

Woonona High School

Annual Report



2018



8410

Introduction

The Annual Report for **2018** is provided to the community of Woonona High School as an account of the school's operations and achievements throughout the year.

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

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Principal

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School background

School vision statement

To inspire, inform and equip those who will shape our world.

School context

Woonona High School is located between the mountains and the sea in the Northern Illawarra. We have approximately 750 students from Year 7–12. We are a comprehensive co-educational school serving the community of northern Wollongong. Every student is provided opportunities to develop skills that will carry them beyond their school years. Our students thrive in an environment that promotes independent, resilient and confident learners. Students have on offer a diverse curriculum that is taught by expert teachers who are passionate about their subjects. Students have the opportunity to undertake the study of a breadth and depth of academic subjects as well as an extensive Vocational Education and Training programs and alternative patterns of study. Our school also offers specialised elective subjects throughout the junior school.

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

The self evaluation process has revealed that in the SEF domain of Learning the school is excelling. Woonona High School has outstanding wellbeing initiatives and has successfully implemented the Wellbeing Framework for Schools to ensure wellbeing processes are implemented at the classroom, whole school and community level. Significant wellbeing initiatives include our School Merit System(based on PBL philosophy), White Ribbon Program and student volunteering. The success of such programs and initiatives is visible in the results of qualitative and quantitative data sets sourced both internally and externally, with results revealing students are supported and effectively managed.

The implementation of the Woonona Learning Community has led to the development of outstanding transition initiatives and ensures our school provides a continuum of learning for students, with information about individual students' capabilities and requirements being utilised to construct an individualised transition program where required. The focus on academic success and improvement, Formative Feedback, Raising Achievement– HSC Strategy and the Accelerated Literacy Program provide clear evidence that the school engages parents as active participants in their child's learning and supports students to make successful transitions to future learning and employment. Self assessment also reveals the school has systematically embedded research-based practices to improve student outcomes and employs effective classroom practices that lead to significant value-adding for senior students. The WHS curriculum is broad, innovative and engaging, with the implementation of student, parent and community feedback, in recommendations stemming from data analysis, revealing the school has implemented a student-led curriculum with strong pedagogical foundations.

Ultimately, the significant curriculum changes that have taken place at WHS over the last five years have made it possible for staff to support students as they navigate their own individual learning paths and for students, staff, parents and the broader community to work collaboratively and effectively.

In the SEF domain of Teaching, Woonona High School is excelling. Student learning in our school is underpinned by high quality teaching and leadership. Staff are purposefully committed to engaging students and improving outcomes

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

The results of the self assessment process reveal that Woonona High School is excelling in the SEF domain of Leading. In the Leadership element of the domain the school has introduced targeted and specific strategies to foster student and teacher excellence. At the Executive and Senior Executive level there is a clear commitment to foster school-wide high expectations and a shared sense of responsibility for student engagement. Students benefit from the schools' planned engagement with parents and the broader community, as evidenced by regular parental involvement in students' senior years of schooling and the significant changes enacted relating to the school's academic and social focus based on parent, student, staff and community feedback in the 2013, 2015, 2016 and 2018 Whole School Evaluation. In both Stage 3-4 and Stage 6-post schooling destinations students and parents are supported, informed and guided on an individual and collective basis. Resource allocation has been strategically utilised to maximize student results, as can be seen in the HSC Raising Achievement strategy, the introduction of the Literacy Program and the commitment to develop CAPA as a response to community demands and student feedback.

A broad view of the school's progress within the School Excellence Framework indicates that Woonona High School is excelling. In the spirit of continual improvement, the School Executive will consider the outcomes of the current self-assessment and a range of other key data sources when evaluating the progress of the current School Plan and the nature of each Strategic Direction for 2017 and beyond. Moving into 2019, we will be embedding 4Cs strategies into our teaching, explicitly teaching communication, creativity, critical reflection and collaboration, to better prepare our students for future employment. In addition, ensuring the continued success of Beginning Teacher induction remains a priority as significant staffing changes are likely to take place in the coming years.

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

Inspired Teaching and Learning

Purpose

To produce independent, adaptable, collaborative learners who think critically and creatively. To engage teachers in a culture of reflective practice and collaborative professional learning.

Overall summary of progress

Purpose: To produce independent, adaptable, collaborative learners who think critically and creatively. To engage teachers in a culture of reflective practice and collaborative professional learning.

Progress towards achieving improvement measures

Increased proportion of students demonstrate deep reflection and intellectual engagement in their learning

- Feedback from the 2018 Whole School Evaluation revealed that formative assessment practices and processes are increasingly becoming widespread throughout the school. It was also noted that explicit teaching for formative processes is gradually building students' capacity for self-regulation. Feedback remains strong throughout the school, with the majority of students surveyed noting that they receive regular feedback (62%). In addition, peer and self-assessment is occurring across the school and learning intentions and success criteria are being utilized by some teachers, although it must be noted that this is a key area of future development. The widespread presence of these formative processes is helping students reflect critically and engage intellectually with their learning. Having mandatory draft submissions in many faculties reinforces the need for students to engage with their learning as they must act on the feedback provided prior to the final submission of their assessment/task.
- Teachers engaged in Professional Learning on peer and self-assessment and 2018 TLC goals frequently centred around activating students as owners of their own learning. Research on formative assessment and feedback practices have continued to be utilized at Twilight sessions and work samples are regularly produced by staff to document students engaging with their learning, particularly in terms of critical thinking.
- The use of ALARM and PEEL scaffolds to structure paragraphs has continued to be a feature in all faculties, with faculties often requiring students to submit draft scaffolds as part of the formative assessment process. This structure is assisting students in engaging with their learning as they must act on feedback provided on scaffolds to then construct longer responses.

Teachers engage in a variety of collaborative practices and demonstrate an improved ability to reflectively justify their professional learning against the APST

- Teachers have shown an increasing ability to collaborate with teachers from within faculty areas and across the school. TLC structures facilitate cross KLA collaboration on areas of formative assessment and feedback, with TLC meetings used to reflect on approaches and pedagogies. Improvements to faculty moderation practices and programming have increasingly enabled faculties to achieve levels of consistency in marking while at the same time encouraging colleagues to work collaboratively to engage in self-reflection and to achieve consistent teacher judgement.
- Faculty, staff and TLC and Twilight sessions all utilise the APST and encourage staff to engage and become familiar with the standards. This will be a continued area of focus throughout 2019 as all staff are now required to be more familiar with the standards.
- The continuation of the HT Mentor role for Terms 1–3 enabled Executive staff to be upskilled on APST and accreditation processes and for new staff to gain access to a well structured induction program again mapped to the standards. The HT Mentor worked individually with all Early Career Teachers who were not yet accredited to help them understand and meet accreditation requirements and justify their learning/ evidence samples against the APST.

Increased number of teachers demonstrate evidence of working at the level of 'Highly Accomplished' and 'Lead'

- In 2018, 5 staff were successful in their applications to take part in the LDI initiative, designed to support and guide participants to achieve their 'Highly Accomplished' and 'Lead' accreditation. As part of the process, staff are working towards producing whole school and faculty initiatives that support teaching and learning across the school through the use of explicit teaching and effective pedagogies. Professional Development workshops delivered by LDI participants throughout 2018 included presentations on explicit teaching of writing and Learning Intentions and Success Criteria. These workshops demonstrated participants' ability to work at Lead and/or Highly Accomplished levels and play a leading role in whole school teaching and learning.

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"> Increased proportion of students demonstrate deep reflection and intellectual engagement in their learning 	Release time for a team of teachers to engage students in interviews in which students reflect on their reports and set goals.	Teaching and learning programs are differentiated for individual student learning needs and demonstrate student achievement of outcomes through program review and student work samples. Differentiated pedagogies and responsive teaching practice have resulted in increased engagement in learning.
<ul style="list-style-type: none"> Teachers engage in a variety of collaborative practices and demonstrate an improved ability to reflectively justify their professional learning against the Australian Professional Standards for Teachers. 	GTIL intern money. LDI grants. HUB funding.	PDP Final Annual Review. Faculty support program allows HT to strategically plan and allocate priorities for 2019. Teacher self-reflection based on peer observation. Faculty HT engages with teachers in the collection of evidence and reflection.
<ul style="list-style-type: none"> Increased number of teachers demonstrate evidence of working at the level of 'Highly Accomplished' and 'Lead.' 	LDI grants	Teachers increasingly articulate meaningful rationale for and plans their personal professional learning, based on the Australian Professional Standards for Teachers and the School Plan.

