

Warrawong High School

2019 Annual Report



8480

Introduction

The Annual Report for 2019 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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Message from the principal

As Warrawong High School enters the final year of its three (3) year strategic plan, I am pleased to report our continued progress in transforming our learning culture. This is evident in our teaching, learning, assessment, reporting and wellbeing practices and is visible to our school community through our updated and current school website and application, new school uniform and improved school facilities. We encourage our students to be aspirational and inspired in their learning and that our teachers triangulate with our families and school services in supporting students to be their best. Our school continues to align the values of public education with our community in the preparation of young people with a skillset that will prepare them for work as global citizens and future leaders within our community.

Brad Hughes

Principal



School background

School vision statement

Warrawong High School is a nurturing and inclusive learning environment where all students are valued. This is underpinned by our values where we promote 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 608 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 support 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

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>

Self-assessment using the School Excellence Framework

| Elements | 2019 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Sustaining and Growing |
| LEARNING: Wellbeing | Sustaining and Growing |
| LEARNING: Curriculum | Delivering |
| LEARNING: Assessment | Delivering |
| LEARNING: Reporting | Sustaining and Growing |
| LEARNING: Student performance measures | Delivering |
| TEACHING: Effective classroom practice | Delivering |
| TEACHING: Data skills and use | Delivering |
| TEACHING: Professional standards | Delivering |
| TEACHING: Learning and development | Delivering |
| LEADING: Educational leadership | Sustaining and Growing |
| LEADING: School planning, implementation and reporting | Sustaining and Growing |
| LEADING: School resources | Sustaining and Growing |
| LEADING: Management practices and processes | Delivering |

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.

Improvement Measures

Collaboration with all stakeholders including parents/carers in the development and evaluation of all student learning plans for identified students.

Student data is monitored regarding student achievement with appropriate support implemented to promote equity and engagement.

School data shows evidence of improved student engagement and participation in leadership, aspirational and positive reward/incentive programs.

Overall summary of progress

The Learning Support and Wellbeing Team's purpose continues to support the individual learning and teaching needs of our students and staff. Our Learning Support Teachers, support classroom teachers to deliver differentiated learning and assessment strategies specific to student needs. These differentiated strategies are implemented through the development of a Personal Learning and Support Plan (PLaSP). After Initial input from parents and students, these PLASPs along with regular evaluation throughout the year enables students, staff and parents to feel empowered throughout this inclusive process. Our transition program from years 6–7 and 10–11 and the evaluation of performance data enable us to continually support the individual needs of our students through a variety of Learning and Wellbeing PLaSP's.

Progress towards achieving improvement measures

Process 1: Faculties collaborate with LST to plan teaching programs and assessment tasks, ensuring they meet the learning needs of all students.

| Evaluation | Funds Expended (Resources) |
|---|---|
| Equity and Engagement 5P Plan SEF SAS | Above establishment Head Teacher Wellbeing \$139,825 |
| Internal validation of Learning programs and assessment schedules | Additional Wellbeing Team allowances \$117,000 |
| PLASP's for 2019 caseload evaluated, adjusted and renewed as required ready for 2020. | Additional Learning Support Team members (LaSTS) and (SLSO's) \$440,000 |
| All PLASPs have been made available electronically and can be accessed by our teachers for each child in their class. | Integration funding \$24,317 |
| Evaluations from individual teachers inform the PLASP's development, implementation and value added student performance data. | Additional Teaching staff above establishment (6 teachers) \$640,296 |
| All Learning Support Team members have supported teachers to implement differentiated learning and provided evaluation and feedback to individual teachers and faculties. | Non-Teaching Head Teacher Support \$106,716 |
| Internal data collection of selected individual student data, including Best Start, NAPLAN, Trial, HSC and ACER testing has been evaluated and communicated. | |
| Our Wellbeing Scope and Sequence has met student needs based on the | |

Progress towards achieving improvement measures

evaluation of the previous year and with evident student engagement through the evaluation of relevant data.

