

# Warrawong High School

## Annual Report



2017



8480

## Introduction

The Annual Report for 2017 is provided to the community of **Warrawong 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.

Brad Hughes

Acting Principal

## School contact details

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## Message from the Principal

2017 was an extremely successful year for the students and staff of Warrawong High School. We continue our strong links with our partner primary schools through the Community of Schools HeadStart Program. The Permaculture and WACKI programs still feature strongly in the work between our schools and we continue to strengthen our transition and linkages projects. We have had numerous outstanding achievements in academia, sport, leadership and the creative arts, both within the school and across the region. While the Intensive English Centre experienced a decline in student enrolments at the beginning of the year, they experienced a slight increase towards the end of 2017. Our Special Education Unit continues to serve students from the region with intellectual disability and this year saw the continuation of outstanding educational and school to work. With a focus on continuous improvement, recommendations were implemented from evaluations of our Welfare and Discipline Practices as well as our Assessment and Reporting Practices. Our Teacher Induction Program, Accreditation Processes and Performance and Development practices are a highlight of our school's focus on supporting and enhancing teacher quality in the classroom. During 2017 work began on the development of an Aspiring Leaders Program to be implemented in 2018.

## School background

### School vision statement

Warrawong High School is a nurturing and inclusive learning environment where all students are valued. We have high expectations leading to our students being successful learners who make valuable contributions to school and beyond. We value maintaining positive and respectful relationships while demonstrating empathy for one another. Our expert teachers deliver quality learning experiences that challenge our students' thinking in a 21st Century world. We encourage our students to be environmentally responsible global citizens. All of these are reflected in the Warrawong High School Values Platform.

### School context

Warrawong High School is situated close to Port Kembla in the Illawarra, bordered by Lake Illawarra. It is a low socio-economic community which causes enrolments to fluctuate as families move into and out of the area. Warrawong High School houses the region's Intensive English Centre which supports new arrival and refugee students as they enter our country. It also has one of the largest Special Education Units in the Illawarra and South Coast which supports students with intellectual disability.

The total student population of Warrawong High School is 650 which include 56% from non-English speaking backgrounds, 8% Aboriginal and Torres Strait Islander and 39 nationalities.

Warrawong High School is part of strong Community of Schools which includes: Cringila Public School, Lake Heights Public School, Kemblawarra Public School, Port Kembla Public School and Warrawong Public School. Two of our signature CoS programs are the WACKI Film Festival and Permaculture Garden Living Classroom.

Through these programs and others, Warrawong High School has strong links with the local education and business community including Bluescope and the University of Wollongong.

The school's strategic directions: Equity and Engagement; Learning and Engagement; Communication and Engagement supports our focus on making a real difference to the learning outcomes of all students, building the capacity of staff to deliver on this and strengthen our community relations.

## 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.

Our school continues to undertake regular 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. Each faculty and school priority areas develops a 5P plan, complimented with milestones. Each semester teams present their progress, evidence of impact and 'where to next' strategies to achieve the goals of the school plan. This process aims to build upon the outcomes of the external validation process, which the school completed in 2016. The results of this process indicated that in the School Excellence Framework domain of Learning our overall self-assessment is at DELIVERING. To enable a continuously developing school many of the selected pieces of evidence have been evaluated to inform the new School Plan for 2018–2020. The Community of Schools program and Permaculture Living Classroom are both established programs, however like the other pieces of evidence, they have been reframed and given new directions and leadership through our Primary Transitions Coordinator and Permaculture Coordinator. As a result of these new directions, many of their practices are to be fully embedded across the school. The Learning domain of the School Excellence Framework has a strong connection to the products and practices of the Equity and Engagement strategic direction in the WHS School Plan. The results of this process indicated that in the School Excellence Framework domain of Teaching our overall self-assessment is SUSTAINING AND GROWING. Behaviour Management Procedures and Assessment Procedures are now in their second full year of implementation based on their respective evaluations. Many of their practices will be reviewed at the end of the year and any refinements made for the beginning of 2018. Evaluations and self-assessment charts indicate that a number of the pieces of evidence are having the desired impact. Our Teacher Accreditation procedures are high level and meet the requirements of many current reforms because of the leadership of our Head

Teacher Learning and Engagement and the needs of 42 teachers currently working with the Australian Professional Standards for Teachers. The Teaching domain of the School Excellence Framework has a strong link to the products and practices of the Learning and Engagement strategic direction in the WHS School Plan. The results of this process indicated that in the School Excellence Framework domain of Leading our overall self-assessment is at SUSTAINING AND GROWING. As stated previously, all pieces of evidence selected for this body of evidence have been formed out of the current school planning process. We believe that these planning processes took into account our school's context including all of its complications. Developing leadership capacity of all of teachers is evident in each piece of evidence along with succession planning processes. Our Equity Funds have been the catalyst for renewed and improved financial management and resource management procedures. The Leading domain of the School Excellence Framework has a strong link to the products and practices of the Communication and Engagement strategic direction in the WHS School Plan.

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

### EQUITY AND ENGAGEMENT

#### Purpose

Ensuring all students have access to the curriculum, regardless of ability, increases the opportunity to be successful at school. Catering for individual learning needs through accommodations, adjustments and differentiation overcomes inequities in education. Engaging students in learning increases attendance, retention and attainment across all year groups.

#### Overall summary of progress

The Learning Support and Wellbeing Team's procedures have been evaluated, adjusted and embedded into school practices with PLaSPs being developed and reviewed at regular intervals throughout the year. Students, staff and parents are involved in this process. Learning Support Teachers are attached to each faculty and support teachers through team teaching, programming, assessment and the development of differentiated learning strategies specific to student needs.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.	\$30,500	The Learning Support and Wellbeing team members have clear roles and responsibilities. They assist teachers in programming, team teaching, assessment and evaluation of student learning. This collaboration is supported by whole school systems, strategies and professional learning.
Individual learning is supported by the effective use of school, system and community expertise and resources through contextual decision-making and planning.	\$415,420	There is a accessible referral process for staff and students who require learning support. Regular communication and reviews of learning support plans and programs are conducted with key stakeholders. Additional Learning Support staff are employed and partnerships with external agencies enhance this work.
Performance for equity groups within the school is comparable to the performance of all students in the school.	\$40,350	All key learning areas regularly assess the progress of students in their subject area through the analysis of internal and external data.. Head Teachers study these trends and present to the executive longitudinal data and develop specific faculty based strategies that improve the learning outcomes of our students. This is supported by individual evidenced based plans in the areas of EAL/D, Aboriginal and Low Level Adjustments.