Next Steps

- LDI participants to continue in program throughout 2019 with the aim of completion by 2020. Future LDI initiatives (if offered) will be distributed to staff to encourage further participation. Current LDI participants to continue working on whole school/faculty project and will be encouraged to work with colleagues from other surrounding schools already accredited at higher levels.



Strategic Direction 2

Future Focus

Purpose

To develop innovative and engaging pedagogies that enhance students' future-focused skills. These will support a diverse, responsive curriculum.

Overall summary of progress

Process 1: Staff collaboratively reflect upon, evaluate and co-design new curriculum structure, including opportunities for cross-curricular and authentic tasks. Where appropriate, flexible learning spaces will be developed to support curriculum delivery.

- A curriculum committee was formed in mid 2018 to consult with staff on the existing curriculum structure. A range of options were put to staff including altering the curriculum structure from the current 200 hour electives in Stage 5 to 50 hour options. The decision was taken to consult more widely on these changes. The whole school evaluation at the end of 2018 then asked the entire school community a range of questions about the curriculum structure, including elective choices and options to move to 50 hour or 100 hour electives. The response from students was mixed with a small majority in favour of a more flexible structure, with a preference for 100 hour option. The response from parents and staff were also mixed, with 45% of staff believing a more flexible structure would be beneficial to students.
- Plans discussed for new library, flexible design negotiated.
- Whole staff discussion and evaluation of draft School Plan results in change in Strategic Direction 2 from Flexible Learning Spaces, to 'Future Focus,' with an emphasis on curriculum and pedagogy.
- The building of an outdoor learning space in the form of a garden has begun in 2018 and work on this area has been embedded into the Learning Support faculty as well as WRAP and various TAS electives.
- The flexible learning space in the CC Room has been opened up to use by a wider variety of teachers with the embedding of 'Learn to Learn' strategies back into faculty areas.

Process 2: Build capacity in all staff to understand and implement the explicit teaching, assessing and reporting upon future focused skills.

- Staff include a goal on student formative feedback and metacognition / student self-reflection in their PDP
- Staff were consulted about which aspects of 'future focused skills' they found most relevant to our context and how we might build our own continuum of these skills in order to assess and report upon them, relevant to our context. Staff chose the '4 Cs' of Communication, Collaboration, Critical Thinking and Creativity plus Resilience as of most importance to students in our context.
- Professional learning in TLCs and Twilights continued the conversation with staff, to build their understanding of 'the why' and their commitment to this strategic direction. Feedback from staff was overwhelmingly positive with exit tickets and evaluations from TLCs and staff meetings demonstrating teachers' commitment to teaching contemporary pedagogies.
- 'DP Instructional Leader' position was utilised to support staff in professional learning and lead the whole school evaluation.
- Feedback from the 2018 Whole School Evaluation revealed that explicit teaching of collaboration and communication was definitely already occurring across the school. Students recognised that explicit teaching of reading was occurring in some subject with glossary words explicitly taught in Stage 6. Explicit teaching of writing, using PEEL or ALARM, is occurring with the majority of students. 54% of students 'agreed' or 'strongly agreed' that "My teachers encourage us to engage in class discussion with each other, as well as with the teacher, about the content they teach." (Google Forms) Creativity is recognized by students as occurring in some subjects. Resilience is seen as being taught through drafts and the welfare program. Teachers also encourage students to set goals and reflect upon their own learning progress.
- Teachers overwhelmingly agree that it is important to explicitly teach '21st Century' or 'Soft' skills to our students (94%) and in Term 4, rolling Teacher Professional learning was provided to all staff, delivered by in-house experts who volunteered to run workshops. These focused on the explicit teaching of communication skills through literacy strategies (Explicit teaching of writing, Super 6 Comprehension strategies etc) Teachers also engaged in professional learning on various enabling technologies such as Google Suite.
- A wider variety of teachers were released from class to work on developing resources for building metacognition, goal setting and other future focused skills into faculty teaching and learning programs.

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"> Whole school collaboratively develops and implements a continuum to support the teaching, assessing and reporting on future focused skills 	<p>Funds allocated for faculty learning environment.</p> <p>Teacher release time to engage in peer observations.</p>	<p>Staff evaluations indicate that the majority of teachers are using Learning Intentions.</p>
<ul style="list-style-type: none"> Staff collaboratively reflects upon and evaluates delivery of curriculum and adopts new curriculum structure, including opportunities for cross-curricular delivery and explicit teaching for future focused skills. 	<p>GTIL funds utilised to release English and Learning Support teachers to collaboratively develop Stage 5 writing and teaching of writing.</p> <p>Teacher release time to engage in peer observations.</p>	<p>There is evidence of staff implementing Learning Intentions and Success Criteria and explicitly teaching future focused skills in their classrooms.</p>
<ul style="list-style-type: none"> Increase in student understanding and capacity to reflect upon their own future focused, transferable skills as a result of their identification of individual learning goals. 	<p>SDD time allocated to TPL in 'Learning Intentions and Success Criteria' as well as technology TPL.</p> <p>Teachers released to develop professional learning on explicit teaching of subject-specific literacies.</p>	<p>Evident teacher focus on what learning environments best prepare students for their world and how the learning environment facilitates the teaching of future focused, transferable skills..</p>

Next Steps

As the 4Cs will underpin the pedagogical practices for the rest of this school plan, all teacher professional learning will concentrate on this. A Pedagogy Team and Leadership Team will each undergo 20 hours of professional learning delivered by a team led by Dr Miranda Jefferson and Professor Michael Anderson, from the University of Sydney. The future focused nature of this work will ensure that Woonona High School graduates are best equipped for the world that they will enter post school.

Strategic Direction 3

Authentic Connections

Purpose

To develop authentic connections so that student learning is valued and enhanced by all stakeholders and outcomes are explicitly linked to our students' future in the world.

Overall summary of progress

Purpose: To develop authentic connections so that student learning is valued and enhanced by all stakeholders and outcomes are explicitly linked to our students' future in the world.

Progress towards achieving improvement measures

1. Increased numbers of students are motivated to deliver their best and continually improve as a result of effective partnerships between all stakeholders

2. Increased student engagement and participation with the wider community through authentic learning experiences that provide opportunity for global citizenship

- Implementation of a Year 10 cross curriculum program between English and HSIE during Term 4. Teachers were engaged in professional development on the structures of Gold Standard Project Base Learning (PBL) before design a PBL unit. As part of the PBL unit, students had to choose a country and then conduct research into the social, economic and cultural aspects of the nation. Students were then asked to work in small groups to design an information booth, food store and interactive games that would capture all aspects of the country. Students had an authentic audience which involved the entire school community interacting with their booths during lunch time. Students developed the 21st Century skills of collaboration, communication and creativity throughout the unit of work.
- A strategic push of STEM (Science, Technology, Engineering and Mathematics opportunities within the Stage 5 curriculum. This began with the development of a new Stage 5 cross curriculum elective called ISTEM. The elective was designed and delivered by the Science and TAS faculty. The unit was once again based on the pedagogy of PBL. The projects students engaged in through the elective included Renewable Public Transport, Tiny House Movement and Drone Technology. Once again, students were provided with an authentic audience in the unit on Renewable Public Transport. State Member for Keira and Shadow Treasurer in the New South Wales parliament, Mr Ryan Park, came to the school to provide feedback to the 9/10 STEM elective class on their proposals which focused on providing innovative solutions to transport in the Illawarra.

