

Warrawong High School

Annual Report



2018



8480

Introduction

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

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

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School background

School vision statement

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

School context

Warrawong High School's coastal location boasts views of Lake Illawarra and Port Kembla in the Southern Wollongong suburb of Warrawong. It is a diverse and dynamic school community that reflects the cultural diversity of contemporary Australia. We proudly house the region's Intensive English Centre, supporting new arrival and refugee students as they enter our country. We also have one of the largest Special Education Units in the Illawarra and South Coast which supports students with diverse range of disability. To complement our inclusive and diverse school we also host the region's first school based permaculture and community garden, which supports and promotes sustainable living.

The total student population of Warrawong High School is 505 which include 56% from non-English speaking backgrounds, 11% Aboriginal and Torres Strait Islander and 39 nationalities.

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

Each year, our school undertakes 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.

At Warrawong the school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community. There has been a strategic approach to raising the expectations of our students learning, attendance, literacy and numeracy, wellbeing and behaviour. To advocate this the school executive demonstrate a unrelenting desire to build the capacity of our teachers with a clear focus on wellbeing, professional learning, using data to inform practice, explicit teaching and feedback in the delivery of the Australian curriculum which enable effective classroom practice. To lead this school vision for continual improvement the senior executive have developed clear roles and responsibilities across the school which are linked to resources and aspects of the school plan. We regularly evaluate our evidence of progress and the impact our strategies are having.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

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

Strategic Direction 1

EQUITY AND ENGAGEMENT

Purpose

Ensuring all students have access to the curriculum, regardless of ability, increases their opportunity to be successful at school. Catering for individual learning needs through accommodations, adjustments and differentiation overcomes inequities in education. Engaging students in learning increases attendance, retention and attainment across all year groups. This integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all of our students.

Overall summary of progress

The Learning Support and Wellbeing Team's purpose, role statements and procedures have been evaluated, adjusted and embedded into school practices. Through an inclusive and transparent transition program from years 6–7 and 10–11 and the evaluation of performance data we are able to identify and support individual student needs. Our Learning Support Teachers, support classroom teachers through collaborative practices in team teaching, programming, assessment and the development of differentiated learning strategies specific to student needs. These differentiated strategies are strategized and communicated through the development of a Personal Learning and Support Plan (PLaSP). Periodic evaluation at regular intervals throughout the year enables students, staff and parents to feel empowered throughout this inclusive process.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.	\$208,000	Teachers at Warrawong know their students and how they learn. We differentiate the curriculum and assessment based on a wide range of student needs. Our Learning Support team members assist teachers in programming, team teaching, assessment and evaluation of student learning. This collaboration is supported by the development of individual student, Personal Learning and Support Plans (PLaSPs) and whole school professional learning.
There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.	\$50,840	A proactive scope and sequence of age appropriate Wellbeing programs supports students at Warrawong. Delivered by the Wellbeing team these programs are relevant to our context, are age appropriate and are supported with an accessible referral process for staff and students who require additional wellbeing support.
School data shows that student progress and achievement is working towards being greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures.	104,000	All key learning areas regularly assess the progress of students in their subject area through the analysis of internal and external data. Head Teachers study these trends and present to the executive longitudinal data and develop specific faculty based strategies that improve the learning outcomes of our students. This data is further used in the school student conferences and parent sessions.

Next Steps

In 2019 we will maintain a focus on individualised and differentiated learning. This will be complimented with the ongoing support of the Learning support and wellbeing teams. Explicit professional learning and implementation of collective pedagogy in visible learning and formative evidenced based assessment will be evident within the classroom with the aim to place stage 4 students onto the numeracy and literacy learning progressions. 2019 will also be a year of reviewing

the schools compliance to NESA and the Department of Education curriculum and assessment guidelines. This will be achieved through an internal validation process, with the overall aim of compliance and consistency in our practices evident across the school.



Strategic Direction 2

LEARNING AND ENGAGEMENT

Purpose

Focussing on teacher quality builds their capacity as leaders of learning which enhances the educational outcomes of all students. Effective induction programs, aspiring leader programs and developing individualised professional learning plans support the performance and development of teachers at all career stages. The professional learning of our staff is aligned to the school plan, and its impact on the quality of teaching and student learning outcomes is regularly evaluated. We have explicit systems for collaboration and feedback to sustain quality teaching practice.

Overall summary of progress

Warrawong High School continues to support all teachers irrespective of their career stage. Early career and new teachers to the school have been provided with an inclusive, ongoing and comprehensive teacher induction program. The school continued to strategise a Professional Learning Matrix which outlines opportunities of professional learning across the school for 2018. This matrix is informed by individual PDP goals, faculty goals and the School Plan. The peer observation program enabled teachers to share their goals and experiences as teachers were afforded the opportunity to demonstrate and evaluate each others professional practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.	100,000	The schools professional learning matrix caters to a diverse range of teacher experience. Authentically formulated through PDP goals and trends the school aims to provide it's teachers with contemporary professional learning and evidenced based practice which is explicit in teaching and learning practices. This is supported with collaborative practices within team teaching and peer observation.
All teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.	\$75,000	The school's Teacher Induction Program has been evaluated, refined and expanded into a two year cycle, aligning with the teaching standards, school context and WHS school values. Professional Learning for pre-2004 teachers was delivered via executive, staff and faculty meetings.
The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results	208,000	Collaborative coaching practices have been implemented after whole school professional learning. This includes planning, implementation and evaluation of teacher PDP's and our peer observation program. All teachers engaged in our peer observation program which was able to offer feedback and sharing of their professional practice and knowledge.