Process 2: Head Teachers support the implementation of individual learning plans within their respective KLA. Internal and external assessment data is analysed at regular intervals to inform our collective teaching and learning practices.

| Evaluation | Funds Expended (Resources) |
|---|---|
| Head Teacher reports and feedback through the schools internal validation process on differentiated learning and teaching strategies. | Above establishment Head Teacher Wellbeing \$139,825 |
| Collection, communication and evaluation of NCCD data to the school community. | Additional Wellbeing Team allowances \$117,000 |
| Parent/carer feedback on PLaSP development and implementation | Additional Learning Support Team members (LaSTS) and (SLSO's) \$440,000 |
| Student feedback at regular evaluation points | Integration funding \$24,317 |
| Internal data reviews of student progress against SSSG's | Additional Teaching staff above establishment (6 teachers) \$640,296 |
| Aboriginal SLSO class observations, meetings and goal setting in PLP development | Non-Teaching Head Teacher Support \$106,716 |
| Semester reviews of PLP's | ACER Testing \$5,000 |
| Learning Support Team and Wellbeing Team provide a report to Head Teacher regarding role statement progress and impact. | |

Process 3: The Wellbeing Team develops a scope and sequence of wellbeing programs each year to meet the age-specific and social needs of students.

| Evaluation | Funds Expended (Resources) |
|--|---|
| SEF Self Assessment Survey | Above establishment Head Teacher Wellbeing \$139,825 |
| Student / staff feedback | Additional Wellbeing Team allowances \$117,000 |
| Internal program data evaluation and self assessment | Additional Learning Support Team members (LaSTS) and (SLSO's) \$440,000 |
| TTFM surveys | Integration funding \$24,317 |
| Programs implemented evaluated and adjusted based on student need | Additional Teaching staff above establishment (6 teachers) \$640,296 |
| Using the data from the self assessment informs programming for 2020 | Non-Teaching Head Teacher Support \$106,716 |

Process 4:

| Evaluation | Funds Expended (Resources) |
|------------|----------------------------|
| n/a | n/a |

Process 5:

| Evaluation | Funds Expended (Resources) |
|------------|----------------------------|
|------------|----------------------------|

Progress towards achieving improvement measures

n/a

n/a

Process 6:

Evaluation

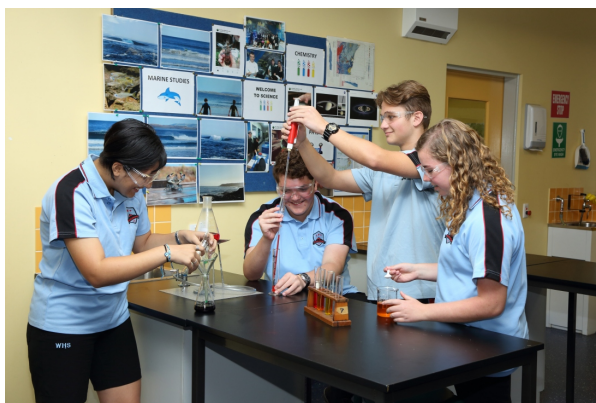
Funds Expended (Resources)

n/a

n/a

Next Steps

In 2020 our Professional Learning will maintain a focus on individualised and differentiated learning based on formative assessment of learning. This will be complimented with the ongoing support of the Learning Support and Wellbeing teams for our students and staff. Throughout 2020 we will also continue in the schools compliance to NESA and the Department of Education curriculum and assessment guidelines in the delivery of a differentiated curriculum. This will be achieved through an internal validation process, with the overall aim of compliance and consistency in our teaching and assessment practices evident across the school. 2020 will also see the embedding of our new school values of respect, responsibility and resilience.



Strategic Direction 2

LEARNING AND ENGAGEMENT

Purpose

Focusing on teacher quality builds capacity of teachers 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.

Improvement Measures

All faculties are implementing assessment tasks and associated teaching practices that are aligned to a collective school pedagogy.

Value-added growth is evaluated through internal and external data measurement within the school community.

100% of teachers working towards compliance with internal validation processes.

Strategic allocation of school professional learning resources is accessible and transparent, which is reflected in improved professional knowledge and teacher efficacy.

