

Woonona High School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Woonona High School as an account of the school's operations and achievements throughout the year.

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

School contact details

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School background

School vision statement

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

School context

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

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



Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Strategic Direction 1

Inspired Teaching and Learning

Purpose

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

Improvement Measures

- Teacher and student data indicates increased levels of peer and self–assessment and quality reflection.

Observation of classroom practice and programming documents demonstrate increased student reflection and engagement in their learning.

Consistent use of assessment of, as and for learning practices throughout the school.

Overall summary of progress

Feedback from students indicates all faculties are increasing the use of peer and self–assessment/ reflection practices in their teaching and learning, but this is not yet consistent throughout the school and continued focus on this are must remain moving forward. Changes to whole school reporting and assessment practices have helped ensure assessment of, as and for learning practices are taking place. Teacher surveys and faculty programming audits indicate a more balanced use of assessment processes throughout the school. Moving forward, a whole school evaluation of the Assessment Policy and its application should provide more specific evidence of progress.

Progress towards achieving improvement measures

Process 1: Explicit instruction in formative processes to build the capacity for self–regulation in students.
Professional learning to enable teachers to explicitly teach students effective use of formative strategies.

Evaluation	Funds Expended (Resources)
All faculties have implemented formative processes in their teaching and learning cycles, particularly for cross–form formal assessment tasks. Teachers have also adhered to new whole school Assessment Policy, although a review of the effectiveness of the new policy has yet to be undertaken; anecdotal evidence from staff indicates policy is predominantly effective and has assisted in student submission of work.	Whole school Assessment Policy and Reporting Policy, assessment notification scaffold and whole school program scaffold, formative assessment summary documents based on work of Dylan Wiliam available to all staff, including Pre–Service Teachers.

Process 2: Every teacher works collaboratively in a variety of modes in order to reflect upon and constantly adapt their teaching practice to meet the individual needs of learners, for continuous school improvement.

Evaluation	Funds Expended (Resources)
4Cs implementation has been extremely successful with 100% of participants (approx. 50% teaching staff) engaging meaningfully with the program and trialling 4Cs strategies within their teaching practice. Remaining staff interest in undertaking 4Cs training has also been high. Executive use of 4Cs strategies during whole school PL sessions and faculty meetings has assisted in attracting additional staff interest. Staff have engaged intermittently with TLCs and Teams – 100% staff engaged in TLC discussions during scheduled meetings and over 85% of participants brought supporting evidence to meetings to collaboratively discuss with colleagues, however, it was noted by some TLC leaders that some colleagues were utilising the same evidence set in later discussions,	HUB funding to finance 4Cs professional learning (approx. \$30,000)

Progress towards achieving improvement measures

therefore suggesting that a level of compliance rather than true engagement was present. Teams implementation was not as successful, with a lack of relevance to staff and insufficient time to implement initiatives identified by staff as reasons for its lack of success. A reworking of the Monday meeting structure, including alternate time slots for 4Cs professional learning is recommended moving forward.

Next Steps

Continued focus on formative assessment strategies, including induction PL for all new teaching staff will remain a key feature of WHS. In addition, whole school PL and adoption of 4Cs transformative learning processes remains a priority with initial staff and student engagement in 4Cs strategies resulting in broader student acknowledgement of their role in their own learning.

Modifications to Monday meeting structures to combine TLCs and Teams and create a more meaningful and streamlined professional learning/ whole school collaboration hub will also be a priority.



Strategic Direction 2

Future Focus

Purpose

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

Improvement Measures

- Whole school embeds 4Cs strategies including Learning Disposition Wheel and Coherence Makers into Teaching and Learning practices and programming.
- Staff collaboratively reflects upon and evaluates delivery of curriculum and increases opportunities for cross-curricular delivery and explicit teaching of future focused skills.
- Increased proportion of students engage in Future Focused, collaborative and reflective learning.