#### Next Steps

In 2018 we will maintain a focus on individualised and differentiated learning. This will be complimented with clear links to the Wellbeing framework and access to internal support of the Learning support and wellbeing teams. Explicit professional learning and implementation of learning progressions, visible learning and formative evidenced based assessment will be evident within the classroom. 2018 will also be a year of consolidation as we maintain our focus on the embedding Choice Theory and TELL – Teaching English Language Learners. This will be supported through team teaching and collaboration between teachers and the Learning Support team.

## Strategic Direction 2

### LEARNING AND ENGAGEMENT

#### Purpose

Focussing on teacher quality builds their capacity as leaders of learning which enhances the educational outcomes of all students. Effective induction programs, aspiring leader programs and developing individualised professional learning plans support the performance and development of teachers at all career stages.

#### Overall summary of progress

Warrawong High School continues to support Beginning Teachers and early career teachers with an inclusive, ongoing and comprehensive teacher induction program aligned to teacher accreditation procedures. The school's annual Professional Learning Matrix is informed by individual PDP goals, faculty goals and the School Plan and teachers'.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school wide improvement in teaching practice and student outcomes.	\$410,034	Collaborative coaching practices are embedded across the school at all levels including implementation of the PDF and peer observation program. All teachers engage in collaborative team teaching with the Learning Support team and classroom observation program whereby they code one another against the QTF offering feedback on professional practice.
The school is recognised as expert in the provision of support to beginning, early career and aspiring teachers.	\$98,758	The school's Teacher Induction Program has been evaluated, refined and expanded into a two year cycle, aligning with the teaching standards, school context and WHS school values. Professional Learning for pre-2004 teachers was delivered via executive, staff and faculty meetings.

#### Next Steps

2018 will focus on the embedding of targeted professional learning which was undertaken by the all school staff in Choice Theory and TELL – all staff will have the opportunity to participate in the Peer Observations program to support the school's priority in enhancing teacher quality and best practice in the classroom. An Aspiring Leaders Program will be developed to extend the Teacher Induction Program.



## Strategic Direction 3

### COMMUNICATION AND ENGAGEMENT

#### Purpose

Effective communication and management systems within and across the school community support the work of teachers and maintains these positive relationships. Engaging our parents, education community and business community in productive partnerships with the school enhance the learning outcomes for our students.

#### Overall summary of progress

The school has consolidated our communication and management systems to ensure Department of Education and NESA policies and procedures are met. The school continues to consolidate and extend partnerships with the local business and education community. There is a focus on building a collaborative and rewarding partnership across the community of schools to ensure continuity of learning through the middle years of school, with the goal of maximising learning outcomes.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School management systems and procedures provide explicit information about the school's function to promote ongoing improvement.	\$130,274	NESA requirements are met through clear and explicit school procedures which have been communicated to the school community through the student induction program, staff meetings, student conferences, parent engagement groups and subject selection evenings.
The school is recognised as excellent and responsive by its community as a result of effective engagement with members of the local community such as parents, families, local media and business organisations.	\$175,304	The Head Teacher Communication and Engagement continues to lead partnerships within the school community including, primary feeder schools, business partners, DoE communication directorate, parent engagement groups and external agencies such as UoW, Green-Connect and IMS. Our Primary Transition co-ordinator supports students transitioning to high school. Through a range of programs including WACKI, Sport Gala days, leadership days, numeracy and literacy program, professional learning and permaculture living classroom joint CoS initiative.

#### Next Steps

The Parent Engagement Group continued to regularly meet throughout 2017. This provided an opportunity for parents to actively participate in the functioning of the school through the Community and Parent Engagement toolkit. The school will continue to gain parent feedback through school-based surveys and school evaluations with the overall aim of aligning the vision and values of the Warrawong community.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$55,563	The school's Aboriginal Education Coordinator and Aboriginal Education Officer to continue to strengthen links with the local community through the AIME program, AECC and other community groups to enhance the learning outcomes for our Indigenous students. The school has seen an increase in students identifying as Aboriginal and Torres Strait Islanders.. All Indigenous students have PLPs that are collaboratively formed and communicated with staff and regularly reviewed through the Learning Support Team.
<b>English language proficiency</b>	\$229,885	The number of EAL/D students in the school has remained constant with students continuing to transition from the IEC. The Learning Support Team continues to identify students requiring additional English language support. They formalise PLASP's and support teachers and students through targeted in-class strategies, differentiated programs and assessments and professional learning.
<b>Low level adjustment for disability</b>	\$254,513	The school has the largest Special Education Unit in the Illawarra with 8 classes. Inclusive gathering of NCCD data has identified students requiring low level adjustment. Our increase in Learning Support Teacher entitlements supports the work of teachers to differentiated learning with suitable adjustments and accommodations for students.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$68,340	Teacher performance and development through a range of programs and initiatives such as Peer Observations, team teaching with the Learning Support Team and professional Learning maintains the focus on teaching and learning in the classroom.
<b>Socio-economic background</b>	\$1,084,756	Funding supports the school's students through a small class policy with the employment of additional teachers that enable a broad and wide reaching curriculum. Specialist teams in Learning Support and Wellbeing along with a expanded leadership structure to implement programs and initiatives as Wellbeing Framework, Literacy and Numeracy Continuums, school improvement projects and the Quality Teaching Framework.
<b>Support for beginning teachers</b>	\$43, 079	The school supports beginning and early career teachers at Warrawong High School through, Teacher Induction Programs, Professional Learning, peer observation inclusive of reduced teaching load and the support of a Head Teacher who leads the Teacher Accreditation process.
<b>Targeted student support for refugees and new arrivals</b>	\$18, 098	The school continues to develop a complimentary relationship between Warrawong High School and the Warrawong Intensive English Centre through the sharing



<b>Targeted student support for refugees and new arrivals</b>	\$18, 098	of whole school resources and expertise. This is highlighted with a comprehensive transition of refugee and new arrival students to high school.
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## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	268	324	308	294
Girls	283	314	311	303

In comparison to 2016 there was a slight decline in student enrolments which is due mainly to the numbers of students from our local area transitioning to independent schools and specialist programs such as the Illawarra Sports High School's Talented Sports Program. We continue to gain significant numbers of enrolments throughout the year as families move into the local area. There continues to be a balance in the numbers of boys and girls in the school. We continue to work closely with our partner primary schools to raise the profile of Warrawong High School which has a positive reputation in the community.