Overall summary of progress

Warrawong High School continues to offer differentiated support for all teachers based on their interests, experiences and 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 2019. This matrix is informed by individual PDP goals, faculty goals and the School Plan. Our Learning and sharing communities further enable teachers to share their goals and experiences with other teachers in the school. The LOFT program further affords teachers the opportunity to demonstrate and evaluate each others professional practice.

Progress towards achieving improvement measures

Process 1: There is a school wide focus on targeted professional learning for the implementation of evidence-based teaching strategies.

| Evaluation | Funds Expended (Resources) |
|---|--|
| All teaching staff in the mainstream school have designed, implemented and evaluated the new assessment task proforma and the collective teaching strategies. | Additional above establishment Deputy Principal \$163,254 |
| Evaluate the implementation and impact of collective pedagogy professional learning | Above establishment Head Teacher Teaching and Learning \$139,825 |
| Review the implementation of collective pedagogy in faculties | Above establishment Head Teacher Secondary Studies \$139,825 |
| Evaluation of program of implementation | Faculty head teachers additional allowances \$53,358 |
| Learning and Engagement 5P Plan SEF SAS | Professional Learning allocation \$84,220 |
| Professional Learning Evaluations | |
| Pilot faculty observation | |
| Learning communities evaluate collaborate and share work samples | |

Process 2: Structures are in place for regular analysis of student performance using learning and wellbeing data. Programs, lessons and assessments are evaluated using the internal validation model.

Progress towards achieving improvement measures

| Evaluation | Funds Expended (Resources) |
|--|--|
| Design of new Internal Validation processes and plan for 2020 based on feedback and evaluation | Additional above establishment Deputy Principal \$163,254 |
| School wide review of stage 6 programs | Above establishment Head Teacher Teaching and Learning \$139,825 |
| Collection of evidence to inform professional learning | Above establishment Head Teacher Secondary Studies \$139,825 |
| Professional learning for school executive and evaluation of implementation | Faculty head teachers additional allowances \$53,358 |
| Learning and Engagement 5P Plan SEF SAS | Professional Learning allocation \$84,220 |
| | School Services– Curriculum Support, Quality Teaching Advisor |
| | Beginning Teacher Funds \$42,390 |

Process 3: School systems and programs support the performance, development and responsibility of staff at all career stages that meet DoE and NESA requirements.

| Evaluation | Funds Expended (Resources) |
|---|--|
| SEF SAS PL Evaluations | Additional above establishment Deputy Principal \$163,254 |
| Teachers accessing LOFT | Above establishment Head Teacher Teaching and Learning \$139,825 |
| Staff, faculty and executive meetings following PL Matrix | Above establishment Head Teacher Secondary Studies \$139,825 |
| Program of learning delivered for collective pedagogy | Faculty head teachers additional allowances \$53,358 |
| Program delivered for beginning teachers | Professional Learning allocation \$84,220 |
| | Beginning Teacher Funds \$42,390 |

Process 4:

| Evaluation | Funds Expended (Resources) |
|------------|----------------------------|
| n/a | n/a |

Next Steps

2020 will focus on the embedding of targeted and teacher identified professional learning guided by our PDP processes. Our goal is to further embed this professional learning into a collective pedagogy and efficacy 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 will be used to evaluate the evidence of impact. Analysing this data on a regular basis will help teachers future planning in the differentiation of teaching strategies. Embedding our internal validation will ensure that our programs reflect this pedagogy. Further opportunities through the Teaching Opportunities for Teachers (LoFT) will continue to provide professional learning and collaboration between teachers in our school.

Strategic Direction 3

COMMUNICATION AND ENGAGEMENT

Purpose

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

Improvement Measures

School policy and procedures are compliant and readily available for the school community to access.

Students access programs relevant to their learning and wellbeing plans and goals.

The leadership team use self-assessment of their roles and responsibilities through the SEF and PDPs to evaluate milestones and determine their evidence of impact.

Overall summary of progress

The school has evaluated and adjusted our communication and management systems to ensure Department of Education and NESA policies and procedures are met. We will continue in the development of a central platform of school documents including the schools daily practices and procedures. This enables all teachers to access the accurate information they require. The school also continues to consolidate and initiate new partnerships with the local education community. We have a clear focus on building a collaborative partnership across the community of schools to ensure a rich 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 as well as attempt to initiate new partnership with the Real Madrid Foundation and the Illawarra Academy of STEM Excellence.