A focused was also placed on Girls in STEM, with Year 10 girls attending a social entrepreneurship program called Young Change Agents at Kiera Technology High School. This opportunity allowed the girls to engage in a program that helps our youth see problems as opportunities, having to create a social start-up enterprise and finally pitching the idea in front of a panel of judges. The day provided the girls with the tools to think creatively, build skills in critical thinking and communication, and empowering them to be entrepreneurs, leaders and world changers.

Year 10 students also travelled to Keira High School to participate in a multi-school STEM challenge. Students were placed into groups with peers from other schools in the Illawarra, and were required to come up with a solution to the problem, 'What are we going to do about plastics and micro-plastics polluting our oceans?'. All students showed determination, creativity, and innovation in solving this problem throughout the day. Solutions included the use of plastic eating bacteria at the bottom of floating bins around the ocean, edible water bottles made from gelatin, and social and political change to address the problem from its core.

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">• Increased numbers of students are motivated to deliver their best and continually improve as a result of effective learning	Release time for staff to prepare presentations. Release time for PBL coordinator to support staff and plan projects with HUB	Faculty self-assessment of progress. Have we embedded authentic connections in to one task or unit in each program? Do the connections promote rich learning and engagement? Time spent at faculty planning day to discuss findings and inform

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
partnerships between all stakeholders.	coordinator. HUB funding utilised.	planning for 2019–2020.
<ul style="list-style-type: none">Increased student engagement and participation with the wider community through authentic learning experiences that provide opportunities for global citizenship.	COS transition coordinator release time. SASS staff time. Transition coordinator. Welfare team.	All faculties able to articulate and justify at least one new strategy to facilitate authentic parent and community engagement. Links to community sourced Eg Ryan Park, Wollongong Council.

Next Steps

Increase engagement with students and their parents through increase use of the "Student/Parent Portal" through Sentral. Utilise all components of this platform to increase communication around parent teacher interviews, reports, attendance, homework, student activities and monitoring. Also modify the school website to ensure it is current and reflective of current school practices.

Provide further authentic learning opportunities through developing an environmental group that initiates a whole school recycling project. Also audit the current authentic connections and evaluate them through the development of an authentic connections rubric.

Expose the school community to Be You program to develop authentic connections within wellbeing.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	ATSI Co-ordinator funded as release time to meet with ATSI students. ATSI funds are used to support students with tailored programs that assist in progressing students academically and in their engagements.	It can be demonstrated that ATSI Students who began 2018 with low levels of engagement in learning are now highly engaged. This can be demonstrated through relevant qualitative and quantitative data. All ATSI Students have progressed in their learning outcomes, in line with their similarly levelled peers.
Low level adjustment for disability	School Learning and Support officer.	All student learning plans have been revised, put on uniform templates and uploaded centrally. One staff meeting per term is dedicated to discussion and dissemination of plans.
Socio-economic background	Accelerated Reader funds directed at sourcing literature targeted at focus group.	Reading / comprehension progress can be clearly established for the whole cohort. Reading / comprehension progress can be clearly established for the targeted group box and whisker graphs show that improvement has been made since term 1 2018. ATSI students demonstrate that their progress is in line with non-ATSI students.
Support for beginning teachers	Period allowance. Bespoke induction program. HUB partnership with the University of Wollongong. Beginning teacher funding. Lesson studies between pre-service teachers, experienced mentor teacher.	All beginning teachers report a high level of support. Four have successfully applied to be part of the 4Cs Pedagogy team in 2019.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	342	342	347	387
Girls	225	257	295	348

Student attendance profile

School				
Year	2015	2016	2017	2018
7	94.9	94	94.2	94.1
8	91.7	89.9	92.8	89.9
9	93	91.1	91.2	89.4
10	89.1	91.6	91.4	87.9
11	90.6	90.1	91.3	90.5
12	90.4	90.7	89.1	90.8
All Years	91.6	91.4	91.9	90.8
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

Student attendance at Woonona High school is above state average in all years.

The move to period by period roll marking continues to contribute to improved attendance rates as has the consistent and timely follow up of student absences and truancy.

This year we also introduced daily midmorning parent SMS messaging to alert parents to student absences and to further improve our roll marking procedures and accuracy.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	1	1
Employment	7	14	33
TAFE entry	3	3	15
University Entry	0	0	52
Other	0	0	1
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

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

In 2018 39% of students undertook one or more of the following Vocational Education courses; Construction, Hospitality, Metal & Engineering and Retail.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of Year 12 students obtained a HSC or equivalent vocational educational qualification in 2018.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	9
Classroom Teacher(s)	42.3
Teacher Librarian	1
School Counsellor	0.8
School Administration and Support Staff	13.08
Other Positions	1

*Full Time Equivalent

During 2018, Woonona High School did not have teaching or non teaching staff of Aboriginal background.

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

All members of staff both teaching and administration participated in professional learning in 2018. Staff Development days (SDD) and activities supported the Strategic Directions in the School Plan and other school and systemic priorities. Teacher Learning Communities (TLC) ran through its fifth year in 2018 and is now embedded in the routine of collaborative learning structures at Woonona High School.

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

In total \$65,175 was expended on professional learning meaning approximately \$1,185.00 per staff member. The major components were casual relief costing \$48,359 and the remainder is accommodation and course fees.

In 2018, seven teachers worked toward accreditation with the Head Teacher Mentor through the beginning teacher accreditation and induction program. Four of those teachers applied for accreditation at proficiency level in 2018.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	415,075
Revenue	9,242,556
Appropriation	8,583,177
Sale of Goods and Services	250,510
Grants and Contributions	404,629
Gain and Loss	0
Other Revenue	0
Investment Income	4,239
Expenses	-9,315,866
Recurrent Expenses	-9,315,866
Employee Related	-8,201,138
Operating Expenses	-1,114,729
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-73,311
Balance Carried Forward	341,764

The summary tables cover 12 months (from 31 December 2017 to 31 December 2018).

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

Figures represented 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 2018 to 31 December 2018.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	6,939,156
Base Per Capita	125,141
Base Location	0
Other Base	6,814,015
Equity Total	364,410
Equity Aboriginal	29,472
Equity Socio economic	161,133
Equity Language	12,060
Equity Disability	161,745
Targeted Total	689,206
Other Total	122,510
Grand Total	8,115,282

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

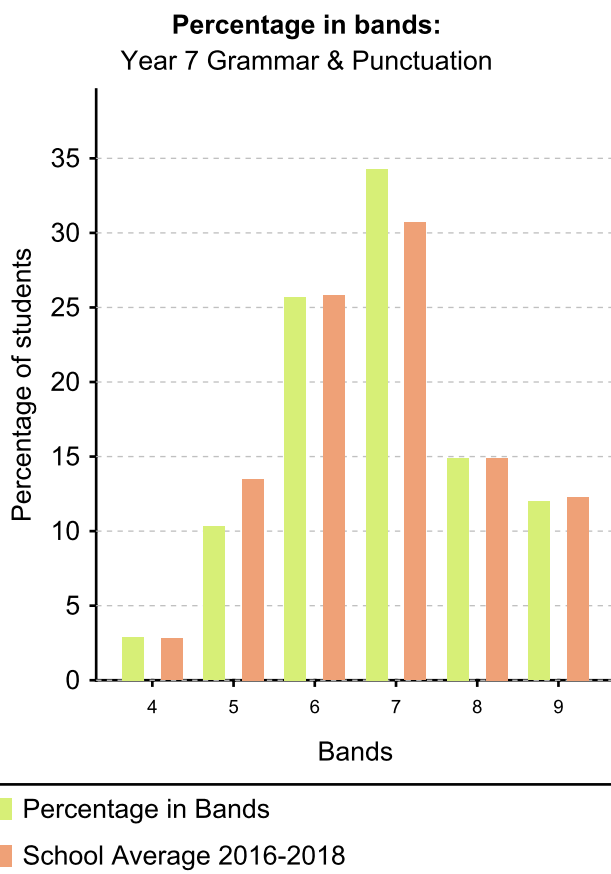
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

NAPLAN Year 7– Literacy (including Reading, Writing, Spelling and Grammar and Punctuation) The results for Literacy in Year 7 were excellent. Our students' results were above All NSW State students average results in reading, writing and grammar and punctuation. 56% of all students achieved greater than expected growth in reading and 56% in grammar and punctuation. We will continue with our focus upon literacy in 2019 as the