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
Staff collaboration remained consistent throughout 2019, particularly in regards to program design and the implementation of authentic tasks and formative assessment elements. Cross-faculty collaboration commenced, however, continued focus on effective collaborative curriculum design should remain a feature throughout 2020. Further exploration of the use of flexible learning spaces, accompanied by an additional focus on associated pedagogies should also remain a priority in 2020.	Collaborative faculty meetings scheduled TLC and Teams structures

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

Evaluation	Funds Expended (Resources)
Approximately 50% of staff have commenced 4Cs training, with additional staff interested in completing the professional learning in 2020. Examination and evaluation of WHS reporting structures identified areas appropriate for modification to ensure the explicit reporting of future focused skills, however, further collaboration and discussion required prior to modifications taking place. Additional whole school professional learning and faculty collaboration is also required to ensure the school is continually building its capacity to implement explicit teaching and assessing of future focused skills	4Cs professional learning and associated resources (i.e. Disposition Wheel) HUB funding Monday Meeting Structure (TLC meetings with focus on communication)

Next Steps

As a school, a continued whole school focus on effective pedagogy should remain a priority. Modifications to Monday meeting structures, in addition to the continued commitment to implement 4Cs pedagogy throughout all stages should continue to enable WHS to engage students through the utilisation of effective pedagogy. Further research into effective pedagogy for flexible spaces should also be undertaken.

Strategic Direction 3

Authentic Connections

Purpose

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

Improvement Measures

- Increased numbers of students are motivated to deliver their best and continually improve as a result of effective learning partnerships between all stakeholders.
- Increased student engagement and participation with the wider community through authentic learning experiences that provide opportunities for global citizenship.

Progress towards achieving improvement measures

- Process 1:**
- Identify and develop opportunities for new programs, courses and tasks that enable authentic connections to be fostered and promote student–community connections across the curriculum.

Evaluation	Funds Expended (Resources)
Staff feedback indicated programming opportunities and faculty PL centred on authentic community connections was highly valued. An examination of programming documents reveals that while authentic connections is present within some faculty programs, continued focus on embedding opportunities within learning cycles should remain a priority in 2020.	Time allocated at Twilight SDD for faculty programming

- Process 2:**
- Develop, implement and evaluate a range of strategies to facilitate authentic parent and community engagement.

Evaluation	Funds Expended (Resources)
Feedback from Stage 3–4 transition initiatives was acquired from interviews, surveys and questionnaires. Additional opportunities for feedback should be sought throughout 2020. In addition, an evaluation of the Transition program should take place to ensure initiatives remain appropriate and engaging. HSC program continued to be well received by parents, but close examination of timing of events each year should continue to take place. Value of Preliminary HSC program remains questionable; student engagement in program, including presence at Homework and Study Centre remained inconsistent throughout the year with the Year 11 coordinator allowance also needing to be re-examined to ensure funds allocated to the program are being utilised in the most effective manner.	Parents as Students Day Open Night Transition initiatives Year 11 Preliminary HSC and Year 12 HSC program

Next Steps

Continued focus on opportunities for effective community engagement should remain central to whole school planning, including the possible streamlining of Stage 3–4 transition initiatives. Continuation of HSC program throughout 2020 and focus in Teams on additional opportunities for parent and community engagement.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>ATSI Co-ordinator funded as release time to meet with ATSI students.</p> <p>ATSI funds are used to support students with tailored programs that assist in progressing students, academically and in their engagements.</p>	<p>It was demonstrated that ATSI Students who began 2019 with low levels of engagement in learning are now highly engaged.</p>
Low level adjustment for disability	<p>School Learning and Support Officer.</p> <p>SLSO support was determined based on adjustments identified in Individual Education Plans.</p>	<p>All student learning plans were revised and uploaded centrally.</p> <p>Dedicated staff meetings to go through IEPs.</p>
Socio-economic background	<p>Accelerated Reader funds directed at sourcing literature targeted at focus group.</p>	<p>Reading / comprehension progress can be clearly established for the whole cohort.</p> <p>Reading / comprehension progress can be clearly established for the targeted group through relevant quantitative data showing that improvement has been made since Term 1 2019.</p> <p>ATSI students demonstrate that their progress is in line with non-ATSI students.</p>
Support for beginning teachers	<p>Period allowance.</p> <p>Bespoke induction program.</p> <p>HUB partnership with the University of Wollongong.</p> <p>Beginning teacher funding.</p> <p>Lesson studies between pre-service teachers, experienced mentor teacher.</p> <p>Accreditation support and mentoring within faculties; Executive support provided by DP to manage beginning teachers and accreditation process within faculties.</p>	<p>All beginning teachers report a high level of support.</p> <p>Five were successfully a part of the 4Cs Pedagogy team in 2019.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	342	347	387	404
Girls	257	295	348	389

