

2021 Annual Report

Woonona High School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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

Woonona High School is committed to being the school of choice for the local community, meeting the needs of all students. Every student, every teacher and every leader will be challenged to demonstrate at least a year's improvement, each and every year.

To achieve academic excellence, and to prepare students for post school pathways, we use research, evidence based practices to drive teaching and learning and build strong foundations in literacy, numeracy and deep content knowledge. Building student agency will build the confidence of each of them to learn, adapt and succeed in their post school pathway.

Woonona High School is a vibrant and innovative, proudly comprehensive high school that values strong community partnerships. Student success is driven by excellence in teaching and learning delivered by world class educators in a safe, nurturing and supportive learning environment. Our students are confident, creative individuals who enrich our local and global community.

School context

Woonona High School is a coastal comprehensive high school serving the community in the northern Illawarra. Every student is provided with opportunities to develop skills as independent and confident learners that will carry them beyond their school years.

The school has experienced a 50% growth in student numbers over the last 6 years. In 2021 there were 900 students at the school. Modelling predicts that there will be a further 5% growth each year over the next 3 years. Amongst the student population, 5% identify as Aboriginal and Torres Strait Islander, and 6% have language background other than English.

The school's staffing entitlement in 2021 is 66.1 FTE teaching staff, which includes 1 Principal, 2 Deputy Principals, and 10 Head Teachers. There is a school funded Instructional Leader position. There are two Autism classes and one class for students with emotional disturbances in our Support Unit. There are three Student Support Learning Officers in the Support Unit, and three in the mainstream to support students with additional learning needs.

In administration, there is one School Administration Manager and 9 School Administration Officers who support the staff to deliver curriculum.

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 traditional academic subjects as well as an extensive Vocational Education and Training program. With strong links to TAFE, the University of Wollongong, and the local business community, we effectively cater for the diverse learning needs of our students. In 2020, 100% of students surveyed attained entry to the post school pathway of their choice.

Woonona High School has a focus on innovative pedagogies and has been explicitly embedding the teaching of the 4Cs - Communication, Creativity, Critical Reflection and Collaboration. Woonona High School has established a Community of Practice amongst local primary and high schools to collaborate in expanding our understanding of these pedagogies. Developing agency in all learners in the school - students and teachers - is a priority in this work.

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. The promotion of a healthy, active lifestyle is a priority of the school and the local community. Further leadership opportunities are available through the House Captain pathway.

A strong student wellbeing ethos and productive partnerships with parents and the wider community enhances our goal of providing opportunities for all students to succeed.

Woonona High School promotes meaningful partnerships within and across our Community of Schools (CoS). We foster the talents of our gifted and talented students, provide enrichment activities for our Aboriginal students, and enhance the opportunities of students to experience cultures from different countries including our sister school relationships with Kitazono and Koganei Kita High Schools in Tokyo, Japan.

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, chess, academic competitions, sport and debating. We foster the idea of being part of and giving to the community.

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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure students grow in their learning through explicit, differentiated and research informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of student assessment data and feedback to inform teaching.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Highly Effective Teaching Practice: Literacy and Numeracy
- Highly Effective Teaching Practice: Differentiation

Resources allocated to this strategic direction

Professional learning: \$27,052.00
6300 School and Community: \$4,000.00
Socio-economic background: \$92,760.00
Low level adjustment for disability: \$173,158.00
English language proficiency: \$4,931.00
6100 Operational Funding: \$16,225.00
Integration funding support: \$160,632.00

Summary of progress

What we did

In 2021 our focus was to support teachers in effective differentiation and the explicit teaching of literacy and numeracy.

Cross-faculty Teams in Literacy & Numeracy and in Differentiation worked collaboratively to develop driving questions and engage in action learning. Learning and Support structures were re-designed to more effectively target Student Learning Support Officer support. The MacqLit program was implemented in 2021 to support students with additional needs in literacy.

How we did it

Professional learning for Head Teachers was provided regularly through executive meetings to upskill them and give them the confidence to lead their teams. A range of thinking tools were utilised, together with 4Cs processes, to elicit deep noticing and reflection, allowing staff to collaboratively develop an enquiry question in Literacy/Numeracy or Differentiation. The reading program in Stage 4 was re-designed in response to student and teacher feedback to incorporate more explicit teaching and 'real world' texts.

Professional learning on the 'What Works Best' document was also offered in a rolling cycle through Staff meetings. Staff were given the opportunity to observe best practice in explicit teaching through sharing of the teaching of reading with all the staff. Professional learning regarding Differentiation was provided to all staff, with a focus on student Individual Education Plans (IEPs), the development of Class Profiles and increasing knowledge and understanding of adjustments for learning and behaviour.

The cross-faculty teams implemented their action learning and shared the results in a 'Teach Meet' at the end of the year.

What was the impact

The literacy/numeracy team's action research led to increased student understanding of tasks. Faculty head teachers were also supported to increase their use of modelling and explicit teaching of 'what a good one looks like' in formative and summative assessment tasks. A trial of the 'Bubble Method' writing strategy was implemented in English and HSIE. These strategies have led to increased confidence of teachers to utilise evidence-informed teaching strategies.

Data from the MacqLit program demonstrates a marked improvement in the skills of targeted students. Feedback from students and parents indicates increased awareness of the support offered by the Learning and Support team at Woonona High School.

