2020 Annual Report

Woonona High School

8410

Introduction

The Annual Report for 2020 is provided to the community of Woonona High School as an account of the school's operations and achievements throughout the year.

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

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School vision

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 900 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.

Students are offered a diverse curriculum which is taught by expert teachers.

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

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

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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.

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)
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.	$30,589

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)
HUB funding to finance 4Cs professional learning (approx. $40,000)	

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)
Collaborative faculty meetings scheduled TLC and Teams structures	$45,000

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)
4Cs professional learning and associated resources (i.e. Disposition Wheel) HUB funding Monday Meeting Structure (TLC meetings with focus on communication)	$38,867

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)
Time allocated at Twilight SDD for faculty programming	$26,873

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

Evaluation	Funds Expended (Resources)
Parents as Students Day Open Night Transition initiatives Year 11 Preliminary HSC and Year 12 HSC program	$29,863

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	$36,698	It was demonstrated that ATSI Students who began 2019 with low levels of engagement in learning are now highly engaged.
Low level adjustment for disability	$60,589	All student learning plans were revised and uploaded centrally. Dedicated staff meetings to go through IEPs and centrally uploading NCCD data.
Socio-economic background	$141,480	Reading / comprehension progress can be clearly established for the targeted group through relevant quantitative data showing that improvement has been made since Term 1 2020. ATSI students demonstrate that their progress is in line with non-ATSI students. IL lead the implementation of 4Cs pedagogies throughout all teaching and learning programs. TSO ensured equitable access to technology across the school.
Support for beginning teachers	$36,679	All beginning teachers report a high level of support. Six were successfully a part of the 4Cs Pedagogy team in 2020

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	347	387	404	430
Girls	295	348	389	420

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
7	94.2	94.1	92.7	94.1
8	92.8	89.9	91.3	92.1
9	91.2	89.4	88.1	92.9
10	91.4	87.9	86	89.4
11	91.3	90.5	91	91.2
12	89.1	90.8	88.4	93
All Years	91.9	90.8	89.8	92.2
State DoE				
Year	**2017**	**2018**	**2019**	**2020**
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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	N/A	N/A	N/A
Employment	N/A	N/A	17.2
TAFE entry	4.3	9.1	12.5
University Entry	N/A	N/A	67.2
Other	N/A	N/A	3.2
Unknown	N/A	N/A	N/A

Despite the cards being stacked against our students in 2020 they have all proven their resilience and found their way beyond COVID and into 2021.. The data above shows the percentages of students enrolled in university, TAFE and apprenticeships as well as those otherwise employed. Woonona High School does a wonderful job of preparing students for life after school with intensive career readiness education programs and opportunities to take part in university and TAFE discovery days, career expos and other relevant programs.

Year 12 students undertaking vocational or trade training

35.48% of Year 12 students at Woonona High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Woonona High School expected to complete Year 12 in 2020 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)	45.9
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	0.8
School Administration and Support Staff	13.88
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2020 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 **Actual** ($)
Opening Balance	866,618
Revenue	10,204,388
Appropriation	9,805,773
Sale of Goods and Services	125,940
Grants and contributions	270,523
Investment income	2,152
Expenses	-10,107,754
Employee related	-9,005,248
Operating expenses	-1,102,506
Surplus / deficit for the year	96,634
Closing Balance	963,252

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.

	2020 **Approved SBA** ($)
Targeted Total	146,177
Equity Total	356,641
Equity - Aboriginal	36,698
Equity - Socio-economic	141,480
Equity - Language	8,040
Equity - Disability	170,424
Base Total	8,687,021
Base - Per Capita	194,443
Base - Location	0
Base - Other	8,492,578
Other Total	371,762
Grand Total	9,561,601