Student attendance profile

School				
Year	2016	2017	2018	2019
7	94	94.2	94.1	92.7
8	89.9	92.8	89.9	91.3
9	91.1	91.2	89.4	88.1
10	91.6	91.4	87.9	86
11	90.1	91.3	90.5	91
12	90.7	89.1	90.8	88.4
All Years	91.4	91.9	90.8	89.8
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	5	8	29
TAFE entry	4	4	11
University Entry	0	0	52
Other	0	0	8
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

23.08% of Year 12 students at Woonona High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

98.9% of all Year 12 students at Woonona High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	43.5
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	0.8
School Administration and Support Staff	13.48
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	341,764
Revenue	9,942,623
Appropriation	9,160,972
Sale of Goods and Services	236,003
Grants and contributions	541,353
Investment income	4,296
Expenses	-9,417,770
Employee related	-8,327,022
Operating expenses	-1,090,748
Surplus / deficit for the year	524,853

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	719,630
Equity Total	355,963
Equity - Aboriginal	35,391
Equity - Socio-economic	145,389
Equity - Language	6,892
Equity - Disability	168,292
Base Total	7,398,521
Base - Per Capita	176,650
Base - Location	0
Base - Other	7,221,871
Other Total	381,133
Grand Total	8,855,246

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.

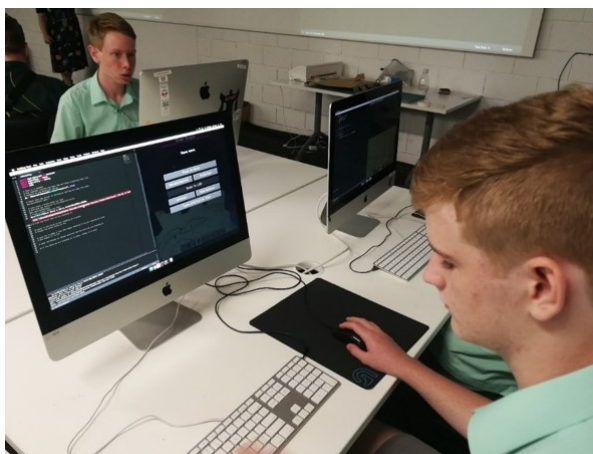
School performance - NAPLAN

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

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

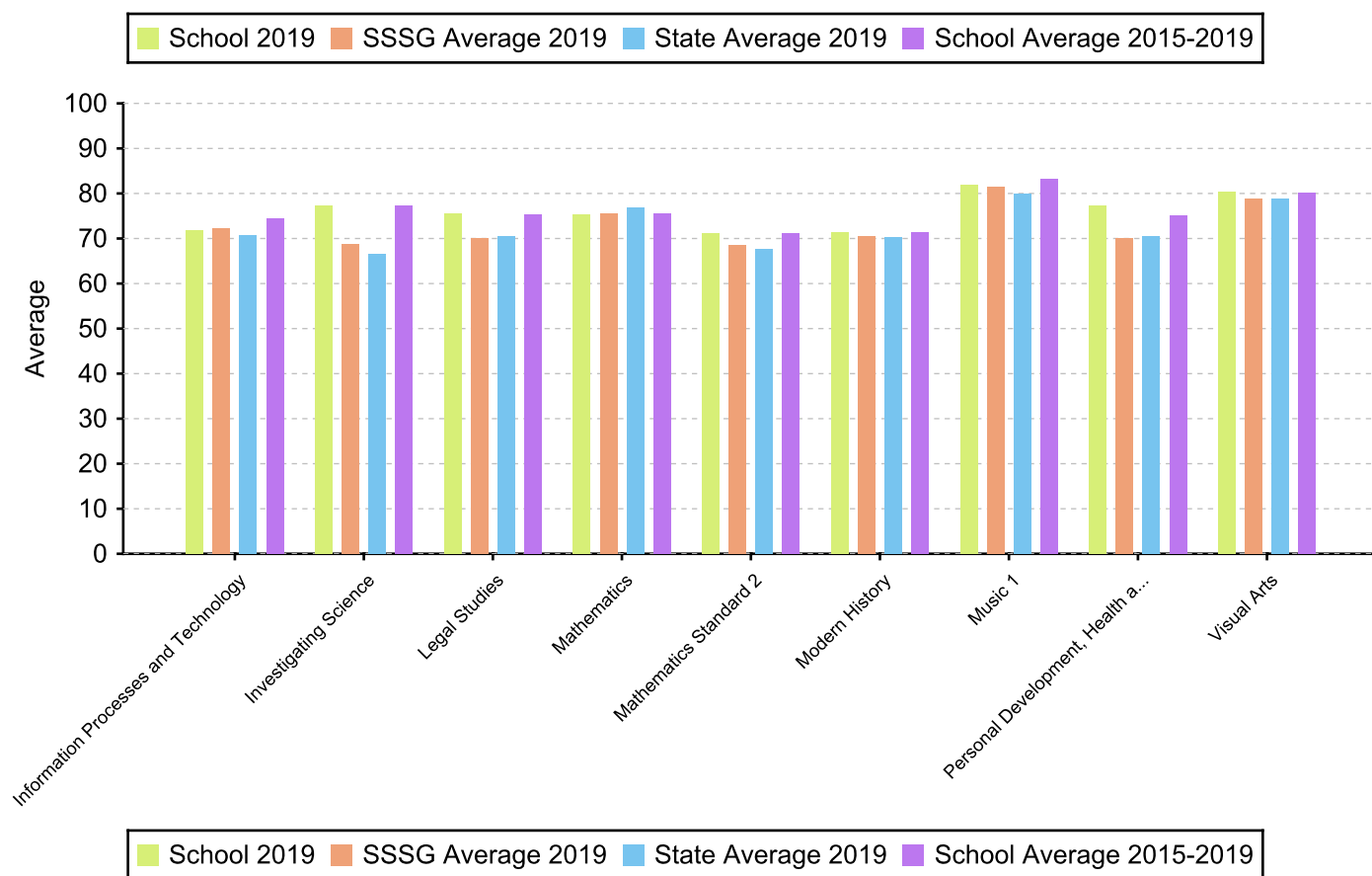
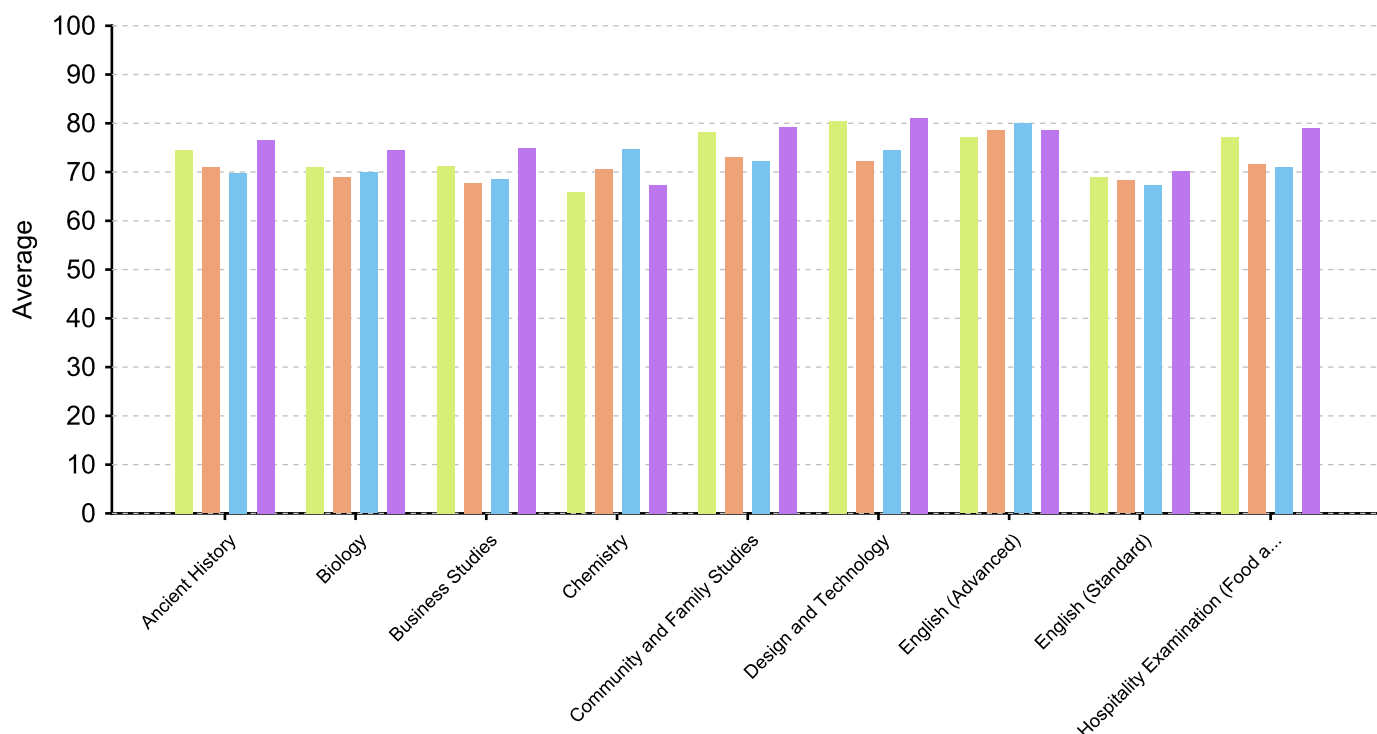
The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.