Where to in 2022

The cross-faculty 'Teams' structure will reflect upon their driving question for 2021 and adjust or adapt this in response to student and teacher needs. The cycle of action learning where staff identify a need based on data, implement an intervention and reflect upon its efficacy will be continued. In Literacy/Numeracy this will include the 'Writing in the Secondary' DOE program as a major focus for our school as well as continued focus on the explicit teaching of reading. For the Differentiation team the Universal Design for Learning will continue to be rolled out across the school in line with the HPGE policy in order to increase staff's shared understanding of what effective Differentiation looks like, sounds like and feels like at Woonona High School.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> • Uplift in the proportion of students achieving the in the top 2 bands for Year 9 NAPLAN - numeracy from 24.8% to 27.2%. • Uplift in the proportion of students achieving the in the top 2 bands for Year 9 NAPLAN - reading from 17.2% to 20.0%. 	<ul style="list-style-type: none"> • Year 9 NAPLAN scores indicate a decrease in the percentage of students in the top two bands for numeracy (24.05%) indicating progress yet to be seen toward the lower bound target. • Year 9 NAPLAN scores indicate an increase in the percentage of students in the top two skill bands for reading (20.96%) indicating students have achieved and exceeded this progress measure.
<ul style="list-style-type: none"> • Uplift in the proportion of students achieving expected growth in numeracy from 66.2% to 68.4%. • Uplift in the proportion of students achieving expected growth in reading from 63.8% to 65.9%. 	<ul style="list-style-type: none"> • The percentage of students achieving expected growth in numeracy decreased to 46.53% indicating progress yet to be seen toward the lower bound target. • The percentage of students achieving expected growth in reading increased to 57.33% indicating progress yet to be seen toward the lower bound target.
<ul style="list-style-type: none"> • Uplift in the proportion of students achieving the top 2 bands for HSC from the baseline from 36.6% to 38.3%. • Uplift in the proportion of students achieving the top 3 bands for HSC from the baseline from 71.4% to 73.0% 	<ul style="list-style-type: none"> • 30.12% of students attained results in the top two bands in the HSC, demonstrating progress yet to be seen toward the lower bound target. • 60.25% of students attained results in the top three bands in the HSC, demonstrating progress yet to be seen toward the lower bound target.
<ul style="list-style-type: none"> • Through the PLP process, all Aboriginal students identify a specific learning goal focused on reading and/or numeracy. • Uplift in the proportion of Aboriginal students achieving the in the top 3 bands for Year 9 NAPLAN - numeracy from 75.0% to 76.5%. • Uplift in the proportion of Aboriginal students achieving the in the top 3 bands for Year 9 NAPLAN - reading from 55.0% to 56.5%. • Uplift in the proportion of Aboriginal students achieving the top 3 bands for HSC from 29.0% to 30.5%. 	<ul style="list-style-type: none"> * Over 85% of Aboriginal students identified a specific learning goal as part of their PLP process. Of these over 50% identified a specific focus on literacy and/or numeracy with the other students focusing on time management, effort and organisation in general. * NAPLAN results in 2021 demonstrated a lift in Numeracy for Year 9 Aboriginal students from 75% of students in the top 3 bands in 2019, to 80% in 2021, indicating students have achieved and exceeded this progress measure. * NAPLAN results in 2021 demonstrated the proportion of Aboriginal students achieving in the top 3 bands for Year 9 NAPLAN -reading, decreased to 28% indicating progress yet to be seen toward the lower bound target. * Of the four Aboriginal students who completed the HSC in 2021, one achieve in the top 3 bands for 5 of her subjects. The other three students achieved mostly Band 2 and Band 3 results. Results were only recorded for 11 of the subjects studied by these students. Thus if we look at these results on the subject level, 45% of subjects studied by Aboriginal students saw results in the top 3 HSC bands. If we look at the students' results, 25% of students achieved results in the top bands, demonstrating progress yet to be seen toward the lower bound target.
<ul style="list-style-type: none"> • All teachers will engage with the <i>What Works Best</i> document in a cyclical structure through Whole Staff 	<ul style="list-style-type: none"> • Observations indicate 100% of staff have engaged with the <i>What Works Best</i> document through cyclical PL delivered through Whole Staff Meetings. • Document analysis indicates that 100% staff are engaging in Faculty

<p>meetings, Faculty discussion, implementation and sharing evidence of their practice within faculties. All teachers will engage in targeted professional learning relating to differentiation, including the implementation of the HPGE policy. More than 65% of teachers report that they clearly communicate Learning Intentions and Success Criteria in most of their lessons.</p>	<p>discussion and professional sharing of evidence of their practice, through Faculty meetings.</p> <ul style="list-style-type: none"> • 100% of teachers who were involved in the Differentiation cross-faculty team engaged in targeted professional learning relating to differentiation, and their research was shared with the whole staff via the 'Teach Meet' at the end of 2021. • Staff were given a brief refresher on the HPGE policy. Incomplete data sets due to delay in implementation of the HPGE initiative during Term 3 means this progress measure has not been captured. A progress measure has been determined for 2022. • Surveys indicate 60% of staff utilise learning intent and success criteria in their lessons to establish learning goals for all students. • 59% of students 'Agree' or 'Strongly Agree' via Google Form survey their teachers clearly explain the marking criteria when giving out an assessment task so that students understand the requirements of the task.
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Strategic Direction 2: Innovative Teaching and Learning

Purpose

Our purpose is to build the skills in students to become independent, lifelong learners and to equip them for success for their life after school. Our teachers will engage with 4Cs pedagogies and technology to be equipped to deliver an engaging curriculum to support increased teacher and student agency.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Highly Effective Teaching Practices: 4Cs
- Highly Effective Teaching Practices: Integrated Learning
- Highly Effective Teaching Practices: Innovative Teaching Spaces
- Highly Effective Teaching Practices: Technology
- Mentoring program

Resources allocated to this strategic direction

Professional learning: \$40,390.00

6200 GTIL/NERA: \$45,950.00

Beginning teacher support: \$42,570.00

Socio-economic background: \$22,858.00

Summary of progress

What we did

In 2021 our focus was to support teachers to develop teacher future focus skills, specifically building confidence around using 4C pedagogies, ICT and developing teachers as action researchers. Strategic professional learning with external providers (4Cs Transformative Learning Team) was staggered across the year where all staff had the opportunity to engage in learning more about 4Cs pedagogies. Cross-faculty Teams developed driving questions aligned to the strategic directions and collected evidence to determine the effectiveness of their findings. These findings were shared in a teach meet in Term 4.

How we did it

Professional learning for Head Teachers was provided regularly through executive meetings to upskill them and give them the confidence to lead their teams. Action learning time was scheduled into the school management plan to allow staff to collaborate on their projects. The Future Focus Team developed a website with videos and explanations of 4Cs strategies in action. The Technology Team developed an ICT continuum with a range of Excel learning activities that could be used to integrate Excel authentically into subject areas. All Teams collected evidence to determine the effectiveness of their findings. These findings were shared in a Teach Meet in Term 4.

