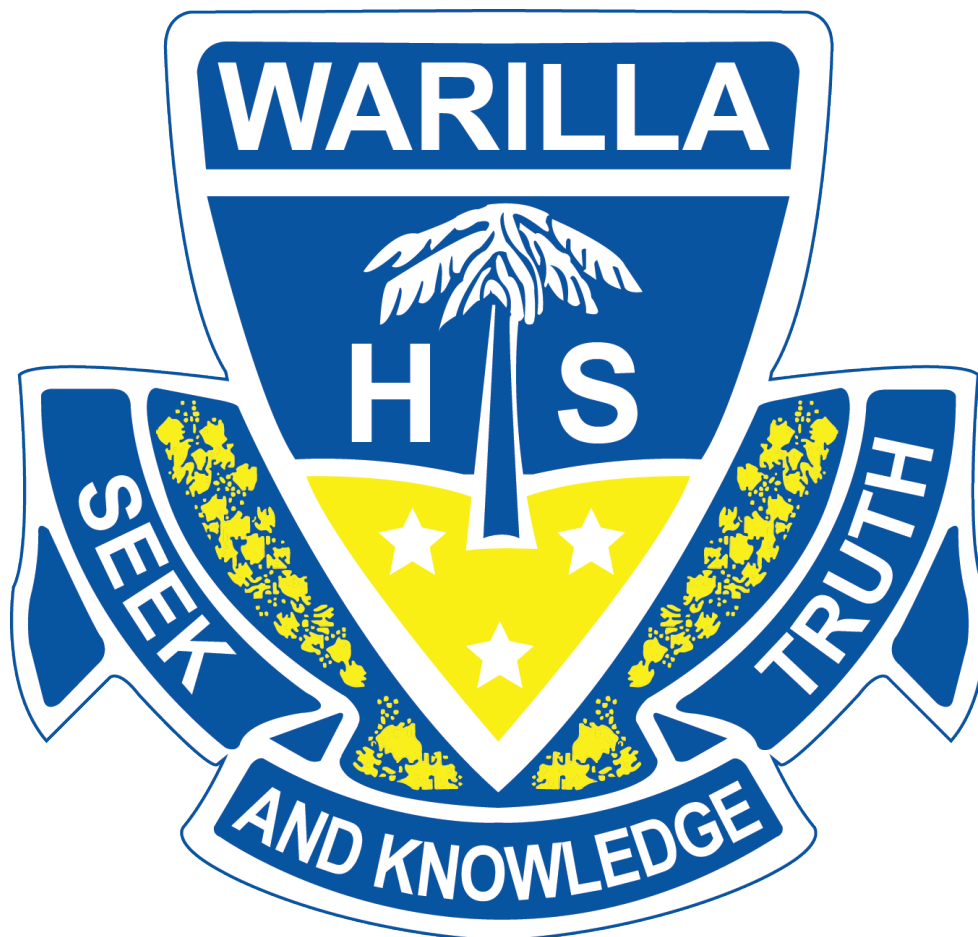


2020 Annual Report

Warilla High School



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Introduction

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

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

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School vision

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

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

At Warilla High School, we believe that:

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

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

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

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

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

School context

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

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

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

Self-assessment and school achievement

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
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	Sustaining and Growing

Strategic Direction 1

21st Century Learning

Purpose

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

Improvement Measures

- Increased number of students achieving Band 5/6 results in HSC exam by 10% compared to 2017 level.
- All teaching programs have 21st Century Learning Skills embedded.
- Learning environments reflect 21st Century teaching alignment.

- Literacy & Numeracy

Key evidence: Improved average growth scores for Year 7 and 9 in Reading, Writing and Numeracy to ensure better than SSG and moving toward State:

- Year 7 Reading 50.7 to 52.7
- Year 7 Writing 28.8 to 30.8
- Year 7 Numeracy 53.4 to 55.4
- Year 9 Reading 40.3 to 42.3
- Year 9 Writing 44.1 to 46.1
- Year 9 Numeracy 46.7 to 50.4

Overall summary of progress

Warilla High School has achieved outstanding growth in the number of Band 5/6 results in 2020, when compared to the 2017 results.