Progress towards achieving improvement measures

Process 1: Develop clear and readily accessible communication platforms, containing school practices and procedures.

| Evaluation | Funds Expended (Resources) |
|--|---|
| Survey staff in relation to Sentral documents; location, access, useability. | Sentral platform \$13,000 |
| Evaluating through quantifiable and qualifiable data that staff are following correct procedures. | School App \$2,500 |
| Measurement of quantitative data reveal truancy decreases, attendance increases, PL applications, excursion procedures | Above establishment Head Teacher Administration \$139,825 |
| Each faculty has evaluated and adjusted information placed on the school website and app. | Above establishment Technology Support officer \$62,345 |
| Each week the school monitors and notes increased community 'hits' to the schools website. | Above establishment Business Manager \$119,358 |
| Survey Parent Engagement Group (PEG) | Additional School Administration Officers Support \$175,014 |
| School analysis of Tell Them From Me Data | |

Process 2: Conducting regular cyclic evaluations of partnerships to determine the evidence of impact

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| Students have individualised PLASPS in place which are evaluated regularly | Sentral platform \$13,000 |

Progress towards achieving improvement measures

with students, parents and interagency to support their individualised learning goals

Teachers evaluate curricular/extra curricular programs with a self assessment chart measuring their impact and where to next.

The school continues to engage with and increase in community partners to support learning and student transition

The Community of schools have evaluated the associated programs with their partnership

School App \$2,500

Above establishment Head Teacher Administration \$139,825

Above establishment Technology Support officer \$62,345

Above establishment Business Manager \$119,358

Additional School Administration Officers Support \$175,014

Process 3: Clear role statements for program leaders are aligned with school programs and initiatives.

| Evaluation | Funds Expended (Resources) |
|---|---|
| Each executive and concessional period allowance role have completed Semesterly self assessment and adjustment of Role statements | Above establishment Head Teacher/s Administration, Wellbeing, Secondary Studies and Teaching and Learning \$559,300 |
| Evidence of impact of role statements have been evaluated and discussed in PDP meetings | Above establishment Technology Support officer \$62,345 |
| Qualitative data in the compliance to the schools administrative procedures | Above establishment Business Manager \$119,358 |
| External administration evaluation completed | Additional School Administration Officers Support \$175,014 |

Process 4:

| Evaluation | Funds Expended (Resources) |
|------------|----------------------------|
| n/a | n/a |

Process 5:

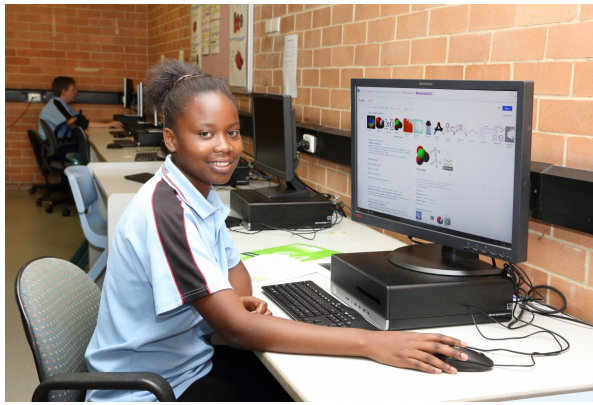
| Evaluation | Funds Expended (Resources) |
|------------|----------------------------|
| n/a | n/a |

