

Warilla High School

Annual Report



2018



8418

Introduction

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

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

John Hambly

Principal

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Message from the Principal

2018 has been a year of consolidation in terms of the priorities set in the school plan. It has also been a time when the philosophical intent of the school has been manifested in every aspect of our work. At the heart of this philosophical intent is the unwavering belief that we are a student centred, outcomes-driven school that believes in excellence for all. We are a school where high expectations are the norm and decisions are made on the best available, validated research. Curriculum differentiation and quality teaching practice are readily observable, expected and demanded. We are a school where a sense of gentle good humour, respect and courtesy is extended to students, staff and the broader community. We are transparent in the decision-making processes and inclusive of community opinion. We continually seek to renew, reflect and evaluate our practice with the intention of improving student learning. We will learn and unlearn. We are personally responsible for the outcomes we generate.

Over the past year, this mantra has seen exceptional results achieved by our students, including:

- Stage 6 students receiving early entry to University and gaining recognition on the HSC Distinguished Achievers List.
- A strong Vocational Education and Training focus with a number of School-Based Apprenticeships and/or Traineeships taken up by both Stage 5 and 6 students.
- An innovative Volunteering program which attracted statewide attention.
- Champion Sports School in the region for the past 10 years, and the NSW CHS Champion School in Athletics in 2016 (State Champions!). We have a long list of NSW and Australian representatives spread across a range of sports. Our most recent are a boy selected to play for Australian in the Oztag World Cup in 2019, while another male student represented NSW in Golf as the State's sole U/16 rep.
- An active Alumni which includes Doctors of Medicine, a Professor of Medicine, a Federal Parliamentarian, The CEO of the Ambulance Service in Tasmania, a host from the TV Show *Getaway*, a World Surfing Champion, Officers in the Armed Services, pilots, lawyers, a high school principal, teachers, tradespeople, National Rugby League Premiership winners and NSW State of Origin and Australian representatives, an Australian Rugby Union Wallaby, the current World Masters Athletics Champion... and so the list goes on!

Perhaps the statistic that I am most pleased with is the fact that 95% of students who leave this school go on to higher education, job-related training, employment, or combinations thereof 2018 has once again seen these achievements underpinned by one of the most comprehensive welfare structures of any school in NSW. We have instituted a full-service model of student well-being programs, which are preventative, developmental and remedial in nature. We are keen to nurture our values education agenda, which has as its central tenants: **Excellence, Respect, Integrity and Compassion**. There is an absolute zero tolerance toward violence of any type. Likewise, bullying and harassment of any form have no place in our school and students who engage in such anti-social behaviour run the very real risk of also having their enrolment annulled.

Our 2018 School Priorities were:

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

These priorities will be continued until the end of the planning cycle in 2020, with a relentless focus to ensure we have literate, numerate, problem-solving students who continually seek to extend their knowledge, skills and competencies in an ever-changing world. It is with much pleasure that I present our 2018 Annual Report. I think you will find it a detailed and interesting insight to our strategic intent, direction and work to deliver on the stated priorities of our School Plan, and to ensure only the highest quality teaching and learning frameworks are in place for your children.

With my kind regards

John Hambly

Message from the school community

The Warilla High School P&C Association is a small but committed group of parents who meet on the second Tuesday of each month. These meetings have grown to be forums where every aspect of the school's operation is critiqued with a view to providing strategic and ongoing support. In 2018, this support has included parent representation on merit selection panels to appoint permanent teaching staff and the endorsement of the school's differentiated approach to learning and curriculum innovation. The P&C continues to agitate with authorities for upgrades including a pedestrian crossing at the front of the school, and corresponding improvements to the safety and security of our children as they arrive and depart from the school each day. As in previous years, it would be remiss of me not to also mention the ongoing dedication of several members of the P&C who still actively participate in our work despite their children having graduated from the school a number of years ago. Jill, Richard and Erene's enthusiasm and commitment are an example

to us all!

2019 is shaping as an exciting year as indicated by the directions enunciated in the *2018–2020 School Plan*. Indeed, the P&C look forward to evaluating the worth of projects that have been supported, especially in the area of STEM (Science, Technology, Engineering & Mathematics).

An open and warm invitation is extended to all parents/care–providers to join us for our meetings in the school library from 6 pm on the second Tuesday of each month.

Yours sincerely,

Mrs Natasha Saltamacchia

WHS P&C President

School background

School vision statement

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

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

At Warilla High School, we believe that:

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

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

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

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

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

School context

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

The school is committed to equality of opportunity and the creation of conditions which allow all students to achieve excellence. Quality systems and teaching practice for 21st-century learners which reflect current research drives our efforts to ensure the school is student centred and outcomes driven. Our values education agenda focuses on; Excellence; Respect; Integrity and Compassion.

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework (SEF), 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.

In 2018, the Warilla High School leadership team undertook a rigorous, inclusive approach to our self-assessment against the SEF, where all executive members engaged in the examination of internal and external data, as well as other key evidence, to contribute to on-balance judgements that have resulted in a culture of shared responsibility. The results of the 2018 self-assessment indicate that Warilla High School has improved in many domains with documented evidence to support the on-balance judgements made by the executive team.

In the domain of **LEARNING** – we are ***Sustaining and Growing***, as a result of the successful establishment of a collective school-wide responsibility for student learning with high levels of students, staff and community engagement, as evidenced in our 'Tell Them From Me' and 'People Matter' survey results, where Warilla High School is well above the NSW mean for; effective learning time, intellectual engagement, capability and innovation. The school's curriculum provision and evidence-based teaching practices focus on the development of knowledge, understanding and skills. This framework enables regular monitoring of teaching programs, assessment practices, registration and evaluations through the school's comprehensive 'Internal Faculty Validation' process, where areas of strength and areas for improvement are identified in consultation with faculty leaders, with recommendations provided and monitored. Positive relationships across the school underpin productive learning environments that support student achievement. A collaborative approach to supporting student success and wellbeing is underpinned by the experience and expertise of our teaching and support staff who engage in learning from each other within the school and across schools via the Curriculum Network Illawarra (CNI). Our comprehensive Learning Support/Wellbeing structures that support individual learning and engagement are central to student success, and contribute to a high level of student attendance. A review into our reporting mechanisms, which included parent, teacher and student consultation, saw refinements and improvements to the features of future school reports. The Stronger HSC Standards led the improvement of assessment strategies across the school, resulting in a new assessment policy that meets the needs of teachers, parents and students. Aboriginal education continues to be a strength of the school with a wider range of enrichment opportunities and continued outstanding achievement in NAPLAN results.

In the domain of **TEACHING** – we are ***Sustaining and Growing***. The school has embedded an explicit system of collaboration, classroom observation and modelling of effective practice and feedback to drive and sustains ongoing school-wide improvement in teaching practice, focussing on student learning outcomes. Professionalism underpins dynamic and responsive staff that respect and engage with the building of expertise of their core business. 'Collaboration' continues to be our strongest driver of student engagement as evidenced in the 2018 'Tell Them From Me' survey results, with our results well above the NSW norm. This is strengthened through "Professional Sharing Communities" where teachers engage in cross-curricular professional dialogue and actively share teaching and assessment strategies, resources and approaches. Teachers have been supported to trial innovative and future-focused practices such as assessing and reporting on 21st Century skills, drone technology, robotics, integrated STEAM units of work, and the use of 'Seesaw – the learning journal' which has contributed to an increase in parent engagement. Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes. The Teaching and Learning team monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation resulting in five (5) teachers actively seeking higher levels of accreditation across the school. HSC, NAPLAN, PLAN and VALID student progress and achievement data are analysed and used to inform the planning of curriculum and key decisions such as resourcing and implementation of new programs or initiatives.

In the domain of **LEADING**, we are ***Excelling***. High levels of leadership capacity have ensured that the school community is committed to the success of a culture of continuous improvement with an absolute focus on improved student learning and optimal wellbeing. The school leadership team have modelled instructional leadership and supported a culture of high expectations and community engagement through strategic school planning and a deliberate scope of learning events that have been enhanced through learning alliances with other schools, tertiary institutions and community organisations. Succession planning has seen the development of new staff with complementary skills, ethos and enthusiasm and there is a dynamic culture where leadership opportunities are highly sought after, resulting in sustained and measureable whole school improvement evidenced in the improving trends in the SEF Self-Assessments since 2016, and the 2018 People Matter Employee Survey, where Warilla High School's "Continuous Improvement" percentage is higher than other schools within the Illawarra and South East Network. The School Plan has motivated the streaming of financial management systems, with various executive given discretion in the planning and expenditure of funds. Longer-term financial planning is integrated with school planning and implementation processes to address school strategic priorities and meet identified improvement goals. Our physical learning spaces continue to be monitored and used effectively, with additional flexible learning spaces providing teachers and students with spaces that foster collaboration, problem solving and creativity. Warilla High school is recognised as excellent and responsive by its

community because it uses best practice to embed a culture of high expectations and effectively caters for the range of equity issues in the school. This is evidenced in the overwhelming increasing demand for enrolment at the school.