As there was no NAPLAN testing in 2020 the comparison for growth can not be made.

Progress towards achieving improvement measures

Process 1: Embed Future Focused Learning Strategies into Programs

Evaluation	Funds Expended (Resources)
<p>The implementation of the first Strategic Direction, 21st Century Learning, encompassed three Processes in the 2018-2020 School Plan. These have included the embedding of 21st Century skills into Teaching and Learning programs, Increased Student Engagement through effective and innovative pedagogy, and KLAs explicitly analysing, planning and delivering Numeracy and Literacy Strategies. The 21st Century Strategic Direction 1 has continued with the same three processes outlined in the original 2018 milestones. The pilot program focused upon the 4C's in the broader Stage 5 elective stream has continued, including targeted TPL through the Warilla High School professional sharing communities. This professional learning has exposed all of the staff to the 4C's of Communication, Collaboration, Critical Thinking and Creativity.</p> <p>Further to this, 21st Century Report Outcomes have been implemented and recommendations were made and subsequently expanded into 2020 structures.</p>	

Process 2: Increase Student Engagement including HSC Success Program

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

A comprehensive HSC Success strategy has been promoted, including the whole school focusses for 2020, of high expectations, explicit teaching and quality feedback, provide staff and students with tools to facilitate improved HSC results. The conversation around HSC success has become increasingly specific about how and where to gain the extra mark/s. In 2019 13 students were 1 mark off a Band 6, which would change the look of our data immensely. Last year we crossed the barrier and 14 students received a Band 6. Overall there has been a 600% increase in Bands 6s in the last two years. The whole staff has focused on the curriculum has been looking at and analysing what success in the HSC looks like and how to achieve it. This collaborative and multi-faceted approach across the school has been highly successful.

Process 3: KLAs explicitly analyse, plan and deliver Numeracy and Literacy Strategies

Evaluation	Funds Expended (Resources)
Numeracy and Literacy strategies have remained a priority for the school and this has been driven by data analysis and comprehensive planning. The sustained focus on the delivery of targeted Professional Learning has been interrupted by the COVID-19 pandemic, as what little professional learning that was conducted was required to be conducted by remote platforms. The Head Teacher Teaching and Learning coordinated both the Literacy and Numeracy committees in the development of a multi-faceted approach across the school. Teachers accessed Yr7 Best Start and plan data earlier in the year with the support of TPL targeted students with specific needs. Students were supported in accessing 2019 NAPLAN online with the development of a widespread plan of practice and implementation. Literacy and Numeracy content with Teaching and Learning programs were also monitored through the Accelerated Learning peer evaluation process.	

Process 4: Challenging Learning initiatives supported

Evaluation	Funds Expended (Resources)
<p>Again, the impact of the COVID pandemic has seriously hindered planned activities in this area. Meetings in large groups were largely impossible and Zoom meetings often restricted what activities could be undertaken. Yet, despite these limitations, some progress has been made. Teacher survey lead to an "Unconference", where all teachers engaged in interactive strategies to develop various skills across the curriculum. These focused on the 4C's, progressions and the use of effective feedback. The objectives of our Challenging Learning approach include creating a culture of high expectations for all, encouraging a culture where there is effective feedback and building on explicit teaching and learning across the school.</p> <p>Further to this, 2020 also saw Challenging Learning initiatives embedded in Stage 4 programs, but perhaps more adjustments are required as the interrupted learning of 2020 made it difficult to assess the effectiveness of this initiative.</p>	

Next Steps

Term 4 2020 saw considerable engagement with much of our data. A Situational Analysis has been conducted, allowing us to investigate our various areas of strength and weakness. These findings have been used to drive our upcoming school improvement plan for 2021 and onwards.