4Cs Professional Learning was provided by the 4Cs Transformative Learning Team. These strategies were shared between staff through open classrooms and reflective visits with the aim to build confidence and skill. Staff collaborated to identify connections between learning outcomes curriculum and plan for cross curricular tasks. Staff also collaborated to model how flexible spaces could be used through open classrooms.

What was the impact

Staff identified that they had greater confidence using future focus strategies. As a result, 4Cs strategies have started to be imbedded into teaching and learning programs, assessment and regular classroom practice. Data collection identified that students and parents see the value in future focus skills (4Cs, integrated learning, ICT).

Where to in 2022

Future focus pedagogies need to be sustained and scaled further amongst staff. Action research and professional learning opportunities will continue to build capacity in staff. Mapping of the sharing of innovative pedagogies at a whole school level will be a focus in 2022. This will start with executive modelling these strategies and providing opportunities

and responsibility for all staff to share these practices at a whole school level. Due to time restraints and limitations of remote learning, the mentoring program was not able to be successfully implemented in 2021 and so will be a focus in 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> • Uplift in teachers reporting increased confidence in embedding 4Cs pedagogies into their practice from 60% to 70%. • Uplift in students using the Learning Disposition Wheel to reflect on their own learning from 30% to 35% • Uplift in students in Stage 4 students using the Learning Disposition Wheel to share their self reflections through the whole school reporting process from 0% to 50% 	<ul style="list-style-type: none"> * Surveys indicate 80% of teachers said they feel confident to use 4C strategies in their teaching. 90% of permanent and temporary staff receiving training in the 4Cs. * 39% of students indicated they have used the Learning Disposition Wheel to reflect on their own learning. * Incomplete data sets due to delay in implementation to implement the Learning Disposition Wheel as a tool for student self assessment means this progress measure has not been fully captured. A progress measure has been determined for 2022.
<ul style="list-style-type: none"> • Uplift in teachers reporting clear communication regarding Stage 5 interdisciplinary tasks from 20% to 60% • Uplift in teachers reporting that Stage 5 interdisciplinary tasks align to their subject's scope and sequence and learning outcomes from 20% to 70% • Uplift in Stage 5 students reporting that interdisciplinary tasks help connect learning and skills across subject areas from 48% to 60% • Uplift in Stage 5 students and teachers reporting that interdisciplinary tasks help improve writing skills. Students from 50% to 60%. Teachers from 34% to 50%. 	<ul style="list-style-type: none"> * 50% of faculties were involved in planning interdisciplinary tasks, however, incomplete data sets due to delay in implementation for this initiative means this progress measure has not been captured accurately. This progress measure has been re evaluated for 2022.
<ul style="list-style-type: none"> • Uplift in the number of teachers using flexible learning spaces effectively to enhance learning from 0 to at least 1 person per faculty. • Uplift in the number of students that report that flexible learning spaces help improve their learning and engagement from 10% to 20%. 	<ul style="list-style-type: none"> * Incomplete data sets due to delay in implementation means this progress measure has not been captured accurately, however, 53% of staff reported they have used one of the flexible learning spaces in the school to engage students in learning. * 46% of students reported their teachers have used flexible learning spaces to help them learn
<ul style="list-style-type: none"> • Uplift in the proportion of students who report that they are confidently utilising ICT to complete tasks and activities at Woonona HS from 70% to 75%. • Uplift in the proportion of teachers who report that they are confidently utilising ICT to create resources, 	<ul style="list-style-type: none"> * Surveys indicate 80% of students are confident in using ICT in the classroom. * Surveys indicate 71% of students reported teachers use technology in the classroom to help them learn * Staff surveys identified that staff felt supported in the use of technology and greater than 90% of teachers reported they now use a range of

<p>maintain records and explicitly teach the use of technology in their lessons from 68% to 75%.</p> <ul style="list-style-type: none"> • Uplift in the use of Google classroom in everyday teaching to support student learning from 70% to 80%. 	<p>technologies in their teaching practice including Google Classroom to support student learning.</p>
<ul style="list-style-type: none"> • Uplift in the number of beginning teachers reporting they feel supported through a mentoring program and a targeted mentor from 50% to 60% • Uplift in the number of teachers completing their accreditation to achieve proficiency - at least 2. • Uplift in the proportion of teachers reporting that there are professional learning opportunities for their development at school from 40% to 50%. 	<p>* Incomplete data sets due to delay in implementation of this initiative means this progress measure has not been captured. A progress measure has been determined for 2022.</p>

Purpose

Our purpose is to create a safe and inclusive environment where students attend regularly as a result of positive engagement with their learning and co-curricular opportunities. A range of initiatives will be introduced to foster students' sense of belonging to their school and wider community and enhance school culture. The school will take a holistic approach to wellbeing, underpinned by the Wellbeing Framework to develop the whole child through strong partnerships.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Whole School Wellbeing Approach
- Enhanced Student Culture and Connectedness to School

Resources allocated to this strategic direction

Flexible Funding for Wellbeing Services: \$19,169.00

Socio-economic background: \$17,212.00

6300 School and Community: \$4,000.00

Professional learning: \$8,544.00

6100 Operational Funding: \$3,000.00

Aboriginal background: \$32,212.00

Summary of progress

The Year 7 Bootcamp Program was refined and adapted, with a view to set early focus and expectations regarding learning at the school. The 3 Day program includes a structured approach to learning and wellbeing activities. Team building sessions and peer support are timetabled along with 4Cs activities supporting students' ability to self reflect and set aspirational goals for their learning as well as the explicit teaching of the technology skills needed to support students to succeed in high school. Surveys show that 70% students and 83% of teachers 'agree' or 'strongly agree' that the program is worthwhile. When asked if Bootcamp helps them to develop positive relationships and an understanding of wellbeing, 65% of students 'agree' or 'strongly agree' and 75% of teachers 'agree' or 'strongly agree' with this.