Our self-assessment process has assisted to systematically and regularly monitor a range of indicators that gauge the impact of the 2018–2020 School Plan and inform changes to the implementation that support further improvements in the delivery of outstanding education for all students.

Strategic Direction 1

21st Century Learning

Purpose

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

Overall summary of progress

The implementation of the 21st Century Strategic Direction encompassed three Processes in the 2018–2020 School Plan. These included the embedding of 21st Century skills into Teaching and Learning programs, Increased Student Engagement through effective and innovative pedagogy, and KLAs explicitly analysing, planning and delivering Numeracy and Literacy Strategies.

The school participated in the Schools of the Future project through the DoE, which focussed on the identification, elaboration and implementation of the Four C's (Communication, Collaboration, Critical Thinking and Creativity) through teacher professional learning, these skills were piloted in the Yr8 Elective classes, including reporting to parents. The project will be expanded in 2019, with a view to whole school implementation in 2020. This concept of 21st Century skills has been reinforced through the development of a Professional Sharing community to support the notion across a broader number of teaching staff. 21st Century Skills remains a focus, and continues to be revisited and evaluated through the internal school validation processes.

A range of effective teaching and learning practices have been explored through the Professional Sharing Communities structure in 2018. These sharing communities have enabled the consolidation of a broad variety of pedagogies to further across a number of faculties and interest groups. The 21st Century Learning portfolio continues to work with the Technology Committee, and the Teaching and Learning Hub to further develop the innovative teaching spaces, and the use of technology to support student engagement.

The Literacy and Numeracy focus within the school plan remains as a high priority for the school and the 21st Century Portfolio. This process has been consolidated with the introduction of cross-faculty Literacy and Numeracy committees, coordinated by a HT Teaching and Learning position. Faculties have been given TPL opportunities in the analysis of RAP / SCOUT data. Literacy and Numeracy has been scrutinised through our Internal Validation procedures, and this will continue to be prioritised through the HT Teaching and Learning leadership of the Literacy and Numeracy committees.

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 number of students achieving Band 5/6 results in HSC exam by 10% compared to 2017 level.		HSC Band 5/6 results 2017 to 18 did not experience growth in the for the 2018 cohort. Results across the school were analysed referencing 'What Works Best' through a committee lead by the T&L HT's. The school has developed the <i>Accelerating Learning</i> strategy utilising High Expectations, Explicit Teaching and Effective Feedback. A comprehensive whole school professional learning approach will be rolled out 2019.
<ul style="list-style-type: none">All teaching programs have 21st Century Learning Skills embedded.	\$5000 – Internal Validation	All Faculties have participated in the participated the WHS Internal Validation process which addressed the inclusion of 21st Century skills in programs. Faculties given explicit feedback relating to the progress. Targeted TPL has been accessed by Yr8 Elective staff, drilling down on the specific inclusion of the 4C's in Programming and reporting. This pilot is to be expanded in 2019.

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"> Learning environments reflect 21st Century teaching alignment. 	\$6018 – Finalisation of outstanding purchase orders from 2017 round of EOI.	No new learning spaces redevelopments were initiated in the 2018 yr. Funds expended were used to consolidate the 2017 Learning Spaces, and finalise outstanding payments. Planning has taken place for the EOI process and budgeting allocation for the 2019 round of learning environment realignment. Rooming committee to be established to support efficient use of redesigned learning spaces.
<ul style="list-style-type: none"> Literacy & Numeracy <p>Key evidence: Improved average growth scores for Year 7 and 9 in Reading, Writing and Numeracy to ensure better than SSG and moving toward State:</p> <ul style="list-style-type: none"> Year 7 Reading 50.7 to 52.7 Year 7 Writing 28.8 to 30.8 Year 7 Numeracy 53.4 to 55.4 Year 9 Reading 40.3 to 42.3 Year 9 Writing 44.1 to 46.1 Year 9 Numeracy 46.7 to 50.4 	\$3,000 – 21st Century portfolio	<p>Development of both a Numeracy and Literacy committee, with included members from each Faculty. Dedicated HT T&L to coordinate. Data analysis remained a priority with faculty representative participation in RAP training, and HT's being introduced to Scout as a tool.</p> <p>Yr 7 NAPLAN results show movement towards 2020 goals in Writing, while Yr9 NAPLAN results show positive movement in both Reading and Numeracy. Numeracy and Literacy committees will continue to develop support structures that look to maintain positive growth.</p>

Next Steps

The 21st Century Strategic Direction 1 will continue with the same three processes outlined in the 2018 milestones. The pilot program to include the 4C's into the broader Stage 5 elective stream will continue, including targeted TPL through the Warilla High School professional sharing communities to expose all of the staff to the 4C's of Communication, Collaboration, Critical Thinking and Creativity. Faculties will also continue the concept of HT Peer evaluation of Teaching & Learning programs through an enhanced, timetabled TPL in the Accelerating Learning program.

The sustained focus on the provision of innovative learning spaces will complement the changing pedagogies explored through Accelerated Learning. Another EOI process will be offered to faculties for the development of enhanced learning environments. The development of a formal technology plan supporting not only the innovative teaching spaces but technology across the entire school will be developed in conjunction with the computer coordinators and the technology committee.

The sustained focus on the delivery of targeted Numeracy and Literacy strategies, driven by data analysis and comprehensive planning remains a priority. The HT Teaching and Learning will coordinate both the Literacy and Numeracy committees in the development of a multi-faceted approach across the school. Teachers will access Yr7 Best Start and plan data earlier in the year with the support of TPL to target students with specific needs. Students will be supported in accessing 2019 NAPLAN online with the development of a widespread plan of practice and implementation. A comprehensive HSC Success strategy will, including the whole school focusses for 2019, high expectations, explicit teaching and quality feedback, provide staff and students with tools to facilitate improved HSC results. Literacy and Numeracy content with Teaching and Learning programs will also be monitored through the Accelerated Learning peer evaluation process.

Strategic Direction 2

Quality Systems and Practices

Purpose

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

Overall summary of progress

During 2018 there has been an ongoing promotion of the importance of high student attendance with students celebrated for high attendance and letters of concern sent to poor attenders. Accurate roll marking, both for the day and period by period has also been worked on, with great success. Professional Sharing Communities have been highly effective and the impact of this learning continues to dissipate into the school. To ensure NESA compliance a RAM funded Head Teacher Senior Studies has been created to work alongside a RAM funded Deputy Principal. Their focus includes scrutiny of assessment, internal faculty validation and examination processes to guarantee compliance with NESA expectations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 100% of staff marking rolls electronically and period by period.	\$2,250	In 2018 we had 95% of staff marking their roll call electronically at the start of the day. Technology has been embraced by most teachers, but given the Internet "drops out" in parts of the school, particularly the main quadrangle where Thursday rolls are marked before assembly, the reliability is sometimes an issue. Period by period roll marking has been highly successful and staff have been quick to use this to track students.
<ul style="list-style-type: none">• School attendance rate of 90% or greater.	\$3,650	Attendance continued to be a focus, with ongoing promotion of the importance of high student attendance through celebrations and certificates to recognise this success and letters sent to students of concern. Further to this, we have promoted the use of Sentral Parent portal to parents and carers, through P&C and school newsletter to increase communication around attendance and other concerns. The attendance data was Term 1– 88.26%, Term 2 – 87.56%, Term 3– 87.12% and Term 4– 87.02% (weeks 1–4) giving an overall attendance rate of 87.53%.
<ul style="list-style-type: none">• 5% reduction in negative referrals and suspension rates as compared to 2017 levels.	\$5,000	Data evidence (from Sentral) indicates that there has been a slight reduction in the reporting of negative incidents despite the ongoing growth of the student population. Overall suspensions for 2018, remained consistent with 2017 levels. Positive incidents have remained stable, however, the introduction of the "VIVO" electronic reward system has had a very high uptake from both staff and students. Over 90% of staff using VIVO. 2018 saw the relaunch of the school values of Excellence, Respect, Integrity and Compassion (ERIC). Core Values assemblies and Year Meetings held to explicitly teach these values which were then reinforced by teachers in the classroom.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 100% of staff engaged in Professional Sharing Communities.	\$3,600	This year 100% of staff have been engaged in Professional Sharing Communities. The staff members have selected the community they attended. There were two semesters of Community Sharing and both ended with a full staff "unconference" to highlight the learning they have gained from this sharing. The "Unconferences" were very popular with staff, and demonstrations were often led by non-executive members of staff, empowering more of the school community and developing leadership.