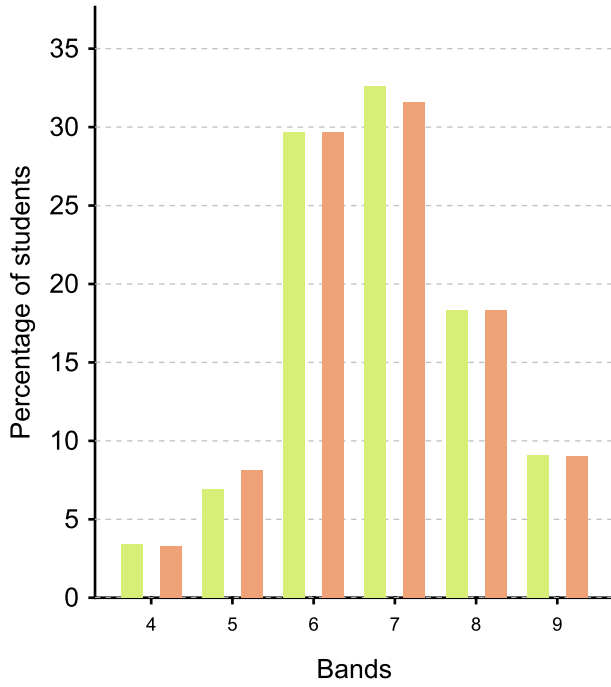
results from the Accelerated Reader and Super Six Strategies pilot program indicated significant growth for individual students in Years 7 and 8.

NAPLAN Year 9– Literacy Greater than expected growth was achieved by 60% of Year 9 students in the test aspect of spelling, 64% in reading and 49% of students achieved greater than expected growth in the test area of grammar and punctuation. They also scored above the scores in All NSW State student groups for the test elements reading, writing and spelling.

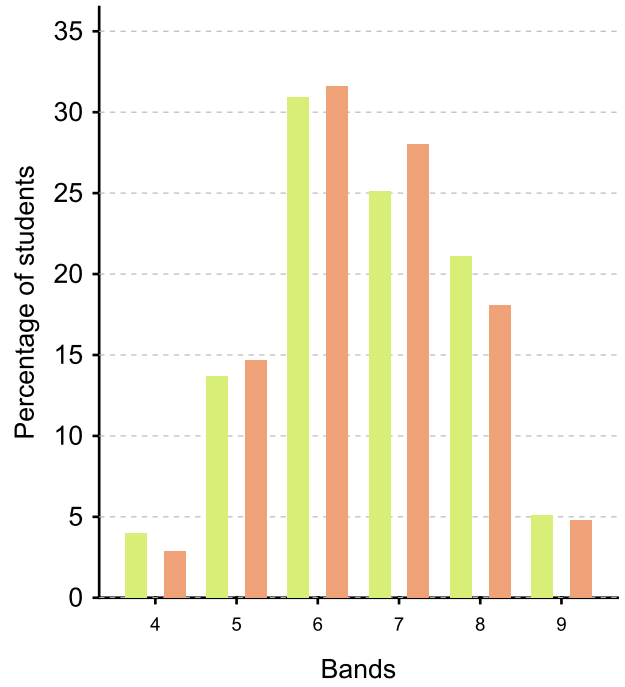
Longitudinal trend data indicates improvement in all test areas assessed.



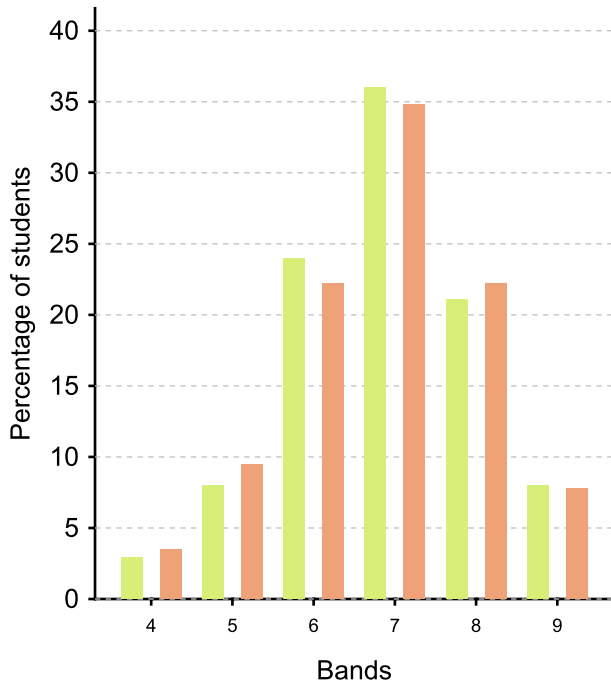
Percentage in bands:
Year 7 Reading



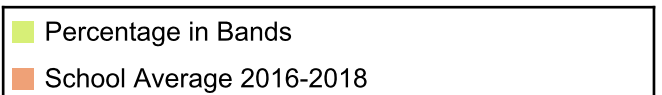
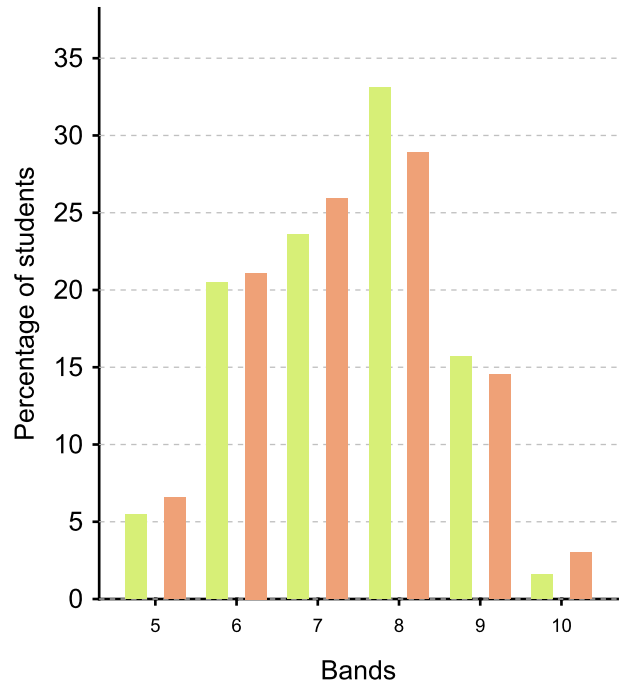
Percentage in bands:
Year 7 Writing