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 2019. The school will continue to gain community trust by promoting a positive and connected message in the schools branding. Our website has been complimented with a school app. and the parent portal. The operation of these applications was well supported and commented upon by our parents in our 'community connect' workshops. Our open day and orientation will continue to be a focus of showcasing Warrawong's diverse and vibrant learning community.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|--|---|
| Aboriginal background loading | <p>Aboriginal SLSO \$61,252</p> <p>NAIDOC Week Budget \$3,000</p> | <p>The school has developed an Aboriginal committee consisting of teaching and non teaching staff. Along with the employment of an Aboriginal Education Student Learning Support Officer. We continue to strengthen links with the local community through the Ngaramurra Project, AECG and with 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 in recent years due to our rich and supportive structures. All Indigenous students have PLPs that are collaboratively formed and communicated with staff and regularly reviewed throughout the year.</p> |
| English language proficiency | <p>Refugee Support Officer</p> <p>EALD LaST \$106,716</p> <p>SLSO's \$440,000</p> <p>Professional Learning \$84,220</p> <p>Literacy and Numeracy teams</p> <p>Additional Staffing (6 above establishment teachers for small classes) \$640,296</p> | <p>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 teachers of appropriate strategies for students. Teachers are also assisted in differentiating programs and assessments through professional learning. We continue to engage in regional action research and projects including: Joining the dots (Refugee transition), RAW (Ready, Arrive Work) and a Regional Vocabulary project to assess student learning progression. We further evaluate and reflect on our support of our EAL/D students through the annual ESL survey and the impact of strategies through evaluation of our student performance data.</p> |
| Low level adjustment for disability | <p>Additional SLSO support \$245,008</p> <p>Homework centre \$12,000</p> <p>small class policy with 6 additional teachers \$640,296</p> <p>Additional careers advisor \$42,686</p> | <p>Our school prioritises individual and differentiated learning, teaching and assessment. As such we have developed, implemented and evaluated a variety of individual learning plans to support our students from the IEC, Special Education Unit and mainstream classes. Regular staff review of these plans along with staff feedback support the development of individualised and differentiated learning in the school. 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. This has resulted in Value added results in some of our individual student performance data and a relative comparison to SSSG's across the state.</p> |
| Quality Teaching, Successful Students (QTSS) | <p>Additional Head Teacher/s \$559,300</p> <p>Small school supplement (class sizes) to enable a wider curriculum \$640,296</p> | <p>Our school annually evaluated the staff's Performance and Development Plan goals for trend data to ascertain the professional learning required. We then map and integrate the needs of our staff within professional learning workshops at executive, staff, faculty</p> |

| | | |
|---|--|---|
| Quality Teaching, Successful Students (QTSS) | <p>Additional support and administration \$156,768</p> <p>Teacher allowances for programs \$124,879</p> | <p>and staff development days. Our workshops are linked to evidenced based practice, Australian professional teaching standards and have a clear purpose of improving staff and ultimately student engagement and performance. We utilise coaching through the Performance Development Program, Peer Observations, team teaching with the Learning Support Team and professional Learning communities to maintain the focus on improving teaching and learning in the classroom.</p> |
| Socio-economic background | <p>Additional Head Teacher/s \$559,300</p> <p>Small school supplement (class sizes) to enable a wider curriculum \$640,296</p> <p>Additional support and administration \$156,768</p> <p>Teacher allowances for programs \$124,879</p> | <p>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. This year we have also used our funds to support the implementation of a new school uniform and to improve learning resources and the school environment.</p> |
| Support for beginning teachers | <p>Above establishment Head Teacher Teaching and Learning \$139,825</p> <p>Beginning Teacher Funds \$42,390</p> <p>Professional Learning Funds \$84,220</p> | <p>Warrawong High School through, Teacher Induction Programs, Professional Learning, peer observation and community learning and sharing committees supports all teachers including, experienced, beginning and early career teachers further to develop their capacity as leaders of learning. Our two year induction program focuses on the 5 C's (customised, connections, context, curriculum and classroom). We ensure that we adapt these into transparent and visible support for all our beginning and new teachers to ensure all our staff have: access of support and compliance to school procedures whilst supporting their development through the maintenance and gaining of accreditation and PDP processes.</p> |
| Targeted student support for refugees and new arrivals | <p>Refugee Support Officer</p> <p>IEC Head Teacher</p> <p>EALD LaST \$106,716</p> <p>HT Learning Support</p> <p>Additional above establishment Deputy Principal \$163,254</p> <p>Student Learning Support Officers \$245,008</p> | <p>The school provides a supportive and inclusive relationship between Warrawong High School and the Warrawong Intensive English Centre. The sharing of whole school resources and expertise in multicultural education supports a comprehensive transition of refugee and new arrival students to high school. This results in a high number of students transitioning from the IEC to our mainstream school. After establishing an initial base of the English language we aim to achieve value added student results – NAPLAN and measuring improvement on our Learning progressions. We employ an EAL/D Learning Support Teacher and collaborate with the Regional Refugee Support officer to offer all our EAL/D students the opportunity to be successful learners and global citizens.</p> |



Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 |
| Boys | 308 | 294 | 251 | 273 |
| Girls | 311 | 303 | 267 | 285 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2016 | 2017 | 2018 | 2019 |
| 7 | 89.8 | 91.9 | 86.8 | 90.1 |
| 8 | 87.1 | 87.4 | 86.7 | 82.8 |
| 9 | 82.7 | 86.9 | 85.3 | 86.3 |
| 10 | 85.3 | 87.8 | 83.4 | 88.8 |
| 11 | 89 | 87.7 | 81.7 | 81.6 |
| 12 | 87.5 | 88.6 | 84.6 | 81.1 |
| All Years | 86.9 | 88.2 | 84.7 | 85.5 |
| 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 | 20 | 12 | 17 |
| Employment | 3 | 5 | 29 |
| TAFE entry | 4 | 5 | 19 |
| University Entry | 0 | 0 | 28 |
| Other | 0 | 0 | 4 |
| Unknown | 0 | 0 | 5 |

Year 12 students undertaking vocational or trade training

58.82% of Year 12 students at Warrawong High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

77.1% of all Year 12 students at Warrawong High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Twenty-nine students completed the Hospitality VET course, nine completed construction and four students completed Retail Services VET course. Some students completed two VET courses. We also had three students' complete Electro technology at Wollongong TAFE and one student completed Hair and Beauty. 37% 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 2020.

28% of students were successful in gaining a placement at University. 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 2019.

Approximately 27% (up 3%) of students were successful in obtaining courses at Tafe and other Private Colleges.

There was an increase this year with 7% (up 5%) of the cohort being successful in obtaining an Apprenticeship/Traineeship in 2019. A number of our students are still looking.

24% of students have managed to find some part time work with the hope that they will be able to find full time positions in the future or combining this with study.

Another 5% (down 8%) have already managed to secure full time work.

Reflecting the current situation in regards to the number of people looking for work, we have 18% still seeking employment.



Workforce information

Workforce composition

| Position | FTE* |
|---|-------|
| Principal(s) | 1 |
| Deputy Principal(s) | 2 |
| Head Teacher(s) | 9 |
| Classroom Teacher(s) | 38.9 |
| Learning and Support Teacher(s) | 1.8 |
| Teacher Librarian | 1 |
| Teacher ESL | 1 |
| School Counsellor | 1 |
| School Administration and Support Staff | 21.08 |
| Other Positions | 10.8 |

*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.

The aim of the Department and our school is that Every student, Every teacher and every leader improve every year. To achieve this our teachers are encouraged and supported in their professional learning. We are currently and collectively

implementing within in all key learning areas of the curriculum. This evidenced based practice of 'visible learning' includes teachers setting clear learning intentions and success criteria for the lesson, whilst providing explicit teaching and feedback strategies to each student. By developing a consistent approach to not only visible learning but also in our writing, literacy and numeracy strategies and assessment procedures gives our students a consistent and visible approach to their learning. Regular workshops through whole school meetings and smaller learning communities enable our teachers to develop their skills and share their understanding and implementation of this professional learning with others, whilst demonstrating elements of their professional practice for accreditation.



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 | 1,710,400 |
| Revenue | 11,585,864 |
| Appropriation | 11,311,060 |
| Sale of Goods and Services | 134,803 |
| Grants and contributions | 129,945 |
| Investment income | 4,694 |
| Other revenue | 5,363 |
| Expenses | -11,665,798 |
| Employee related | -10,721,715 |
| Operating expenses | -944,082 |
| Surplus / deficit for the year | -79,933 |

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.

Our school continues to make grass root decisions that place our students at the centre of all decision making. The finance team are guided by this notion when they meet. We have this year developed clear and transparent lines of communication across our school community as to the spending and evaluation of our decisions. We continue to allocate significant funds to the curriculum, wellbeing, learning and facilities that support the students of our school.