Next Steps

- Introduce staff to "explained" absences on Sentral PxP for students on School Business or other justified activity.
- Ongoing data harvest and investigation re: student attendance and absence explanations
- Work to have Sports rolls on Sentral PxP and staff trained in using.
- Create a "Letter 13" for Sport to counter the huge number of students having "medical appointments" during Sport.
- Head Teacher Administration to process TPLs.
- HSC Monitoring, Head Teacher Teaching & Learning Systems to develop timeline/action plan.
- Continue Year 10 into Year 11 "taster" lessons early in Term 3, to help with better informed subject selections.
- Continue to work on the validation process.
- Student voice" encouraged and refined. Student Representative Council (SRC) roll call established in 2018 and used to encouraged communication and effectiveness between elected students. Various fundraising days and celebrations promoted and coordinated by SRC.
- Relaunch VIVO to new students and staff, include Sentral & VIVO data from 2016, 2017 & 2018 in presentation.
- Intensive ERIC sessions with Year groups, new model – with presentations double period per year group, twice a year.
- Elevate the profile and delivery of senior school study skills.

Strategic Direction 3

Excellence for All

Purpose

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

Overall summary of progress

The Excellence for All Strategic Direction has encompassed three Processes in the 2018 School Plan. These included a comprehensive curriculum catering for all students, ensuring best practice Welfare and Equity team structures and practices, and providing strong and successful pathways for all students.

A comprehensive curriculum involves differentiated curriculums, where appropriate, for students within Warilla High School. 2018 saw continuing teacher professional development for teachers who are involved in the CAP and CORE initiatives in the school. Teachers developed skills in data collection and analysis to support the effective development and delivery of the differentiated curriculum, the improvement of communication methods between stakeholders, and the reflection of the differentiated curriculum throughout schoolwide Teaching and Learning programs.

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

Process three relates to the provision of successful pathways for Warilla High School at significant transition points. The school had an external audit conducted of the LEAP program supporting Stage 6 students and an alternative ATAR program in 2017. These recommendations have been used by the Careers Advisory Team, to develop a senior pathway into the workplace and to better cater for student needs. Transition data through Year Advisors and SENTRAL has been analysed to better understand the needs of students moving between stage groups. Transition planning has been strengthened for students within the CORE classes in Stage 4, and their supported movement into the Stage 5 mainstream. Year 10 to 11 subject selection has been completed utilising Careers, Faculty and Year Advisor support to provide students with the most up-to-date course and post-school information. This process will continue to develop in the context of the increased school numbers in the senior school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• A minimum of 30 ATAR students achieve Early University Admission status, annually.	\$6,000	Achieved & Exceeded – Data received from the university confirms that this improvement measure is not only being met but being exceeded.
• 100% of learning accommodations for students with a disability documented and available to all staff.	\$3,000	Achieved – <i>Adjustments for students include, but are not limited to:</i> <ul style="list-style-type: none">• SLISO support• Differentiated lessons – curriculum, process, product, environment• Individualised learning plans• Itinerant ISTV & ISTH intervention• Use of Roger Pen for students with hearing impairment• Enlarged print for students with vision impairment• Differentiated activities in practical and PDHPE classes• Exam/test/ in class assessment task disability support provisions students Years 7 – 12, including HSC. Provisions vary depending on the need of the

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> 100% of learning accommodations for students with a disability documented and available to all staff. 		<p>student; but can include separate small group supervision, diabetic provisions, reader, writer, support person, permission to stand and stretch, rest breaks. These provisions are in line with the disability support provisions for HSC.</p> <ul style="list-style-type: none"> Direct support to CTs to ensure that students engage successfully with and complete tasks Collaboration with teachers to plan differentiated lessons/units of work/assessment.
<ul style="list-style-type: none"> Over 90% of students will reach nominated post-school destinations. 	\$2,000	Achieved – Pre and post-school destination surveys for Yr. 12 confirm that this improvement measure is being met.
<ul style="list-style-type: none"> Increase in NAPLAN Value-Added data Years 7–9 by 6% in Literacy and Numeracy compared with 2017 levels. 	\$4,000	Working towards – According to the NAPLAN data report on SCOUT, we have improved in 2018 by 1.35% on our 2017 average (YR 7–9) results.

Next Steps

In order to continue to evolve the **CORE** program, we are:

- Increasing the record of student progress through regular formative activities to heighten the data availability for teachers.
- Introducing a mentoring program for the transitioning CORE students, providing an avenue to increase support and understanding.
- Increasing the understanding of the program within the community to build awareness about the aims and reasoning behind the initiatives put in place.
- Introducing TPL for CORE teachers, providing professional development to increase the skills set of our teachers to ensure the correct support of the students.
- Aiming to have continued communication between teachers, developing a team that works together and supports each other, providing an opportunity for discussion and observation.
- Providing teachers with continual resources to support the diverse needs within the classroom.
- Aiming to utilise TPL time to develop resources and profiles.

In order to continue to evolve the **CAP** program we are:

- Including a CAP team meeting the afternoon before our 'Setting Up For Success' parent/student session.
- Consolidating this evening by including more opportunity for students to actively demonstrate some of the HOTS activities in action.
- Consolidating the 'Building for Success' student review system by getting the students to complete an online pre-survey in order to provide an opportunity for self-reflection prior to each meeting.

2018 saw the introduction of a new online Merit System at a cost of \$10,000 and the establishment of Warilla High School Core Values: Excellence, Respect, Integrity and Compassion. With a dedicated approach to excellence for all and the pursuit of equity, the Wellbeing of each student is at the core of each milestone established in the 2018–2020 Warilla High School plan.

In relation to the provision of successful pathways for Warilla High School at significant transition points, close consideration is to be given to the current, form, purpose and success of the transition plans that should identify, monitor and help drive each student identified needs and achievements. Parents/caregivers should be involved in the transition plan for their child at regular intervals. Close consideration is to be given as to whether students should participate in weekly blocks of work experience, rather than one day per week.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	599	605	649	657
Girls	502	551	562	597

The school had an enrolment of 1251 including 95 Aboriginal Students and 38 students from the Support Unit. Applications for enrolment continue to be significant, where Out of Area applications numbered over 130.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	93.6	93.1	91.8	90.8
8	89.2	91.2	90	86.3
9	88.6	91	86.9	86.8
10	84.6	89.1	87.5	84.8
11	86.8	89.7	88.5	87
12	89.3	91.9	89.8	86.3
All Years	88.6	91.1	89.2	87.2
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

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

regarding unexplained absences, truancy issues and welfare concerns identified through the Equity meetings. The program continues to provide highly effective weekly feedback to both the school and parents regarding attendance issues and a valuable conduit in identifying underlying issues relating to non-attendance. The school utilises a range of support and policy strategies including whole school awareness of attendance procedures, specific attendance monitoring for identified students, as well as celebrating improving and outstanding attendance in students. The use of Sentral assists to monitor and follows up on sport, partial and flexible absences with the use of electronic roll and period by period marking. This strengthened the school's overall monitoring of attendance procedures. Warilla High School has a close working relationship with the Home School Liaison Officer (HSLO) as an additional support strategy to address attendance concerns. The overall attendance rate for Warilla High School in 2018 was

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0.1	4
Employment	3	13	39
TAFE entry	3	12	17
University Entry	0	0	38
Other	9	19	19
Unknown	0	0.01	1

Year 12 students undertaking vocational or trade training

23 Year 12 students were funded to complete EVET Courses included Salon ASsistant, Electrotechnology, construction, Beauty Services, Plumbing, Human services, retail baking, Animal Studies and Aviation.

Vocational courses offered through school delivery included; Sports Coaching, Retail, Business Services, Construction, Metals & Engineering, Hospitality and Skills for Work.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2018, 48% of graduating students were enrolled in at least one VET subject achieving qualifications at a Certificate II and Certificate III level after attending Warilla High School.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	13
Classroom Teacher(s)	66.8
Learning and Support Teacher(s)	1.9
Teacher Librarian	1.4
School Counsellor	3
School Administration and Support Staff	20.17
Other Positions	2

*Full Time Equivalent

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

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

A comprehensive approach to delivering high quality professional learning opportunities with an unwavering focus on improved student learning has led to an effective model of internal and external professional learning being delivered throughout 2018. The range of systems and strategies including the implementation of a clear Teacher Professional Learning (TPL) policy, meticulous evaluations of TPL offered, strengthened alignment of TPL to the 'Australian Professional Standards for Teachers', and a comprehensive analysis of TPL expenditure, effectively supported the professional learning needs of teaching staff at Warilla High School. This was evidenced in the 2018 People Matter Employee Survey where 81% of teachers have reported that they have "received appropriate training and development to do their job well", a significant increase since 2016 and well above the percentage of

other schools within the Illawarra South East Network.

All teachers reflect on their own practice against the 'Australian Professional Standards for Teachers' and identify professional learning goals for themselves. The Performance and Development Framework is used to identify and monitor specific areas for development or continual improvement, and teachers are supported in working towards these. The collation and mapping of teachers' PDP goals informed the professional learning plan, ensuring that the professional learning needs of teachers were addressed.