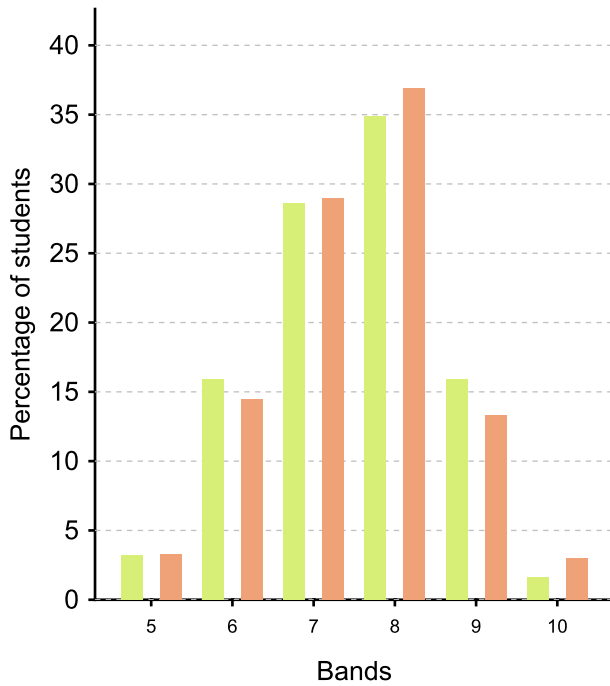
Percentage in bands:
Year 7 Spelling



Percentage in bands:
Year 9 Grammar & Punctuation

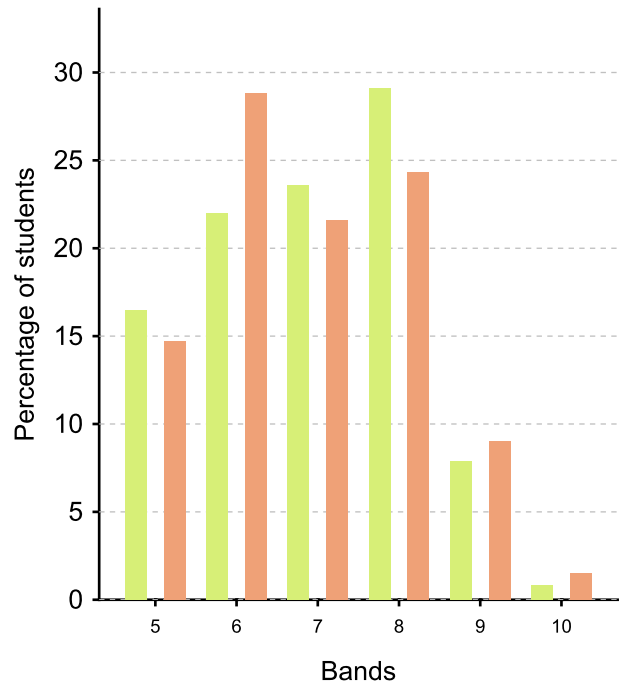


Percentage in bands:
Year 9 Reading



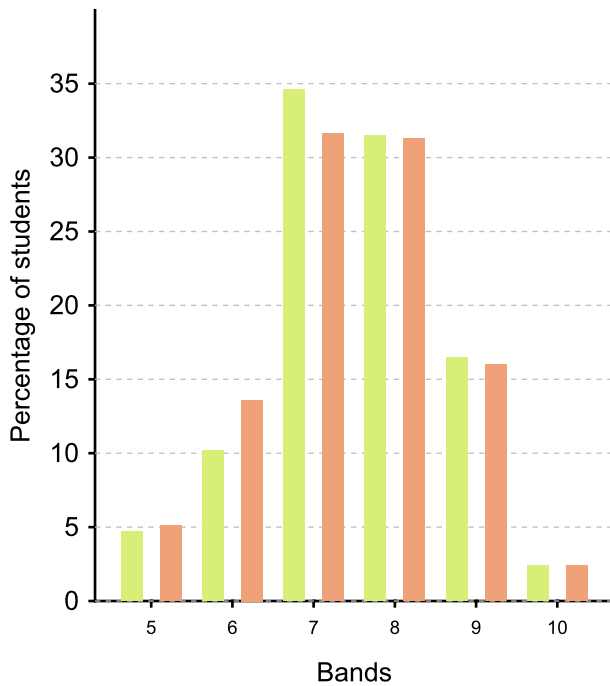
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 9 Spelling

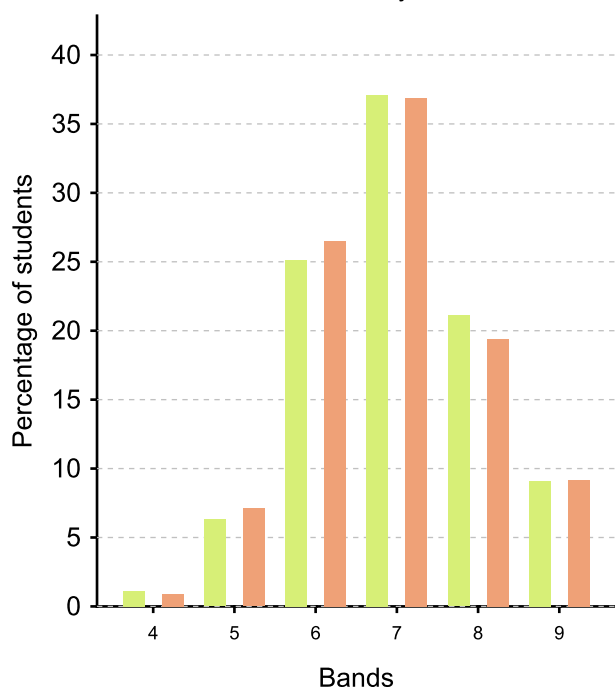


Percentage in Bands
School Average 2016-2018

NAPLAN Year 7 – Numeracy Year 7 students scored above All NSW State students in Numeracy. 68% of all students achieved greater than expected growth in numeracy.

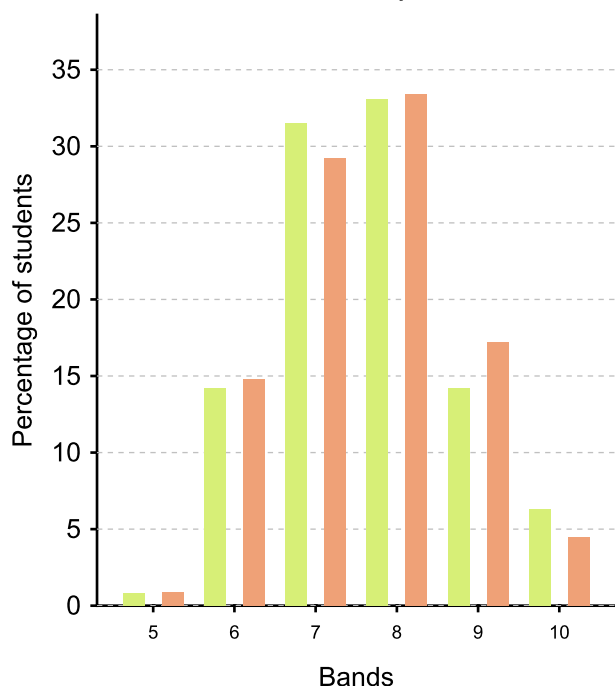
NAPLAN Year 9 – Numeracy Our Year 9 numeracy results indicate that our focus on improving student achievement in Numeracy has been successful. A focus upon improvement in numeracy skills in 2017 and 2018 resulted in 58% of Year 9 students achieving greater than expected growth in the test aspect of Numeracy. Year 9 students scored above NSW DoE student groups in Numeracy, Data, Measurement, Space and Geometry and also in Number patterns and Algebra.

Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2016-2018

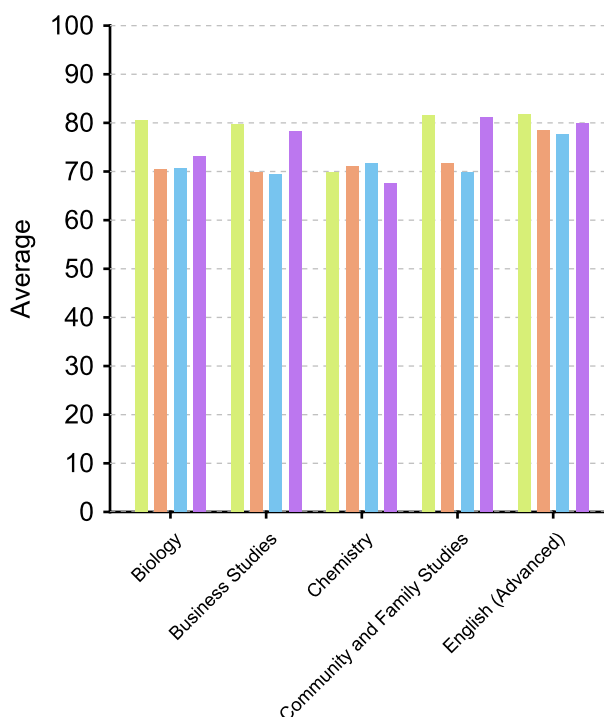
spelling, 22. in writing, 42% in grammar and punctuation and 30% in numeracy.

The achievement of students in bands 8, 9 and 10 in Year 9 included 54% in the test area of reading, 49.5% in spelling, 34% in writing, 45% in grammar and punctuation and 54% in numeracy.