Strategic Direction 2

Quality Systems and Practices

Purpose

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

Improvement Measures

- 100% of staff marking rolls electronically and period by period.
- School attendance rate of 90% or greater.
- 5% reduction in negative referrals and suspension rates as compared to 2018 levels.
- 100% of staff engaged in Professional Sharing Communities.

Overall summary of progress

Warilla High School was very successful in implementing period by period roll marking, as now 100% of staff are engaged in this every lesson. This has had a flow on effect of feeding data to allow us to track both whole day attendance and monitor and detect period truancy.

A summary of our progress in 2020, in terms of improved student attendance is not possible, as data has been skewed by the COVID-19 restrictions and temporary lock down. Subsequently, some students found re-engagement with their schooling difficult as they were fearful for their well being. The number of mental health referrals around this issue have been significant.

Similarly, the evaluation of reducing negative referrals is not really valid due to the remote schooling that was experienced during 2020.

Staff engagement with Professional Sharing Communities is now 100%, and the improvement measure has been met.

Progress towards achieving improvement measures

Process 1: Attendance procedures and processes improved

Evaluation	Funds Expended (Resources)
Attendance data for all students continued to be benchmarked against DoE data.	\$3,000 TPL relief staff to work on attendance plans
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. Regular attendance at school is a shared responsibility between schools and parents. At Warilla High we promote working together so that we can have a positive effect on supporting our children and young people to regularly attend school.	\$1,000 certificates issued
Completion of and subsequent review school return DoE data on attendance and suspension (available last week of term). 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.	

Progress towards achieving improvement measures

Process 2: Implementation of E.R.I.C

Evaluation	Funds Expended (Resources)
A Google form has been used to generate feedback from staff and students. E.R.I.C values are promoted throughout the school. They are included daily and weekly at roll call and Year Advisors address them regularly at Year Assemblies. VIVOs, an electronic reward system, are used to reward students for demonstrating these values and Gold Assemblies have been held to recognise and reward these outstanding students. Sentral has also been refined, as student good and poor behaviours have been aligned to our values of Excellence, Respect, Integrity and Compassion.	\$2,000 Staff Release

Process 3: Curriculum patterns and all credentialing requirements meet NESA requirements.

Evaluation	Funds Expended (Resources)
<p>To ensure NESA compliance a RAM funded Head Teacher Senior Studies was created to work alongside a RAM funded Deputy Principal, in 2018. This has continued to be funded. Their focus includes scrutiny of assessment, internal faculty validation and examination processes to guarantee compliance with NESA expectations.</p> <p>Due to COVID our historic External Validation processes were suspended as they were not feasibly manageable with COVID restrictions. In place of our External Validations, there was increased delineation between HT's and DP's to support processes within KLAs to ensure NESA documentation was systemically evaluated.</p> <p>A transition to digital collection of student misadventure applications coupled seamlessly with staff use of Sentral to document N-warnings. Working closely with DP's and HT Secondary Studies we were able to uphold the highest expectations of our students meeting all NESA credentialing requirements.</p> <p>Our Edval team was expanded to accommodate a member from each KLA in 2020. This expansion has been highly beneficial to increase modelling and collaborative decisions regarding curriculum offerings for 2021.</p>	<p>Sentral \$8,640</p> <p>Edval \$6,700</p>

Process 4: Challenging Learning initiatives supported

Evaluation	Funds Expended (Resources)
<p>Again, the impact of the COVID pandemic has seriously hindered planned activities in this area. Meetings in large groups were largely impossible and Zoom meetings often restricted what activities could be undertaken. Yet, despite these limitations, some progress has been made. Teacher survey lead to an "Unconference", where all teachers engaged in interactive strategies to develop various skills across the curriculum. These focused on the 4C's, progressions and the use of effective feedback. The objectives of our Challenging Learning approach include creating a culture of high expectations for all, encouraging a culture where there is effective feedback and building on explicit teaching and learning across the school.</p> <p>Further to this, 2020 also saw Challenging Learning initiatives embedded in Stage 4 programs, but perhaps more adjustments are required as the interrupted learning of 2020 made it difficult to assess the effectiveness of this initiative.</p>	

Strategic Direction 3

Excellence for All

Purpose

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

Improvement Measures

- A minimum of 30 ATAR students achieve Early University Admission status, annually.
- 100% of learning accommodations for students with a disability documented and available to all staff.
- Over 90% of students will reach nominated post-school destinations.
- Increase in NAPLAN Value-Added data Years 7-9 by 4% in Literacy and Numeracy compared with 2017 levels.