School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	74.5	70.9	69.9	76.6
Biology	71.1	68.9	69.9	74.5
Business Studies	71.2	67.7	68.6	74.9
Chemistry	65.8	70.6	74.7	67.4
Community and Family Studies	78.2	73.0	72.2	79.3
Design and Technology	80.5	72.2	74.5	81.1
English (Advanced)	77.1	78.5	80.0	78.6
English (Standard)	68.9	68.3	67.3	70.3
Hospitality Examination (Food and Beverage)	77.2	71.6	71.1	79.1
Information Processes and Technology	71.8	72.3	70.8	74.4
Investigating Science	77.3	68.8	66.5	77.3
Legal Studies	75.5	70.1	70.6	75.3
Mathematics	75.3	75.5	76.9	75.5
Mathematics Standard 2	71.2	68.4	67.7	71.2
Modern History	71.4	70.6	70.2	71.4
Music 1	81.9	81.4	79.9	83.2
Personal Development, Health and Physical Education	77.2	70.1	70.5	75.1
Visual Arts	80.4	78.8	78.8	80.2

Parent/caregiver, student, teacher satisfaction

440 students were surveyed.

All indications from the School Evaluation of 2019 show that students are satisfied with the systems, policies and procedures that are in place.

Students at Woonona High School demonstrated respect, confidence and engagement across the school and wider community through the myriad programs on offer. According to the data that came from the school evaluation of 2019, students believed they were more fairly rewarded and recognised across the school for a variety of their pursuits. The "Tell Them From Me" survey data indicates that our students are engaged with their learning and their social and emotional wellbeing is above state norms. The scores for the Institutional Engagement questions (i.e. percentage of students) showed that students at Woonona High School valued schooling outcomes and they considered themselves 'institutionally' engaged.

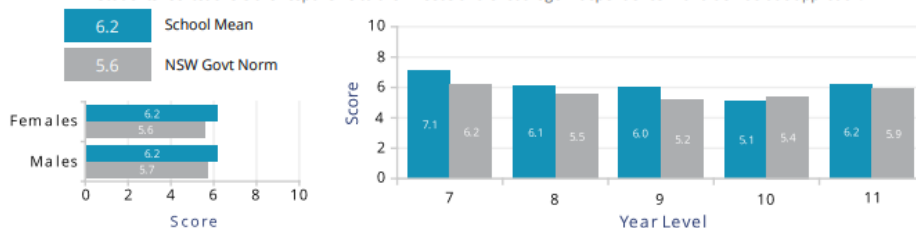
Advocacy at school

Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.