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	91.9	92.9	89.8	91.9
8	90.1	89.8	87.1	87.4
9	91	87.3	82.7	86.9
10	87.7	87.3	85.3	87.8
11	87.6	89.6	89	87.7
12	88.5	85.4	87.5	88.6
All Years	89.5	88.9	86.9	88.2
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

With an overall increase in student attendance in 2017 Warrawong High School has moved closer to the State average. The Wellbeing Team have evaluated and strengthened our attendance procedures in line with the

DoE's compulsory school attendance policy. These procedures have a proactive focus on student wellbeing and engaging families, to promote the importance of regular school attendance and the link to academic performance.

### Retention Year 10 to Year 12

2017 saw a slight decrease in the retention rate of students from Year 10 to Year 12 when compared to previous years. This could be due to the schools proactive 'Jobs Education Training' program which complements our Trade Training Centre, resulting in an increase in students finding employment throughout these years.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	16
Employment	0	0	33
TAFE entry	0	0	16
University Entry	0	0	25
Other	0	0	0
Unknown	0	0	10

YEAR 12 2017 had a total 57 students, 38% were male and 62% female. Of these, 34 were LBOTE students with 9 of these students receiving EAL/D support. 6 students were refugees and 3 were ATSI students. 30 students completed a VET course in 2017. 90% of the year was surveyed with only 10% uncontactable. Of the 25% attending University in 2018, all have accepted offers from the University of Wollongong. The majority of these students utilised the early admission and special access program, following IN2UNI and the UPP (University Preparation Programs) that were coordinated for our Warrawong High Students in 2017. Approximately 16% (up 8%) of students were successful in obtaining courses at TAFE and other Private Colleges. There is a slight increase this year with 5% (up 3%) of the cohort being successful in obtaining an Apprenticeship/Traineeship so far in 2018. A number of our students are still looking 36% of the cohort who completed a VET course in their HSC year were able to relate this to their further study and or work in 2018. 23% (up 9%) of students have managed to find some part time work with the hope that they will be able to find full time positions in the future or combining this with study. Another 5% (same as last year) have already managed to secure full time work. Reflecting the current situation in regards to the number of people looking for work, we have 18% still currently seeking employment.

## Year 12 students undertaking vocational or trade training

30 students from Year 12 2017 completed a VET or EVET course. 36% of the students who completed a VET or EVET course in their HSC year were able to relate this to their further study and or work in 2018. Five percent of the cohort have being successful in attaining an apprenticeship or traineeship in 2018 this is an increase of 3%.

## Year 12 students attaining HSC or equivalent vocational education qualification

YEAR 12 2017 had a total 57 students, 38% were male and 62% female. Of these, 34 were LBOTE students with 9 of these students receiving EAL/D support. 6 students were refugees and 3 were ATSI students. 30 students completed a VET course in 2017. 90% of the year was surveyed with only 10% uncontactable. Of the 57 students who started Year 12, 54 students attained their HSC or equivalent vocational educational qualification.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	9
Classroom Teacher(s)	38.2
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.8
Teacher Librarian	1
Teacher of ESL	2
School Counsellor	1
School Administration & Support Staff	21.08
Other Positions	12.2

\*Full Time Equivalent

Our school have a highly experienced and professional staff. Over recent years, several staff have received Departmental awards acknowledging the quality of their work. We use much of our equity funds to employ additional staff to implement school initiatives. Currently we have one Aboriginal teacher permanently employed and an indigenous Aboriginal Education Officer.

## 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	0

## Professional learning and teacher accreditation

Our staff have had access Teacher Professional Learning through activities directly linked to the individual professional learning plans (PDP's) and the school and priority plans. These activities are strategically mapped in a matrix and occur at all levels across the school including Staff Development Days, Staff meetings and Whole school professional learning. We utilise external departments as well as internal expertise including the Teaching English Language course. The majority of these courses and events were accessed through My@PL. There are approximately 40 teachers who working through the accreditation process, either at Proficient career stage or in accreditation maintenance. There were several professional development sessions over the year to help assist beginning teachers. A database was kept to monitor progression of accreditation for entire staff. Beginning Teachers are supported by the Head Learning and Engagement, and faculty Head Teachers, a Teacher induction program..

## 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.

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.

<b>Receipts</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>1,821,887</b>
Global funds	430,520
Tied funds	693,656
School & community sources	59,816
Interest	18,732
Trust receipts	4,630
Canteen	69,881
<b>Total Receipts</b>	<b>1,277,236</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	49,760
Excursions	9,569
Extracurricular dissections	33,898
Library	1,373
Training & Development	333
Tied Funds Payments	669,952
Short Term Relief	81,654
Administration & Office	140,163
Canteen Payments	77,221
Utilities	69,657
Maintenance	14,826
Trust Payments	18,973
Capital Programs	97,988
<b>Total Payments</b>	<b>1,265,367</b>
<b>Balance carried forward</b>	<b>1,833,756</b>

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.

	<b>2017 Actual (\$)</b>
<b>Opening Balance</b>	<b>0</b>
<b>Revenue</b>	<b>2,962,793</b>
Appropriation	2,791,322
Sale of Goods and Services	66,861
Grants and Contributions	103,329
Gain and Loss	0
Other Revenue	0
Investment Income	1,281
<b>Expenses</b>	<b>-893,032</b>
Recurrent Expenses	-893,032
Employee Related	-579,324
Operating Expenses	-313,708
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	<b>2,069,761</b>
<b>Balance Carried Forward</b>	<b>2,069,761</b>

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 <b>Actual</b> (\$)
<b>Base Total</b>	5,338,562
Base Per Capita	113,373
Base Location	0
Other Base	5,225,189
<b>Equity Total</b>	1,624,718
Equity Aboriginal	55,563
Equity Socio economic	1,084,756
Equity Language	229,885
Equity Disability	254,513
<b>Targeted Total</b>	1,712,253
<b>Other Total</b>	1,759,422
<b>Grand Total</b>	10,434,954

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.