Higher School Certificate (HSC)

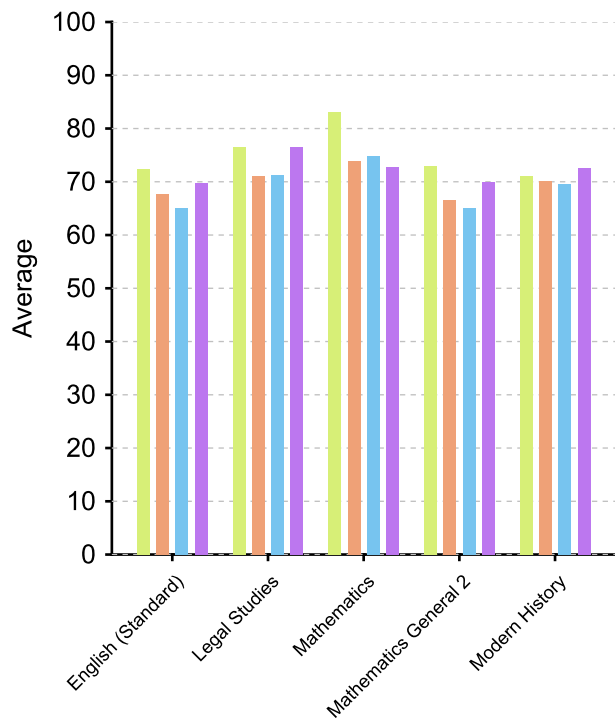
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). Woonona High School was the highest performing school in the area, with 4.63% of examinations attempted earning Band 6 results.



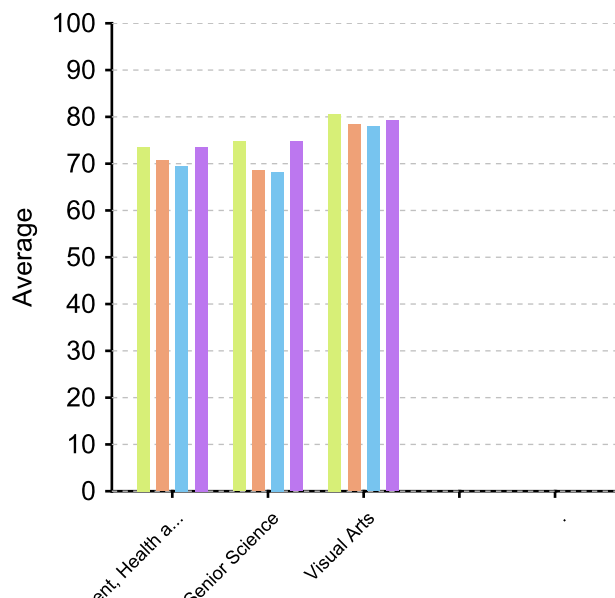
School 2018 SSSG Average 2018
State Average 2018
School Average 2014-2018

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

The achievement of students in bands 8 and 9 in Year 7 included 25.5% in the test area of reading, 30.0% in



■ School 2018
 ■ SSSG Average 2018
■ State Average 2018
■ School Average 2014-2018



■ School 2018
 ■ SSSG Average 2018
■ State Average 2018
■ School Average 2014-2018

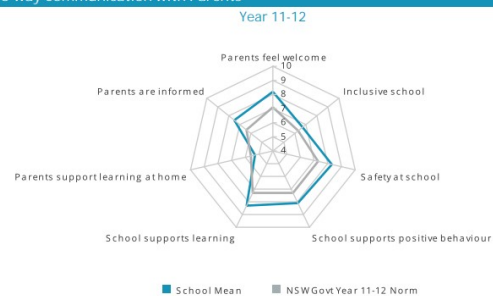
In the Higher School Certificate, our results have continued to improve. We had above state average results in many subjects including Ancient history, Biology, Community and Family Studies, English Advanced, English Standard, Legal Studies, Mathematics general, Modern History, Design and technology and Music.

Parent/caregiver, student, teacher satisfaction

All indications from the School Evaluation of 2018 show that staff, students and parents are satisfied with the systems, policies and procedures that are in place.

Students at Woonona High School demonstrated respect, confidence and engagement across the school and wider community through the myriad of programs on offer. According to the data that came from the school evaluation of 2018, students believed they were more fairly rewarded and recognised across the school for a variety of their pursuits. The "Tell Them From Me" survey data indicates that our students are engaged with their learning and their social and emotional wellbeing is above state norms. The scores for the Institutional Engagement questions (i.e. percentage of students) showed that students at Woonona High School valued schooling outcomes and they considered themselves 'institutionally' engaged. These students feel that what they are learning at school is directly related to their long-term success, and this view is reflected in their school and class attendance which was above the state norm. The survey results also indicated that 73% of students had a positive sense of belonging which was considerably above the state norm. In every "Tell Them From Me" parent questions surveyed all data indicated that parents rated the school highly, greater than NSW Government norms in the areas of; parents feel welcome, parents are informed, parents support learning at home, school supports learning, school supports positive behaviour, safety at school and inclusive school. This was particularly so of parents of students in Years 11 and 12 as per the graph.

Two-way Communication with Parents



Policy requirements

Aboriginal education

Aboriginal Education

In 2018 Woonona High School continued to increase links within the Indigenous community and support our Indigenous students throughout their life journey with both an educational and cultural focus. Students were provided with opportunities to participate in a range of events throughout the year with the focus being a mix between cultural activities, academic and sporting endeavours, the creative arts and the building of life skills.

Our senior students who had previously attended a

number of workshops held by Zac Bennett–Brook where they learnt a variety of traditional Indigenous Games, led a workshop for our junior students to pass on their knowledge. The games included Kabi Kabi, Buroinjin, Parndo, Wana, Gorri and Kalkadoon Kee'an. The senior students taught the junior students about the origins of each game, how they were traditionally played and how to teach others to play them before students were able to participate in each game themselves. This equipped all students with the skills to lead primary school students in the Indigenous games as part of the annual NAIDOC Community of School's day.

Woonona High school held its annual NAIDOC Community of Schools' day in June. Indigenous students, plus a friend, from Woonona, Russell Vale and Woonona East Primary Schools came to Woonona High School for the morning to participate in a range of traditional Indigenous games run by our Indigenous students, who had learned the games throughout their training day. The day allowed for connections to be made between the high school and primary school students and for our students to gain valuable communication and leadership skills.

Students again attended the AIME program (Australian Indigenous Mentoring Experience) run by the University Of Wollongong. In 2018 the program saw Indigenous students from years 7–12 participating in a range of activities and mentoring sessions with the ultimate goal being the provision of support structures for those students to utilise in the school environment and beyond. In particular the program aimed to provide pathways for the students to work towards future endeavours such as progressing into the next grade at school, TAFE, university, employment, other course providers and the opportunity to bond with Indigenous students from other schools in the area. Students also participated in Tutor Squads, an additional element of the AIME Program. Tutor Squads saw approximately six AIME representatives from UOW visit Woonona High School for one period a week in Terms 2 and 3 to offer individualised and small-group tutoring to students in Years 7–12. Students found the tutor squads environment to be calm and welcoming, which in turn helped them to be productive. There were several AIME program days, with Year 11 and 12 students attending days at Novotel Wollongong and Years 7–10 attending program days at the University of Wollongong. All program days encouraged participation and engagement from students. The program days particularly aimed to reassure students that failure and mistakes are okay, and even encouraged, as they provide a platform from which students can try again.

Woonona High School held its whole school NAIDOC celebration during Term 3 with students and staff attending an assembly in which members from the community were invited to partake in the celebrations. Our Guest speakers were former Woonona High School student Charlee–Sue Frail, as well as Kristie Harrison. Charlee–Sue Frail is a Ngemba woman, currently working as an Indigenous Programs Officer for AFL NSW/ACT. She was also the School Captain of Woonona High School in 2005 which made it particularly wonderful to have her as a guest. Kristie

Harrison is a Wiradjuri woman who is currently completing a PHD at University of Sydney. The guests discussed their experiences as Indigenous women and the impact some of their female role models have had on them. Staff and students alike reported thoroughly enjoying listening to the guests.