Throughout 2018, teachers were supported to access high quality professional learning opportunities that focussed on improving professional practice, with 260 TPL approvals that expended \$95,219 of general TPL funds. Teachers collaborated with staff in other schools to share and embed good practice via Curriculum Network Illawarra (CNI) meetings and with our Community of Schools (CoS).

The Professional Sharing Community model was evaluated, refined and improved throughout 2018, to provide innovative, evidence-based and future-focussed professional learning on areas such as; *Differentiating Literacy and Numeracy, Assessing the 4C's, STEAM, Developing effective programs, Quality assessment practices, Innovative Spaces and Practices, Implementing Aboriginal perspectives, Literacy and Numeracy progressions, Behaviour management, Using technology to engage learners*. Teachers also shared pedagogy, research and online articles beyond the school, via the Warilla HS PSC Facebook group.

Warilla High School's internal professional learning has been highly successful in improving colleagues' capacity to evaluate and improve their knowledge of content and teaching strategies, resulting in an increasing trend of "collaboration" evidenced in 'Tell Them From Me' teacher survey comparisons over time. Warilla HS's 2018 'People Matter Employee Survey' results confirm this upward trend with a 14% increase in "collaboration", with Warilla HS's results outperforming those of other schools in the Network (10% above). The sharing of engaging pedagogy has contributed to an upward trend in 'Intellectual Engagement' data of WHS students in Year 7–11, as evidenced in the 2018 TTFM student survey results. These positive results can be attributed to the exceptional work ethic of teachers who continue to learn and unlearn with each other, and from each other.

The school monitors the accreditation status of all staff and supports teachers at all levels of accreditation. In January 2018, all pre-2004 teachers were accredited at proficient with NSW Education Standards Authority (NESA), requiring them to accumulate 100 hours of professional development over a pre-determined maintenance cycle. All Warilla High School teachers were supported in updating their Teacher Identified PD via the 'NESA e-tams' account and accruing the required amount of QTC Registered PD hours, as evidenced on SCOUT. This was the result of all school-based professional development being approved as "NESA Registered" after application to

Teacher Quality, effectively addressing the professional learning needs of teachers and improving their understanding of new administrative, organisational and professional responsibilities. SCOUT data also provides strong evidence that Warilla High School is compliant with all mandatory professional learning requirements.

While the majority of Warilla High School teachers are now maintaining their accreditation at 'proficient', there are three (3) teachers who are actively seeking accreditation at 'Highly Accomplished' and two (2) teachers who are actively seeking accreditation at 'Lead', evidence of the strong, visible culture that has been established in the school that promotes and supports the attainment of higher level accreditation.

New teachers to the school and beginning teachers received a high level of direct support throughout 2018 with casual, temporary and permanent beginning teachers engaging in a structured Teacher Induction program that involved 18 after-school sessions that directly aligned with the Australian Professional Standards for Teachers (APSfT's), and effectively addressed the specific needs of the group.

Early Career Teachers were supported with reduced teaching loads, timetabled group meetings, mentors that supported classroom observation and the provision of structured feedback, and unprecedented access to professional learning with a focus on classroom management and strategies to build student engagement. In 2018, fourteen (14) teachers were provided with 'Beginning Teacher funding' from the Department, to support their individual professional development needs. The expenditure of the \$77,046 was carefully planned and tracked by individual teachers, against the APSfT's, and in accordance with the four conditions of the 'Great Teaching, Inspired Learning' policy ensuring that recipients of the funding were accountable.

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	506,085
Revenue	14,499,305
Appropriation	14,183,276
Sale of Goods and Services	16,183
Grants and Contributions	298,875
Gain and Loss	0
Other Revenue	0
Investment Income	970
Expenses	-14,308,116
Recurrent Expenses	-14,308,116
Employee Related	-13,189,926
Operating Expenses	-1,118,189
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	191,189
Balance Carried Forward	697,274

Financial management of the school is the responsibility of the Principal.

A Finance Committee made up of the Principal, Deputy Principals, elected and executive members of the school, School Administration Manager and Parent Representative provide valuable service.

A budget of expected incomes and proposed expenditures is prepared for each financial year.

The Finance Committee meets formally once per term to critique school accounts while the Principal, SAM and Deputies meet for a Friday Finance meeting on a weekly basis to monitor school finances.

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	10,591,390
Base Per Capita	241,654
Base Location	0
Other Base	10,349,737
Equity Total	1,072,131
Equity Aboriginal	74,513
Equity Socio economic	668,298
Equity Language	6,576
Equity Disability	322,745
Targeted Total	1,289,289
Other Total	540,757
Grand Total	13,493,567

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

NAPLAN In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments. This year saw the continuation of the 2017 – 2020 NSW Literacy and Strategy and the HSC Minimum Standard initiative with an adjustment to the process to include all students in the follow up Minimum Standards tests. In response, WHS provided students with multiple opportunities to complete and pass the online literacy, numeracy and writing tests.

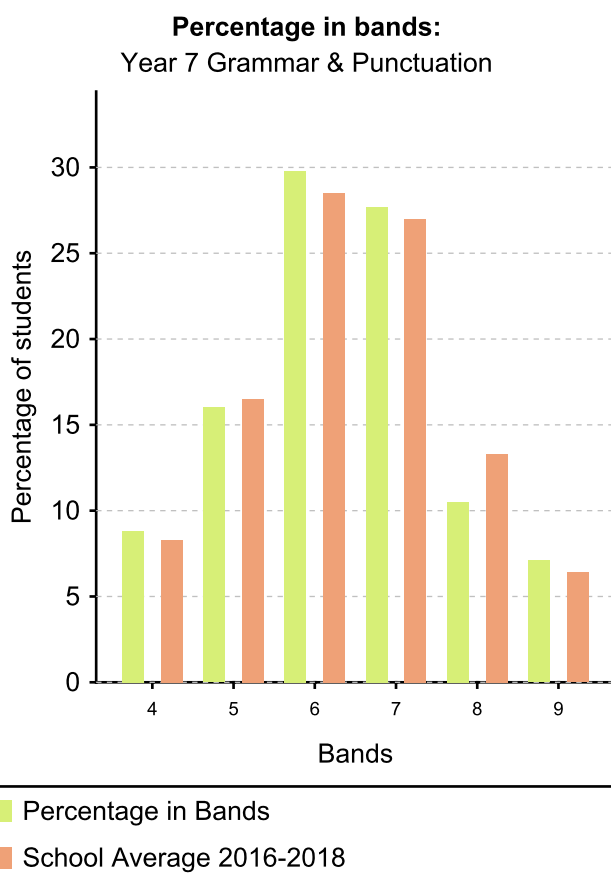
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

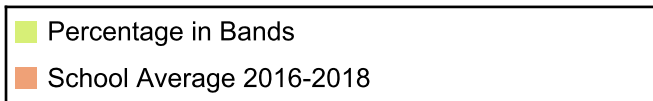
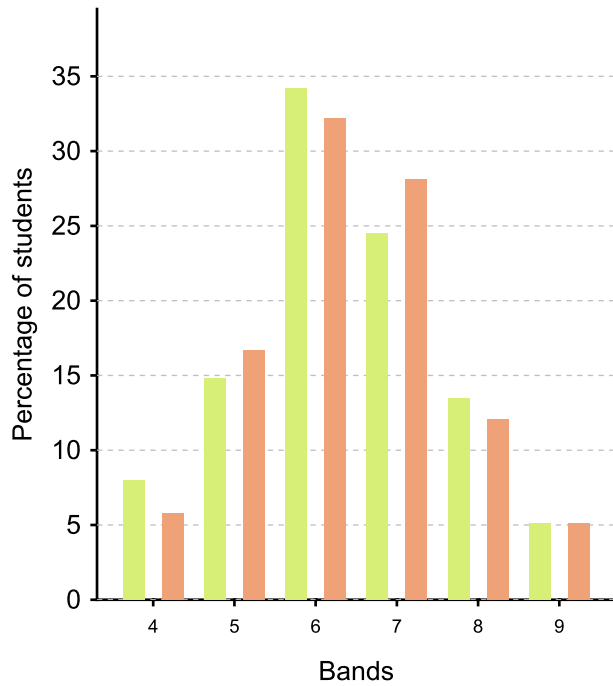
The Year 7 NAPLAN results show an overall upward trend over the past four years. In 2018 however, there

was a slight downward trend in student performance from 2017 in Reading and Spelling. Our Year 7 Writing results were above the state average, this is an excellent achievement. Grammar results improved with an increase in the top 2 bands. Numeracy, Spelling and Reading will be areas of focus for growth within our school Literacy and Numeracy Plans. Year 9 NAPLAN results reflect state norms in Writing and Spelling. Overall results show a slight decrease in Reading and Numeracy. The areas of Reading and Writing require focus and improvement. These areas are key areas for action for the school within the School's Literacy Plan.