Our wide range of CAPA co-curricular programs have been enhanced with a number of learning alliances with other schools and organisations. Student surveys show evidence of the positive impact that CAPA programs (including curriculum and extra-curricular opportunities) have on student wellbeing (82.1% strongly agree or agree), positive learning culture (83% strongly agree or agree) and positive relationships between staff and students (78.3-83.9% strongly agree or agree). The school has worked to make explicit the links between CAPA programs and general capabilities. Surveys now show that students believe they are developing a wide range of future focused skills for learning and employment such as teamwork, confidence, creativity, empathy, grit, focus, communication, critical thinking, leadership and collaboration.

A successful Club Grant was submitted to provide extra funding to expand the scope of the Breakfast Club Program. Picnic-table style seating has also been set up in the courtyard to provide students with a social hub to meet, eat and socialise whilst at the Breakfast Program. Teachers set up and serve breakfast on a rotational basis, allowing the program to be offered every morning. Attendance data shows a 25% increase in students attending the program, from 2019 to 2020.

Woonona High School designed and implemented a variety of new strategies to develop constructive interactions between all stakeholders that provide enthusiastic and genuine support. Examples of whole school and targeted year group strategies include:-

Awareness building and promotion of diversity and inclusivity through Harmony Day, RUOK Day, Wear It Purple Day, Reconciliation and NAIDOC Weeks, Jeans for Genes, White Ribbon Day activities. This enhances student connection with their cultural and spiritual backgrounds

Specific relationships lessons in the Year 7-10 PDHPE program, Conversations (Year 7), Boys Talk/Girls Talk (Year 8)

Peer Support for Years 7 and 10 students

Parent/teacher interviews, Raising Achievement (Years 11/12), post-report teacher/student interviews, monitoring

reports (every 5 weeks), regular parent contact (face to face and phone between teachers and parents), parent communication through email, the school Facebook page, website and E-News app

School P & C meetings are utilised to identify key issues that are important to the community.

Data sets taken from the Tell Them From Me Survey demonstrating growth in Positive Relationships (+3%) and Positive Behaviour at school (+2%) between 2018 and 2021.

During 2021 planning was undertaken in response to student feedback that they would like a stronger sense of school pride and belonging, in particular through the House system. Resources were allocated for a teacher to take a leadership role in planning for this new program, including the implementation of online 'Points' which were communicated to the school community through a large TV screen in the main quad. Students were given the opportunity to apply to be House Leaders which would have its own dedicated Roll Call in 2021. Further targets will be set relating to this program for 2022.

A leadership team was also established to revamp the roll call program, in response to teacher and student feedback that extended rollcall time could be better utilised to build students' connections to their peers and to each other as well as develop study skills and the capacity to self-reflect using the 4Cs. The leadership team engaged in extensive planning in 2021 so that this program could be piloted in 2022. Extensive communication with all teachers and students was undertaken in 2021 to encourage the whole school to embrace and support this pilot program.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> • Uplift in the proportion of students attending 90% or greater from 70.1% to 72.3% 	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more has decreased from 64.13% to 56.19%, a decrease of 12%, demonstrating progress yet to be seen toward the lower bound target.
<ul style="list-style-type: none"> • Uplift in the proportion of students and teachers reporting confidence in the whole school wellbeing system from 56% to 58.5%. 	<ul style="list-style-type: none"> * The proportion of students and teachers reporting confidence in the whole school wellbeing system is 56.77% (from SCOUT), demonstrating progress yet to be seen toward the lower bound target.
<ul style="list-style-type: none"> • Uplift in the proportion of students reporting a positive sense of belonging and feeling proud about their school from 45.0% to 50.0%. • Uplift in the the proportion of students reporting they enjoy coming to school and have positive feelings about the future from 50.4% to 55.0%. • Uplift in the school's ability to foster and encourage respectful relationships between students/peers and students/teachers from 65% to 70%. 	<ul style="list-style-type: none"> • 54.48% of students indicate a positive sense of wellbeing regarding their Sense of Belonging at School, demonstrating achievement of progress this school-based progress measure. • 56% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future, demonstrating achievement of progress for this school-based progress measure. • 78% of students indicate that they have friends at school who they trust and who encourage them to make positive choices, demonstrating achievement of progress for this school-based progress measure.
<ul style="list-style-type: none"> • Uplift in the proportion of students reporting the school reward system and house structure encourages them to learn from 58.0% to 60.5%. • Uplift in the proportion of students reporting that they are involved in leadership activities from 16% to 18.5%. 	<ul style="list-style-type: none"> • Delays in implementing initiatives in term 3 have required this work to be postponed to 2022. There has been work done to refine the school reward system and house structure with planning complete for implementation of this new house structure in 2022. Collection of evidence from stakeholders has been delayed, indicating that targets will need to be set for 2022. • Delays in implementing initiatives in term 3 have required this work to be postponed to 2022. Targets will need to be set for 2022.
<ul style="list-style-type: none"> • Uplift in the the proportion of Aboriginal students reporting strong cultural connection at school from 50% to 55.0%. • Uplift in the the proportion of Aboriginal students reporting that teachers understand Aboriginal culture from 34% to 40%. 	<ul style="list-style-type: none"> * 45% of Aboriginal students 'Agree' or Strongly Agree' that they feel good about their culture when they are at school, demonstrating progress yet to be seen toward the lower bound target. * 34% of Aboriginal students 'Agree' or Strongly Agree' that teachers have a good understanding of their culture, demonstrating progress yet to be seen toward the lower bound target.