Progress towards achieving improvement measures

Process 1: Dynamic curriculum providing successful pathways for all students

Evaluation	Funds Expended (Resources)
The development of a school culture of continuous improvement, self-reflection and evaluation are creating a quality teaching and learning environment. Quality is characterised by high-expectations, the use of validated research to underpin the school's direction and always the relentless pursuit of excellence. In this climate Excellence for All can be achieved and it is becoming apparent in the school's improving academic results. Most notable is the 600% improvement in the number of Band 5 and 6s for the HSC.	

Process 2: Ensure best practice Welfare and Equity Team structures and practices

Evaluation	Funds Expended (Resources)
<p>During 2020 the Welfare and Equity Team structures and practices were used to continue to support the needs of the students. Towards the end of the year a review was held to look at the effectiveness of the combined Welfare and Learning Support staff as one Equity Team. It has been recommended that the two distinct areas are separated to allow each to be more effective. This new structure is [planned to begin in 2021.</p> <p>Successfully engaging Special Education students in programs with the intention to assist in the improvement of their mental health and to give strategies to support the wide variety of individual behaviours is another example of where the wellbeing and learning support needs of the students are being most effectively addressed.</p> <p>Programs such as Killalea, PCYC and individual class Reward Excursions were held during 2020. Other excursions which are traditionally held, include Year 7 camp and the Royal Easter Show excursion were cancelled due to the COVID restrictions.</p>	<p>Killalea: \$400</p> <p>PCYC: \$400</p>

Process 3: Excellence in Aboriginal Education initiatives

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

Warilla High School has over 100 students who identify as being of Aboriginal or Torres Strait Islander decent, and they are proud of their cultural background. At the same time these students mix well within the whole student body and are not a distinct separate group. Inclusivity is highly successful at Warilla High and this year two extra murals have been added to the school's environment to celebrate our respect for the Indigenous culture.

The effect of the seven week "lock down" during the COVID pandemic had a negative impact on some of the planned activities with our students. Many cultural activities with Elders and community members were cancelled due to health restrictions, with some only really starting up again in the following year. Despite this some activities have still occurred including an Aboriginal Dance Troupe, led by senior boys and an end of year celebration of success, again led by Aboriginal student leaders. Some other activities planned for 2020 will now be rescheduled for 2021.

