed meaning to an authentic audience, including Year 10 Music, Year 7 CAPA Dance, Year 9 Visual Arts and Year 10 Photography and Digital Media.

Another collaborative event was our annual HSC CAPA and TAS Major Works showcase, which allowed the community to witness the products of our talented Year 12 Music, Drama, Visual Art and Industrial Technology Timber students.

The growth of CAPA was also clearly evident in our

annual CAPA Camp and Variety Night showcase. The number of students involved in camp increased from 40 in 2016 to 60 in 2017, and the students involved in Variety Night also increased from 74 in 2016 to 107 in 2017. The camp is used to teach new repertoire, produce art and form new ensembles for our annual showcase Variety Night. There was a great sense of teamwork during the camp and Variety Night and it was wonderful to see students from Year 5 – 12 working together in 2017.

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 Department's 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 2017 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, both local and state wide..

Swimming

This year we had thirty three of our students selected in the Northern Zone Swimming team. Last year at the Zone Carnival at Corrimal, Zara Sharman and Chelsea Jones each broke two long standing records. Zara also

received the "Speedo" encouragement award at the CHS carnival.

Zone Sport

Woonona High School continues to fully support the Northern Zone Competition in Terms 2 and Term 3 offering many Junior and Senior teams..

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 2017, 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

1. Zara Sharman – 15 years Girls Age Swimming Champion at Area Carnival, medallist at CHS Carnival.
2. Hayley Walker – selection in the South Coast Open Tennis team – 4 years in a row.
3. 6 x 50m Girls All Age Swim relay were first at the CHS Championships and finalists at the All Schools Swim meet.
4. 4 x 50 m Girls Medley Relay were finalists at the CHS Swimming Carnival.