All of our Year 7 students once again attended a seminar with Boori Monty Pryor, an award winning author. Along with his books, Boori Monty Pryor is also known for his work in film, television, music and education. The workshop allowed for students to learn about traditional and contemporary Aboriginal life. During Activities Week in 2018, Indigenous students and friends were invited to attend an overnight cultural awareness camp run by Black Diamond Adventure Company. Activities included kayaking in the bay at Bundeena, walking to Jibbon Head to observe rock carvings, hiking to King Fisher Pools, camping in tents, stargazing and engaging in conversation around the fire. All students and staff in attendance (Miss Walker and Mr Wilson) contributed richly to conversations about culture. Students and staff alike reported that the unique focus of the camp was appreciated and had left them with a greater understanding of culture, but also a thirst for more knowledge regarding their own, and other peoples' cultures.

Molly Finlay and Sarah Shepherd received awards at the Deadly Encouragement awards held by the Northern Illawarra AECG. Both students were nominated for their outstanding efforts throughout the 2018 school year. The ceremony was held at Wianiora Primary School with students receiving their awards in front of their families and local community.

Several Indigenous students graduated from Year 12 at the end of 2018. Dylan Pearce–McGeary, Cara Lee Karkoe Reed, Sarah Shepherd, Tahnee Hottes, Akeylah Colvin, Keeley Corey and Rebecca Pocock have progressed to a combination of further study, and part-time and full-time employment,

Our coordinator of Indigenous Education Miss Samantha Walker has continued to attend the Northern Illawarra AECG meetings. This allowed her to connect and collaborate with teachers from other schools, to and stay up-to-date with new and existing policies and gather information on upcoming opportunities and events for our students. The meetings also allowed them to hear about and recognise the achievements of other Indigenous students, and the supporting staff members, from our local area.

Multicultural and anti-racism education

As part of Woonona High School's ongoing efforts to ensure that the school is culturally inclusive our students have been exposed to a variety of experiences about inclusiveness. Many of our students have attended leadership activities to expose them to the richness and diversity of Australian culture. Harmony Day is an event that we celebrate each year to increase awareness of diversity within our school community.

This year our students also had the opportunity to take part in a Japanese cultural visit in August, the Walk for Reconciliation in June and International Day in December. International Day was very a successful educational and cultural experience with whole school involvement.

Other school programs

Student Wellbeing Programs

Woonona High School continues to have a very strong student wellbeing ethos with many wellbeing programs offered to students across all year groups. This year these included; The Selfie Project which looked at building self confidence, self worth and exploring the impact of negative relationships; the Year 8 Camp where team work, problem solving and peer relationships were explored and the "Love Bites" program which looks at sexual assault and domestic violence. Other programs included a visit by Glenn Howarth, the Bamboo Theatre, Year 7 Train Safety, Year 9 Girls Hike, Peer Support training and PeerSupport programs as well as our orientation and transition days for new students.

HSC Raising Achievement Strategy

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

Student support is a fundamental component of the HSC Raising Achievement strategy and a number of structures have been embedded within the school to ensure students are fully supported at the faculty and whole school level. The school Homework Centre is staffed by volunteer teachers and opens Tuesdays after school for Years 7–12. On Wednesdays the library study centre operates after school for senior students only. In addition, the establishment of a student teacher mentor system– available to all Year 12 students provides individualised support to all students throughout their HSC year. As part of the system, meetings between the teacher mentor and Year 12 student are held regularly and cover topics such as stress management, study timetabling, goal setting, assessment deadlines and general student support. HSC holiday workshops are delivered by HSC teachers during school holidays. These workshops provide opportunities for students to revise and practise key examination skills. The school library is also staffed by experienced teachers and is available to students during the school holidays for private study. In order to maximise teacher–student support, school funds are allocated to staff Year 12 classes, with small class sizes (<10 students) operating with minimal or no reduction in their allocated period allowance. Furthermore, Senior Student Coordinator positions were created and highly experienced teachers have been employed to oversee all areas of the Year 12 and

Year 11 program. These staff members regularly meet with Year 11 and Year 12 students on an individual basis to monitor and discuss student progress and achievement, maintain a line of connection to parents and report student concerns to appropriate members of staff.

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

Student achievement is a key indicator of the success of this program. Value–adding for WHS students (created by examining the gap between Year 9 NAPLAN and HSC performance) is significant; it is the highest in the area and often significantly greater than the state average of expected growth. HSC achievement has steadily grown under the HSC assessment strategy, with many subjects exhibiting a linear growth in the bands achieved by students over the last five years. Moreover, university admissions have increased significantly, with a large proportion of each cohort achieving Early Entry to university courses of their choice and the total percentage of students moving into university level study increasing successively over the last five years. In the 2017 and 2018 HSC the school was ranked first in the region for public comprehensive high schools. This reflects the success of embedding the Raising Achievement strategy into the Year 12 and Year 11 program whereby, increasingly, students are 'actualising their capabilities'.

Creative and Performing Arts (CAPA)

2018 was another busy and successful year for the Creative and Performing Arts at Woonona High School, with new, innovative teaching and learning programs and a variety of extra and co–curricular opportunities available to all students in Circus, Dance, Drama, Film, Music, Photography & Digital Media and Visual Arts. A summary of the highlights and new CAPA programs in 2018 is included below:

Year 7 CAPA Class

The Year 7 CAPA Enrichment Class Program continued to grow in 2018 after the success of 2017. The amount of interest from talented students resulted in two classes of students from a large variety of primary schools in the Illawarra. The students were thoroughly engaged with the opportunities they received in this program and feedback from staff, students and parents has been very positive. A CAPA showcase was held in June and the variety of skills, along with the strong focus on collaboration, was clearly evident in all performances and art displays. The extra teaching time in CAPA made an obvious difference and will continue, especially the Music

Extension Program that sees all students form a class band. Circus was introduced as a separate discipline, with several students auditioning, and a very successful transition day was held for the two CAPA classes for 2019.

CAPA in the Community

The Creative and Performing Arts at Woonona High was also well represented in the wider community in 2018, with several of our students performing with the Illawarra and South East Regional Touring Performing Ensemble (Stage Band and Dance), Southern Stars Performing Company (Orchestra, Vocals and Dance) and the Southern Stars Aboriginal and Torres Strait Islander Dance Ensemble. Other community performances included Thirroul Seaside Festival, Wanjora Primary School Fete, and "Rush Into Russell Vale" Primary School.

Circus

Our Circus program has continued to expand with the introduction of our new Stage 5 Aerial Foundations Elective for Year 9 and 10 students. Circus is a very popular choice for sport and we now have a waiting list. Aerial students were involved in the CAPA production of Alice and also performed at Variety Night. Several excursions to a local venue gave our students the opportunity to train with one of our ex students when our Hall was unavailable during HSC Exams, along with an excursion to Circus Oz at the Illawarra Performing Arts Theatre. Due to the growing interest, Circus was added as a separate area to apply for our Year 7 CAPA Enrichment Class and several students applied successfully. We were also fortunate to work with staff from Circus Monoxide during sport.

Dance

2018 saw another extension of the Dance Programs offered at Woonona High, including elective courses in Stage 4, 5 and 6, and a successful excursion to the best of the 2017 HSC Dance Performance 'Callback' Showcase and Workshops. Dance continued to be a popular choice for sport, and we were very fortunate to have Michelle Forte from Austinmer Dance Theatre work with our students in Term 4 to create a contemporary piece for our end of year showcase Variety Night. Once again we successfully auditioned two ensembles for the South Coast Dance Festival with over 40 students involved in six shows across four days. Our students also performed in Southern Stars, Unplugged, Variety Night, Thirroul Festival and school assemblies. Seven dance students (Elizabeth Apter, Jocelyn Bray, Chloe Jones, Layla Ryan, Chloe-Lea Sullivan, Lola Thompson and Ruby Thompson) performed in the Southern Stars Performing Company, and six of our Indigenous students performed as part of the Aboriginal Dance Ensemble for Southern Stars (Charlotte Brodie, Brianna Lenihan, Alahna Ping, Kaani Slockee, Angel Watson and Jewel Watson). Our dance staff also featured heavily in the production of Southern Stars, with Mrs Zoe Steele in the role of Dance Director and Choreographer, and Miss Kate Sharp as Dance Director for the Southern Stars Performing Company

and Choreographer. It was great to see our students feature in their own item, choreographed by Mrs Steele. Seven of our Aboriginal and Torres Strait Islander dance students attended a workshop with Bangarra Dance Theatre, and Angel Watson (Year 11) was short listed for the NSW Aboriginal Dance Ensemble. We also had several other Aboriginal and Torres Strait Islander dance students join some of these students to perform an item for our annual Variety Night showcase. Layla Ryan (Year 8) went on tour to several NSW schools with the ISER Performing Ensemble (Dance), and she was also selected for the NSW State Dance Ensemble along with Elizabeth Apter (Year 8).