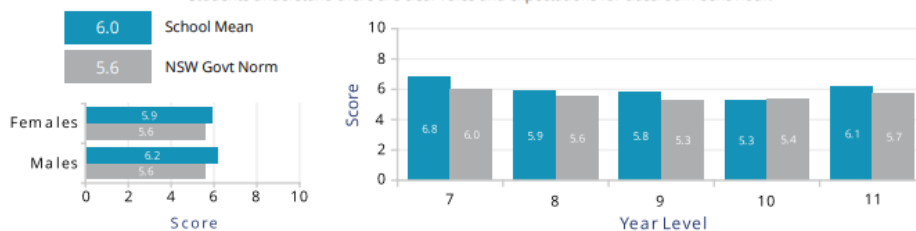
Positive teacher-student relations

Students feel teachers are responsive to their needs and encourage independence with a democratic approach.



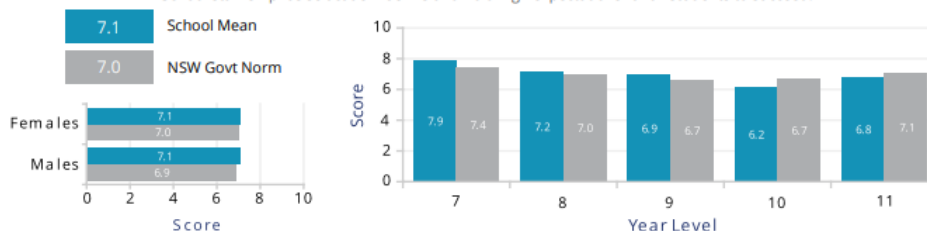
Positive learning climate

Students understand there are clear rules and expectations for classroom behaviour.

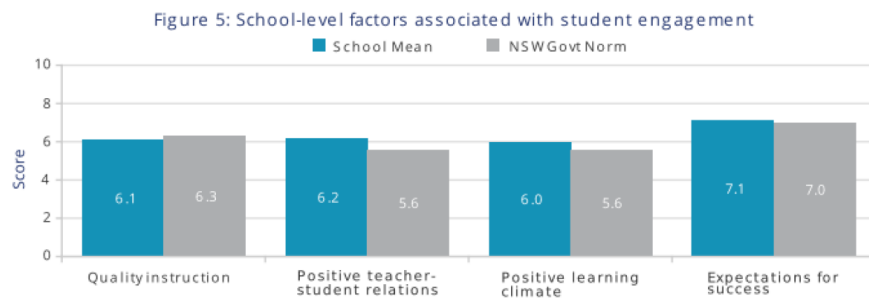


Expectations for success

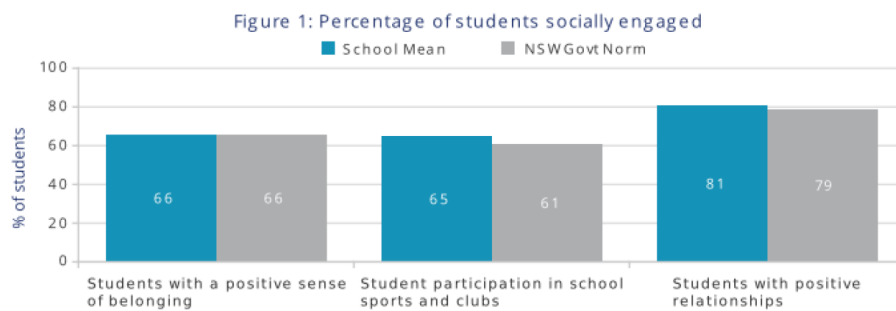
School staff emphasise academic skills and hold high expectations for all students to succeed.



Our students were highly engaged and the degree of engagement was attributable to four school based factors.



Woonona High School students are 'socially' engaged and are also actively involved in the life of the school; their friends are there and they are involved in sports, musicals and other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation. The graph below shows the percentage of students in Woonona High School that were socially engaged compared with NSW Govt norms for students at the year levels assessed in this school.



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