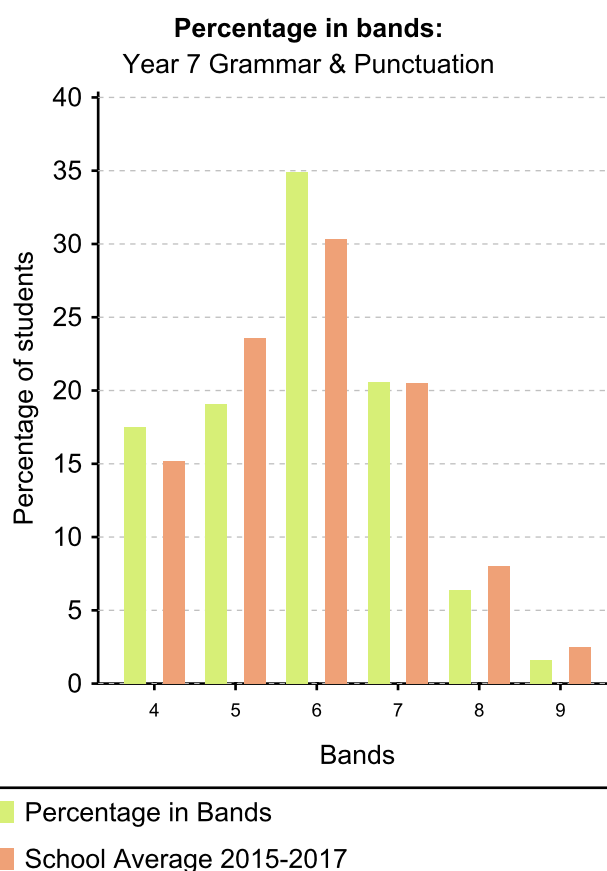
## School performance

### NAPLAN

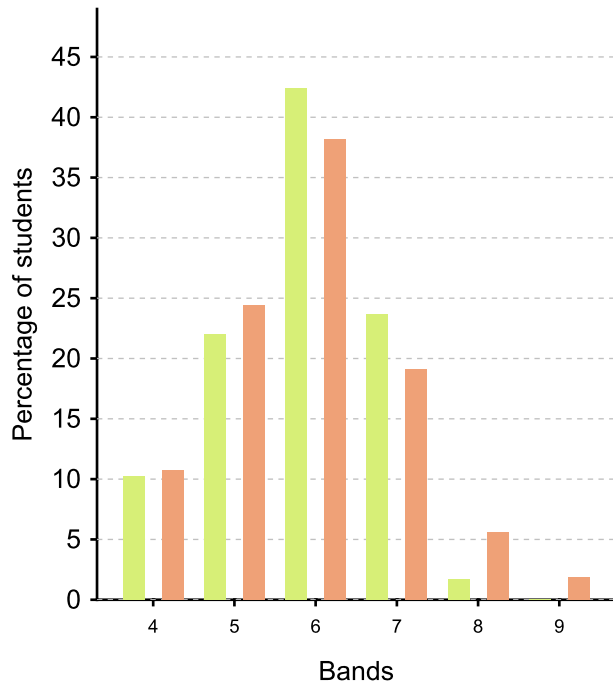
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Following a detailed analysis of NAPLAN results, specific strategies are designed and implemented to address targeted areas. Currently we have a whole school approach targeting writing in stage 4, with a scaffold for writing paragraphs (TXXC) and a variety of frameworks for constructing extended responses in stages 5 and 6 including ALARM, PEEL and TEAL to improve HSC student writing and thinking skills. Coaching through the Learning support team with faculties ensures all staff have the skills to analyse SMART data and prepare relevant learning and assessment activities to meet specific literacy needs of their students. This is further supported with team teaching to meet individual students needs based on their NAPLAN results and whole school professional learning including TELL. We further use NAPLAN data to measure student 'value added' results in other specific programs including 'writing in the middle years' and the Premiers priorities' project.

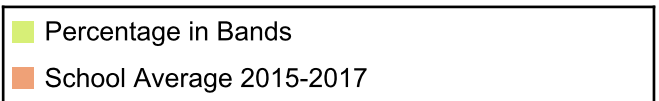
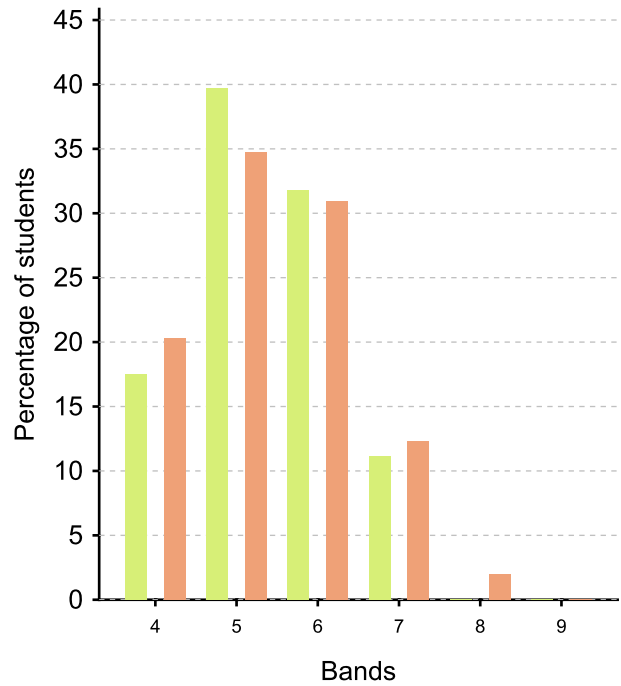
In NAPLAN, the majority of Yr 7 students achieved greater than expected growth in Spelling, Grammar and Numeracy. Results are equal or ahead of SSG standard in reading, writing and grammar. Year 9 students achieved results which were equal or above SSG standard in all areas and achieved greater than expected growth in reading and numeracy. Our students are achieving sound results according to where our resources and teacher professional learning is focused. For example, after the implementation of embedding targeted literacy strategies in the curriculum over 50% of students from our selective class program in Years 7 & 8, consistently achieved higher than expected growth in reading and writing in the Year 9 NAPLAN tests. This is further evidenced with higher performing students in our Year 9 NAPLAN results progressing to achieve our highest HSC results.