<ul style="list-style-type: none"> • Uplift in the promotion of mental health and wellbeing to students, parents and staff from 62.5% to 65.0%. • Uplift increase in parent knowledge and understanding of how to support their child's social emotional learning and mental health at home from 38.3% to 40%. 	<ul style="list-style-type: none"> • Delays in implementing initiatives in term 3 have required this work to be postponed to 2022. To date there has been work done to promote mental health and wellbeing through the creation of a Woonona High School Wellbeing Hub during COVID-19 lockdown. Collection of evidence from stakeholders has been delayed, indicating that targets will need to be set for 2022. • Delays in implementing initiatives in term 3 have required this work to be postponed to 2022. The Woonona High School Wellbeing Hub has been created and communicated with parents, however, collection of evidence from stakeholders has been delayed. Targets will need to be set for 2022.
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$160,632.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Woonona High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly Effective Teaching Practice: Literacy and Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around Macqlit, Berry Street Model, Universal Design for Learning, HSC Minimum Standards, Explicit Reading Instruction and Writing • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • intensive learning and behaviour support for funded students • staffing release to build teacher capacity around curriculum adjustments for students with additional learning needs • consultation with external providers for the implementation of the Macqlit program • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in:</p> <p>Professional learning regarding Differentiation was provided to all staff, with a focus on student Individual Education Plans (IEPs), the development of Class Profiles and increasing knowledge and understanding of adjustments for learning and behaviour. Increased targeted use of SLSO support time has led to improved differentiation for students with additional learning needs.</p> <p>Data from the MacqLit program demonstrates a marked improvement in the skills of targeted students. Feedback from students and parents indicates increased awareness of the support offered by the Learning and Support team at Woonona High School.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>For the Differentiation team the Universal Design for Learning will continue to be rolled out across the school in order to increase staff's shared understanding of what effective Differentiation looks like, sounds like and feels like at Woonona High School.</p>
<p>Socio-economic background</p> <p>\$132,830.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Woonona High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly Effective Teaching Practice: Differentiation • Enhanced Student Culture and Connectedness to School • Whole School Wellbeing Approach • Highly Effective Teaching Practice: Literacy and Numeracy • Mentoring program <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement Macqlit to support identified students with additional needs • equitable access to specialist resources • professional development of staff through Macqlit, Berry Street and Universal Design for Learning to support student learning

<p>Socio-economic background</p> <p>\$132,830.00</p>	<ul style="list-style-type: none"> • engage with external providers to support student engagement and retention • additional staffing to implement the Stage 6 "Raising Achievement" program in the Senior Coordinator Role • staff release to support the "Instructional Leader" position to support staff professional learning and drive high expectations, differentiated instruction and effective teaching and learning across the school • employment of additional staff to support the Stage 4 Reading Program implementation. • resourcing to increase equitability of resources and services • supplementation of extra-curricular activities • providing students without economic support for educational materials, uniform, equipment and other items • employment of external providers to support students with additional learning needs <p>The allocation of this funding has resulted in: Uplift in the proportion of students achieving in the top 2 bands for Year 9 NAPLAN - reading from 17.2% to 20.96%. NAPLAN results indicate an uplift in the top two bands for Reading, reflecting our school's targeted allocation of resources through the Reading program as well as Macqlit and professional learning for teachers. The HSC 'Raising Achievement' program has supported students through the challenges of COVID-19. Internal data shows that students and teachers report an increased focus on explicit teaching based on research from the 'What Works Best' document.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to engage the LaST and support the cross-faculty Literacy and Numeracy teams to support our trajectory towards achieving targets. Numeracy NAPLAN results remain an area of focus, in particularly the achievement of girls and 'value add' for high potential students. Quick Smart tuition will be rolled out in 2022 for targeted student and the "Literacy & Numeracy" cross-faculty team has now been further refined to have one team exclusively focused on the teaching of Numeracy. The school will also continue with targeted allocation of SLSO time with explicit focus on Numeracy instruction. The Instructional Leader positions will be continued to facilitate targeted professional learning in the explicit teaching of literacy and numeracy across the curriculum. Data shows that attendance rates for students in this equity cohort is not consistent. Funding for a 'Boys Adviser' has been allocated to target the academic engagement and attendance of boys, as well as continued funding for programs to increase attendance such as the breakfast program. Funding for the rollcall program and renewed House system will also be allocated in order to enhance students' sense of belonging and school culture.</p>
<p>Aboriginal background</p> <p>\$34,020.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Woonona High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Enhanced Student Culture and Connectedness to School • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency

<p>Aboriginal background</p> <p>\$34,020.00</p>	<ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • staffing release to support development of Aboriginal cultural programs and engage in community consultation. • Professional learning to aid in the creation of school resources embedding local cultural knowledge and awareness • creation of school mural embedding local Aboriginal stories, in consultation with community <p>The allocation of this funding has resulted in: The PLP process has been enhanced with all students developing targets explicitly relating to their learning and increased engagement of parents and carers in the consultation process. Teacher professional learning has lead to an increased awareness of the cultural background of students as well as how to effectively support students who identify as Aboriginal through inclusive practice. Over 85% of Aboriginal students identified a specific learning goal as part of their PLP process. Of these over 50% identified a specific focus on literacy and/or numeracy with the other students focusing on time management, effort and organisation in general. NAPLAN results in 2021 demonstrated a lift in Numeracy for Year 9 Aboriginal students from 75% of students in the top 3 bands in 2019, to 80% in 2021, indicating students have achieved and exceeded this progress measure. Of the four Aboriginal students who completed the HSC in 2021, one achieve in the top 3 bands for 5 of her subjects. The other three students achieved mostly Band 2 and Band 3 results. Results were only recorded for 11 of the subjects studied by these students. Thus if we look at these results on the subject level, 45% of subjects studied by Aboriginal students saw results in the top 3 HSC bands. If we look at the students' results, 25% of students achieved results in the top bands, demonstrating progress yet to be seen toward the lower bound target.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued professional learning for staff to increase confidence in embedding cultural connections into teaching and learning programs as well as extra-curricular activities. Student assistance will be continued with enhanced communication with parents through a revitalised whole-school Communication strategy.</p>
<p>English language proficiency</p> <p>\$4,931.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Woonona High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly Effective Teaching Practice: Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • Professional learning of staff in the Literacy and Numeracy team, with support from the EALD Statewide Staffroom. <p>The allocation of this funding has resulted in: Increased staff awareness of the importance of explicit instruction for EALD students and for all students with additional learning needs and/or low literacy and numeracy. The achievement of students in this equity group is on par with the rest of the school community.</p> <p>After evaluation, the next steps to support our students with this funding will be: Increased identification of students from an EALD background will allow for more targeted interventions. Increased professional learning around the explicit teaching of vocabulary will be continued and staff and student awareness will be raised through the Rollcall Program.</p>

