

Warilla High School

Annual Report



8418

Introduction

The Annual Report for **2017** is provided to the community of **Warilla High School** as an account of the school's operations and achievements throughout the year.

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

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

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Message from the Principal

2017 has been yet another outstanding year for this wonderful school. I am often asked what sets this school apart, and why there is such overwhelming demand for enrolment here? (Over 120 non-local enrolment applications are rejected annually).

I have no doubt that this is entirely due to the philosophy, which is the bedrock of our work.

In essence, I believe that we are a student centred, outcomes driven school that believes in excellence for all. We are a school where high expectations are the norm and decisions are made on the best available, validated research. Curriculum differentiation and quality teaching practice are readily observable, expected and demanded. We are a school where a sense of gentle good humour, respect and courtesy is extended to students, staff and the broader community. We are transparent in the decision-making processes and inclusive of community opinion. We continually seek to renew, reflect and evaluate our practice with the intention of improving student learning. We will learn and unlearn. We are personally responsible for the outcomes we generate.

This mantra has seen exceptional results achieved by our students, including:

- Over 90 students receiving early entry to University in the past two years.
- 17 students on the HSC Distinguished Achievers List for 2016/17.
- Over 200 HSC results in the top 30% of NSW in the past 3 years.
- One of our teachers named Vocational Education and Training Teacher of the Year in the Illawarra in 2017, competing against staff in both the public and private systems.
- 30 School Based Apprenticeships and/or Traineeships undertaken over the last 5 years.
- Champion Sports School in the region for the past 10 years, and the NSW CHS Champion School in Athletics in 2016 (State Champions!). We have a long list of NSW and Australian representatives spread across a range of sports. Our most recent are two girls who in the latter part of 2017, were selected to play for Australian in the U/16 Oztog World Cup in 2018.
- An active Alumni which includes Doctors of Medicine, a Professor of Medicine, a Federal Parliamentarian, the CEO of the Ambulance Service in Tasmania, a host from the TV Show Getaway, a World Surfing Champion, Officers in the Armed Services, pilots, lawyers, a high school principal, teachers, tradespeople, National Rugby League Premiership winners and NSW State of Origin and Australian representatives, an Australian Rugby Union Wallaby, the current World Masters Athletics Champion...and so the list goes on!

Perhaps the statistic that I am most pleased with is the fact that 95% of students who leave this school go on to higher education, job-related training, employment, or combinations thereof.

2017 has once again seen these achievements underpinned by one of the most comprehensive welfare structures of any

school in NSW. We have instituted a full-service model of student well-being programs, which are preventative, developmental and remedial in nature. We are keen to nurture our values education agenda, which has as its central tenants: Excellence, Respect, Integrity and Compassion. There is an absolute zero tolerance toward violence of any type. Likewise, bullying and harassment of any form have no place in our school and students who engage in such anti-social behaviour run the very real risk of also having their enrolment annulled.

Our 2017 School Priorities were:

1. 21st Century Teaching and Learning,
2. Excellence for All, and
3. Quality Systems and Practices

These priorities will be continued across the next 3 years with a relentless focus to ensure we have literate, numerate, problem-solving students who continually seek to extend their knowledge, skills and competencies in an ever-changing world.

Over recent years, the school has been included in a state-wide pilot called Schools of the Future. Through this project, we have reshaped our curriculum to include Robotics and Jet Engineering (Drone technology), while several classrooms and other areas of the school have been transformed under the Contemporary Learning Space/Design initiative. This has challenged traditional pedagogy and delivered some outstanding learning outcomes for students, not the least of which were 2017 NAPLAN data which showed the school outperforming State and Statistically Similar Schools in every area of the NAPLAN assessment, and in some cases, delivering value-added growth between year 7 and 9 which was five times greater than other schools!

It is with much pleasure that I present our 2017 Annual Report. I think you will find it a detailed and interesting insight into our strategic intent, direction and work to deliver on the stated priorities of our School Plan, and to ensure only the highest quality teaching and learning frameworks are in place for your children. With my kind regards

John Hambly

Message from the school community

The Warilla High School P&C Association is a small but committed group of parents who meet on the second Tuesday of each month. These meetings have grown to be forums where every aspect of the school's operation is critiqued with a view to providing strategic and ongoing support. In 2017, this support has included parent representation on merit selection panels to appoint permanent teaching staff, a prominent role in the process to release the school canteen to open tender and endorsement of the school's differentiated approach to learning and curriculum innovation. The P&C was also the catalyst that saw upgrades to the bus area at the front of the school, and corresponding improvements to the safety and security of our children as they arrive and depart from the school each day. It would be remiss of me not to also mention the ongoing dedication of several members of the P&C who still actively participate in our work despite their children having graduated from the school a number of years ago. Jill, Richard and Erène's enthusiasm and commitment are an example to us all!

2018 is shaping as an exciting year as the new Canteen operator seeks to ensure a new era of fresh food provision for staff and students while our support for the directions enunciated in the 2018–2020 School Plan remains unwavering. Indeed, the P&C look forward to evaluating the worth of projects that have been supported, especially in the area of STEM (Science, Technology, Engineering & Mathematics). An open and warm invitation is extended to all parents/care-providers to join us for our meetings in the school library from 6pm on the second Tuesday of each month.

Yours sincerely,

Mrs Natasha Saltalamacchia

WHS P&C President

School background

School vision statement

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

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

At Warilla High School, we believe that:

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

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

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

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

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

School context

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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.

During 2017, the school undertook a rigorous self-assessment process and produced a range of annotated evidence samples to support determinations made of our benchmarking against the elements contained in the Teaching, Learning and Leading domains of the School Excellence Framework (SEF)

On the basis of our SEF self-assessment, the school determined itself as **Sustaining and Growing** in the Learning Domain. This was consistent with the External Validation findings of 2016. At the end of 2017, all teachers had completed Module 5 of the How2Learn framework with laminated learning intentions and success criteria displayed in every classroom to clearly articulate the relentless focus on learning adopted by the school. This preoccupation was supported by student survey results in the Tell Them From Me survey which saw Warilla High School (WHS) well above

the state mean in the category of effective learning time. The school systematically collects analyses and uses data including valid and reliable student, parent and staff feedback to monitor and refine wellbeing and teaching programs. Likewise, the curriculum has been enhanced by learning alliances with other schools such as Parkes HS and Albion Park HS as part of the Schools of the Future consortium, while every teacher is involved in the Curriculum Networks Illawarra—a collective of professional sharing communities spanning 18 secondary schools in the area. This has seen the growth of a differentiated approach to student learning and the innovative use of learning spaces to better engage students in the learning process. 2017 NAPLAN Value-Added data between year 7 and year 9 was the best in the history of the school and provides evidence of the impact of our work in the Learning Domain of the SEF.

In the Teaching Domain, the school believes itself to be at the **Sustaining and Growing** phase. Teachers regularly review and revise teaching and learning programs in classrooms that were well managed, with well-planned teaching taking place so that students can engage in learning productively, with minimal disruption. Professional Sharing Communities have been established for staff to share teaching approaches, methodologies, resources and student engagement techniques to maximise learning outcomes. Staff have also utilised the FilmPond resource of the DOE to produce a range of films demonstrating pedagogic practice, student feedback and faculty branding initiatives. Five films have currently been produced, and are available to the wider community. The school has continued a strong and effective professional learning regime focused on the induction of new staff, quality teaching practice, leadership preparation and leadership development. Our future directions in this area of the SEF include implementation of the new Stage 6 syllabus requirements; the review, strengthening and alignment of our assessment reporting and programming with a focus on 21st-century learning skills and the refinement of teacher accreditation processes to align with best practice NESA modelling.

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

The SEF Self-Assessment process is an important component of a system-wide approach to school excellence. Schools regularly self-assess their improvement efforts using evidence to support their reflections. WHS also engages external consultants and staff from neighbouring schools to review aspects of our operation to ensure the subjective and critical critiques of our work continues to inform our direction and intent. The 2017 external Self-Assessment of WHS indicates that the school is tracking strongly against the mandated benchmarks of the SEF.

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

21st Century Learning

Purpose

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

Overall summary of progress

The implementation of the 21st Century Strategic Direction encompassed three Processes in the 2015–2017 School Plan. These included the embedding of 21st Century skills into Teaching and Learning programs, BYOD planning and implementation, and Literacy and Numeracy strategies being highlighted and coordinated throughout Teaching and Learning programs and evaluations.

21st Century skills remained a focus where Warilla High School staff undertook ongoing professional development regarding the identification and implementation of appropriate applied skills needed in the 21st Century workplace. Data has been collected through a variety of sources. 21st Century Learning Skills have been integrated into Teaching and learning programs. This has been consolidated through a whole school program – 'How to Learn' and the internal validation and evaluation of T&L programs across the school.