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 | 1,774,343 |
| Equity Total | 1,625,600 |
| Equity - Aboriginal | 60,646 |
| Equity - Socio-economic | 1,129,917 |
| Equity - Language | 152,904 |
| Equity - Disability | 282,132 |
| Base Total | 5,556,327 |
| Base - Per Capita | 145,635 |
| Base - Location | 0 |
| Base - Other | 5,410,692 |
| Other Total | 1,970,571 |
| Grand Total | 10,926,841 |

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.

Our equity loadings support the implementation of the school plan and our associated improvement measures. We have collaboratively consulted and strategised with our community to best utilise these funds. Through evaluative thinking and summative assessment of impact we are resource rich in staffing, programs and facilities that ensure all students have equal access to the curriculum and extra curricular activities that our school offers.



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.

Literacy

In NAPLAN, the majority of Year 7 and 9 students maintained our school's performance average in Reading, Writing, Spelling, Grammar and Punctuation, which is also in alignment with statistically similar school groups (SSSG). Our school through our newly formed literacy and numeracy teams have focused on NAPLAN preparation and the development of skills across all key learning areas. This is combined with an individualised and evidenced based analysis of student progress and teacher formatively assessing and supporting with accommodations and adjustments.

Numeracy

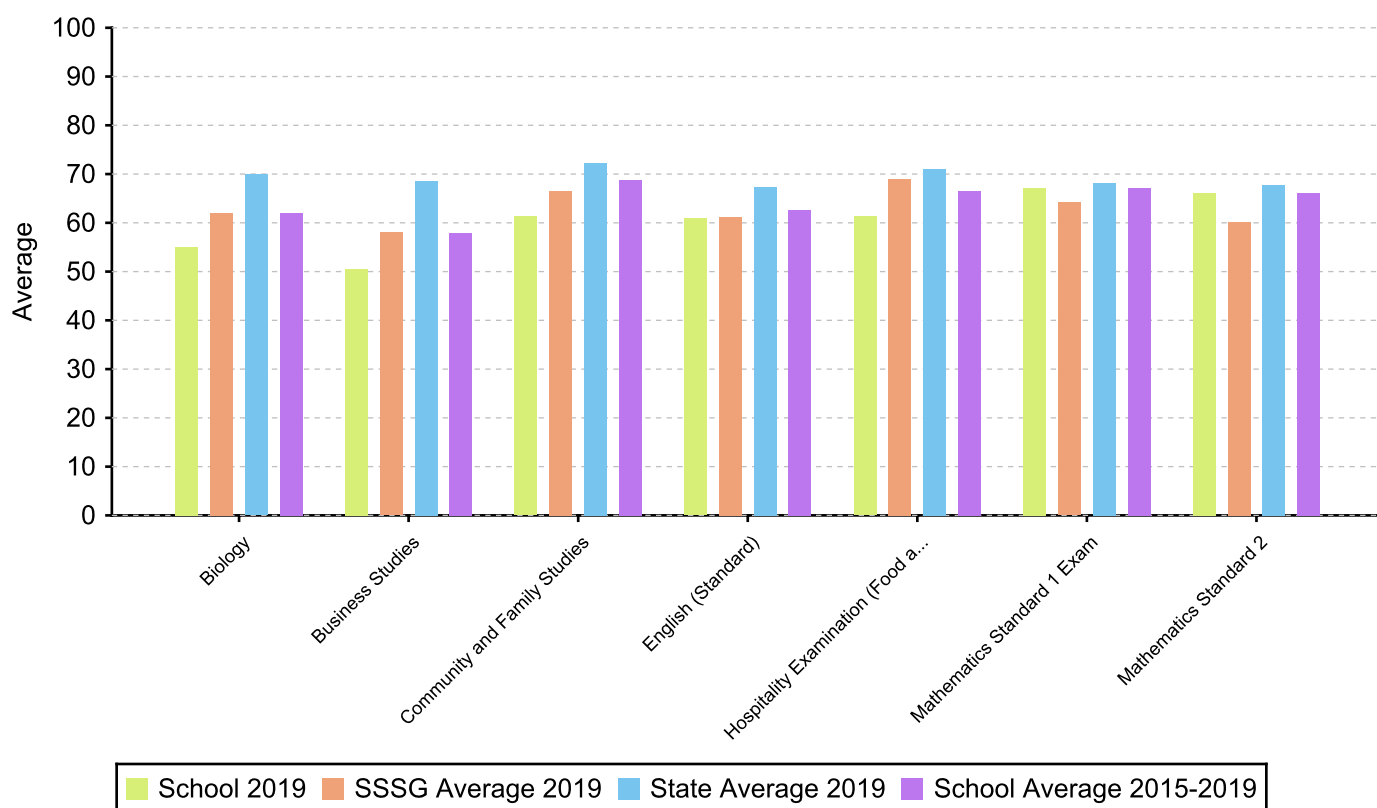
In Numeracy NAPLAN results, the majority of Year 7 students maintained expected growth also in alignment with statistically similar school groups (SSSG).. Whilst our Year 9 students maintained expected growth with some students increasing into the higher bands. The school will now prioritise the embedding of numeracy skills throughout all key learning areas in programming and assessment so that our students have a inclusive and sustained focus on improving in this area.