<p>Low level adjustment for disability</p> <p>\$173,158.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Woonona High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly Effective Teaching Practice: Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention Macqlit to increase learning outcomes • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • support for students in Individual Learning Plans, HSC Special Provisions, HSC Minimum Standards • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in:</p> <p>an increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased staff understanding of the learning and support referral system, more effective targeting of SLSO support time and increased engagement of all staff in developing classroom profiles and collecting evidence against the NCCD. Greater professional learning around differentiation has also led to staff reporting increased confidence in effective differentiation.</p> <p>The school has purchased Macqlit and provided training for a team of teachers to deliver this learning to targeted students who have overwhelmingly demonstrated growth as a result of the allocation of this funding.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs. The LaST will also support staff through targeted professional learning in differentiation and the Instructional Leaders have developed a team to lead the implementation of the HPGE policy through 2022 - 2025. The school will continue to allocate SLSO time to the delivery of Macqlit program to targeted students in small group settings.</p>
<p>Professional learning</p> <p>\$75,986.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Woonona High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly Effective Teaching Practice: Literacy and Numeracy • Highly Effective Teaching Practices: 4Cs • Enhanced Student Culture and Connectedness to School • Highly Effective Teaching Practice: Differentiation • Highly Effective Teaching Practices: Technology

<p>Professional learning</p> <p>\$75,986.00</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Professional learning focusing on the 'Accelerated Reader' program, Berry Street Model, MacqLit, 'Bubble Writing', ICT as well as Differentiation including Universal Design for Learning • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • engaging external providers to model the explicit teaching of the 4Cs of Communication, Collaboration, Creativity and Critical Reflection. Release time for staff to engage in the collaborative development of teaching and learning programs utilising this evidence base. • Teacher release time to engage in lesson observations and to team-teach, focusing on the implementation of the 'What Works Best' research as well as 4Cs pedagogy. <p>The allocation of this funding has resulted in:</p> <p>Professional learning has been targeted to curriculum delivery and support for HSC students as well as significant investment in professional learning supported by external providers through '4Cs Transformative Learning' and facilitated by Instructional Leaders within the school. This has led to more strategic, planned professional learning being rolled out through Executive meetings then cross-faculty 'Teams' meetings as well as Faculty meetings. This has resulted in greater self-efficacy amongst staff and increased engagement in action learning processes supported through the cross-faculty 'Teams' structure. Staff have also been released from class to observe each other's practice with a particular focus on explicit pedagogy and 'What Works Best' as well as the 4Cs and teachers were supported to collect evidence of their 'action learning' in an end-of-year 'Teach Meet'</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The school will continue to work with the 4Cs team of external providers to embed strategic and targeted process of professional learning. A team of 'Leaders of Learning' will be developed for 2022 including all head teachers as well as pedagogical leaders within each faculty area in order to spread the 'Influence' of effective teaching and learning and innovative practice throughout the teaching community.</p>
<p>Flexible Funding for Wellbeing Services</p> <p>\$19,169.00</p>	<p>The flexible funding for wellbeing services allocation is provided to support student wellbeing at Woonona High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole School Wellbeing Approach <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release for case conferences and developing intervention strategies • targeted wellbeing program in conjunction with an external provider aimed at students thought to be at risk of not completing school • delivery of the Student Services model - support services are centrally located. Curriculum/assessment differentiation, workshops based on student need. Working with outside agencies to deliver wellbeing programs. Breakfast club. Wellbeing supports - counselling <p>The allocation of this funding has resulted in:</p> <p>Woonona High School designed and implemented a variety of new strategies to develop constructive interactions between all stakeholders that provide enthusiastic and genuine support. Overall, Woonona High School is focused on promoting individual and collective wellbeing through the provision of an environment that reflects care and positivity. Examples of whole school and targeted year group strategies include:- Awareness building and promotion of diversity and inclusivity through Harmony Day, RUOK Day, Wear It Purple Day, Reconciliation and NAIDOC Weeks, Jeans for Genes, White Ribbon Day activities. This enhances student connection</p>

<p>Flexible Funding for Wellbeing Services</p> <p>\$19,169.00</p>	<p>with their cultural and spiritual backgrounds. Specific relationships lessons in the Year 7-10 PDHPE program, Conversations (Year 7), Boys Talk/Girls Talk (Year 8), Top Blokes (boys) and PCYC and Rebound program (girls) (Year 9). Peer Support for Years 7 and 10 students. Camps for Years 8 and 12. Expedition for Year 9. Parent/teacher interviews, Raising Achievement (Years 11/12), post-report teacher/student interviews, monitoring reports (every 5 weeks), regular parent contact (face to face and phone between teachers and parents), parent communication through email, the school Facebook page, website and E-News app.</p> <p>Data sets taken from the Tell Them From Me Survey demonstrating growth in Positive Relationships (+3%) and Positive Behaviour at school (+2%) between 2018 and 2021. 54.48% of students indicate a positive sense of wellbeing regarding their Sense of Belonging at School.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>House System and Roll Call Program: The revamped House system will be fully implemented in 2022 with the goal of enhancing students' sense of school pride and belonging. Students will be given the opportunity to apply to be House Leaders, which will have its own dedicated Roll Call in 2021 & 2022.</p> <p>A leadership team was also established to revamp the roll call program, so that extended rollcall time could be better utilised to build students' connections to their peers as well as develop study skills and the capacity to self-reflect using the 4Cs. The leadership team engaged in extensive planning and communication in 2021 so that this program could be piloted in 2022.</p> <p>The relationships with external providers will be continued. Communication with parents and community regarding Wellbeing programs in the school will be enhanced through a whole-school Communication strategy.</p>
<p>COVID ILSP</p> <p>\$264,516.15</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy/numeracy - Macqlit and Quick Start and the Homework Centre • employing/releasing staff to coordinate the program • leading/providing professional learning for COVID educators <p>The allocation of this funding has resulted in:</p> <p>Minimum Standards Analysis - Literacy: small group tuition has been implemented successfully for this group.</p> <p>Macqlit Analysis - Literacy: small group tuition has been implemented successfully for this group. 41% of students have shown significant to high improvement in reading fluency and 45% of students showed some improvement.</p> <p>Quicksmart Analysis - Numeracy: the small group tuition has been implemented successfully for this group. 40% of the students saw improvement in their skills in multiplication and 30% of the students saw significant improvement in this skill.</p> <p>Homework Centre Analysis - Numeracy and Literacy: Students who attended the Homework Centre both face to face and in a virtual space throughout Term 3 were able to gain valuable assistance from the COVID teachers.</p>