Within the BYOD planning and implementation process, the Professional Learning Communities model continues to strongly support the ability of teachers to share and develop specific skills in areas identified through their own professional goal setting. Specific areas such as the development of flexible learning spaces and the expansion of the robotics and STEM initiatives within the school have been a focus, where staff work across faculties to develop skills and share experiences and resources. Student engagement data has been collected to further refine school processes regarding innovation, technology and BYOD use across the school. This continues to be a focus in the introduction of the Australian Curriculum, and other syllabus refinements across the school in relation to technology use.

Numeracy and Literacy remain a pivotal focus for Warilla High School as we move into the new school plan for 2018–2020. We have developed a whole school Numeracy and Literacy plan in response to the DEC 'How schools can improve Literacy and Numeracy' document. The school has established cross faculty Numeracy and Literacy committees to embed Numeracy and Literacy into each and every T&L program. Faculties have received support through the internal validation process in the identification of numeracy and literacy strategies. Staff have engaged in, and will continue to complete, targeted TPL in understanding various data sources to directly inform their teaching practice across each Stage. Strategies already in place culminated with the schools Yr 9 NAPLAN results being the best in the school since the inception of NAPLAN.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|-------------------------------|---|
| • Increased number of students achieving Band 5/6 results in HSC exam by 5% | \$30,000 | This target was not reached and has resulted in a comprehensive review and the development of the HSC Success Program to be deployed in 2018. |
| • All teaching programs have 21st Century Learning Skills embedded | \$20,000 | <ul style="list-style-type: none">• Professional Sharing Communities were evaluated through a teacher survey and will be continued in 2018, where teacher's professional learning reflects PLP goals, and are in line with the School and DEC planning.• All faculties have participated in the school's internal T&L program evaluations, in line with NESA audit requirements.• Warilla High School's continuing involvement on the Schools of the Future project has evolved into a mentoring role with a new cohort of schools. |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|-------------------------------|--|
| <ul style="list-style-type: none">• All teaching programs have 21st Century Learning Skills embedded | | <ul style="list-style-type: none">• Learning spaces throughout the school continue to be redesigned to further embed 21stC skills across a variety of faculty areas.• A numeracy and literacy action plan has been developed and ratified by the executive for implementation in 2018 |

Next Steps

The 21st Century Learning Strategic Direction will continue to prepare and develop future focussed learners across all curriculum areas in the school. Students who are literate, numerate and who possess an understanding of their connectedness as global citizens will remain a focus in 2018. 21st Century Learning Skills such as collaboration, communication, creativity and critical thinking will be formally trialled within the reporting structures of the school with the view to recognising their importance in the teaching and learning programs.

Professional learning within the context of providing a quality teaching and learning environment, explicit teaching and learning programs, and the analysis of data to inform a literacy and numeracy focus, will continue in 2018. Upskilling data use sessions in the effective use of PLAN, NAPLAN and RAP data sources will support teacher's understanding and teaching practice in the delivery of literacy and numeracy strategies in conjunction with the establishment of cross-faculty Literacy and Numeracy committees. Literacy and Numeracy action plans will be embedded and monitored to support teaching practice.

The continued cycle of evaluation of faculty programs will remain in place, with a specific focus in the areas of Quality Assessment, Scope and Sequence implementations including literacy and numeracy emphasis, registrations, evaluation and feedback. The How2Learn professional learning program will deliver modules 3–5 to all staff, and the expansion of the training of program leaders to support this delivery will take place in early 2018. The portfolio team will continue to support the development of innovative teaching spaces and assist teachers in delivering innovative T&L pedagogies, inclusive of technology. The portfolio team will continue to strive towards specific numeracy and literacy targets within NAPLAN and HSC success strategies.

Strategic Direction 2

Quality Systems and Practices

Purpose

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

Overall summary of progress

All staff have been trained in attendance monitoring procedures, and period by period marking is fully operative. Suitable follow up systems have been implemented and synchronized with a new timetable structure. To ensure NESA compliance the position of HT Teaching & Learning was created to scrutinize assessment, accreditation and examination processes to guarantee compliance with NESA regulations. The Positive Behaviour for Learning program has continued and at the end of the year was significantly refined, to be relaunched and integrated into the organization and management of the school under a new values identity.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|-------------------------------|---|
| <ul style="list-style-type: none">• 100% of staff marking rolls electronically and period by period | \$18,000 | <ul style="list-style-type: none">• Ongoing monitoring of roll call effectiveness.• Ongoing collaboration with regional personnel, HSLO, to ensure compliance with DoE procedures.• Data continued to be collected for comparison with previous and subsequent years, tracking attendance rates and explanation of absences.• 100% Attendance Certificates continue to be awarded and celebrated.• Staff are proficient in roll marking procedures.• Ongoing use of a formal appeal system for Years 10, 11 & 12 students which aligns with NESA regulations for assessments.• Continued use of a whole school formal assessment procedure (for non-attempts) for Yrs. 7–12.• Faculty Internal validation aligning NESA requirements. Individual faculty feedback given – including scope and sequence, programs and evaluation. |
| <ul style="list-style-type: none">• 5% reduction in negative referrals and suspension rates | \$6,000 | <p>The collaboration of PBL faculty representatives to work as a team to drive PBL in the school. Data evidence (from Sentral) indicates that reporting of:</p> <ul style="list-style-type: none">• Positive incidents have increased• Reporting of Negative incidents have again decreased• The number of suspension days has decreased. |

Next Steps

2018 will see a continued emphasis on the establishment and refinement of Quality Systems and Practices. Furthermore, we aim to ensure that these systems are embedded in the work of all staff. To this end, our next steps will focus on Positive Behaviour for Learning which will be relaunched, promotion of the Warilla High Attendance policy and auditing of NESA compliant practices.

Excellence, Respect, Integrity and Compassion are the new core values that will be promoted at Warilla High School. "ERIC" will be launched to staff, students and the wider community in conjunction with new electronic merit system

“VIVO” The core values will be reflected in new school signage and will be integrated into the merit system, including the monitoring of behaviour and Sentral reporting. This new boost to the system will highlight Positive Behaviour, while badged as “ERIC”.

Support will continue to be provided as Head Teachers and faculties develop NESA compliant programs. School reviews will be conducted as Internal Validation meetings, to ensure NESA guidelines around assessment tasks and programs are adhered to. Regular reviewing of students causing concern and subsequent parental involvement is a process that will re-established and refined.

Attendance will continue to be an area of focus for the students, staff and wider community as the systems are streamlined. Marrying ERN with EBS4 and Sentral will be necessary as the state moves from one computer program to another. Attendance data will continue to be analysed and interventions put in place for all students, but especially those at risk. Conversely, 100% attendance, of students and staff, will continue to be celebrated.

Strategic Direction 3

Excellence for All

Purpose

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

Overall summary of progress

The implementation of the Excellence for All Strategic Direction encompassed three Processes in the 2015–2017 School Plan. These included a Comprehensive curriculum catering for all students, Ensuring best practice Welfare and Equity team structures and practices, and providing strong and successful pathways for all students.

Warilla High School continued to build on its extensive Welfare structures in 2017. A Bullying Triage program was implemented utilising the Student Support Officer to streamline the school's identification and response procedures and in response to the DEC's new Anti-Bullying Policy. The school Welfare and Equity teams were combined to ensure clear communication lines and minimise duplication within the school, and streamline interactions with school and external support staff. Extensive evaluation and planning of Welfare priorities were conducted to ensure the currency of each program, and planning has been completed into the identified priorities of the 2018 school year.

Process three relates to the provision of successful pathways for Warilla High School pathways at significant transition points. The school had an external audit conducted of the LEAP program supporting Stage 6 students and an alternative ATAR program. These recommendations will be used to review the current practice, and in conjunction with the Careers Advisory Team, will develop a senior pathway that meets current workplace and student needs. Transition data through Year Advisors and SENTRAL has been analysed to better understand the needs of students moving between stage groups. Transition planning has been strengthened for students within the CORE classes in Stage 4, and their supported movement into the Stage 5 mainstream. Year 10 to 11 subject selection has been completed utilising Careers, Faculty and Year Advisor support to provide students with the most up-to-date course and post-school information. This process will continue to develop in the context of the increased school number in the senior school.

The CAP initiative continues to thrive and generate community demand for placements while Aboriginal education initiatives provide individualized learning opportunities for Indigenous students.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|-------------------------------|--|
| • A minimum of 30 ATAR students achieve Early University Admission status, annually | \$15,000 | Students received Early University Admission |
| • 100% of learning accommodations for students with a disability documented and available to all staff | \$100,000 | • All learning accommodations for students with a disability documented and available to all staff. • Learning accommodations included – OOHC Plans, IEPs and PLPs. |

Next Steps

2018 will see a continuation of our attempts to provide a truly differentiated curriculum structure to support the individualised needs of all students. The CORE and CAP classes will be maintained in Stage 4 with appropriate elective pathways developed for a smooth transition into Stage 5 studies. Likewise, a review of our current alternate senior vocational pathways will inform the new structures to be deployed. These will incorporate a holistic approach to transition from Stage 5 into the senior school and have as its central focus employability skills, and work-related competencies.