Process 4: Challenging Learning Initiatives

Evaluation	Funds Expended (Resources)
<p>The impact of the COVID pandemic has hindered planned activities in this area. Meetings in large groups were largely impossible and Zoom meetings often restricted what activities could be undertaken. Despite these limitations progress has been made. Teacher survey lead to an "Unconference", where all teachers engaged in interactive strategies to develop various skills across the curriculum.. The objectives of our Challenging Learning approach include creating a culture of high expectations for all, encouraging a culture where there is effective feedback and building on explicit teaching and learning across the school. As a result of this teachers have reported an increased use of formative assessment tools to measure student growth and some have mapped this against the progressions. Many staff reflected this focus by incorporating this as one of their Professional Development goals.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
Socio-economic background	\$694, 422	<p>An increased number of students from low socio-economic families received substantial additional financial assistance to ensure equality of opportunity in every aspect of the education of their children. The impact of the COVID-19 virus saw many families lose one or two incomes from their families, and the financial impact has been apparent. This includes support for uniforms and school fees. On the other hand the cost of school camps and excursions did not impact, as these activities were all cancelled due to COVID restrictions of activities. Warilla High School is committed to a "full service" school experience where no child is left behind because of economic circumstances. This sees the school provide both breakfast and lunch to multiple students on a daily basis. Likewise, subject fees associated with specialist elective courses, as well as voluntary school contributions are absorbed for many more families this year, as they were unable to meet these commitments. Despite the lack of fees being paid Warilla High School did not this to impact on the student's educational choices. Teaching and Learning resources are also supplied out of this funding and this has included improved access to technology across the school. This has seen banks of laptop computers deployed in each block, digital projectors installed in classrooms across the school and a foray into alternate learning spaces designed to facilitate the inculcation of 21st Century learning skills in a range of KLA's. This, combined with the deployment of STEM (Science, Technology, Engineering, Mathematics) based courses has seen the rise of robotics, and aeronautics- including Drone technology- across the school. The school also excels in sports, and it has, yet again, been recognized as the champion sporting school for the zone. Previously this has seen a range of elite athletes represent both NSW and Australia, but 2020 and the lack of sporting meetings meant that very few students represented in NSW or Australia.. Traditionally, the school offsets the costs of such involvement through its Sports Assistance Fund with every representative provided with financial support. The school will continue to utilise its funding resources tied to this area to ensure equality of opportunity for every student no matter what their socio-economic background.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	649	657	662	682
Girls	562	597	607	581

Student attendance profile

School				
Year	2017	2018	2019	2020
7	91.8	90.8	89.9	90.2
8	90	86.3	86.6	87.2
9	86.9	86.8	84.1	87.2
10	87.5	84.8	83.7	85.4
11	88.5	87	86.5	86.2
12	89.8	86.3	87.3	89
All Years	89.2	87.2	86.3	87.5
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	0	6.06	7.53
Employment	7.4	16.16	43.8
TAFE entry	0.87	11.61	7.5
University Entry	N/A	N/A	34.2
Other	10.7	7.07	5.47
Unknown	N/A	0	1.36

Year 12 students undertaking vocational or trade training

48.65% of Year 12 students at Warilla High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

97.4% of all Year 12 students at Warilla High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.; however, better than anticipated, 100% of all Year 12 students at Warilla High School who completed Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

Students in Year 12 studied a range of TVET courses at School including Business Services, Retail, Metals and Engineering, Hospitality, Construction and Sports Coaching. 20.4% of our students studied one or more of these courses.

Our students also engaged with a variety of EVET providers including TAFE NSW, Aerospace training services, Taronga Conservation Society Australia, The Illawarra ITeC and UOW Collage Australia.

48.65% of Year 12 students at Warilla High School undertook vocational education and training in 2020. The courses delivered included: Business Services, Retail Services, Sport Coaching, Hospitality, Construction and Manufacturing and Engineering.

Staff from the TAS, HSIE and PDHPE faculties participated in professional development opportunities in 2020. Paul Zubovic, Craig Shaw, Brett Jobber and Ernie Orth completed a 5 day training program as part of the WELD Manufacturing Hub Project in October. This initiative undertaken by VET Programs for Secondary Students (VPSS) was designed to provide students with modern welding training using augmented reality welding simulators. As part of the project, Warilla High School received 2 Soldamatic Augmented Reality Welding Simulators.

Of the VET courses delivered by the HSIE faculty, 28.57% of Year 12 Business Services students achieved the Certificate II in Business and 100% of students achieved the Certificate III in Retail. To increase the number of staff trained to deliver Retail Services, Kim Hales achieved the Certificate III at Retail Ultimo TAFE via face-to-face and online learning.

PDHPE staff including Simone Boulton, Rhiannon Lambert, Drew Cairncross and Alicia Beaumont completed the Certificate III in Sport Coaching upgrade due to qualification changes for the Sport Coaching course.

John Berry, of the Science faculty, delivered the Skills for Work and Vocational Pathways course to the Year 11 cohort. Although the year was severely disrupted through COVID, of the 23 Year 11 students who commenced this course as an alternative to a more traditional stage 6 pathway to a HSC, 7 students left and found full-time employment in their chosen career. And of those students who commenced the course in 2019, by the end of Year 12 in 2020, only 9 students remained. Those who left found either full-time employment or began further studies at TAFE.