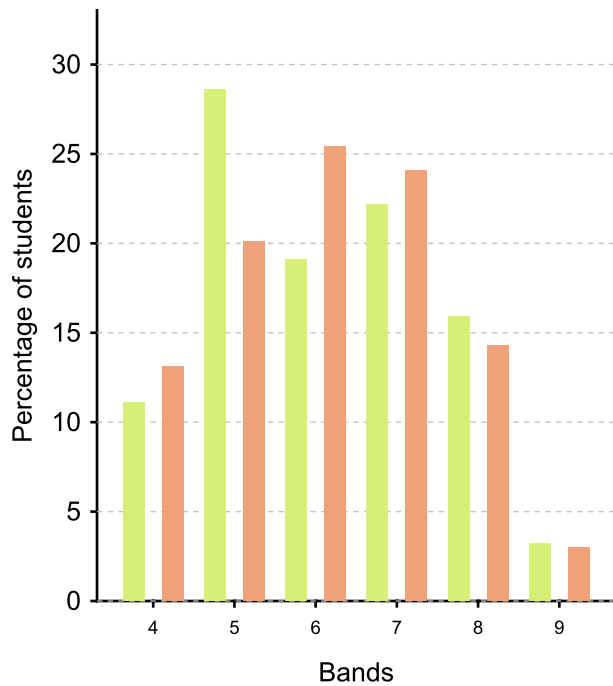
**Percentage in bands:**  
Year 7 Reading



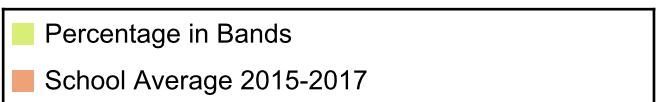
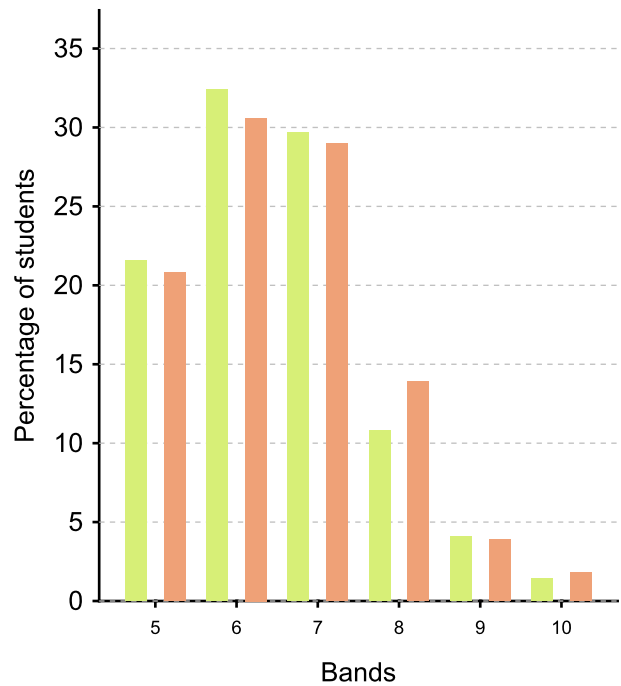
**Percentage in bands:**  
Year 7 Writing



**Percentage in bands:**  
Year 7 Spelling

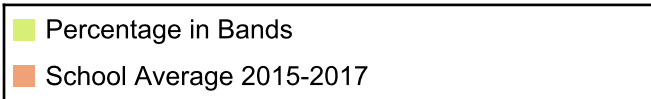
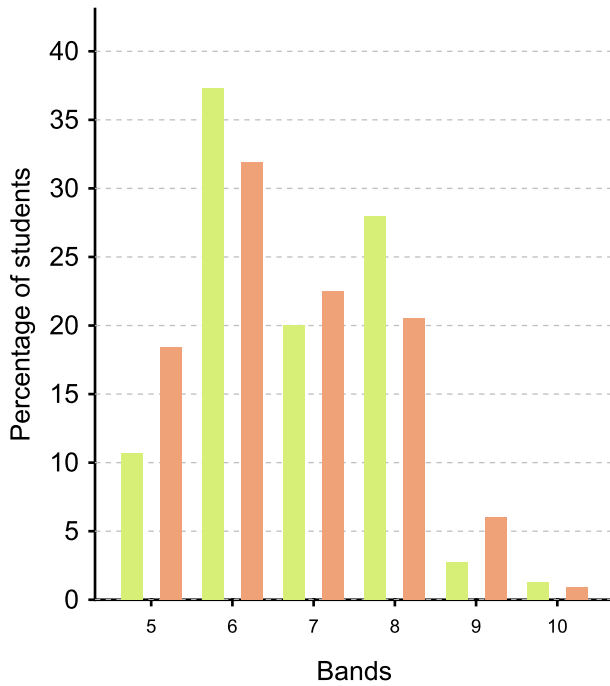