Aboriginal Education will continue with the initiatives that have been embraced in 2017 and led to the best NAPLAN

results for Indigenous students in the recent history of the school. These initiatives will include a robust approach to literacy and numeracy development as defined in the whole school plan, a continuation of the cultural immersion work coordinated by our AEO and the utilisation of community-based programs to better connect Indigenous students and improved student learning outcomes. A Homework Centre, extracurricular activities and the deployment of mentors for individual students will again feature in our work.

The comprehensive student well-being structures, for which the school is well known, will be continued in 2018. A three-tiered preventative, developmental and remedial regime of programs designed to support student need will be established, refined and mobilised. This will be underpinned by a comprehensive values education agenda targeting Excellence, Respect, Integrity and Compassion—E.R.I.C has arrived!

There will also be a re-invigoartion of an effort to make our students responsible users of social media platforms & who, to understand the safety issues involved in the Digital Age. This will include a conversation about our E-Smart work & ongoing accreditation as an E-Smart provider.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|--|--------------------|---|
| Aboriginal background loading | \$60,000 | Our Aboriginal Education initiatives in 2017 included a continued focus on the development of meaningful Personalised Learning Plans for all Indigenous students, the meaningful and purposeful operation of the Homework Centre, and immersion in cultural programs and focused mentoring. This was in addition to the myriad of well-being strategies deployed across the school and the integrated aspects of our Literacy and Numeracy plans designed to improve students' performance. These initiatives were vindicated with the results of the NAPLAN assessments, especially in terms of our Value –Added growth between Year 7 and Year 9. Our students outperformed ATSI students from Statistically Similar School Groups (SSSG), and in some instances, outperformed non-indigenous students. Our continued strong association with the Australian Indigenous Mentoring Experience (AIME) has complemented our work at school and will be continued into 2018. Our Aboriginal Education Officer has served as a conduit to the community and is active in sourcing and promoting opportunities for students within and beyond the school. This has seen the Local Area Police Commander's Active Citizenship Award instituted and various programs facilitated by SYFS instituted. NAIDCO Week and Sorry Day remain important reconciliation points for the school. |
| English language proficiency | \$10,943 | Warilla High School values and promotes cultural diversity. There is an ongoing commitment to ensure that the school is culturally inclusive and our students have been exposed to a variety of experiences about inclusiveness. This is evident in the successful Japanese language program offered at the school, along with Spanish. English as an Additional Language or Dialect (E/ALD) support was provided for students arriving at the school from other countries where English is not a first language. The school released staff to liaise with counterparts from the Intensive Language Centre at Warrawong High School as part of a transition program for selected E/ALD students. Targeted Literacy programs are deployed for all students to access, including electronic resources such as WordFlyers. Harmony Day was celebrated to increase awareness of diversity within our school community. In addition, an Anti-Racism Contact Officer is deployed who manages any incidents of racism in the school. All WHS students have opportunities to experience the richness and diversity of our unique Australian culture. |
| Low level adjustment for disability | \$94,400 | Under the National Disability Discrimination Act, all schools are required to ensure that individual students needs are catered for, and |

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| Low level adjustment for disability | \$94,400 | <p>where appropriate, learning adjustments are made and monitored. This has seen a range of supports mobilised, including the deployment of several School Learning Support Officers (SLSO's). The school also engaged tutors to support student learning and deployed a range of personnel and programs to assist with students experiencing mental health related issues. These programs are preventative, developmental or remedial in nature and form the cornerstone of what many believe to be one of the best student well-being programs in a Department of Education school. All identified students have Individual Education Plans (IEP's) that have been developed in consultation with parents or care-providers. The personalised adjustments from these plans allow students to fully participate in their learning. Likewise, students in Out-of-Home-Care situations are similarly supported. As a result, adjustments in all subjects explicitly address the specific needs of students with disabilities and student participation and engagement in lessons has increased. Targeted Teacher Professional Learning also created opportunities for teachers to engage in meaningful professional dialogue about how to cater for the varied needs of students in their classes.</p> |
| Socio-economic background | \$631,263 | <p>Students from low socio-economic families received substantial additional financial assistance to ensure equality of opportunity in every aspect of the education of their children. This includes support for uniforms, school fees, the cost of school camps and excursions. The school is committed to a "full service" school experience where no child is left behind through economic circumstance. This sees the school provide both breakfast and lunch to multiple students on a daily basis. Likewise, subject fees associated with specialist elective courses, as well as voluntary school contributions are absorbed for some families unable to meet these commitments. Teaching and Learning resources are also supplied out of this funding and have included improved access to technology across the school. This has seen banks of laptop computers deployed in each block, digital projectors installed in classrooms across the school and a foray into alternate learning spaces designed to facilitate the inculcation of 21st Century learning skills in a range of KLA's. This, combined with the deployment of STEM (Science, Technology, Engineering, Mathematics) based courses has seen the rise of robotics, and aeronautics- including Drone technology- across the school. The school is the champion sports school for the zone. This has seen a range of elite athletes represent both NSW and Australia at home and abroad. The school offsets the costs of such involvement through its Sportsman's Assistance Fund with every representative provided with financial support. The school</p> |

| | | |
|---------------------------------------|-----------|---|
| Socio-economic background | \$631,263 | will continue to utilise its funding resources tied to this area to ensure equality of opportunity for every student. |
| Support for beginning teachers | \$158,585 | <p>Fourteen beginning teachers received targeted funding for their first and second years of teaching. Support strategies were negotiated and included timetable concessions, the provision of mentoring, additional professional learning and an induction program. Beginning Teachers determined their individual professional learning needs that would best support their practice. Mentoring programs provided opportunities for collaboration and classroom observation leading to improved teaching practice. Classroom visitations and the opportunity to see how more experienced staff set up behaviour management systems and actively worked to ensure student engagement were regarded as valuable experiences. Likewise, time to critique programs, scope and sequence documentation and lesson registration to align with NESA requirements was also viewed as beneficial.</p> |
| School Timetable | \$289,070 | <p>Completed Timetable (T/T) delivered on time with a range of modifications designed to enhance behaviour management systems & open up specialist classrooms to more students, more often. The T/T also incorporated a new day structure designed to improve current arrangements. The new model is compliant with both DoE & NSWTF guidelines.</p> <p>Additional staff were deployed utilising RAM funding. These staff have been pivotal in driving key initiatives & in providing the necessary infrastructure for the school to deliver on its stated priorities.</p> <p>These appointments have included;</p> <ul style="list-style-type: none"> • A DP • A HT Learning & Support • 3 Classroom Teachers |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2014 | 2015 | 2016 | 2017 |
| Boys | 632 | 599 | 605 | 649 |
| Girls | 521 | 502 | 551 | 562 |

The school had an enrolment of 1211 including 60 students from the support unit. Applications for enrolment continue to be significant, where Out of Area applications numbered over 120.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2014 | 2015 | 2016 | 2017 |
| 7 | 93.5 | 93.6 | 93.1 | 91.8 |
| 8 | 91.6 | 89.2 | 91.2 | 90 |
| 9 | 88.3 | 88.6 | 91 | 86.9 |
| 10 | 85.1 | 84.6 | 89.1 | 87.5 |
| 11 | 88.9 | 86.8 | 89.7 | 88.5 |
| 12 | 90.5 | 89.3 | 91.9 | 89.8 |
| All Years | 89.6 | 88.6 | 91.1 | 89.2 |
| 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

Warilla High School places a high priority on student attendance. The school has a designated Head Teacher Student Attendance who coordinates the Student Attendance Policy with the support of the teaching and SASS staff. Improving student attendance rates are embedded in the Quality Systems and Practices Strategic Direction of the School Plan, 2018–2020. Additional SASS staff members are employed to support the attainment of attendance targets through a weekly phone intervention program. The program maintains a positive communication with parents regarding unexplained absences, truancy

welfare concerns identified through the Equity meetings. The program continues to provide highly effective weekly feedback to both the school and parents regarding attendance issues and a valuable conduit in identifying underlying issues relating to non-attendance. The school utilises a range of support and policy strategies including whole school awareness of attendance procedures, specific attendance monitoring for identified students, as well as celebrating improving and outstanding attendance in students. There is attendance via follow up on sport, partial and flexible absences via the use of electronic roll, and period by period marking. This strengthened the school's overall monitoring of attendance procedures. Warilla High School has a close working relationship with the home School Liaison Officer (HSLO) as an additional support strategy to address attendance concerns. The overall attendance rate for Warilla High School in 2017 was 89.2%.