Next Steps

2019 will focus on the embedding of targeted and teacher identified professional learning. Our goal is to embed this professional learning into a collective pedagogy which is evident in each classroom. Formative assessment, project based and futures focused learning will be evident, as will explicit numeracy and literacy strategies. Regular systemic student testing in KLA specific numeracy and literacy will be used to evaluate the evidence of impact. Analysing this data

on a regular basis will help teachers future planning. Developing internal validation will ensure that our programs reflect this pedagogy in programs and assessment. Further opportunities through the Teaching Opportunities for Teachers (LoFT's) will provide professional learning and collaboration between teachers.



COMMUNICATION AND ENGAGEMENT

Purpose

Effective communication and management systems within and across the school community support the work of teachers and maintains these positive relationships. Engaging our parents, education community and business community in productive partnerships with the school enhance the learning outcomes for our students. Our school Principal and leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement.

Overall summary of progress

The school has evaluated our communication and management systems to ensure Department of Education and NESA policies and procedures are met. The development of the 'Warrawong Way' as a central platform which includes the schools daily practices and procedures enables all teachers to access the information they require. The school continues to consolidate our partnerships with the local education community. There is a focus on building a collaborative partnership across the community of schools to ensure a smooth transition of students through the middle years of school. We also continue to invest in business partnership in particular with Bluescope and in the local Warrawong workplace.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school's administrative and management systems are high level and deliver on DoE and NESA requirements to benefit the school community. The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measureable learning progress and gaps in student achievement decreases.	\$102,000	NESA and Departmental policy and educational reform are met through clear and explicit school procedures which have been communicated to the school community. This is evident through a variety of platforms including the student induction program, staff meetings, student conferences, parent engagement groups and subject selection evenings.
The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.	104,000	The school continues to support partnerships within the school community including our Community of Schools, business partners, DoE communication directorate, parent engagement groups and external agencies such as UoW, Green-Connect and IMS. Through a range of programs including WACKI, Sport Gala days, leadership days, numeracy and literacy program, professional learning and permaculture 'the living classroom'.
The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measureable learning progress and gaps in student achievement decreases.	\$132,000	Clear and negotiated role statements have been developed which provide the executive and school staff the opportunity to lead through an instructional lens. The school identifies evidence-based teaching and ongoing improvement strategies that enable every student and teacher to improve every year. Through the use of evaluative thinking and cyclic evaluation, the school is developing an accessible curriculum and programs which aim to build individual capacity.

Next Steps

The Parent Engagement Group provided an opportunity for parents to actively participate in the functioning of the school through the Community and Parent Engagement meetings in 2018. The school will continue to gain community trust by promoting a positive and connected message in the schools branding. Our website will be complimented with an school app. and the parent portal. Open days and orientation will be a focus of showcasing Warrawong's diverse and vibrant learning community.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$57,610	The school's Aboriginal Education Coordinator and Aboriginal Education Student Support Officer continue to strengthen links with the local community through the AIME program, AECG and other community groups to enhance the learning outcomes for our Indigenous students. The school has seen an increase in students identifying as Aboriginal and Torres Strait Islanders.. All Indigenous students have PLPs that are collaboratively formed and communicated with staff and regularly reviewed throughout the year.
English language proficiency	\$129,674	The number of EAL/D students in the school has remained constant with students continuing to transition from the IEC. The Learning Support Team continues to identify students requiring additional language support. PLaSP's are created for targeted students needing additional support, which informs students of appropriate strategies. Teachers are also assisted in differentiating programs and assessments and through professional learning.
Low level adjustment for disability	\$272,129	The school has one of the largest Special Education Units in the Illawarra with 8 classes. Through the gathering of NCCD data we have identified students requiring low level adjustment. Our increase in Learning Support Teacher entitlements supports the work of teachers to differentiated learning with suitable adjustments and accommodations for students.
Quality Teaching, Successful Students (QTSS)	\$104,000	Coaching through the Performance Development Program, Peer Observations, team teaching with the Learning Support Team and professional Learning maintains the focus on teaching and learning in the classroom.
Socio-economic background	\$1,017,752	Funding supports students through a small class policy with the employment of additional teachers that enable a broad and wide reaching curriculum. Teams in Learning Support and Wellbeing along with the creation of above establishment Head Teacher positions allows an expanded leadership structure to implement programs and initiatives in Wellbeing, Literacy and Numeracy and school improvement projects.
Support for beginning teachers	\$70,000	Warrawong High School through, Teacher Induction Programs, Professional Learning and peer observation – inclusive of reduced teaching load supports all teachers including, experienced, beginning and early career teachers further develop their capacity as leaders of learning.
Targeted student support for refugees and new arrivals	\$20,885	The school provides a supportive and inclusive relationship between Warrawong High School and the Warrawong Intensive English Centre. The sharing of whole school