<p>COVID ILSP</p> <p>\$264,516.15</p>	<p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Due to the impact of remote learning on the program the same students will be carried onto the next tuition cycle for those doing Macqlit and Quicksmart. Year 10 students will also be included in the literacy group to prepare them for the Minimum Standards test. More changes have been identified to take place for the Quicksmart program to hopefully improve the attendance within this program. Ideas and resources have been generated based on the professional learning that has taken place.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	387	404	430	450
Girls	348	389	420	434

Student attendance profile

School				
Year	2018	2019	2020	2021
7	94.1	92.7	94.1	91
8	89.9	91.3	92.1	87.8
9	89.4	88.1	92.9	87
10	87.9	86	89.4	86.8
11	90.5	91	91.2	85
12	90.8	88.4	93	86.5
All Years	90.8	89.8	92.2	87.5
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	1.2	16.8	33
TAFE entry	0	7.8	11
University Entry	0	0	53
Other	4.4	8.9	3
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

20.72% of Year 12 students at Woonona High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

97.7% of all Year 12 students at Woonona High School expected to complete Year 12 in 2021 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)	10
Classroom Teacher(s)	47.5
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1.4
School Administration and Support Staff	14.37
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	963,252
Revenue	11,389,525
Appropriation	10,975,375
Sale of Goods and Services	110,724
Grants and contributions	302,461
Investment income	964
Expenses	-11,541,981
Employee related	-10,117,376
Operating expenses	-1,424,605
Surplus / deficit for the year	-152,457
Closing Balance	810,795

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.

	2021 SBAR Adjustments (\$)
Targeted Total	145,966
Equity Total	344,911
Equity - Aboriginal	34,023
Equity - Socio-economic	132,800
Equity - Language	4,931
Equity - Disability	173,158
Base Total	9,227,775
Base - Per Capita	212,833
Base - Location	0
Base - Other	9,014,943
Other Total	611,514
Grand Total	10,330,167

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

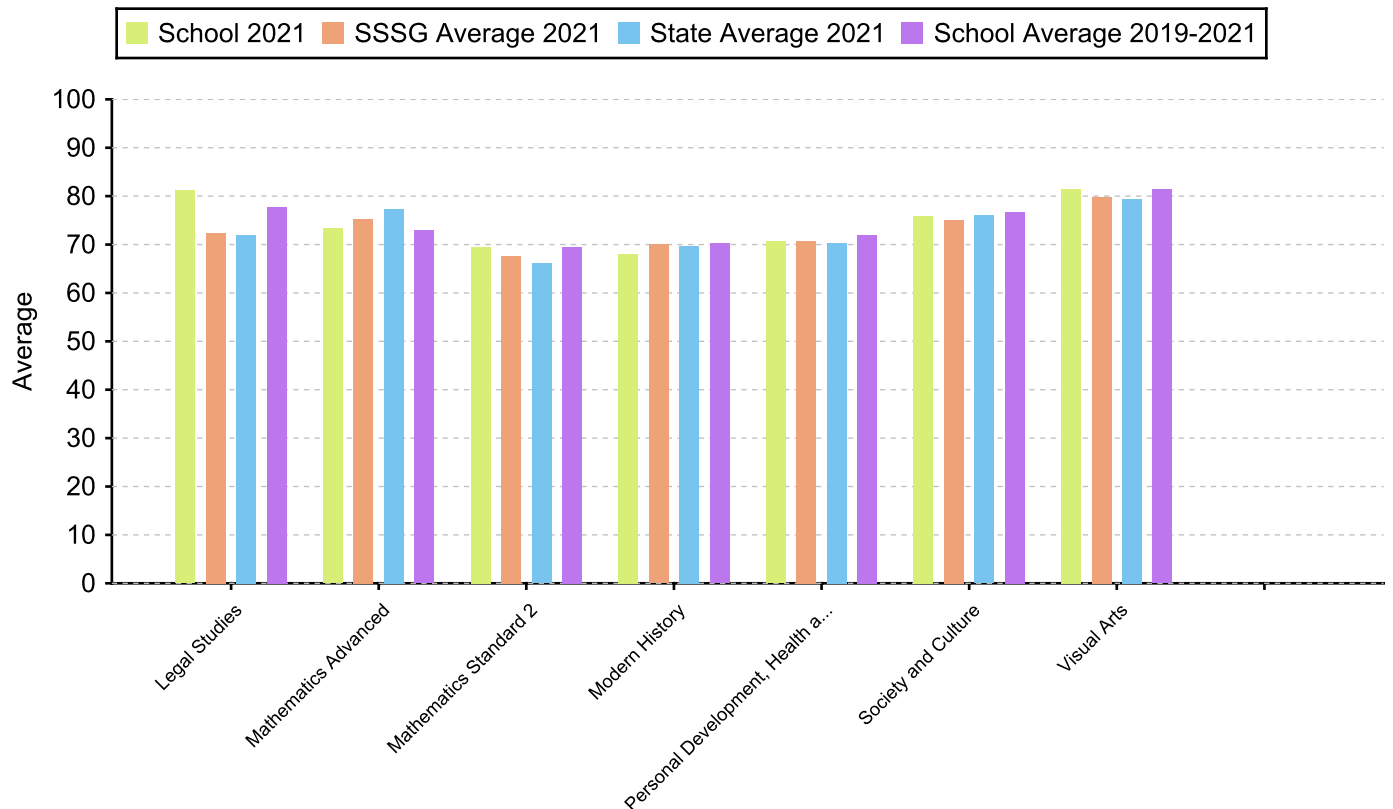
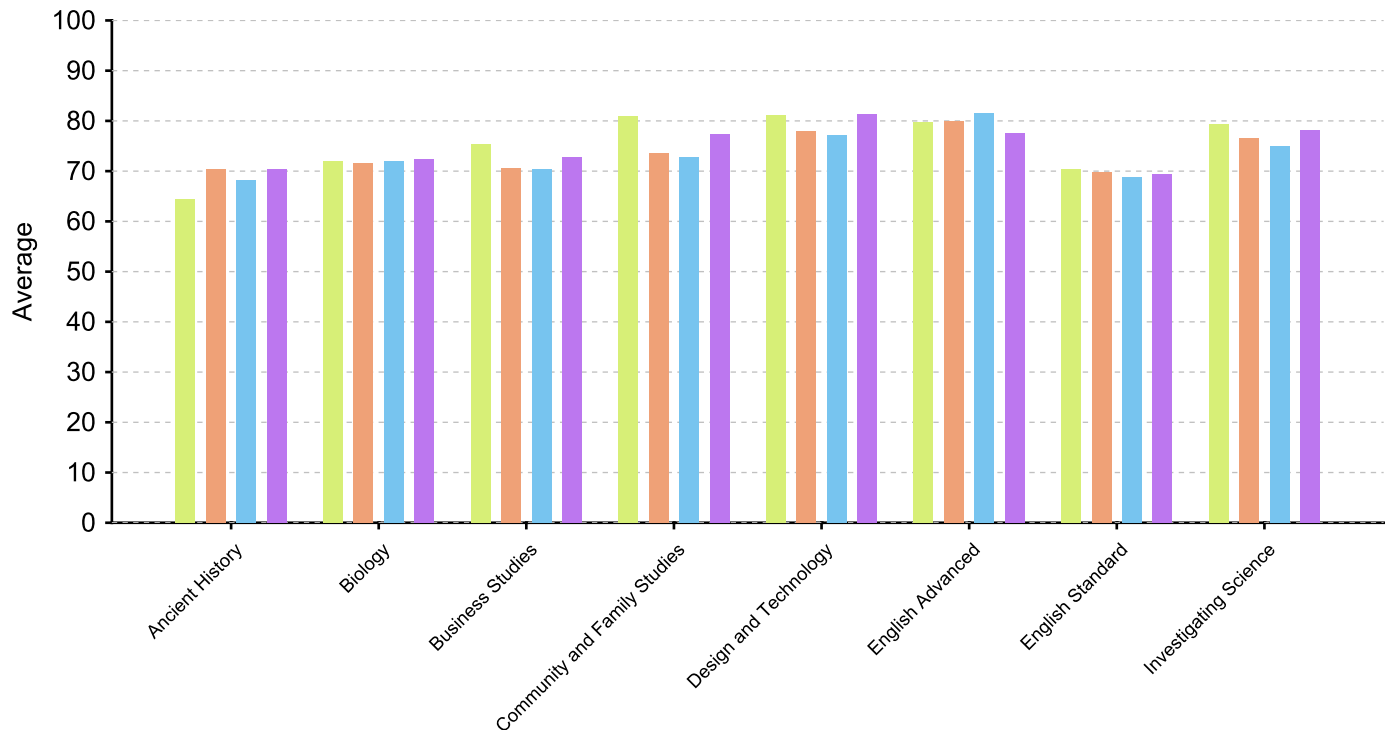
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