Post-school destinations

| Proportion of students moving into post-school education, training or employment | Year 10% | Year 11% | Year 12% |
|--|----------|----------|----------|
| Seeking Employment | 0 | 0 | 4 |
| Employment | 7 | 14 | 43 |
| TAFE entry | 0.01 | 3 | 9.5 |
| University Entry | 0 | 0 | 39 |
| Other | 11 | 5 | 2 |
| Unknown | 0.01 | 0.01 | 2.5 |

Year 12 students undertaking vocational or trade training

During 2017, 3 students completed School Based Traineeships. The host businesses were Shellharbour Public School, Warilla Public School and Illawarra Retirement Trust (IRT). 43% of graduating students were enrolled in at least one VET subject.

Year 12 students attaining HSC or equivalent vocational education qualification

Vocational courses undertaken as part of the HSC included Construction, Business Services, Retail, Hospitality and Sports Coaching. Vocational courses delivered by external providers included Retail Baking, Beauty, Salon Skills, Information and Digital Technology, Tourism and Events, Construction, Electrotechnology, Fitness, Human Services, Community Services, Early Childhood Education and Care.

Rebecca Robinson was awarded VET Teacher of the

Year for Illawarra for her delivery of Hospitality at Warilla High School.

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|-------|
| Principal | 1 |
| Deputy Principal(s) | 3 |
| Assistant Principal(s) | 0 |
| Head Teacher(s) | 13 |
| Classroom Teacher(s) | 63 |
| Teacher of Reading Recovery | 0 |
| Learning & Support Teacher(s) | 2.3 |
| Teacher Librarian | 1.2 |
| Teacher of ESL | 0 |
| School Counsellor | 3 |
| School Administration & Support Staff | 19.77 |
| Other Positions | 2 |

*Full Time Equivalent

The Australian Education Regulation 2014 requires schools to report an Aboriginal composition of their workforce.

The school employs a full-time Aboriginal Education Officer. Additionally, an Aboriginal Student Administrative Officer is also employed. There are also 4 Aboriginal teachers on staff.

Teacher qualifications

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

Teacher qualifications

| Qualifications | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 80 |
| Postgraduate degree | 20 |

Professional learning and teacher accreditation

In 2017, the school used embedded and explicit systems that facilitate professional dialogue, collaboration and effective practices. All teachers used professional standards to reflect on their own practice and identify professional learning goals for themselves.

The PDP process was also used to identify and monitor specific areas for development or continual improvement, and teachers were supported in working towards these. Teachers' PDP goals were collated and mapped, to inform the professional learning plan, ensuring that the professional learning needs of the majority of teachers were addressed.

The Professional Sharing Community model was evaluated, refined and improved throughout 2017, to provide innovative, evidence-based and future-focussed professional learning to staff. In 2017, the communities were; Innovative Spaces and Practices, Formative Assessment and Effective Feedback, Visible Thinking and Learning, STEAM, Innovative ICT and Inquiry-based Learning.

Teachers collaborated with colleagues in cross-curriculum communities to share and embed effective practice. Teachers also shared pedagogy, research and online articles beyond the school, via the Warilla HS PSC Facebook group. 'Teacher leaders' facilitated professional dialogue and involvement in each community, effectively building the capacity of leadership within the school. This leadership development was supported with 53% of teachers stating that they had led professional learning of others, through the 2017 PL teacher survey.

The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. These evaluations provided the evidence to indicate that Warilla HS has a highly effective model of professional learning. This was supported by the data collected from staff through the "Focus on Learning Teacher Survey Report" Tell Them From Me report, that indicated that "Collaboration" was the strongest of the eight drivers of student learning. The 2017 Tell Them From Me student survey, also indicated an increase in student engagement levels.

Throughout 2017, teachers were supported to access high-quality professional learning opportunities that focussed on improving professional practice, with 88% of teachers accessing the general TPL funds. There were 167 TPL approvals that expended \$86,184 of general TPL funds. Teachers collaborated with staff in other schools to share and embed good practice via Curriculum Network Illawarra (CNI) meetings and staff development days.

The school monitors the accreditation status of all staff and supports teachers at all levels of accreditation. The Teaching and Learning team closely liaised with NESA, DoE and the Teacher Quality Advisor, to prepare all staff for accreditation commencing in 2018. A strong, visible culture has been established in the school that promotes and supports the attainment of higher level accreditation, with an increasing proportion of teachers at preliminary stages of the higher level accreditation process (6 teachers).

New teachers to the school and beginning teachers received a high level of direct support throughout 2017 with casual, temporary and permanent beginning teachers engaging in a structured Teacher Induction

program that involved 18 after-school sessions that directly aligned with the Australian Professional Standards for Teachers, and addressed the specific needs of the group.

As a result of the Great Teaching, Inspired Learning reforms, \$134,050 was received to provide our beginning teachers with reduced teaching loads, mentors that supported classroom observation and the provision of structured feedback, and unprecedented access to professional learning with a focus on classroom management and strategies to build student engagement. In 2017, \$83,496 of the GTIL funds were used flexibly by the 10 recipients in accordance with the four conditions of the GTIL policy, and expenditure was carefully planned and tracked by individual teachers, against the APSfT's, ensuring that recipients of the funding were accountable.

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.

| Receipts | \$ |
|--------------------------------|------------------|
| Balance brought forward | 445,287 |
| Global funds | 656,131 |
| Tied funds | 718,157 |
| School & community sources | 203,988 |
| Interest | 7,821 |
| Trust receipts | 47,509 |
| Canteen | 0 |
| Total Receipts | 1,633,606 |
| Payments | |
| Teaching & learning | |
| Key Learning Areas | 116,104 |
| Excursions | 117,081 |
| Extracurricular dissections | 80,149 |
| Library | 9,836 |
| Training & Development | 38,570 |
| Tied Funds Payments | 528,121 |
| Short Term Relief | 219,045 |
| Administration & Office | 202,221 |
| Canteen Payments | 0 |
| Utilities | 77,419 |
| Maintenance | 40,965 |
| Trust Payments | 40,418 |
| Capital Programs | 88,482 |
| Total Payments | 1,558,412 |
| Balance carried forward | 520,480 |

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 | 1,601,331 |
| Appropriation | 1,489,489 |
| Sale of Goods and Services | 10,297 |
| Grants and Contributions | 101,372 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 173 |
| Expenses | -1,095,245 |
| Recurrent Expenses | -1,095,245 |
| Employee Related | -659,892 |
| Operating Expenses | -435,353 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | 506,085 |
| Balance Carried Forward | 506,085 |

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.

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 | 9,832,454 |
| Base Per Capita | 183,016 |
| Base Location | 0 |
| Other Base | 9,649,438 |
| Equity Total | 1,069,659 |
| Equity Aboriginal | 99,433 |
| Equity Socio economic | 631,263 |
| Equity Language | 10,943 |
| Equity Disability | 328,020 |
| Targeted Total | 1,173,327 |
| Other Total | 683,047 |
| Grand Total | 12,758,488 |

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.

This year saw the implementation of the 2017 – 2020 NSW Literacy and Strategy and the HSC Minimum Standard initiative to the first Year 9 student cohort. In response, WHS continued the consolidation of their individual school Literacy and Numeracy plans to best support student performance in NAPLAN for both Year 7 and Year 9 groups.

This resulted in a subsequent increase in Year 9 results across all five NAPLAN areas Reading, Writing, Grammar and Punctuation, Spelling and Numeracy.