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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.
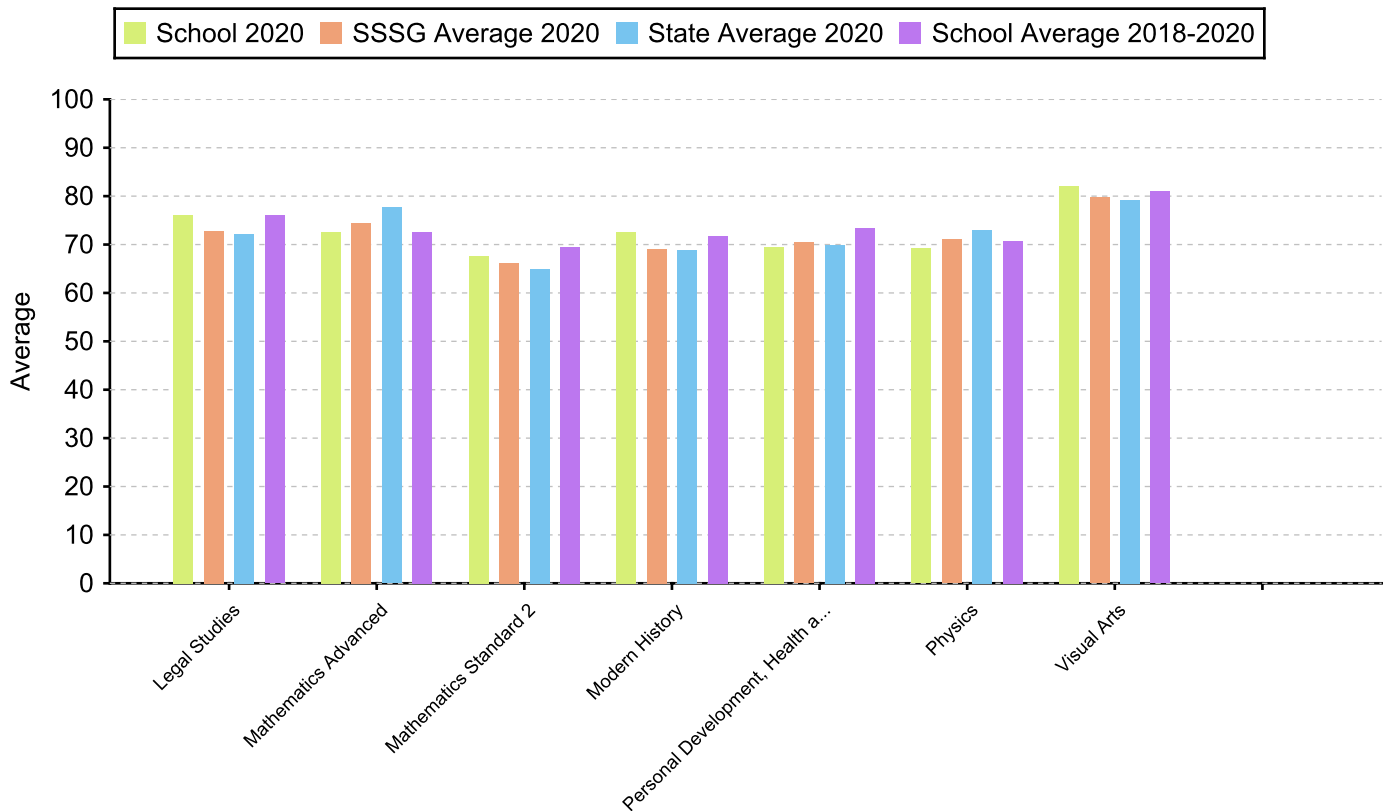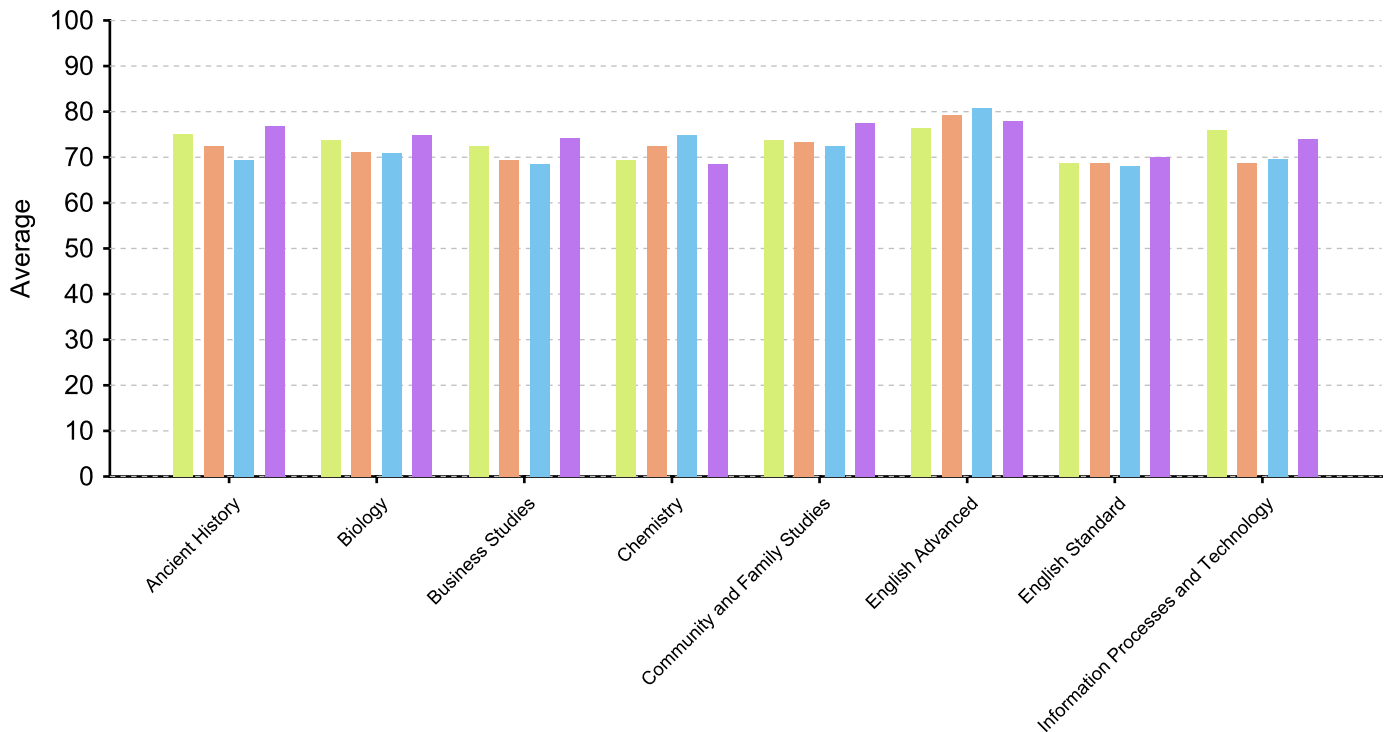
Subject	School 2020	SSSG	State	School Average 2018-2020
Ancient History	75.2	72.4	69.4	76.9
Biology	73.7	71.2	70.8	74.8
Business Studies	72.4	69.3	68.6	74.2
Chemistry	69.4	72.4	74.8	68.6
Community and Family Studies	73.7	73.4	72.4	77.5
English Advanced	76.4	79.2	80.8	78.0
English Standard	68.7	68.8	68.1	70.1
Information Processes and Technology	76.0	68.8	69.6	74.1
Legal Studies	76.1	72.8	72.1	76.0
Mathematics Advanced	72.6	74.4	77.7	72.6
Mathematics Standard 2	67.6	66.2	64.9	69.5
Modern History	72.6	69.0	68.9	71.8
Personal Development, Health and Physical Education	69.5	70.4	69.9	73.5
Physics	69.2	71.1	73.0	70.7
Visual Arts	82.1	79.7	79.2	81.0