**Percentage in bands:**  
Year 9 Grammar & Punctuation

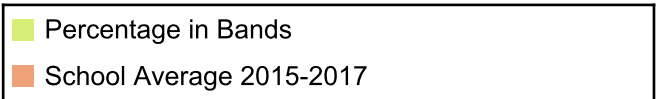
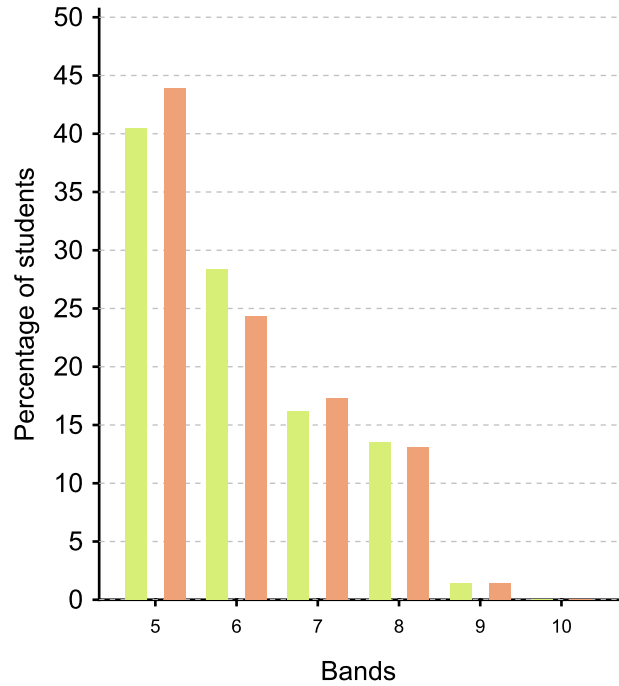




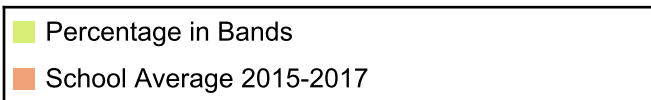
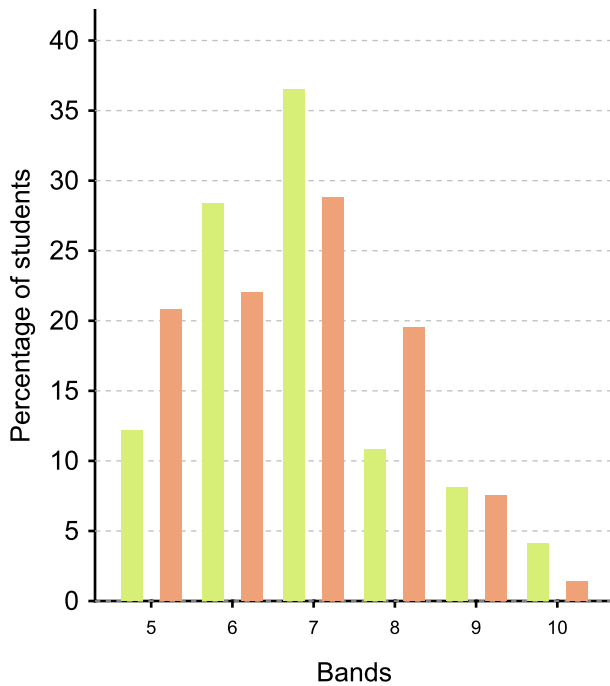
**Percentage in bands:**  
Year 9 Reading



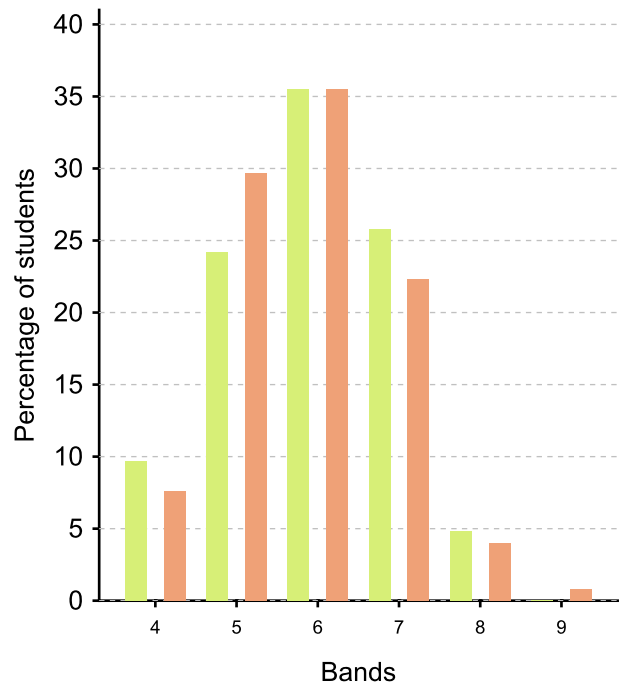
**Percentage in bands:**  
Year 9 Writing