A large community garden is currently being constructed to help students undertaking this course develop many of the practical work skills, such as: team work, resolving workplace problems and workplace communication. The garden has a mix of vegetables, fruit and flowers that are on-sold to provide the revenue to build projects such as picnic tables, planter boxes and insect hotels.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	14
Classroom Teacher(s)	67.5
Learning and Support Teacher(s)	1.9
Teacher Librarian	1.4
School Counsellor	3
School Administration and Support Staff	20.57
Other Positions	2.2

*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	786,721
Revenue	15,753,873
Appropriation	15,479,456
Sale of Goods and Services	147,975
Grants and contributions	121,034
Investment income	577
Other revenue	4,830
Expenses	-16,050,897
Employee related	-14,678,903
Operating expenses	-1,371,994
Surplus / deficit for the year	-297,024
Closing Balance	489,697

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	309,295
Equity Total	1,229,957
Equity - Aboriginal	104,831
Equity - Socio-economic	741,335
Equity - Language	20,069
Equity - Disability	363,722
Base Total	12,544,020
Base - Per Capita	316,576
Base - Location	0
Base - Other	12,227,444
Other Total	864,546
Grand Total	14,947,817

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

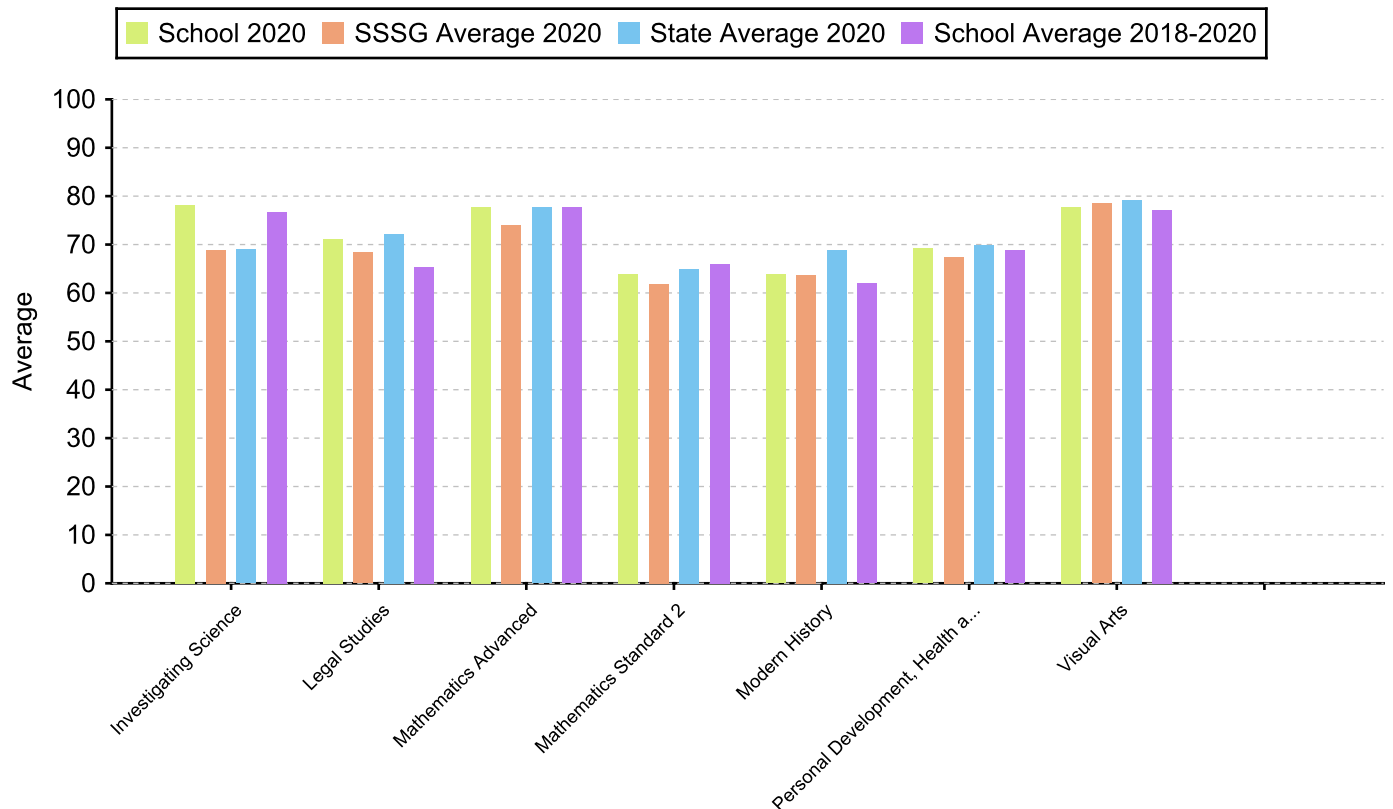
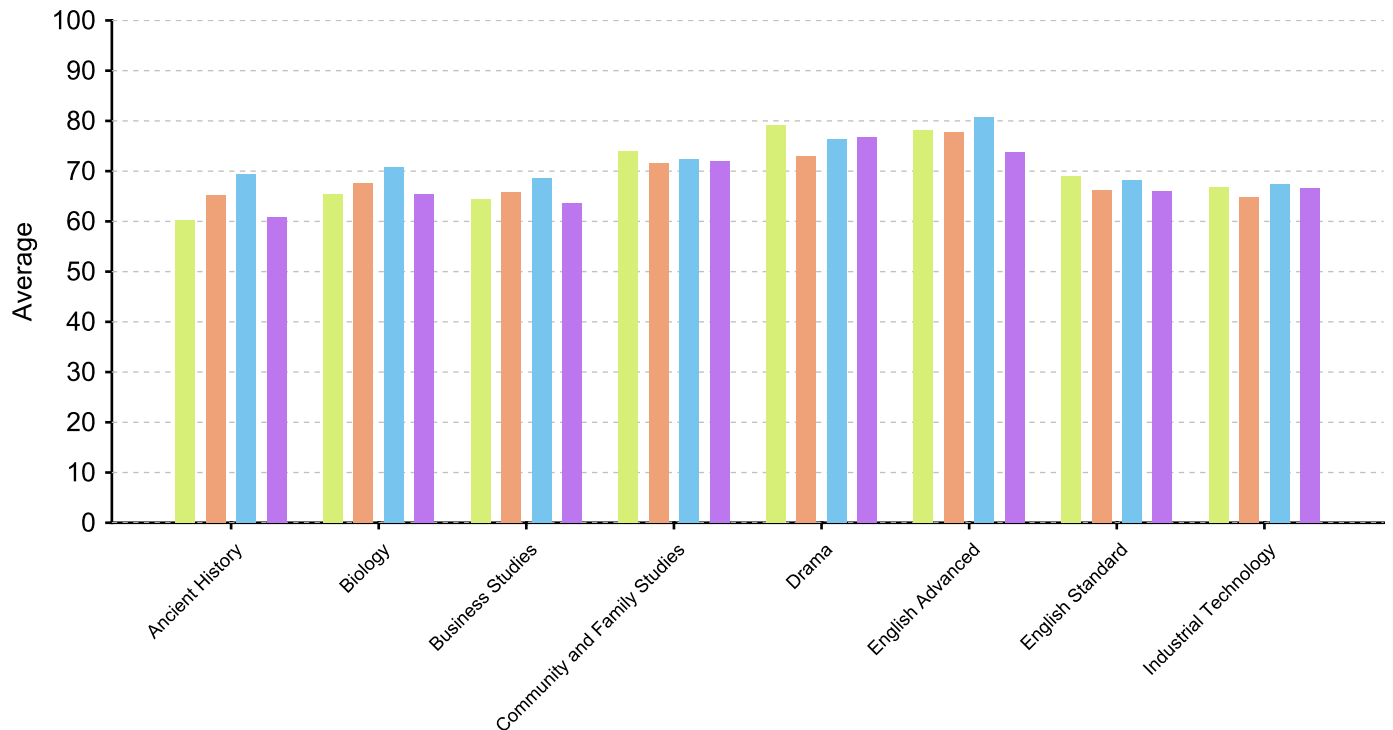
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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	60.3	65.3	69.4	60.9
Biology	65.4	67.6	70.8	65.3
Business Studies	64.5	65.8	68.6	63.5
Community and Family Studies	73.9	71.5	72.4	72.0
Drama	79.2	73.0	76.4	76.7
English Advanced	78.1	77.8	80.8	73.8
English Standard	69.0	66.3	68.1	65.9
Industrial Technology	66.7	64.9	67.5	66.6
Investigating Science	78.2	68.9	69.0	76.7
Legal Studies	71.1	68.3	72.1	65.3
Mathematics Advanced	77.7	74.0	77.7	77.7
Mathematics Standard 2	63.9	61.8	64.9	66.0
Modern History	63.8	63.7	68.9	62.0
Personal Development, Health and Physical Education	69.2	67.4	69.9	68.7
Visual Arts	77.7	78.5	79.2	77.1