Parent/caregiver, student, teacher satisfaction

Parents and caregivers were overwhelmingly satisfied in the performance of the school and the level of education provided, from data obtained in the Situational Analysis conducted in the second half of 2021. Students and teachers were likewise. Each of the groups of stakeholders were able to provide avenues for improvement, which have been captured into the Strategic Directions for the School Plan 2021-2024.
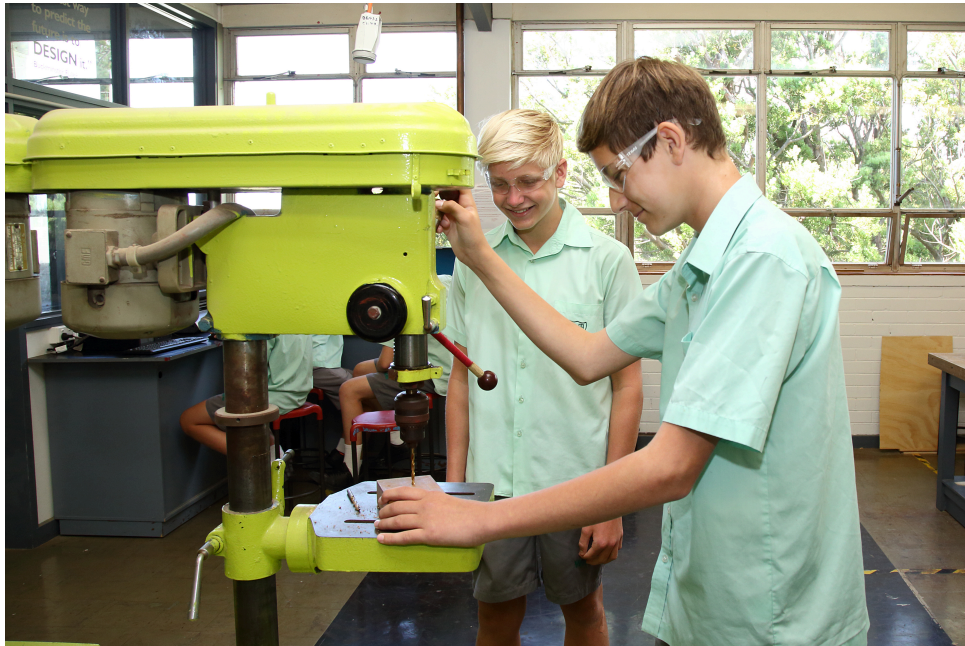
Policy requirements

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.