Targeted student support for refugees and new arrivals	\$20,885	resources and expertise in multicultural education supports a comprehensive transition of refugee and new arrival students to high school.
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Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	324	308	294	251
Girls	314	311	303	267

We continue to gain significant numbers of enrolments throughout the year as families move into the local area including students accessing our Support unit and Intensive English Centre. There continues to be a balance in the numbers of boys and girls in the school. We continue to work closely with our partner primary schools to raise the profile of Warrawong High School which has a positive reputation in the community.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	92.9	89.8	91.9	86.8
8	89.8	87.1	87.4	86.7
9	87.3	82.7	86.9	85.3
10	87.3	85.3	87.8	83.4
11	89.6	89	87.7	81.7
12	85.4	87.5	88.6	84.6
All Years	88.9	86.9	88.2	84.7
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

Overall student attendance has decreased in 2018. As a result we have employed a School Support Officer to lead our phone intervention program. This program included the hiring of a SASS support worker to call the homes of students who were absent from school. We have also reviewed our attendance procedures to ensure we are in alignment with the DoE's compulsory school attendance policy. Sending letters in the mail

and trialling the use of text messages has had a positive effect in Semester 2, 2018.

These procedures overseen by the Head Teacher Administration have had a proactive focus on student wellbeing and engaging families, to promote the importance of regular school attendance and the link to academic performance.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	15
Employment	3	5	43
TAFE entry	0	0	24
University Entry	0	0	39
Other	0	0	0
Unknown	0	0	0

YEAR 12 2018 had a total 41 students complete the HSC, 16 were male and 25 female. Of these, 31 were LBOTE students with 8 of these students receiving EAL/D support. 5 students were refugees and 5 were ATSI students.

23 students completed the Hospitality VET course and 15 students completed Retail Services VET course. Some students completed both VET courses. We also had two students' complete Human Services at Wollongong TAFE. 36% of the cohort who completed a VET course in their HSC year were able to relate this to their further study and or work in 2019. Victoria Ristevski completed the Hospitality VET course and went on to get an apprenticeship with 7 Lantons restaurant.

39% of students were successful in gaining a placement at University this is an increase of 14%. The majority of these students utilised the early admission and special access program, following IN2UNI and the UPP (University Preparation Programs) that were coordinated for our Warrawong High Students in 2018.

Approximately 24% (up 8%) of students were successful in obtaining courses at Tafe and other Private Colleges.

There is a slight decrease this year with 2% (down 3%) of the cohort being successful in obtaining an Apprenticeship/Traineeship so far in 2019. A number of our students are still looking.

31% (up 6%) of students have managed to find some part time work with the hope that they will be able to find full time positions in the future or combining this with study.

Another 12% (up 7%) have already managed to secure full time work.

Reflecting the current situation in regards to the number of people looking for work, we have 15% still currently seeking employment.

Year 12 students undertaking vocational or trade training

23 students completed the Hospitality VET course and 15 students completed Retail Services VET course. Some students completed both VET courses. We also had two students' complete Human Services at Wollongong TAFE. 36% of the cohort who completed a VET course in their HSC year were able to relate this to their further study and or work in 2019. Victoria Ristevski completed the Hospitality VET course and went on to get an apprenticeship with 7 Lantons restaurant.

Year 12 students attaining HSC or equivalent vocational education qualification

YEAR 12 2018 had a total 41 students complete the HSC, 16 were male and 25 female. Of these, 31 were LBOTE students with 8 of these students receiving EAL/D support. 5 students were refugees and 5 were ATSI students. Warrawong High had 40 student placements in VET/EVET training in 2018. All of these students attained there HSC and VET qualifications.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	37.8
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	21.08
Other Positions	12.2

*Full Time Equivalent

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

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

Professional learning and teacher accreditation

Our staff have had access to Teacher Professional Learning through activities directly linked to their individual professional learning plans (PDP's), the School Plan and Department of Education priorities. These activities are strategically mapped in a matrix and occur at all levels across the school including Staff Development Days, staff meetings and whole school professional learning. We utilise external departments as well as internal expertise to support staff with their professional learning. This included an induction day for new staff at the beginning of 2018; report writing and conferencing workshops; and whole school initiatives such as Peer Observation and Twilight sessions on Choice Theory and writing. There are approximately 80 teachers who are working through their accreditation process, either at Proficient or in the Maintenance phase.