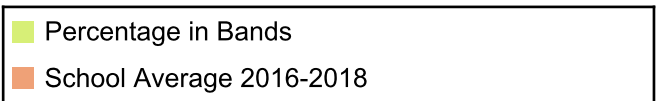
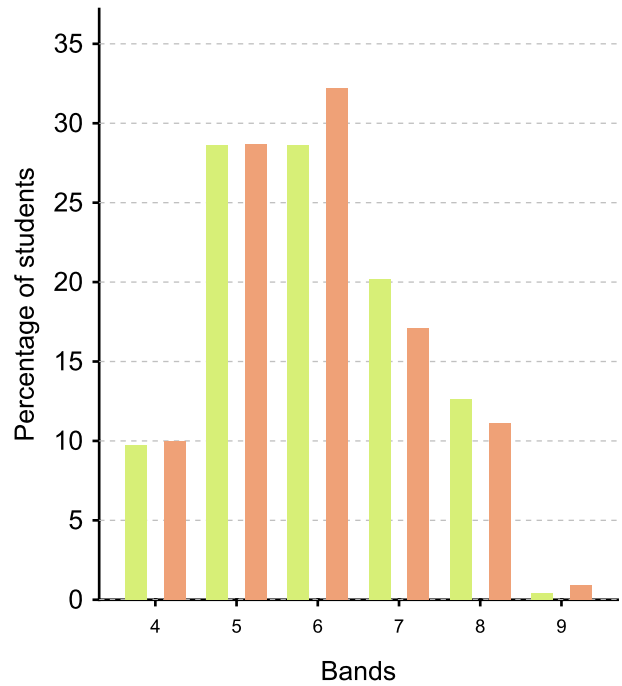
Our 2018 Year 7 and Year 9 Aboriginal students NAPLAN results were higher than state average in all areas except Year 7 Reading. WHS Year 9 Aboriginal student data showed greater improvement compared to non-Aboriginal students in Reading and Grammar. This was also the case for Year 7 Writing, where a significant increase of 30 points from 2017 can be seen.



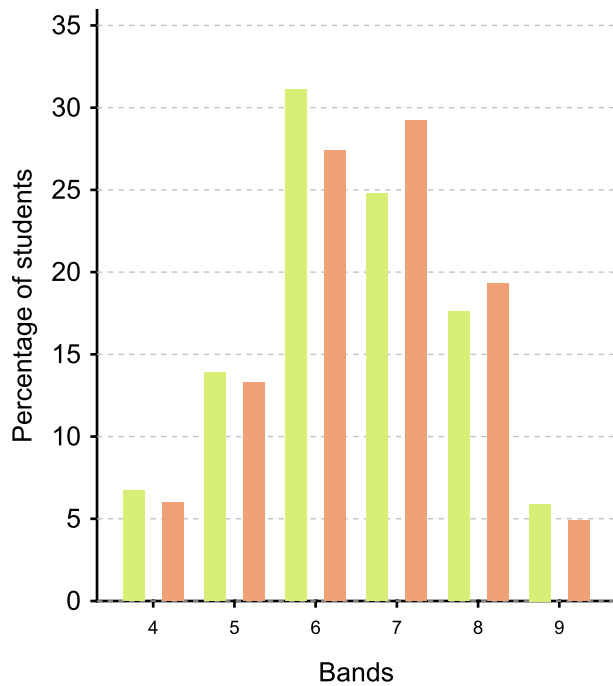
Percentage in bands:
Year 7 Reading



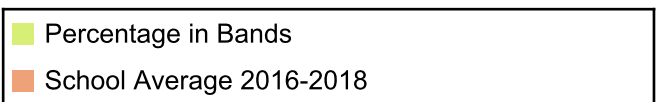
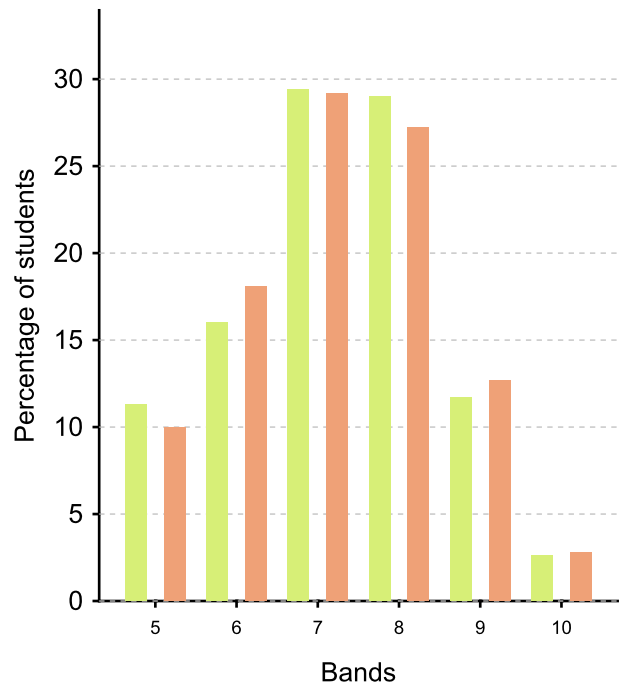
Percentage in bands:
Year 7 Writing



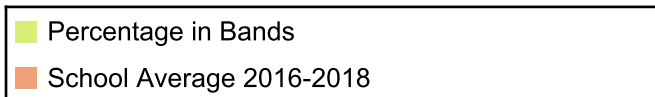
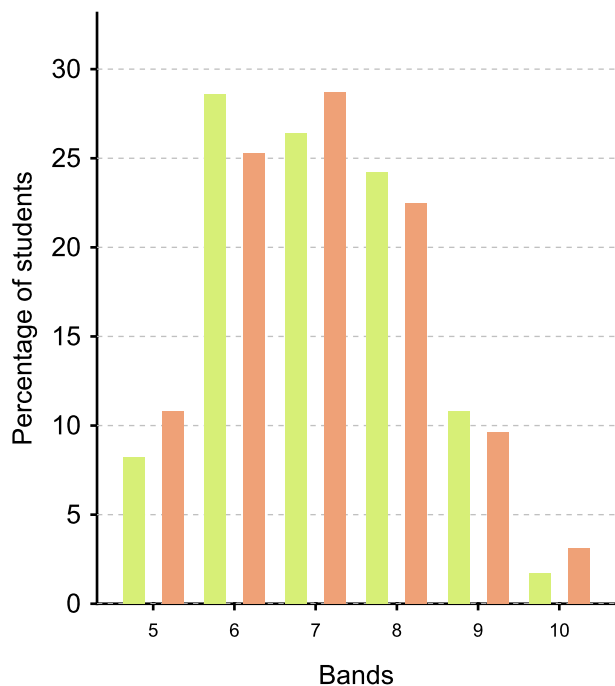
Percentage in bands:
Year 7 Spelling



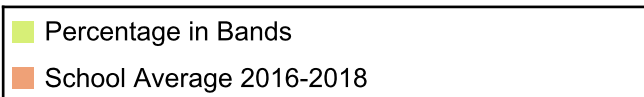
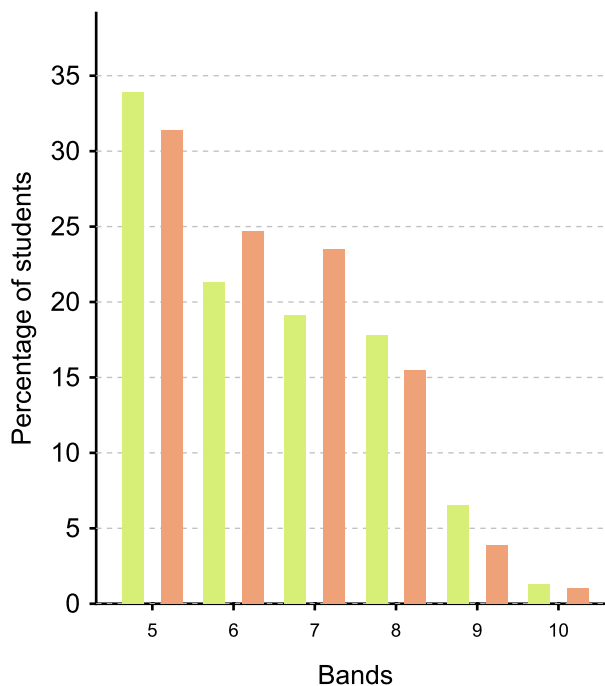
Percentage in bands:
Year 9 Spelling