**Percentage in bands:**  
Year 9 Spelling

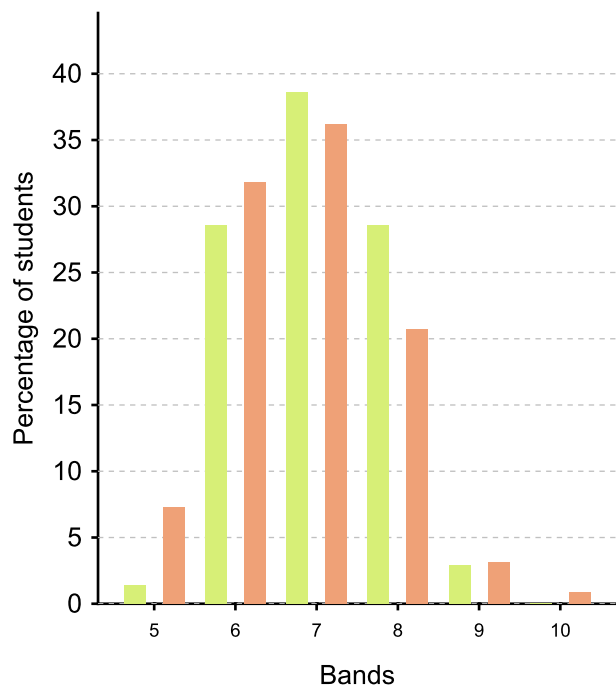


**Percentage in bands:**  
Year 7 Numeracy



**Percentage in bands:**  
Year 9 Numeracy

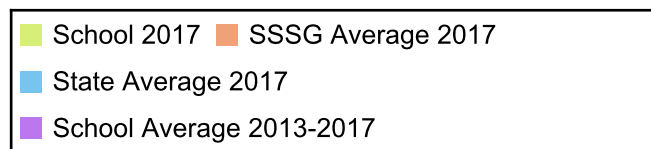
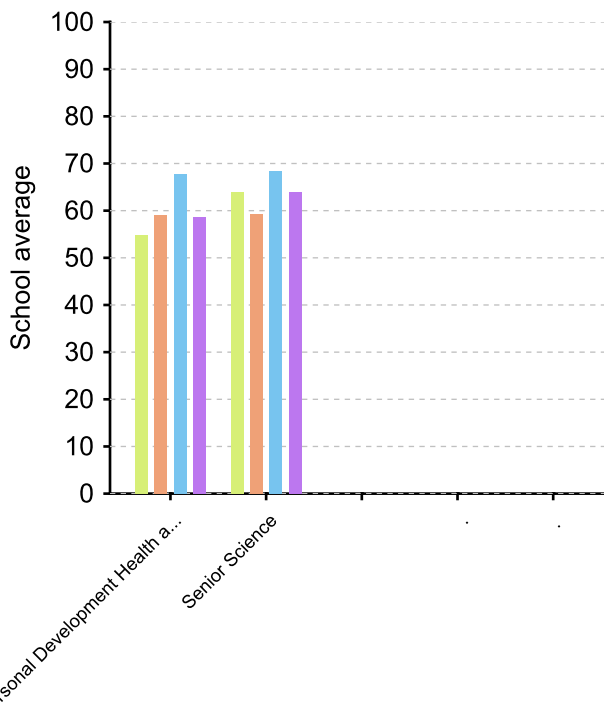
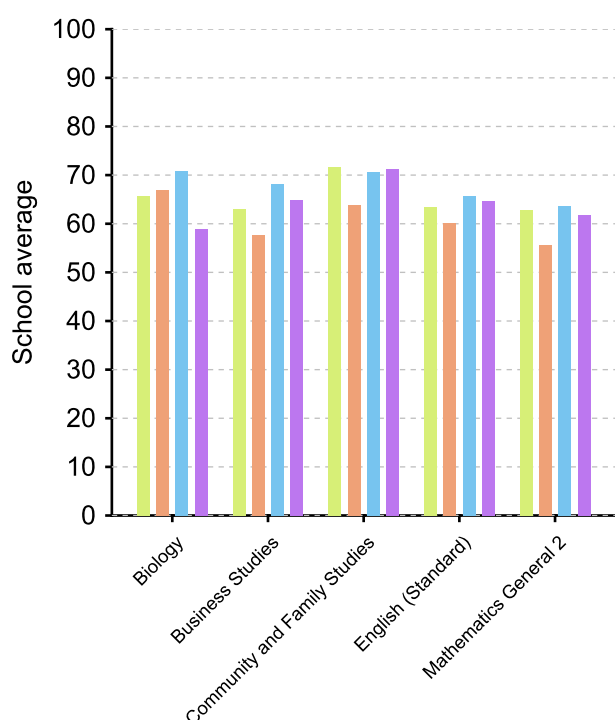
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>





## 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 results consolidated our previous years best overall results since 2009 with 2 Band 6 and 15 Band 5 and 61 band 4 results. Noticeably, we maintained a growth in students achieving in the top 3 bands.

The English faculty continued to offer a range of courses for senior students. In the Year 12 Advanced and Standard courses, we continue to see a similar distribution of results when compared to previous years; a noticeable amount of students achieving in the Band 4 level. An outstanding result was achieved in the ESL course, with an individual student achieving Band 5. The English Studies course continued to grow in popularity, with students undertaking studies in film, sport, and practical resume writing.

In Mathematics 2 Unit, 80% of our students achieved Bands 5 and 4 with our mean only 3.32 below the State mean. Results for Mathematics General 2 were also pleasing with the majority of students achieving Bands 3 and above.

In 2017 the Science faculty delivered courses in Biology, Chemistry, Physics and Senior Science. Two Band 6 were achieved in Chemistry and Biology. Positive growth from Stage 5 to HSC was seen in all subjects, particularly in Senior Science where there was 100% positive growth. Biology had 60%, Chemistry had 33% and Physics had 75% positive growth. 18% of students studying Biology achieved their top HSC mark in that course and 64% of students studying Senior Science achieved their highest HSC mark in that course. There was a marked improvement in results for EALD students across all four sciences both in HSC marks and growth.

HSIE results across the 4HSC courses delivered in

2017 were in line with past trends. Geography had 5 candidates with one student achieving a Band 5 and the rest Band 4's and 3's. Retail Services with 11 candidates received overall result above NSW state average. There were 10 Business Studies candidates. Five student's achieved a Band 4 while three achieved a Band 3. The Business Studies results were consistent with past levels of HSC achievement and mirrored the results students achieved in their other subjects. Work Studies continued to run successfully in conjunction with the Careers Team in 2017 with the majority of students being successful in gaining post school job pathways or apprenticeships.

The Personal Development Health and Physical Education class of 2017 had 16 students successfully complete the course, 9 of these students achieved at a Band 3 and Band 4 level. The highest examination mark being 74%. Overall the class achieved an average of 55% which was 15% below the state average. There were two classes comprising of 16 students that successfully completed the Community and Family Studies course. 70% of these students achieved Band 3 or higher including 7 Band 5 results. The highest mark being 86%. Overall the class achieved an average HSC examination mark of 70.3% which was just 2% below the state average.