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	2,069,761
Revenue	10,613,559
Appropriation	10,375,683
Sale of Goods and Services	127,829
Grants and Contributions	92,987
Gain and Loss	0
Other Revenue	9,863
Investment Income	7,197
Expenses	-10,972,919
Recurrent Expenses	-10,972,919
Employee Related	-10,258,439
Operating Expenses	-714,480
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-359,360
Balance Carried Forward	1,710,400

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

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

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	5,462,687
Base Per Capita	144,242
Base Location	0
Other Base	5,318,445
Equity Total	1,577,165
Equity Aboriginal	57,610
Equity Socio economic	1,117,752
Equity Language	129,674
Equity Disability	272,129
Targeted Total	1,727,779
Other Total	1,256,532
Grand Total	10,024,162

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

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

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

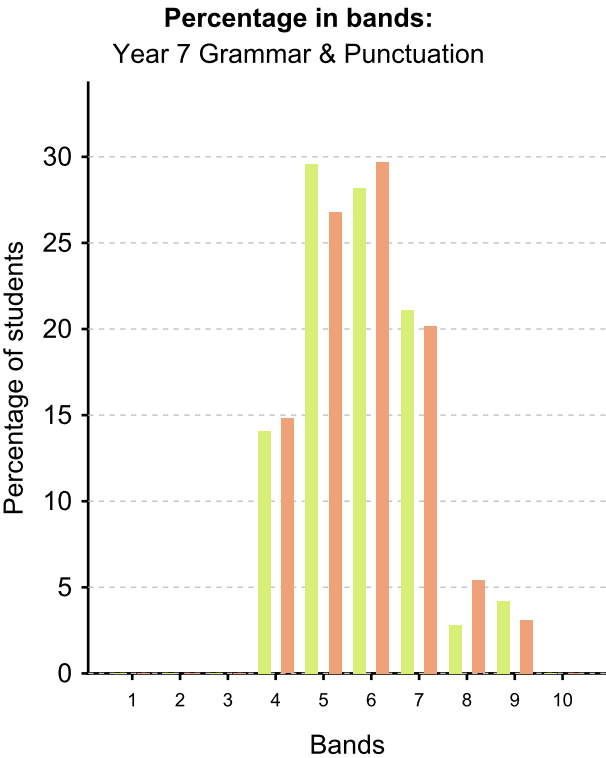
Following a detailed analysis of NAPLAN results, specific strategies are designed and implemented to address targeted areas. Currently we have a whole school approach targeting writing in stage 4, with a scaffold for writing paragraphs (TXXXC) and a variety of frameworks for constructing extended responses in stages 5 and 6 including ALARM, PEEL and TEAL to improve HSC student writing and thinking skills.

Coaching through the Learning support team with faculties ensures all staff have the skills to analyse SMART data and prepare relevant learning and assessment activities to meet specific literacy needs of their students. This is further supported with team teaching to meet individual students needs based on their NAPLAN results and whole school professional learning including TELL. We further use NAPLAN data to measure student 'value added' results in other specific programs including 'writing in the middle years' and the Premiers priorities' project.

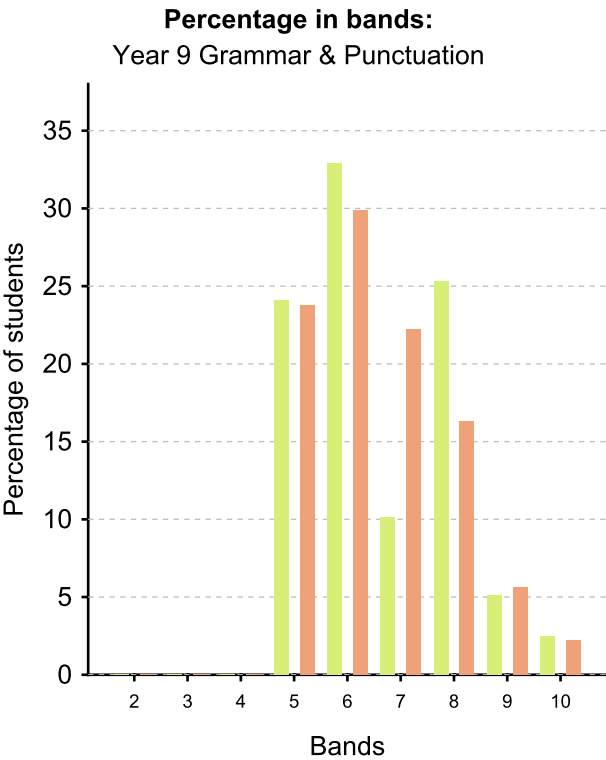
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

In NAPLAN, the majority of Year 7 and 9 students maintained our school's performance average in Reading, Writing, Spelling, Grammar and Punctuation. Year 7 students maintained average growth across all bands in Grammar and Punctuation. Whilst our Year 9 students achieved a significant growth from bands 7 to 8 in Grammar and Punctuation and a noticeable increase in Band 10.