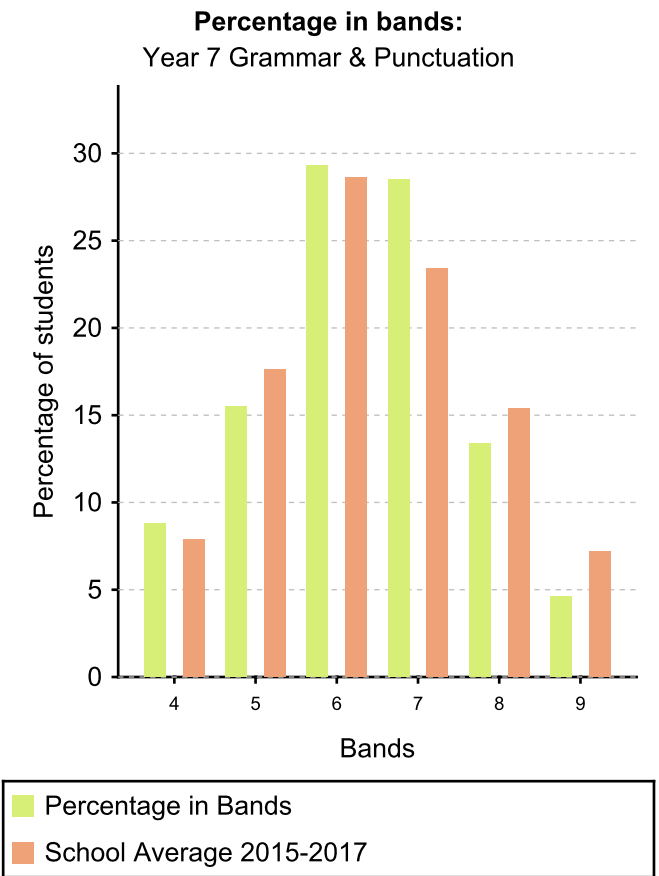
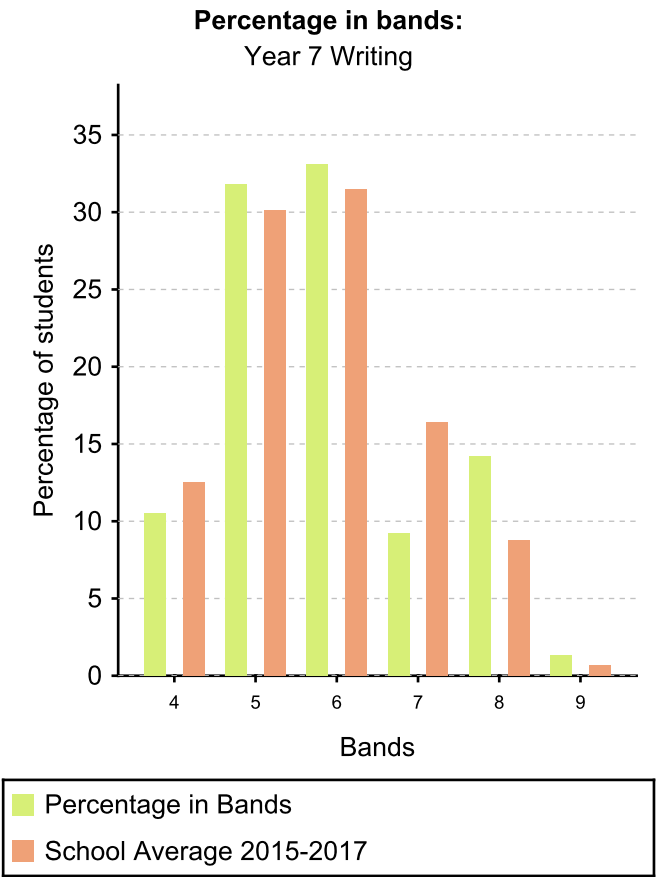
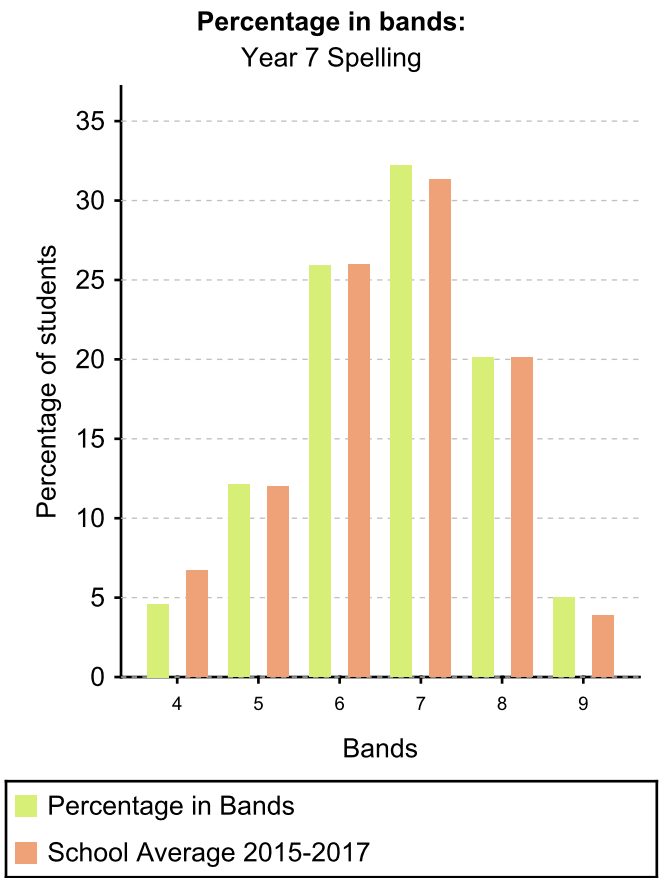
It is significant to note that WHS Year 9 students improved at a greater rate than both State and SSG students across all test areas. The school has also achieved it's best ever NAPLAN results since 2010 in Reading, Grammar and Punctuation, Spelling, Reading and Numeracy.

The Year 7 NAPLAN results show improvements in average scores in all tests over the past four years. In 2017 however, there was a slight downward trend in

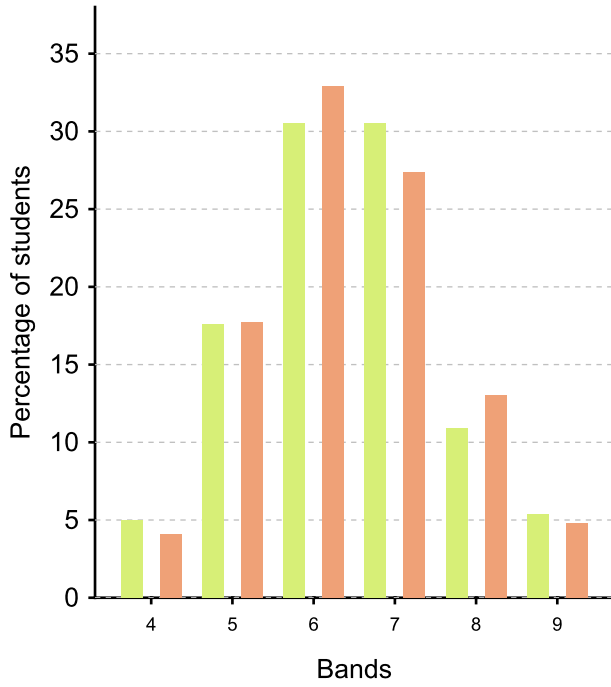
student performance from 2016 in all tests except for spelling and writing in the top two bands. Spelling has continued an upward trend in improvement since 2015. These results will be areas of focus within our school Literacy and Numeracy Plans.

With literacy tests for WHS Year 9, our spelling average score grew five points matching our SSG and state growth. For grammar and punctuation, our average score grew 14 points, this being 4 times the increase of the SSG and 9 points above state improvement. This trend continued with reading and WHS average score grew 24 points, six times in comparison to the SSG and 4 times state improvement. Our greatest growth was evident in writing, with an average growth score of 36 points since 2015 and this being 12 times the improvement of the SSG and almost 3 times the state average improvement. These results validate the many programs and initiatives inclusive of the school Literacy and Numeracy Plans.

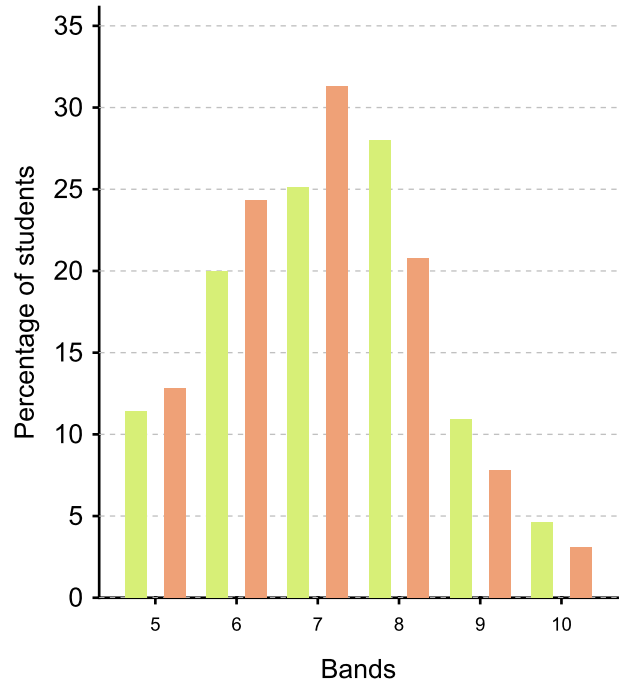
With our 2017 Year 9 Aboriginal students, the average score showed greater improvement compared to non-Aboriginal students in writing and spelling and specifically grammar and punctuation the growth was double in comparison. Aboriginal student growth was equal for reading and for the first time average student scores in numeracy matched non-Aboriginal students. All test results demonstrated significant upward growth trends.