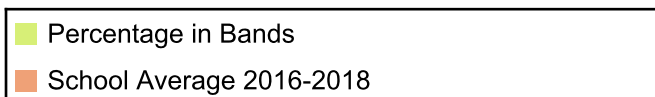
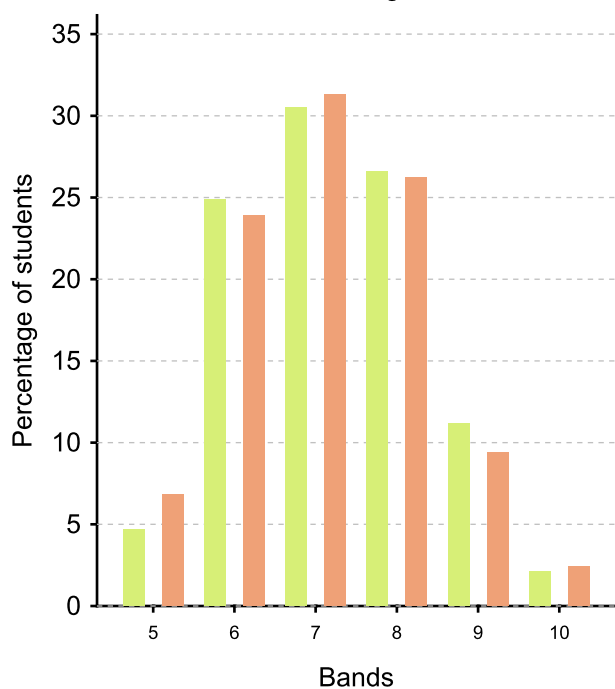
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in bands:
Year 9 Writing

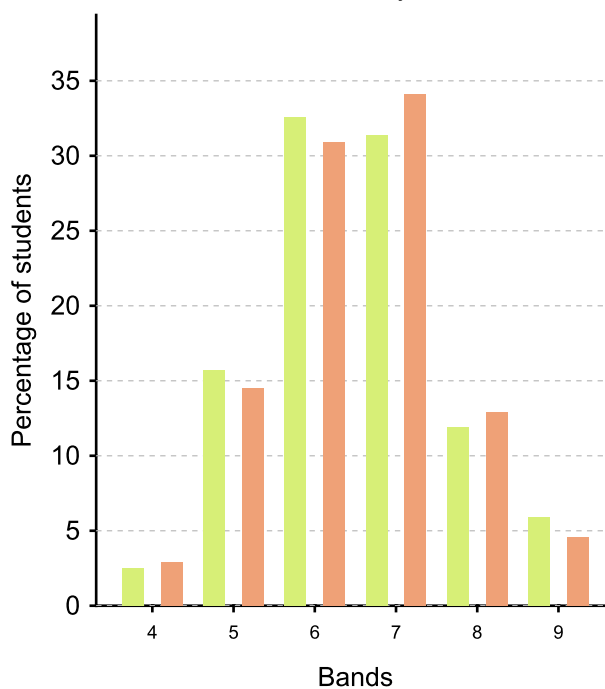


Percentage in bands:
Year 9 Reading

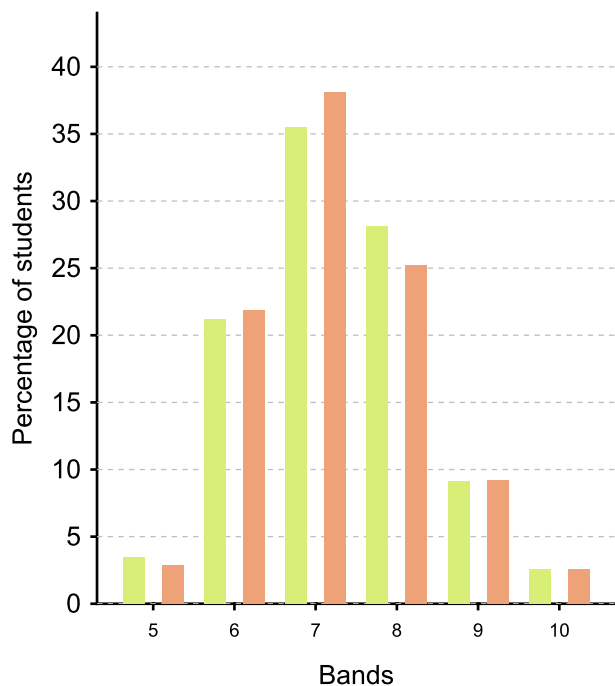


Our Year 7 NAPLAN numeracy results demonstrated consistent movement of students from lower to middle bands and from middle to higher bands this information will be used as a focus for our school Numeracy Plan.

Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2016-2018

In accordance with the Premier's Priorities: Improving Education Results, schools are required to report their student performance for the top two bands in Reading and Numeracy. The percentage of Year 7 students in the top two bands has increased slightly in Numeracy and Reading. Writing saw a slight decrease from 2017 with Grammar and Spelling remaining consistent with 2017 numbers.

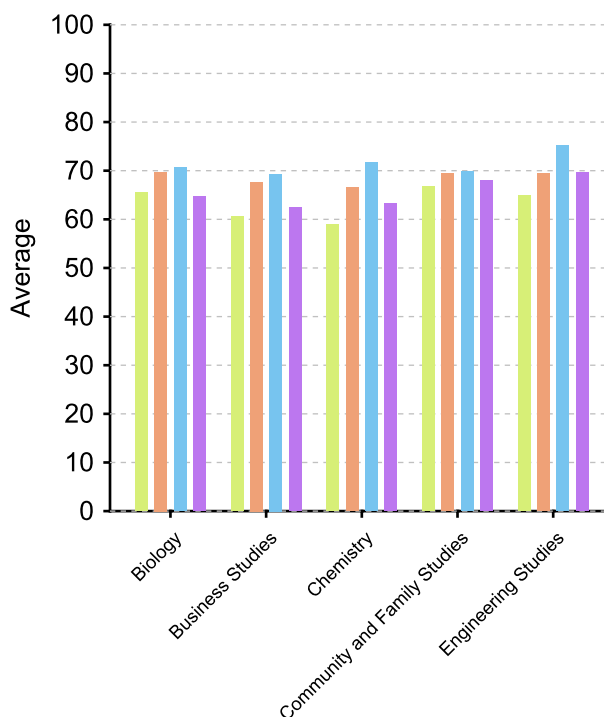
The percentage of Year 9 students in the top two bands have improved for the Reading and Writing tests. Both Grammar and Numeracy show a slight decrease in the top 2 bands. Another reporting requirement from the State priorities: Better Services – improving Aboriginal Education Outcomes is for schools with significant numbers of Aboriginal students to report the percentage of Aboriginal students in the top two NAPLAN bands. With Year 7 Aboriginal students, there was a significant increase in the number of students in top bands in Numeracy and numbers were consistent with 2017 in Reading. There was a slight decrease in numbers for performance in top two bands for Writing, Spelling along with Grammar and Punctuation. For Year 9 students there was a significant increase in students in the top 2 bands for Spelling and Writing. For Spelling we see an increase to 44% of students in the top 2 bands and for Writing an increase from 14% to 22%.

Higher School Certificate (HSC)

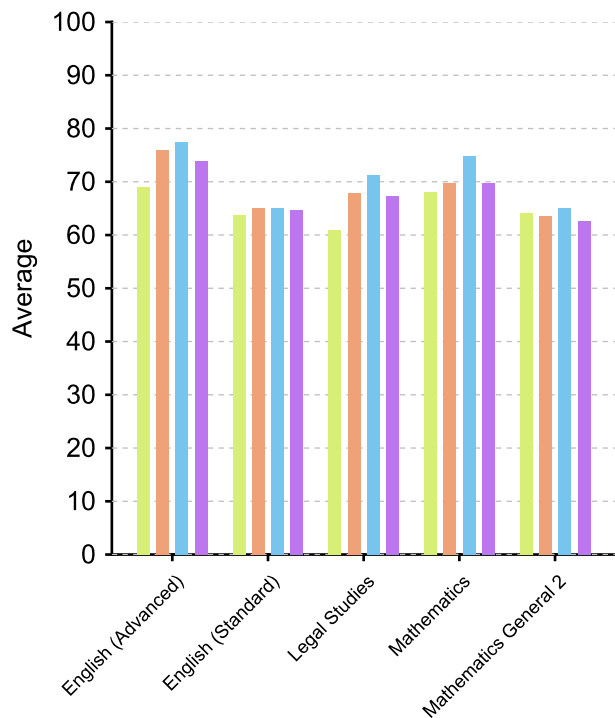
Higher School Certificate (HSC) The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). The 2018 HSC cohort studied an increased range of courses over previous years at Warilla High School. In total Students

completed an HSC pattern of study incorporating 32 NESA accredited courses, 25 board developed and 5 Industry Curriculum Frameworks Courses.

All students were extensively supported through our Careers Advisory Team to ensure their individual pattern of study met their future requirements and personal aspirations. This also included a total of 50 students completing additional courses and qualifications through TAFE and other external education providers.