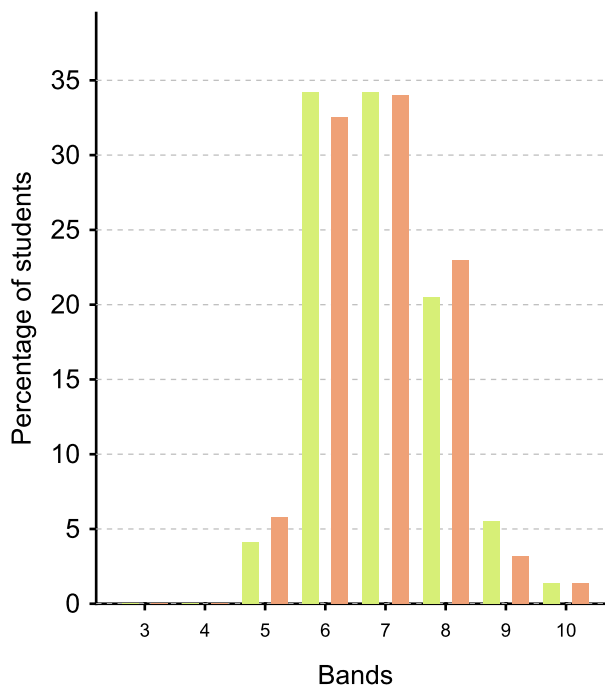
Band	1	2	3	4	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	14.1	29.6	28.2	21.1	2.8	4.2	0.0
School avg 2016-2018	0.0	0.0	0.0	14.8	26.8	29.7	20.2	5.4	3.1	0.0



Band	2	3	4	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	24.1	32.9	10.1	25.3	5.1	2.5
School avg 2016-2018	0.0	0.0	0.0	23.8	29.9	22.2	16.3	5.6	2.2

In Numeracy NAPLAN results, the majority of Year 7 students maintained expected growth with a significant increase in Band 8 results. Whilst our Year 9 students maintained expected growth with noticeable increases in Band 9.

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8	9	10
Percentage of students	0.0	0.0	4.1	34.2	34.2	20.5	5.5	1.4
School avg 2016-2018	0.0	0.0	5.8	32.5	34.0	23.0	3.2	1.4

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.>

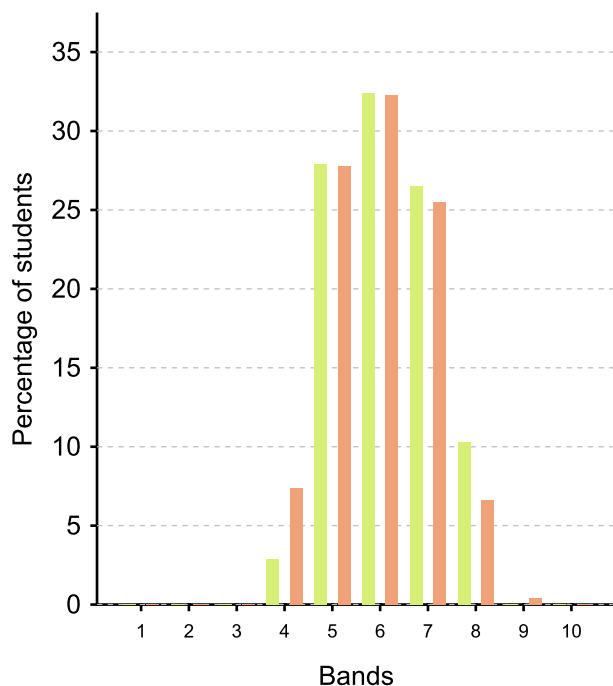
The Premiers priorities initiative to improving the number of students achieving the top 2 bands in numeracy and literacy has seen the school undertake an action research program. This initiative is part of the 2017–2020 Numeracy and Literacy Strategy.

The schools overall goal was to continue to improve the access to the curriculum for all students whilst extending *our students ensuring that: All young people have a strong foundation in literacy and numeracy* .

What our action research focused on:

- Evaluating evidenced based (work samples) to monitor student progress against the literacy and numeracy continuums markers/clusters.
- Collaborative cross curricular plotting and moving students along the continuums based on the evidence.
- Utilising visible learning strategies within the classroom. 'Identified learning intentions, explicit teaching, explicit feedback' in relationship with markers from the continuums.
- Collaboration on programming, assessment and

Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	2.9	27.9	32.4	26.5	10.3	0.0	0.0
School avg 2016-2018	0.0	0.0	0.0	7.4	27.8	32.3	25.5	6.6	0.4	0.0

student attainment of skills, using evaluative thinking strategies in the support of differentiated teaching and learning for individuals.

How we aimed to achieve our purpose:

- Based on PLAN data provided by the CoS, all students have been placed on the continuums/progressions by the Learning and Support Team.
- Pilot group from year 7 selected for the project.
- Two classes are part of the pilot, 7.2 Literacy, 7.4 Numeracy.
- Teachers from 2 faculties have been targeted English/HSIE – Literacy and two teachers from Maths/Science – Numeracy.
- The Learning Support team have a teacher assigned to the full load of 7.2 English/HSIE and 7.4 Maths/Science.
- English/HSIE will focus on writing and the Maths/Science on multiplication.
- **Explicit Teaching** of the markers within clusters has been programmed for in consultation with the Learning and Support Teacher. This would include, clearly identified learning intentions before each lesson, explicit teaching and learning strategies complimented with explicit feedback regarding the achievement of the learning intention.
- To further gather evidence of impact data will be collected at the conclusion of each lesson 'exit card' regarding the learning intentions.
- **Formative Assessment**, each faculty would collect work samples from the explicit teaching strategies/activities on a regular and ongoing assessment 'for' 'of' and 'as' learning.
- At regular blocks the teachers along with the LAST present work samples for an on-balance judgement to a student's progress along the continuum.
- A data wall is produced to reflect individual student / class progress

The Impact of our research was:

Literacy – Writing (18 students)

(83%) showed solid progression in all markers/clusters being targeted.