Percentage in bands:
Year 7 Reading



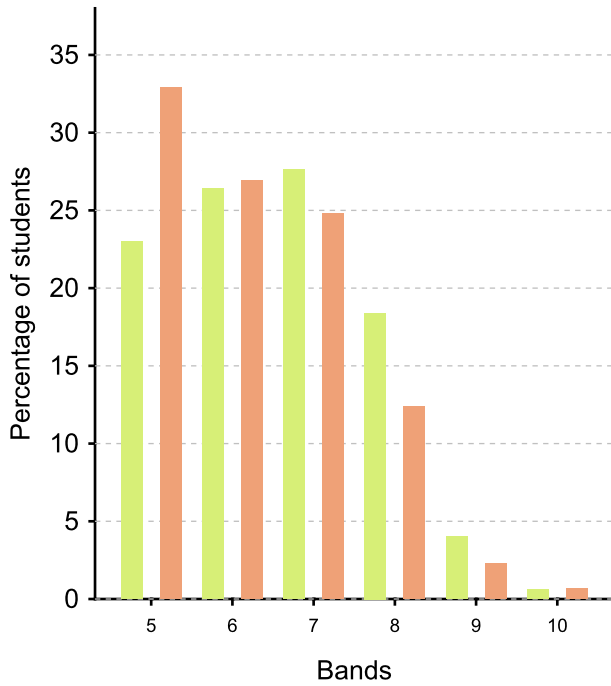
Percentage in bands:
Year 9 Grammar & Punctuation



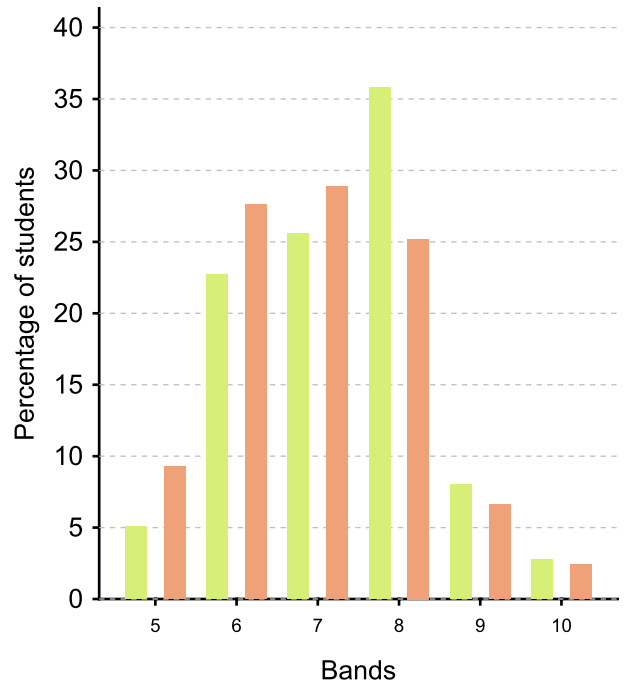
Percentage in Bands
School Average 2015-2017

Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 9 Writing



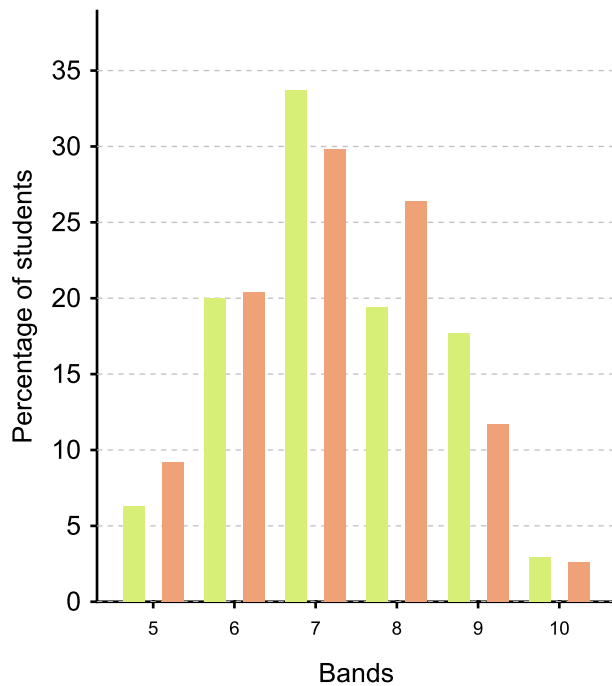
Percentage in bands:
Year 9 Reading



Percentage in Bands
School Average 2015-2017

Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 9 Spelling

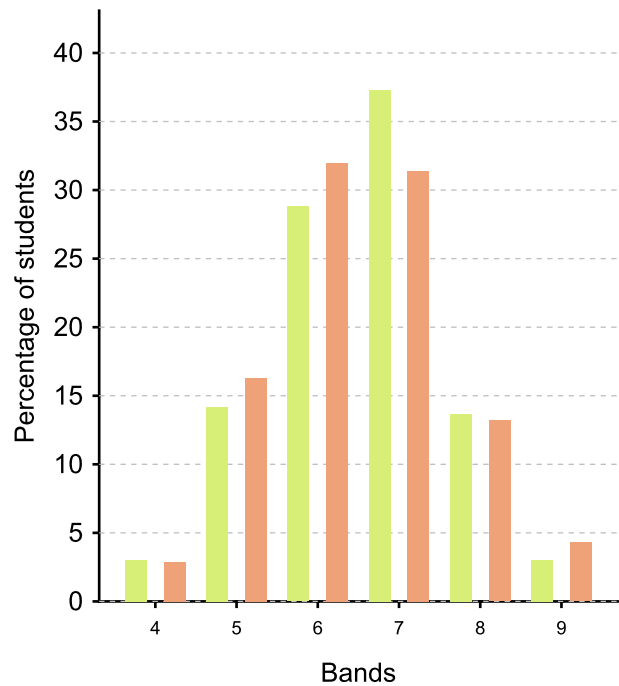


Percentage in Bands
School Average 2015-2017

Our Year 7 NAPLAN numeracy results demonstrated a strong movement of students from lower to middle bands but performance in top two bands was slightly down, this information will be used as a focus for our school Numeracy Plan.

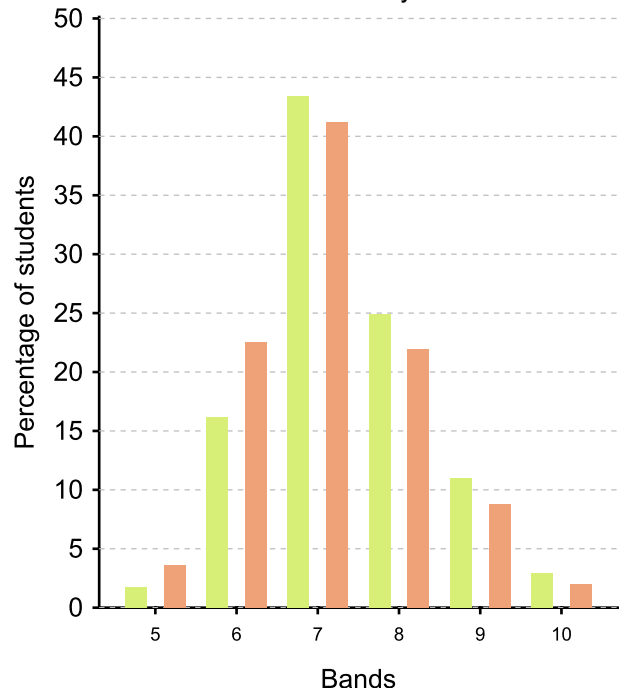
Specifically, the Year 9 students at WHS, our average score results in numeracy grew 12 points from 2015, this being double similar school groups (SSG) and almost double state growth to record the highest average numeracy score for Year 9 students at WHS since 2010.

Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2015-2017

In accordance with the Premier's Priorities: Improving Education Results, schools are required to report their student performance for the top two bands in Reading and Numeracy. The percentage of Year 7 students in the top two bands has increased slightly in spelling and significantly in writing. Reading was consistent with 2016 and numeracy along with grammar and

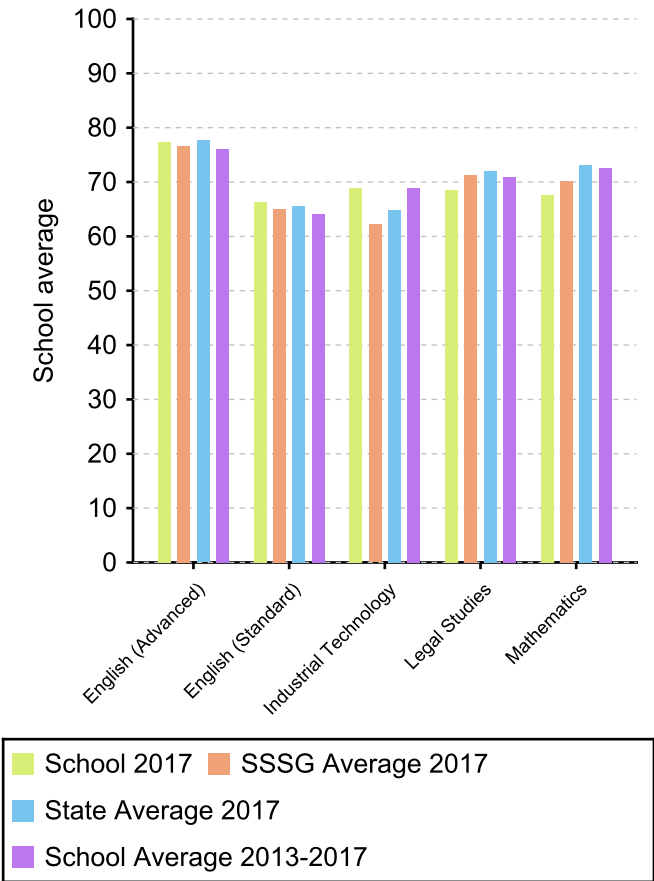
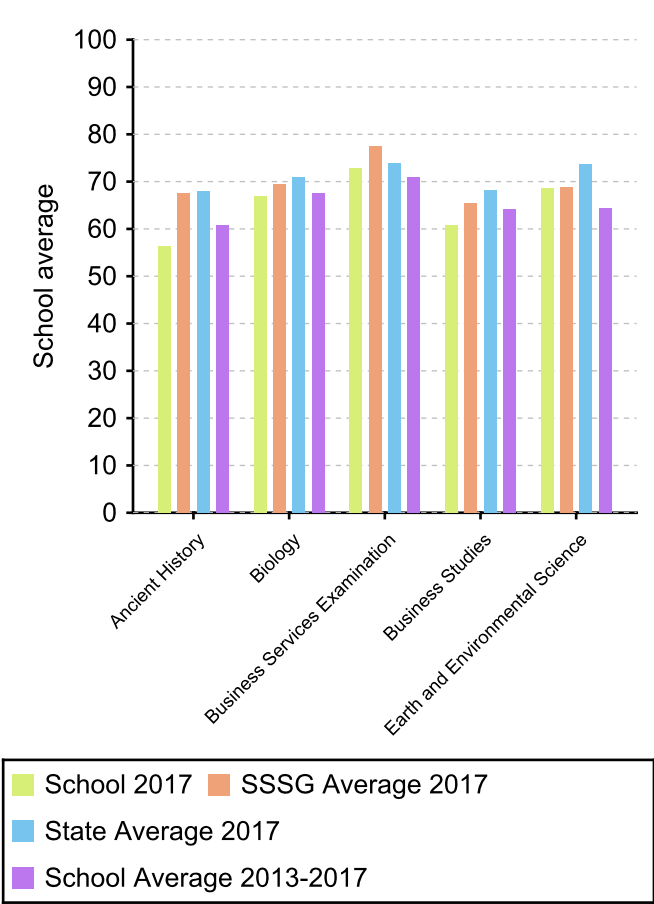
punctuation saw a decrease in numbers in the top two bands. The percentage of Year 9 students in the top two bands have improved for the numeracy and grammar and punctuation tests with a big increase in spelling numbers in Bands 9 and 10. Both reading and writing numbers were consistent with 2016 numbers.

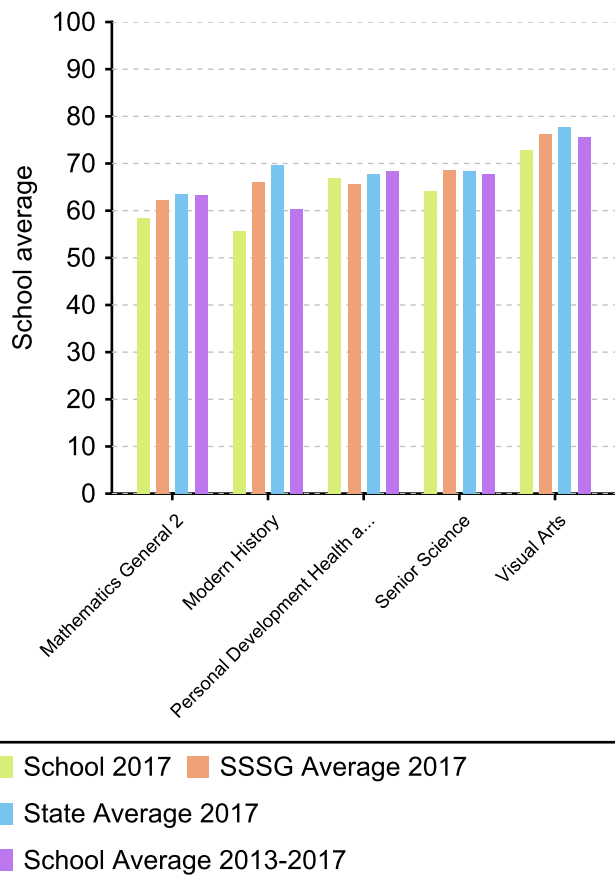
Another reporting requirement from the State priorities: Better Services – improving Aboriginal Education Outcomes is for schools with significant numbers of Aboriginal students to report the percentage of Aboriginal students in the top two NAPLAN bands. With Year 7 Aboriginal students, there was a significant increase in the number of students in top bands in spelling and numbers were consistent with reading. There was a slight decrease in numbers for performance in top two bands for writing, numeracy along with grammar and punctuation. For Year 9 students there is a consistent trend in band data for all tests with the number of students in the bottom two bands significantly reduced and being moved up to higher bands. For reading 13%, spelling 20%, writing 7%, grammar and punctuation 21% and numeracy 13% achieving in the top two bands of either Band 9 or 10. Importantly 40% of Aboriginal students at WHS have prequalified for the HSC with a minimum standard of Band 8 in NAPLAN for reading and/or 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).

The 2017 HSC cohort studied an increased range of courses over previous years at Warilla High School. In total students completed their HSC across 30 diverse courses, 25 ATAR eligible subjects and 6 VET (Vocational Education and Training) subjects. All students were extensively supported through our careers advisory team to ensure their individual pattern of study met their future requirements and personal aspirations. This also included a total of 50 students completing additional courses and qualifications through TAFE and other external education providers.





The HSC graphs above show the average score for HSC subjects in 2017, compared with the school average over the last four years, as well as State and Similar School groups (SSSG) averages. Band 6 results were achieved by students across a number of subjects in 2017 including PDHPE, Biology and Mathematics. In comparison to previous years, the 2017 HSC results were not as comprehensive as they could have been. Following extensive analysis of our results by the executive team, a number of changes have been recommended for implementation in 2018 and beyond to specifically target success in the HSC. These strategies include:

- a more detailed preparation program for year 10–12 students, to equip them with a greater understanding of common grade scales, effective study habits, goal setting and time management skills
- Professional development of staff to critically analyse and better understand past student performance to increase the effectiveness of course delivery
- Improved design and application of assessment tasks to best prepare students for HSC success
- Increased information for year 10 students to best understand their course options and pathways to future career goals

Staff at Warilla High School hope that improved results will be achieved by future cohorts by applying a relentless focus and emphasis on improving student achievement in the HSC.

Parent/caregiver, student, teacher satisfaction

In 2017, the school sought the opinions of parents, students and teachers about the school.

The School Parents and Citizens group is regularly briefed on the operation of the school by the principal with several members of the executive attending meetings throughout the course of the year to give updates on the implementation of key School Plan recommendations. On each occasion, the P&C has endorsed the processes and practices described at these briefings.

Likewise, the school runs a number of information sessions for parents and students including a Year 7 Transition workshop; HSC Information evening, Gold Award Assemblies and Parent morning teas. Additionally, the school maintains a strong profile in the Community of Schools Group and regularly provides updates and explanations of key strategies used in the high school pertaining to student well-being, quality teaching practice and curriculum development.

In response to parent requests, the school held an Open Evening/Expo in 2017 which showcased lessons and gave all parents the opportunity to visit the school, meet staff and observe classrooms.

The Tell Them From Me survey (TTFM) was completed at Warilla High School in 2017. Our school has taken part in this survey since the TTFM trial in 2013. The TTFM project provides a range of data and feedback from our students across a number of key areas which students provide via an online, anonymous survey. In 2017 at Warilla High School, 803 students completed the Tell Them From Me survey which included ten measures of student engagement alongside the five drivers of student outcomes. This data assists our school to plan, implement and evaluate programs and strategies to best cater for our students' needs and interests.