Parent/caregiver, student, teacher satisfaction

In 2020, the school sought the opinions of parents, students, teachers and the wider community about the school and its various operations. The Warilla High School P&C normally meets each month, unfortunately this has been atypical year because of the COVID-19 pandemic, with very few meetings allowed to be held because of Public Safety restrictions. At these normal meetings, the P&C is presented with current updates pertinent to the school plan priorities which have been endorsed by the group. These presentations are made by staff responsible for overseeing that particular aspect of the school plan. These presentations are usually accompanied by data sets and evidence of impact to measure the difference being made and the milestones being met. The P&C also monitor school policy especially in relation to non-local enrolment, as we are well in excess of our numbers cap. Previously, this peak parent body has invited senior departmental personnel to attend meetings to outline DOE policy development and local issues pertinent to the operation of the school, such as the Enrolment Policy. Every school newsletter has a standing invitation for parents and caregivers to attend P&C meetings. Meeting times are also advertised on the school Webpage and Facebook page.

Normally, throughout the year the school runs a number of information sessions for parents and students including a Year 7 Transition workshop; HSC Information evening, Gold Award Assemblies and Parent morning teas. CAP and Core Skills information evenings are also held while our Year 7 cohort have a "meet the teachers" meeting after the distribution of interim reports at the end of term 1. These meetings are designed to open up channels of communication between home and the school. In 2020 we had to cancel most of these traditional get-togethers because of COVID restrictions, but in place many newsletters were sent home to all our parents and carers. Additionally, the school maintains a strong profile in the Community of Schools Group and regularly provides updates and explanations of key strategies used in the high school pertaining to student well-being, quality teaching practice and curriculum development. In 2020 these meetings were somewhat curtailed and held used various computer platforms to allow for social distancing. A normal highlight for the year is the school Open Evening/Expo which showcases lessons and gives all parents the opportunity to visit the school, meet staff and observe classrooms. Unfortunately, for public health safety we had to cancel this function for 2020.

Our school has taken part in the Tell Them From Me (TTFM) survey since its initial trial in 2013. It was not possible to conduct this survey this year due to COVID restrictions. The Tell Them from Me survey provides a range of data and feedback from our students across a number of key areas which students provide via an online, anonymous survey. In 2019 at Warilla High School, 750 students completed the Tell Them from Me survey which included measures of student engagement alongside the key drivers of student outcomes. Given the seven weeks that students were encouraged to learn remotely, it was felt that the data, if it could be harvested, would not reflect the students normal feelings about the school. It is anticipated that 2021 we will be able to participate in the TTFM survey again, and anticipate using this data to inform our practices moving into the future.

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.