(11%) only showed progress in two of the markers/clusters.

(5.5%) showed no growth in 3 markers and regressed in one.

Numeracy – Multiplication (14 students)

(90%) showed solid progression in all markers/clusters being targeted.

(7%) only showed progress in two of the markers/clusters.

(3%) showed no growth in 3 markers and regressed in one.



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 results consolidated our previous years best overall results since 2009 with 1 Band 6 and 13 Band 5 and 43 band 4 results. Noticeably, we maintained a vast amount of students achieving in the top 3 bands.

ENGLISH FACULTY

For the final year of the 2018 English Syllabus, students engaged meaningfully with the Advanced, Standard, English Studies and ESL courses. Student's demonstrated skill across all sections of the HSC curriculum, with a notable amount of students achieving Band 4 results. A similar distribution of student achievement was demonstrated across other bands as attained in previous years. The ESL course continued to exemplify student success, with students out performing the state mean in 6 of the exam sections and with an individual student achieving a Band 5 result. In the final year as a exclusively non-ATAR subject, English Studies continued to prove a popular course for students, with learning sequences designed to engage learners with literature in varying forms and genres, as well as practical skills based programs implemented to prepare students for the world beyond schooling.

SCIENCE FACULTY

BIOLOGY

16.7% of students scored in the top 3 bands

The average 2018 course mark was higher than the SSSG by 1%. This mark was on par with 2017 results, however an increase of 12% has been achieved over the last 3 years.

17% of biology students scored their highest HSC mark in this course. 42% of biology students scored their lowest mark in this course.

CHEMISTRY

28.67% of students scored in the top 3 bands.

The 2018 average course mark was lower than the SSSG by 8.8% and also lower than 2017 by 18.9%.

71% of chemistry students scored their lowest HSC mark in this course. There were no Chemistry students who scored chemistry as their highest mark

SENIOR SCIENCE

83.3% of students scored in the top 3 bands.

An overall improvement in the average course mark of 8.9% when compared to results from 2017. 2108 WHS senior science students scored an impressive 15% higher than the SSSG and 4% above the state.

83% of senior science students scored their highest HSC mark in this course. There were no students who scored senior science as their lowest mark.

Senior Science was the best performing subject in Science in 2018.

HSIE FACULTY

HSIE results across the 5 HSC courses delivered in 2018 were in line with past trends.

Ancient History had 10 candidates with one student achieving a Band 5, three student's a Band 4 and three student's Band 3's.

Geography had 4 candidates with one student achieving a Band 4 and the rest all band 3's. Retail Services only had one student sit the examination who in turn achieved a Band 3.

There were 14 Business Studies candidates. Two student's achieved a Band 4 while 7 achieved a Band 3 and 5 a Band 2. There were no Band 1's. The Business Studies results were slightly below the past levels of HSC achievement.

Work Studies continued to run successfully in conjunction with the Careers Team in 2018 with the majority of students being successful in gaining post school job pathways or apprenticeships.

PDHPE FACULTY

The Personal Development Health and Physical Education faculty implemented three classes throughout the 2018 HSC; PDHPE, Community and Family Studies and Sport, Lifestyle and Recreation (non-ATAR).

The PDHPE course was successfully completed by 8 students. Three students received Band 4's and five students received Band 3's. The highest H.S.C. mark was 71% and the class average H.S.C. examination mark of 67.03%, which was -5.26 below the state average. Two students received their highest overall mark in this subject.

The Community and Family Studies course was

completed by two classes comprising a total of 13 students. Four students received Band 5's, three students received Band 4's and five students received Band 3's. The highest H.S.C. mark was 89% and the class average H.S.C. examination mark of 70.52%, which was +0.51% above the state average. Eight students received their highest overall mark in this subject.

The Sport, Lifestyle and Recreation course was completed by two classes comprising a total of 17 students. This course is a Content endorsed course and as such does not count towards an A.T.A.R. and does not have a H.S.C. examination. The highest HSC mark was 92% and the class average was 73.29%.

TASAM FACULTY

During 2018, the Technology and Applied Studies, Music and Visual Arts Faculty had candidates complete the Higher School Certificate in the following subjects: **Industrial Technology**– Timber 2 Unit; **VET Hospitality** 2 Unit; **Music** 1–2 Unit; **Visual Arts** 2 Unit. Of the Year 12 cohort – students studied one or more of the subjects in this predominately practical based learning area– 26 of these students sat the formal HSC examination with some students opting to withdraw from formal examinations such as VET students. Student class sizes varied and results are reflective of the diverse school population that the TASAM faculty caters to.

The Industrial Technology Timber course enabled 5 students to successfully construct practical projects and complete all required assessments to sit the final examination. Projects and portfolios were completed to a pleasing standard and the Project Based Learning style suited the students who undertook this course.