Drama

Drama students were once again involved in the South Coast Drama Festival in 2018 with our Year 11 Drama class performing their self-devised one act play about the travels of a suitcase. This class also attended the OnStage 2017 HSC Drama showcase, along with some of our interested Year 8 Drama students. Our Year 7 CAPA classes explored green screen techniques and film, as well as live performance at our annual 'Captivate' showcase. Several Year 7 students were also heavily involved in our whole school production of "Alice," and thoroughly enjoyed working with senior students. An incursion was organised with a local actor to assist with characterisation all students involved thoroughly enjoyed the opportunity to workshop their 'Alice' roles with a professional. Our production of 'Alice' was a huge success, attracting large appreciative audiences for both our matinee performances for our local primary schools and evening show. We won first prize in the Arcadian's Theatre Group Interschool Drama Competition and several of our students received Arcadian's medals and Encouragement Awards.

One of our senior drama students, Bo Smith, had his script selected as part of The Playwrights' Project, a collaborative initiative between Merrigong Theatre and The Drama Studio which gave Bo the opportunity to have his original work performed by talented actors at the Bruce Gordon Theatre in Wollongong. Our drama students also attended excursions to the Pop Up Globe Theatre, Southern Stars and several theatre shows including The Popular Mechanicals, Circus Oz and Stolen; and our senior drama teacher attended the State Drama Conference. Luka Janssen in Year 8 performed with the Southern Stars Drama Company.

Music

2018 was another strong year for Music at Woonona High, with excellent HSC results including all marks ranging from 81–92 (above state average) with two Band 6 results. Our top HSC student, Caleb Walker, successfully applied to study a Bachelor of Music at JMC College in Sydney. We also had several ex students assisting with the sound and accompanying our HSC performances.

Our Community of Schools band program continued its success with a new cohort of primary school students involved from Russell Vale, Woonona and Woonona

East Primary Schools. Our Stage and Junior Bands also performed at the Thirroul Festival, along with our vocalists and dancers. Our students provided instrument demonstrations to local primary school students during an excursion and our Vocal Ensemble grew stronger, performing at several school events in 2018. We held another 3 Unplugged concerts, including our 26th, to support live acoustic music, and we were once again well represented in the Illawarra and South East Regional Performing Ensemble with the following students touring with the stage band: Year 8 – Tyler Wade (keyboard); Year 9 – Jocelyn Bray (tenor saxophone) and Jordan White (alto saxophone); and Year 11 – Ethan W Johnson (drums). We also hosted a concert from this ensemble that was well attended by our students, local primary schools and members of the community, including residents from the Illawarra Retirement Trust Village in Woonona. Music excursions included the Encore 2017 HSC Music Showcase at the Opera House, the Secondary Schools Choral Concert in the Sydney Town Hall and the Sydney Symphony Orchestra Concert in the Wollongong Town Hall. One of our students, Keelah Walker (Year 9), was also selected in the Featured Vocal Ensemble for Southern Stars and Mrs Rebecca Arnold played in the orchestra.

One of the highlights for music students in 2018 was our soundproofing project. Our application was selected by the finance committee to receive special funds and this was used to soundproof our practice room and the doors to our music classrooms. This has greatly reduced the sound transmission between these rooms, allowing band rehearsals to be run alongside lessons with less disruption. The installation has also enabled students to use the room as a recording studio.

Visual Arts

2018 was another very successful year for our art students, including the initial group of accelerated students who completed the Stage 6 courses a year earlier. This resulted in a large cohort of 28 HSC students, with all accelerated students achieving a Band 5. Madelina Camilleri received a nomination for ArtExpress. Our Elective Visual Arts and Photography & Digital Media courses continue to be popular choices and in 2018 we introduced a new Stage 5 Elective, Visual Design, which allows students to explore graphic design with a future focus using technology and software to create a variety of products. Students continue to work in the art room every lunch time and several afternoons each week from Year 7 to Year 12. We received a Community Building Partnership government grant for \$25,000 which will be used to purchase and modify two shipping containers into a vibrant, flexible and cost effective work and exhibition space for our students. Students attended excursions to view and take photographs of the Sydney cityscape and to view and draw inspiration from street art in Wollongong.

CAPA Collaboration

There were many collaborative CAPA events at Woonona High School in 2018. Most notably, our whole school production of "Alice" in June saw a cast and

crew of 30 students thoroughly entertain and amaze our audience. Over 500 primary school students from Woonona PS and Woonona East PS, along with residents from the Illawarra Retirement Trust Village attended our matinee performance. We received an excellent review of the evening performance from the Arcadian's Theatre Group, who selected our show to win their Inter School Drama Trophy. CAPA staff and students combined their broad range of talents and skills in circus, dance, drama, music, art and technical production to stage another outstanding show. The CAPA Faculty also focused on collaboration through Project Based Learning with several projects occurring in Music, Dance and Art.

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

In 2018, our Drama and Visual Arts staff collaborated with primary school staff to design and deliver a theatre-based task at three CoS Stage 3 Transition Days. The growth of CAPA was also clearly evident in our annual CAPA Camp and Variety Night showcase. The number of students involved in camp increased to over 65 in 2018, including some student from our primary school band program. The students involved in Variety Night also increased in 2018. The camp is used to teach new repertoire, produce artwork and form new ensembles for our annual showcase. There was a great sense of teamwork during the camp and Variety Night and it was wonderful to see students from Year 4 – 12 working together with our dedicated team of talented CAPA staff, ex students and band tutors.

SPORT

School Surfing

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

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

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

A Surf Skills day was also held for Year 7 students to improve their swimming and surf awareness skills. An assessment of their water skills is also carried out as part of the Departments requirements for students undertaking excursions near water.

Our student surfers competed at the South Coast Combined School Surfing competition which was held at Ulladulla. Our team of surfers represented our school well.

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

To add to Woonona High School's involvement in the wider community, a large contingent of students, parents and teachers from our surfing community took the opportunity to help out at the Thirroul Disabled Surfers Day in 2017 at Thirroul Beach. The volunteers helped many youngsters experience surfing for the first time.

Soccer

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

Swimming

This year we had thirty seven of our students selected in the Northern Zone Swimming team. This year at the Zone Carnival at Corrimal, Zara Sharman, Chelsea Jones and Jade Van Duin broke six long standing records.

Zone Sport

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

Water Polo

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

Netball

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

Cross Country

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

State Athletics

In 2018, a large contingent of students represented WHS at the State Athletics carnival held at Homebush NSW. Four of our relay teams qualified to compete at the CHS titles with two of the teams qualifying for the finals.

Some standout performances for the year were:

1. Zara Sharman – 16 years Girls Age Swimming Champion at Area Carnival, medallist at CHS Carnival. Chelsea Jones was the 13 years age champion at the Area Carnival and medallist at the CHS carnival. Chelsea, for the past two years (2017 and 2018), won the 50, 100 200m freestyle events at the State Carnival
2. 6 x 50m Girls All Age Swim relay were first at the CHS Championships and finalists at the All Schools Swim meet.
3. 4 x 50 m Girls Medley Relay were finalists at the CHS Swimming Carnival.
4. South Coast representatives in cricket, water polo, netball, swimming, cross country, athletics, gymnastics, volleyball, tennis, rugby union, touch football, softball and basketball.