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



have been recommended for implementation in 2019 and beyond to specifically target success in the HSC. These strategies include:

- a more detailed preparation program for year 10–12 students, to equip them with a greater understanding of common grade scales, effective study habits, goal setting and time management skills
- Professional development of staff to critically analyse and better understand past student performance to increase the effectiveness of course delivery
- Improved design and application of assessment tasks to best prepare students for HSC success
- Increased information for Year 10 students to best understand their course options and pathways to future career goals. Staff at Warilla High School hope that improved results will be achieved by future cohorts by applying a relentless focus and emphasis on improving student achievement in the HSC.

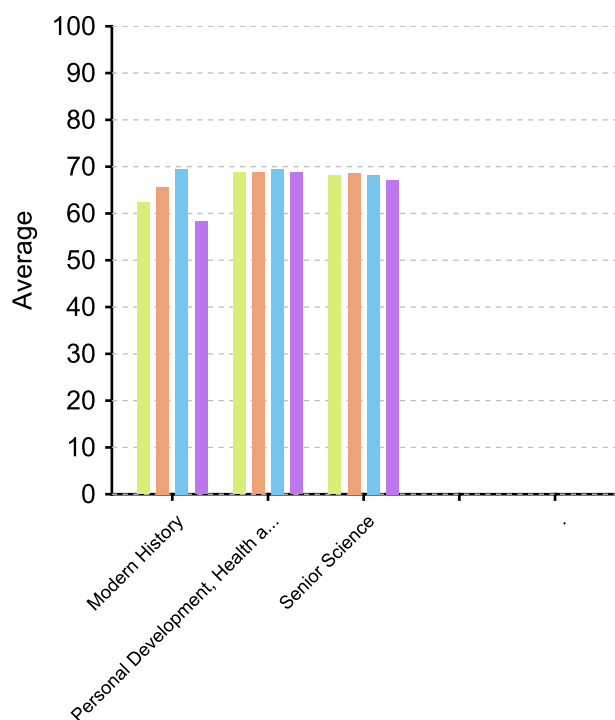
Parent/caregiver, student, teacher satisfaction

In 2018, the school sought the opinions of parents, students and teachers about the school.

The WHS P&C meets each month. At these meetings, the P&C is presented with current updates pertinent to the school plan priorities which have been endorsed by the group. These presentations are made by staff responsible for overseeing that particular aspect of the school plan. These presentations are usually accompanied by data sets and evidence of impact to measure the difference being made and the milestones being met. The P&C also monitor school policy especially in relation to non-local enrolment. This peak parent body have also invited senior departmental personnel to attend meetings to outline DOE policy development and local issues pertinent to the operation of the school. Every school newsletter has a standing invitation for parents and caregivers to attend, while meeting times are also advertised on the school Webpage and Facebook page.

The school runs a number of information sessions for parents and students including a Year 7 Transition workshop; HSC Information evening, Gold Award Assemblies and Parent morning teas. CAP and Core Skills information evenings are also held while our Year 7 cohort have a "meet the teachers" meeting after the distribution of interim reports at the end of term1. This meeting is again designed to open up channels of communication between home and the school. Additionally, the school maintains a strong profile in the Community of Schools Group and regularly provides updates and explanations of key strategies used in the high school pertaining to student well-being, quality teaching practice and curriculum development.

In response to parent requests, the school has again held an Open Evening/Expo in 2018 which showcased lessons and gave all parents the opportunity to visit the



The HSC graphs above show the average score for HSC subjects in 2018, compared with the school average over the last four years, as well as State and Similar School groups (SSSG) averages. A Band 6 was awarded in Biology. In comparison to previous years, the 2018 HSC results were not as comprehensive as they could have been. Following extensive analysis of our results by the executive team, a number of changes

school, meet staff and observe classrooms. This has become an annual event which attracts well over 300 people each year.

The Tell Them From Me survey (TTFM) was completed at Warilla High School in 2018. Our school has taken part in this survey since the TTFM trial in 2013. The TTFM project provides a range of data and feedback from our students across a number of key areas which students provide via an online, anonymous survey. In 2018 at Warilla High School, 725 students completed the Tell Them From Me survey which included measures of student engagement alongside the key drivers of student outcomes. This data assists our school to plan, implement and evaluate programs and strategies to best cater for our students' needs and interests.

The Tell Them From Me survey report also reflects parent perspectives of the school and its operation. The measures indicate parent satisfaction with the school. Generally, the survey supported anecdotal commentaries that parents feel welcome and informed about the school, its policies and procedures. Areas that the school will continue to work on with parents again in 2019 include clearly communicating, updating and seeking feedback from parents about the work the school does to support learning and positive behaviour.

Policy requirements

Aboriginal education

Warilla High School in 2018 has continued its mission to improve the educational outcomes of ATSI students and providing them with the foundations for a successful future. We have set high academic expectations through the promotion of an environment that encourages an ethos of lifelong learning. We have celebrated our students sporting and community achievements in a supportive and culturally sensitive manner and have endeavoured to foster a collaborative and positive relationships with our community.

2018 can be viewed as a watershed moment for Aboriginal Education as, after community consultation in 2017, 'Excellence in Aboriginal Education Initiatives' was included as a profile within the Warilla High School 2018–2020 School Plan. This provides tangible evidence of the school's ongoing commitment to Aboriginal Education. As a result, there has been a focus on professionally developing staff in the area of cultural awareness and a focus on improving educational outcomes particularly in the areas of literacy and numeracy.

It was, therefore, gratifying that 2018 saw the school achieve positive NAPLAN results for both our Year 7 and Year 9 students. In both year groups, Trend Data confirms that our ATSI students performed at a higher level compared to both their State and SSG cohorts in the areas of Writing and Spelling. It was especially pleasing that our Year 9 students have performed at a higher level, in all areas, compared to their State and SSG peers. This demonstrates Warilla High School's serious commitment to the NSW Premiers Priorities

regarding education and vindicates the focus of our School Plan.

New initiatives in Aboriginal Education in 2018 have included our 'Connecting to Country' workshop and our Support Unit's participation in the Koori Kulture program. The Connecting to Country Workshop, brought together students from across our COS, members of staff and local community members affiliated with the local AECG, to improve the student's concept of country. This resulted in these students writing an individual Acknowledgement of Country reflecting on their increased cultural awareness and sharing their experiences with others.

The Koori Kulture program introduced our Support Unit students to aspects of Aboriginal cultures in a manner that was both enjoyable accessible to the learning needs of the individual students. This included an introduction to the concept of the Dreaming, indigenous foods and art.

A team of our students also participated in the NAIDOC Debating Competition. They were asked to reflect on the key role played by women in Aboriginal culture, in line with the 2018 NAIDOC theme. Our team, comprised of Thomas Nicholl, Poppi Roach, Layla Cattell and Liam Craig. The team had previously had no formal debating experience and were highly commended not only for their public speaking but also their pride and exemplary behaviour. They proved themselves to be future leaders for our school and also the community.

We have also maintained our relationship with community groups whose programs have proven to positively benefit our students both academically and culturally. These include AIME (Australian Indigenous Mentoring Experience), the Commander's Active Citizenship Program and programs offered through SYFS (Southern Youth and Family Services). The school has also highlighted the importance of significant dates and events including Sorry Day and NAIDOC Week focusing on the importance of reconciliation.

Students have also achieved individual recognition over the course of 2018. Indy Spaleta and Thomas Nicholls were recognised at the regional Inspire Exceed Excel Aboriginal Education Excellence Awards for their respective sporting and academic achievements. Layla Cattell, Finn Spaleta and Rhiannon Tungai received achievement awards. Thomas Neden also represented our school at the Aboriginal Summer School for Excellence in Technology and Science camp to support his ambition to study to become an engineer. Rhiannon Tungai proved her sporting prowess through selection in the Australian Oz Tag team. All are proving to be outstanding role models for Warilla High School.

Multicultural and anti-racism education

Warilla High School values and promotes cultural diversity. We have an ongoing commitment to ensure that the school is culturally inclusive and our students have been exposed to a variety of experiences about

inclusiveness. This is evident in the successful Japanese Language Program running in the school. E/ALD support is provided for students arriving at WHS from other countries where English is not a first language. Harmony Day is celebrated to increase awareness of diversity within our school community. In addition, WHS has an Anti-Racism Contact Officer who manages any incidents of racism in the school. All WHS students have opportunities to experience the richness and diversity of Australian culture.

Other school programs

SPORT HIGHLIGHTS

Warilla High some wonderful athletes and a huge band of supportive parents and extended families who put their hand up to transport students and support staff as we compete in many different sports throughout the year.

Some of these athletes were recognised with selection or medals at Zone, South Coast, NSW CHS and NSW All Schools. Others continued to participate and trial without the accolade of selection, however, their representation as Warilla High students has continued to reflect pride in representing our school.