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 2021	SSSG	State	School Average 2019-2021
Ancient History	64.4	70.3	68.1	70.5
Biology	71.9	71.6	71.9	72.3
Business Studies	75.4	70.6	70.4	72.8
Community and Family Studies	81.0	73.5	72.7	77.4
Design and Technology	81.2	77.9	77.2	81.3
English Advanced	79.7	80.0	81.4	77.6
English Standard	70.4	69.8	68.8	69.4
Investigating Science	79.3	76.6	74.9	78.2
Legal Studies	81.2	72.3	72.0	77.7
Mathematics Advanced	73.3	75.3	77.4	72.9
Mathematics Standard 2	69.5	67.6	66.1	69.5
Modern History	68.0	70.0	69.7	70.2
Personal Development, Health and Physical Education	70.6	70.8	70.3	71.9
Society and Culture	75.9	75.1	76.0	76.8
Visual Arts	81.5	79.8	79.4	81.4

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 2022-2025.

Parent surveys captured in 2021 demonstrate high levels of parent satisfaction with initiatives that have been implemented in the school within Strategic Direction One. The majority of parents reported they agree or strongly agree that teachers regularly change the way they are teaching, if students need extra help to understand the work. Community awareness of the work of the Learning Support Team has definitely been enhanced and parents now overwhelmingly report that they know who to contact if their child is having difficulty. Explicit teaching, modelling and explanation of summative assessment tasks as well as formative assessment were reported by parents as particular strengths in teaching practice, reflecting the school's focus on this area over time.

Parent feedback has also indicated an overwhelming support for the school's commitment to innovative pedagogy and the 4Cs, however, more effective and regular communication within this area has been identified as a target moving forward. The school's gains in the area of Technology are also appreciated by the parent community.

Parents overwhelmingly express their gratitude for the wide range of support their children are offered in the Wellbeing space. Delay in implementation of some initiatives in 2021 means that some data were not collected from parents, although activities such as the revamped House System began in 2021. Further targets have been set for the collection of evaluative data for Strategic Direction Three in 2022.

Internal data indicates that over 66% of students 'Agree' or 'Strongly Agree' that teacher change the way they are teaching, if the students need extra help to understand the work. Over 76% of students agree or strongly agree that teachers provide templates and explicit instruction on how to effectively complete tasks, indicating strong support for initiatives focusing on explicit instruction in Strategic Direction 1.

Students report positive teacher-student relationships with results from 'Tell Them From Me' on or above the NSW mean. Students feel teachers are responsive to their needs and encourage independence with a democratic approach. Students understand there are clear rules and expectations for classroom behaviour, with 'Tell them from Me' responses on the state government mean for a positive learning climate. 82% of students also reported that they know where to go to seek help if they feel bullied, demonstrating that students feel they know how to access support.

Reflective processes and 4Cs strategies have been embedded into executive meetings, cross-faculty teams meetings and faculty meetings. This has led to greater 'voice' and capacity building across the school. Teachers report that these processes help them to collaborate more effectively as well as facilitating critical reflection upon their practice. Structured processes to support staff and allow them opportunities to take on programs of interest has led to heightened staff satisfaction and engagement in whole-school programs and initiatives. Feedback on new structures such as the end-of-year 'Teach Meet' was overwhelmingly positive with staff appreciating the opportunities to learn from each other and share their practice.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.