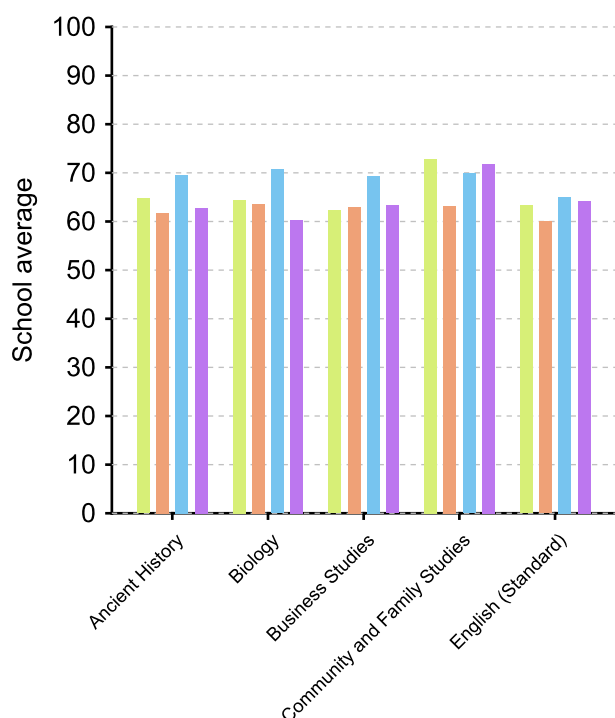
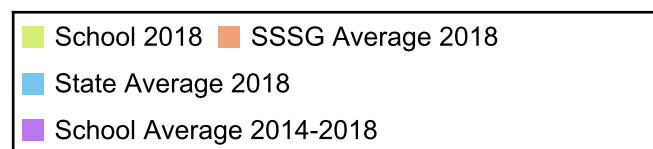
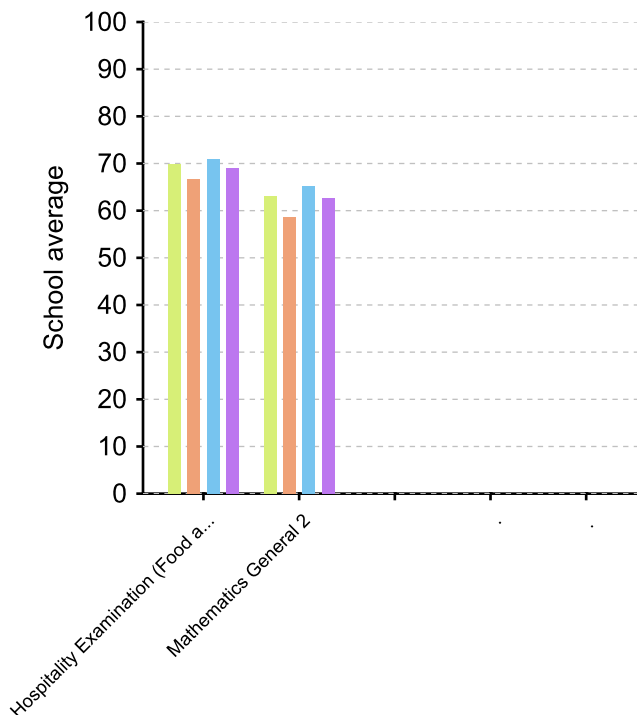
Many Vocational Education and Training (VET) students successfully completed their mandatory work placement hours and attained the dual qualification of a statement of Attainment OR a Certificate 11 in their chosen framework. VET students who chose an ATAR pathway sat the HSC and used this Category B subject toward their ATAR calculation. Candidates who sat the Hospitality examination achieved results that were pleasing with 4 students in the cohort receiving their best result in this area of learning. Higher Band placement was consistent with previous years with 4 students gaining a Band 4 result and one student gaining a Band 5. Students developed and mastered their practical skills in the Food and Beverage stream learning to prepare and serve a variety of espresso and non-alcoholic beverages whilst also building their food preparation and handling skills. Workplace and industry skills were also assessed throughout the 240 hours of study.

Music 1 catered for 4 students to develop performance pieces of varied style and quality. Students gained confidence in the core areas of performance, composition, musicology and aural sections. Student results were consistent with all students gaining Band 4 and this was dependent upon the electives chosen and performance delivery during HSC marking.

Visual Arts students enjoyed positive results with 7 students submitting individual Bodies of Work of sound quality. Students in the class group developed skills in their art making practice and applied these in their submitted artworks. Four students in the cohort achieved their best overall HSC result in Visual Arts in 2018. The majority of students fell into the Band 4 category.

In summary, the TASAM faculty delivered many positive learning experiences for students across both Category A and B subjects. Staff and students developed collaborative classroom practices which culminated in student achievement; providing vocational opportunities and future educational pathways.