The Partners in Learning aspect of the Tell Them From Me survey reports reflects parent perspectives and includes eight separate measures, which were scored on a ten-point scale. The measures in which a small sample of Warilla High School parents responded and reported positively, in comparison to overall data from NSW government schools, include parents feel welcome and parents are informed. Areas identified through this survey as the focus for our work with parents in 2018 include clearly communicating, updating and seeking feedback from parents about the work the school does to support learning and positive behaviour.

Policy requirements

Aboriginal education

Warilla High School in 2017 has again demonstrated and celebrated its ongoing commitment to Aboriginal Education. We aim to provide an environment where all students and community members feel welcome and secure. We acknowledge and encourage pride in culture and set high expectations for our students. This allows for the pursuit of excellence in all its forms

whether it be academic, sporting or community participation.

The academic highlight of the year has been the outstanding NAPLAN results achieved by both our Year 7 and Year 9 students. In both years Trend Data confirms that our ATSI students performed at a higher level compared to their State and SSG cohorts. Particularly pleasing was our Year 9 average growth score in the area of Writing. In this area our students demonstrated 28 growth points above the State Aboriginal student average and clearly indicates Warilla High School's commitment to the NSW Premiers Priorities regarding education. These results have been achieved through targeted whole-school programs and the ongoing participation by our students in initiatives such as our Koori Homework Centre and In-School tutoring.

We have continued to build on student success by maintaining our positive participation in the AIME (Australian Indigenous Mentoring Experience) program. Positive mentors are a key to Aboriginal student success and AIME in 2017 delivered programs targeting all year groups and also provided a weekly tutor squad to encourage and develop the skills necessary for success at school but also in the community. In 2018 we are also looking at our students having greater involvement with the University of Wollongong's Outreach and Pathways Program

A school focus in 2017 has been on developing pride in culture and skills in leadership. Students have therefore participated in the Commander's Active Citizenship Program. This program organised by the Local Area Police Command immerses students in cultural activities to promote greater connection and a pride in heritage. Our students have also been involved in cultural programs facilitated by respected community member, Richard Campbell. He has provided cultural knowledge and skills in traditional forms of dance to both genders and has focused on arts and craft skills for girls and didgeridoo making and playing for boys.

Student wellbeing has always been a priority for girls between 14 and 16 years participating in a Women's Health Program facilitated by the Illawarra Women's Health Centre. It has been recognised that programs to assist in educating on male health issues are a priority, particularly mental health, and this is an area for us to focus on in 2018.

The school has also highlighted the importance of significant dates and events including Sorry Day and NAIDOC Week. Planned events to mark these dates have promoted reconciliation by being inclusive for all students, an example being an Aboriginal Sports afternoon hosted by our school and catering for local primary school students.

Our school has also endeavoured to build on its positive relationship with the community. Staff regularly attend and the school has hosted local AECG Meetings. We also implemented, for the first time, a Community Forum to provide information and seek guidance regarding the drafting of the Warilla High School 2018–2020 School Plan. This has allowed

community involvement and feedback in the initial planning stages before being presented for community approval.

Multicultural and anti-racism education

Warilla High School values and promotes cultural diversity. We have an ongoing commitment to ensure that the school is culturally inclusive and our students have been exposed to a variety of experiences about inclusiveness. This is evident in the successful Japanese Language Program running in the school. E/ALD support is provided for students arriving at WHS from other countries where English is not a first language. Harmony Day is celebrated to increase awareness of diversity within our school community. In addition, WHS has an Anti-Racism Contact Officer who manages any incidents of racism in the school. All WHS students have opportunities to experience the richness and diversity of Australian culture.

Other school programs

SPORT

The highlight of the year has surely been the dominance of our Lawn Bowls Team again winning the CHS State Team Championships for the fourth year in a row. Other highlights include:

- WHS U15 Boys Rugby League Team winning the Country Championships in Dubbo.
- WHS Year 7/8 Boys and Girls Oz Tag Teams made it through the final 8 in the state.
- Cassidy Graham Captaining the NSW All School Girls Golf Team at the Pacific School Games and winning a Bronze Medal

The Warilla High Blue Awards recognises students who have excelled in their chosen sports by representing at NSW CHS level or winning a medal at a NSW and/or NSW All Schools event. Each of these recipients has achieved outstanding results at state championships in 2017.

In the sport of Athletics, the Blue recipients were;

Rosemary Boyland, Erin Dalley, Luke Hunter, Finlay McPhillips & Nathan Scollary

In the Sport of Cross Country;

Isaac Shaw

In the sport of Lawn Bowls;

Jayden Gebbie & Toby Peters

In the Sport of Golf;

Cassidy Graham

Our Thursday Grade Sport teams performed well with many of our teams making the finals and the students enjoying the opportunity to compete against other

schools in our Southern Illawarra Zone. Our Junior boys' basketball and Junior B Boys Oz Tag teams were Grade Sport Champions. Following this competition, the Junior Boys Basketball team played in the Northern versus Southern Zone day and were winners at this level as well.

The three whole school carnivals were again well received by all students who attended. Our swimming Carnival during week three had the usual emphasis on the competitive events and we had 40 students qualify for zone and South Coast saw 34 students qualify and a further 11 students at NSW CHS Championships. The School swimming carnival put a greater emphasis on novelty events which ensured greater numbers of students in the water throughout the day.

The Cross Country Carnival and Colour run at Blackbutt Reserve is a popular event as it allows for serious competitors to complete a challenging course and also ensures the non-competitive students have an enjoyable afternoon. Again, our numbers at Zone and South Coast are strong and we had 6 athletes then go on to represent South Coast at All School State Championships.

The Athletics Carnival at Myimbarr saw some outstanding performances and a hotly contested student versus teacher relay. This carnival allows students to compete in many events that also include novelty activities. Students get to see some of the State and Australian athletes compete and we really have some quality performers. The Zone Carnival and the South Coast Carnivals were well supported with 45 athletes competing. No one will forget the freezing conditions at the South Coast Championships in Canberra which challenged all athletes and parents who were there supporting their children. Again our outstanding performances at the CHS State Championships saw our students rewarded with medals.

The Dragons Medal was awarded to Harley Nizza and recognises our most outstanding Rugby League player. This student has represented South Coast and Southern NSW in the 15's team in 2017. He takes great pride in representing his school and Region and played an integral role in Warilla High School winning the NSW 15's Country Cup. He is also a member of the Illawarra Harold Matthews Squad for 2018.

PIERRE DE COUBERTIN AWARD was awarded to William Gamble. This award recognised William's ongoing service to the school and the community with his participation in a range of sports, all School Carnivals and his willingness to assist with umpiring in primary schools. He certainly promoted the values of participation and fair play as recognised by the values of the Olympics.

The Warilla HS Junior Sportswoman of the Year was Brielle Lambert. Brielle represented the school in League Tag, League Touch and Oz Tag where she was a member of the team that were South Coast Champions and made the Semi-Finals of the NSW School Teams Championships. She has represented

the School and Zone in Cross Country. She has represented the School, Zone and South Coast in Athletics and Swimming. She is the School and Zone Age Swimming Champion.

The Warilla HS Junior Sportsman of the Year was awarded to Toby Peters. Toby represented Warilla High in U15 Rugby when they won the U15 State Country Cup, Touch as a member of the winning Illawarra Zone Team and Oz Tag where his 7/8 team made the Semi-Finals of the NSW School Championships. However, it is in the sport of Lawn Bowls that he truly excels and Toby was a member of the South Coast Team that came second in the CHS State Championships. He was a member of the NSW CHS Team that won Gold in the Triples event. He is the NSW Open Age Singles Champion a remarkable effort for a Year 8 student.

The Warilla HS Senior Sportswoman of the Year – Erin Dalley had an outstanding year across a range of sporting disciplines. She was again selected in the South Coast Open Touch team that competed at the State Championships. This year has been a standout year in Athletics. She was placed first in the 17+ 200m and 2nd in the 400m at the South Coast Championships. At CHS State Athletics she was placed 2nd in the 200m and 3rd in the 400m. At NSW All Schools she was 1st in the 400m Hurdles and 2nd in the 200m Erin also received a Mal Mow Award from South Coast in recognition of her outstanding contribution throughout her High School Years.

The Warilla HS Senior Sportsman of the Year was Luke Hunter who excelled in Cross Country and Athletics. He has represented the School and Zone in Swimming and Cross Country. He is the School 17+ Age Champion for Swimming and Athletics. He is the NSW CHS Decathlon Champion after winning his 100m and Javelin events and placing 2nd in the Shot Putt, 1500m and Long Jump events. He also received a Mal Mow Award in recognition for his outstanding contribution to South Coast Sport throughout his high school years. Luke was also awarded the NSW Premier's Sporting Challenge Medal in recognition of his commitment to fair play and his achievement in his sports.

Annual Report Authors

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