In 2017 the Technology and Applied Studies, Music and Visual Arts Faculty had candidates sit the Higher School Certificate in the following subjects: Industrial Technology– Timber 2 Unit; Design and Technology 2Unit; VET Construction 2 Unit; VET Hospitality 2 Unit; Music 1 2 Unit; Visual Arts 2 Unit; Exploring Early Childhood– Content Endorsed Course and Photography & Digital Media– Content Endorsed Course. The Year 12 cohort of 57 students saw 46 students study one or more of the subjects in this very diverse area of learning. Student class sizes varied and results are reflective of the diverse school population that we cater for. The Industrial Technology Timber course enabled 6 students to successfully complete major projects and complete portfolios that were of a sound standard. The Design and Technology specialisation area had 4 students that were gender balanced 2 males and 2 females; 50% of candidates scored in the 4 to 6 Band and 50% in the lower range. Projects and portfolios were completed to a high standard and the Project Based Learning style suited the students who undertook this course. VET students successfully completed their Mandatory work placement hours and attained the dual qualification of a Certificate 11 in their chosen framework and an ATAR if they sat the HSC and chose that pathway. Hospitality was one of the most consistent areas of study in attaining positive results when measured against the rest of the state. Candidates who sat the Hospitality examination achieved results that were above state average. Higher Band placement was consistent with previous years and the majority of students gained Band 4 results and one student gaining a Band 5 with a mark of 89%. Music 1 saw 6 students develop performance pieces of varied style and quality. Students gained confidence in the core areas of performance, composition, musicology and aural sections. Student results were varied and dependent upon the electives chosen and performance delivery

during HSC marking. Visual Arts students enjoyed positive results with 9 students all submitting individual Bodies of Work of consistent quality. The majority of students in the class group gained a Band 4 with one student gaining a Band 5. Many students achieved their best overall HSC result in Visual Arts in 2017. Content Endorsed Courses (CEC) were offered to students in two areas: Exploring Early Childhood and Photography and Digital Media. Each course provided student opportunities in an area of interest, allowing students a focused insight into areas of learning without the requirement of a formal HSC examination. All students successfully met the required learning outcomes. In summary, the TASAM faculty delivered many positive learning experiences for students across 8 separate Category A & B Higher School Certificate subjects and 2 Content Endorsed Courses. Staff and students developed collaborative classroom practices which culminated in student achievement; providing vocational opportunities and future educational pathways.

## Parent/caregiver, student, teacher satisfaction

Feedback from the Tell Them From Me Survey show a high level of satisfaction among parents/caregivers, students and staff. Additional feedback obtained from parents was gathered through surveys conducted at school events and activities such as Open Afternoon, Parent Teacher Afternoons and Information Evenings shows that parents/caregivers and partner primary schools value the work of the school in improving the educational outcomes of all students.

## Policy requirements

### Aboriginal education

Warrawong High School's ongoing goals are for Aboriginal and Torres Strait Islander students to strengthen identity and self-esteem, meet national benchmarks for academic performance in literacy and numeracy, and build attendance and retention rates amongst students. The school also works hard to build a culture where Aboriginal elders, parents and community stakeholders become closer partners in the pedagogical development of our Indigenous students. In 2017 the school continued to employ an Aboriginal Education Officer to work as a leader, mentor and role model to support student's educational development and build closer ties with the Community of Schools and local Aboriginal community leaders and groups.

Major outcomes in 2017 have been:

The creation of Individual Learning Pathways for all Aboriginal students present at Warrawong High School that aid in implementing strategies that maximise and cater for student educational development.

Support for all Aboriginal students who are not meeting literacy and numeracy outcomes from the Learning Support team

Improved enrolment in the number of ATSI students with a growth from 35 in 2011 to 65 in 2017.

Three ATSI students successfully completed their HSC studies in 2017 and one Stage 6 ATSI student was successful in gaining an apprenticeship.

NAPLAN results for ATSI students in Year 9 were above State Aboriginal average in Reading, Spelling, Grammar and Punctuation and Numeracy.

Improved connections with the University of Wollongong's (UOW) AIME program– Aboriginal Indigenous Mentoring Experience– which included ATSI students from years 9, 10, 11 and 12 visiting the University 5 times and partaking in mentoring activities and students from Year 7 and 8 participating in the AIME program in Term 4.

The Best You can be Program started with support from the St George Illawarra Dragons targeting Literacy with our Stage 4 ATSI students.

All Aboriginal students have been involved in some form of cultural experience such as NAIDOC week celebrations at Warrawong High school, and Kemblawarra Primary School, working with Aboriginal elders from the Illawarra Aboriginal Corporation, Warrigal Employment, Barnados engagement program, Woolyungah Indigenous Centre at UOW, the Commanders Active Citizens Program NSW Police Force, Koori workshop organised by our AEO running on a weekly basis, the creation of a Koori common room, and culturally significant bush walking excursions.



### Multicultural and anti-racism education

Warrawong High School hosts the regions' Intensive English Centre (IEC). This setting is for students from a variety of countries, who are new arrivals to Australia with limited English skills. The IEC has developed holistic programs inclusive of intensive English pedagogy that assists the transition to mainstream school settings.. The school promotes an inclusive model and encourages all IEC students to participate in whole school events and build lasting friendship within the WHS community. Multicultural Education at our school promotes a shared vision of Australia based on intercultural understanding and community harmony. As a result we have a harmonious school culture where individual differences and diversity is respected and celebrated. Multicultural Education aims to provide all students with the knowledge, skills and values needed to participate successfully in our complex society. To support access to the curriculum, the school supports the specific needs of students from language backgrounds other than English including new arrivals, refugees and students learning English as an additional language/dialect (EALD) through an inclusive curriculum including the senior ESL English Course. The course allows students from non-English speaking backgrounds to sit for their HSC in ESL English and be in a positive learning environment with students who have similar backgrounds and experiences. All EALD students are tracked on the EALD learning progressions which also are reflected in PLASP's complimented with explicit teaching, learning and wellbeing strategies for teachers to implement within the classroom. Warrawong High School participates in various activities related to multiculturalism throughout the year. These included the Illawarra Multicultural Youth Forum where the aim is to give EALD students an opportunity to explore their feelings on issues such as "settlement, social inclusion, identity and culture". Students once again took part in the RAW (Ready Arrive Work) program, hosted by Job Quest and delivered to schools in the region. This program provides important employment related skills and a greater understanding of employer expectations and Australian Workplace culture. Other programs at WHS for EALD students include the Diverse Drumming, Capoeira program, Refugee week celebrations, NAIDOC week, Links to Learning, WACKI film festival, Harmony Day and International Women's Day activities.

## Other school programs

In 2017 the school continued to support students with a tutoring program. This program is primarily for students in Year 12 to support their consolidation of learning and application of the content into explicit HSC examination requirements. For other year groups, The Learning Support Faculty were available to support students in the Homework Centre on Monday and Tuesday afternoons and in the Teaching and Learning Centre (TLC) during sport afternoons. At these times students were assisted in completing class work and assessment tasks.