Our single student studying Extension 1 and Extension 2 achieved a Band E3 in both courses and was allocated a notional Band 6 for Mathematics 2 Unit. 66% of students in Mathematics 2 Unit achieved a Band 4 with 33% achieving a Band 3. Eighteen students were enrolled in the Mathematics General 2 course. Overall 66% of students achieved a Band 3 or above with 6% of students achieving a Band 5. Twelve students studying the Mathematics General 1 course successfully completed all assessments to meet NESA requirements.



Subject	School 2018	SSSG	State	School Average 2014-2018
Ancient History	64.7	61.8	69.5	62.7
Biology	64.4	63.6	70.7	60.3
Business Studies	62.3	63.0	69.3	63.3
Community and Family Studies	72.8	63.2	69.9	71.8
English (Standard)	63.3	60.0	65.0	64.2
Hospitality Examination (Food and Beverage)	69.8	66.8	71.0	69.1
Mathematics General 2	63.1	58.5	65.1	62.7

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Parent/caregiver, student, teacher satisfaction

Feedback obtained from parents was gathered through surveys conducted at school events and activities such

as Open Afternoon, Parent Teacher Afternoons and Information Evenings shows that parents/caregivers and partner primary schools value the work of the school in improving the educational outcomes of all students. Additional feedback from the Tell Them From Me Survey show a substantial level of satisfaction among parents/caregivers, students and staff.



Policy requirements

Aboriginal education

Aboriginal Education

Warrawong High School's ongoing goals are for Aboriginal and Torres Strait Islander students to strengthen identity and self-esteem, meet national benchmarks for academic performance in literacy and numeracy, and build attendance and retention rates amongst students.

The school also works hard to build a culture where Aboriginal elders, parents and community stakeholders become closer partners in the pedagogical development of our Indigenous students.

In 2018 the school continued to employ an Aboriginal Education Officer for the first half of the year and in the second half of the year an Aboriginal Student Learning Support Officer to work as a leader, mentor and role model to support student's educational development and build closer ties with the Community of Schools and local Aboriginal community leaders and groups.

Major outcomes in 2018 have been:

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

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

Improved enrolment in the number of ATSI students with a growth from 35 in 2011 to 65 in 2018.

Five ATSI students successfully completed their HSC studies in 2018 and one Stage 6 ATSI student was successful in gaining an apprenticeship.

NAPLAN results for ATSI students in Year 9 were

above State Aboriginal average in Reading, Spelling, Grammar and Punctuation and Numeracy.

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

All Aboriginal students have been involved in some form of cultural experience such as NAIDOC week celebrations at Warrawong High school, and Kemblawarra Primary School, working with Aboriginal elders from the Illawarra Aboriginal Corporation, Warrigal Employment, Woolyungah Indigenous Centre at UOW, Coomaditichie Community Hall, Koori workshop organised by our AEO running on a weekly basis, the creation of a Koori common room, and culturally significant bush walking excursions. Aboriginal students with the AEO designed and created Warrawong High's first ever indigenous themed shirt.



Multicultural and anti-racism education

Multicultural and anti-racism education

Warrawong High School hosts the regions' Intensive English Centre (IEC). This setting is for students from a variety of countries, who are new arrivals to Australia with limited English skills. The IEC has developed holistic programs inclusive of intensive English pedagogy that assists the transition to mainstream school settings. The school promotes an inclusive model and encourages all IEC students to participate in whole school events and build lasting friendship within the WHS community.

Multicultural Education at our school promotes a shared vision of Australia based on intercultural understanding and community harmony. Our staff regularly engage in professional training to better support Multicultural Education, Refugee student learning and engagement and differentiation strategies. This year our Twilight Sessions had a particular focus on whole school literacy support for students from diverse language backgrounds while still maintaining a whole school focus on general literacy strategies.

As a result we have a harmonious school culture where

individual differences and diversity is respected and celebrated. Multicultural Education aims to provide all students with the knowledge, skills and values needed to participate successfully in our complex society. To support access to the curriculum, the school supports the specific needs of students from language backgrounds other than English including new arrivals, refugees and students learning English as an additional language/dialect (EAL/D) through an inclusive curriculum including the senior ESL English Course.

The course allows students from non-English speaking backgrounds to sit for their HSC in ESL English and be in a positive learning environment with students who have similar backgrounds and experiences. This year, eight EAL/D students successfully completed their HSC exams with all eight students successfully gaining entry into their chosen university or TAFE courses.

Student language development is assessed and tracked on the EAL/D Learning Progression each semester and PLaSPs are developed for some of the EAL/D students with explicit teaching, learning and wellbeing strategies for teachers to implement within the classroom. Warrawong High School participates in various activities and programs aimed at multicultural youth throughout the year. These included the Illawarra Multicultural Youth Forum where the aim is to give EAL/D students an opportunity to explore their feelings on issues such as "settlement, social inclusion, identity and culture".

Students also took part in the RAW (Ready Arrive Work) program, hosted by Job Quest and delivered to schools in the region. This program provides important employment related skills and a greater understanding of employer expectations and Australian Workplace culture. Other programs at WHS for EAL/D students include the Diverse Drumming, Capoeira program, Girl's Café, Refugee week celebrations, NAIDOC week, Links to Learning, WACKI film festival, Harmony Day and International Women's Day activities.