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 |
|---|-------------|------|-------|--------------------------|
| Biology | 55.0 | 62.0 | 69.9 | 62.0 |
| Business Studies | 50.5 | 58.0 | 68.6 | 58.0 |
| Community and Family Studies | 61.3 | 66.5 | 72.2 | 68.8 |
| English (Standard) | 60.9 | 61.2 | 67.3 | 62.6 |
| Hospitality Examination (Food and Beverage) | 61.3 | 68.9 | 71.1 | 66.5 |
| Mathematics Standard 1 Exam | 67.2 | 64.2 | 68.1 | 67.2 |
| Mathematics Standard 2 | 66.1 | 60.2 | 67.7 | 66.1 |

Our school had some pleasing student results for the 2019 Higher School Certificate. This included two (2) students recording Band 6's in Mathematics and Serbian, whilst 33 students received a band 4 or 5, placing them in the top 50% of student results across the state. Our Mathematics and English results maintain their average from the past five (5) years with expected growth through a whole school strategic approach to improving numeracy and literacy which in turn supports students and their success in their application of these essential skills across other key learning areas.

Our school will continue to prioritise the improvement of our Higher School Certificate results. We are planning for long term, sustainable success with a variety of school based initiatives to see this lift in our performance. Some of these include: the redevelopment of our ASPIRE program for high potential students, the employment of a Head Teacher Secondary Studies and a HSC minimum standards co-ordinator, embedding a strategic collective pedagogy, backwards mapping the associated KLA skills from Year 12 syllabi, engaging in external reviews of the curriculum, development of

literacy and numeracy, technology and ATSI teams, increased internal data analysis and planning and individualised subject selection procedures.



Parent/caregiver, student, teacher satisfaction

The school obtains and evaluates feedback from our community through surveys conducted at school events and activities such as Open Afternoon, Parent Teacher Afternoons, orientation days and Information Evenings indicates 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 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.

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 and social development of our Indigenous students.

In 2019 the school continued to employ 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 2019 have been:

The creation of Personalised Learning Pathway Plans 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.

The maintenance of sound NAPLAN results for ATSI students in Year 7 and 9 Reading, Spelling, Grammar and Punctuation and Numeracy.

All Aboriginal students have been involved in some form of cultural experience such as NAIDOC week celebrations, working with Aboriginal elders from the Illawarra Aboriginal Corporation, Warrigal Employment, Woolyungah Indigenous Centre at UOW, Coomaditchie Community Hall and a Learning Culture program at UoW. Whilst some of our students who require more explicit support have been engaging with the Ngaramura Project.

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.

The school proactively promotes respectful and responsible behaviour as a part of our values. We support this notion through a inclusive and supportive school environment whereby we celebrate our rich diversity. We have all of our Year Advisors accredited as Anti-Racism officers and promote a clear pathway for students to report and concerns, whilst providing supportive systems of support.

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.

Other School Programs (optional)

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.

We promote a harmonious and inclusive 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.