Grade Sport

In 2018, with Year 7 sport run separately, the opportunity to represent in Grade Sport was available to Year 8–11 students only. These students competed each week against other Southern Illawarra Zone schools that included Dapto, Kanahooka, Warrawong, Albion Park and Oak Flats HS. Grade sport is contested throughout terms 2 and 3. Our students enjoyed success in the following sports:

- Junior Boys A and B Football/Soccer
- Senior Boys Football
- Senior Boys Basketball
- Senior Girls Netball

In Swimming, Cross Country and Athletics our Zone also included Illawarra SHS, Lake Illawarra HS and Five Islands College. Warilla HS were Zone Champions in Swimming and Cross Country and overall Southern Illawarra School Champions.

Representative Sport

Our most successful teams in 2018 were:

Lawn Bowls Team: NSW Triples Champions

Warilla HS boast outstanding Lawn Bowlers. They won the NSW Triples Championship for the fifth year in succession.

Lawn Bowling has been the South Coast's consistently most successful sport for the past 3–4 years. The NSW State lawn Bowls Convener wrote the following accolade to Warilla in acknowledging their fifth successive victory: "It is a very difficult task in world sport to back up a championship in consecutive years and I have always admired any side/player who can do it. Warilla High today won their 5th consecutive NSW CHS State Triples Championship in a row. An impressive feat for sure, but to have a different side every year in a 3–player event, to have (arguably) your best 2 players unavailable through sectional play and compete against the cream of NSW bowlers undefeated – an amazing long-term record that may well never be repeated. Warilla High deserve huge accolades for having such a high level and sustainable program in our sport, and obviously the benchmark that other schools can only strive to mirror."

The players involved in this championship: Nathan Sopher, Daniel Davies, Toby Peters and Kade Lopez.

Jayden Gebbie who has been a mainstay in the Warilla HS Team was unable to compete however, he represented NSW in Singles and Doubles in the State Championships.

Open Boys Touch Team. The boys were the South Coast Champions and competed in the Final 10 CHS Teams in NSW, finishing 6th, contested in Bateau Bay. The team comprised:

Trey Barlow, Tyler Johns, Jordan Morn, Ethan O'Connell, Ethan Galway, Ethan Simonovski, Jack Bostock, Toby Peters, Nathan Robinson, Joel Whalan, Cooper Askew, Flynn Gibson and Jack Headrick.

7/8 and 9/10 Girls Oz Tag Teams

Both teams were Southern NSW Champions and won their way through to compete in the NSW Secondary Oz Tag Championships at Revesby.

The 9/10 girls finished in the final 4. The 7/8 team made it through to the final before losing in extra time.

The 9 & 10 team: Rhiannon Tungai, Emily Quinn, Dakota Conlon, Lara Pazarovski, Madi Singleton, Mackenzie Lear, Tayleah Handcock, Kiara Vazzoler, Emma Seery, Ashleigh Goncalves, Acacia Decker, Sheridan Fahey, Chloe Monie.

The 7 & 8 team: Bindi O'Hara, Adel Ryall, Lily Gibson, Kailee Haines, Jayla Cummins, Bo Spaleta, Ella Headrick, Dakota Mason, Monica Tololeska, Brooke Fahey, Indy Spaleta, and Mia Walsh. (Jonte Wonson and Lucy Russo).

From this state championships the following girls were named in **the NSW Oz Tag Merit Team:** Emily Quinn, Rhiannon Tungai, Tayleah Handcock, Dakota Mason, Bindi O'Hara, Mia-Rose Walsh and Ella Headrick.

U15 Netball Team – U15's team finished second in the South Coast Championships and will compete in the NSW State Netball KO in 2019. Congratulations to these students:

Ivy Halliwell, Molly Farquhar, Kirra Hillcoat, Summah Hillcoat, Jordyn Martin, Monica Tololeska, Karla Veermak, Claire Wilson, Anastacia Garcia, and Dakota Mason.

7/8 Girls Touch: won the South Coast All Schools Championships and competed in the NSW All Schools State Championships:

Congratulations: Bindi O'Hara, Mia Riza, Emily Kostovski, Mia-Rose Walsh, Dakota Mason, Ella Headrick, Tarliah Reynolds, Karla Vermaak, Lily Gibson, Saffron Ward, Jayla Commings and Jonte Wonson.

The Ben Fretus Memorial Award goes to: Colby

Smith representing South Coast then Southern NSW in U15 Rugby League

The Dragon's Medal is awarded to: Trey Barlow representing South Coast then Southern NSW in U15 Rugby League

Junior Sportswomen of the Year: Mackenzie Lear

Mackenzie's achievements throughout 2018 are:

School representation in Touch, AFL, Triathlon, Oz Tag and Rugby League

She has represented our School and Zone in Cross Country, Athletics and Swimming where Mackenzie is again the School and Zone Age Champion.

She has represented the South Coast in Swimming and Athletics.

She was a member of the U16 League Tag Team that are this year's South Coast Champions.

She was a member of the School Oz tag team that won the South Coast Championships and finished final 4 in the State Championships.

Junior Sportsman of the Year: Isaac Shaw

Isaac has had a very successful year and, if not for an injury, could have been even more rewarding.

He is an outstanding athlete and has represented our school in Triathlon, Cross Country, Athletics and AFL.

He is the School, Zone and South Coast Cross Country Champion.

He has represented the South Coast Athletics

Isaac is the NSW All Schools 14 yrs 2000m steeplechase champion

Senior Sportswoman of the Year: Rosemary Boyland

Rosemary is an outstanding athlete who travels to Sydney to train for her pet events Shot Put and Discus. This hard work has truly paid off for her. She is the School, Zone and South Coast Champion in these events and, in Multi Class she is the State, Australian and Oceanic Champion, setting records at these elite levels.

School representation in Rugby League

Senior Sportsman of the Year: Trey Barlow

Trey has represented the school in Athletics, Rugby League, Touch, and Oz Tag as well as volunteering his services refereeing for Touch knockouts including the 7/8 State Touch Finals. He led his Open Touch team to the Final 10 CHS Teams in the State School Championships.

Trey was selected in the NSW U15 All Schools Touch team that competed in the National Touch Championships in Hobart.

Trey represented the South Coast and Southern NSW in U15 Rugby League

He is the 15-year School and Zone Champion in Athletics.

Warilla High Sporting Blues for a CHS State individual placing, making a CHS State team or making an Australian Team. The Warilla High Blues are awarded to:

- Oceanna Rogers Yr 8 Surfing
- Isaac Shaw Yr 9 Athletics
- Nathan Scollary Yr 10 Athletics 1st 800m CHS
- Liam Pass Yr 9 Athletics 2nd 800m CHS
- Rosemary Boyland Yr 11 Athletics 1st M-C Shot and Discus
- Ryan Keen Yr 7 Athletics 2nd 13 Boys Discus CHS
- Finlay McPhillips Yr 12 Athletics and Cross Country
- Toby Peters Yr 9 Lawn Bowls
- Nathan Sopher Yr 12 Lawn Bowls
- Jayden Gebbie Yr 12 Lawn Bowls
- Daniel Davies Yr 8 Lawn Bowls
- Trey Barlow Yr 10 Touch

Mal Mow Awards please:

Cassidy Graham (Golfer South Coast and NSW Captain in 2017), Finlay McPhillips (Athletics and Cross Country), Jarod Falconer (Athletics and Swimming), Shenay Edwards and Shayla Szakacs Athletics and Cross Country

These 5 Year 12 students graduate this year and move to a new chapter in their lives. They have been outstanding representatives of our school, Zone, South Coast and for some, state in their chosen sports every year since Year 7. A remarkable achievement. They have not been able to achieve a South Coast Blue, however, the South Coast acknowledges their outstanding efforts with this award.

Pierre De Coubertin Award. Jarod Falconer

This Award acknowledges one student who participates in Sport and displays the Olympic values, in particular, sportsmanship. Jarod has been a fierce competitor over his high school years in Swimming, Athletics, AFL, Cross Country and Mountain Biking. He is a wonderful athlete and a humble sportsperson who is respected by his teammates and coaches.

Premiers Sporting Challenge: Awarded to Finlay McPhillips

The Premier's Sporting Challenge award gives schools throughout NSW the opportunity to acknowledge a student's commitment and contribution to sport and physical activity programs.

Finlay has been an outstanding representative for sport

and physical activity throughout his High School years. His participation levels at school sport, PDHPE and PASS elective classes throughout high school have reinforced his awareness of meeting school sports guidelines and expectations.

He has represented the School, Zone and South Coast in Athletics and this year, NSW All Schools at School Sports Australia National Cross-Country Championships. He has represented the school in Mountain Biking since Yr 9.

Finlay is a role model for all students he is involved with. He leads by example at all levels of representation and is a worthy recipient of the **Premier's Sporting Challenge Medal**.

Annual Report Authors

John Hambly – Principal

Michelle Brook – Deputy Principal

Martin Ind – Deputy Principal

Stephen Kershaw – Deputy Principal

Cindy Souter – School Administrative Manager

David Baldwin – Technical Support

Natasha Saltalamacchia – P&C President

Georgia Langlands – Year 9 – Front Cover Photo