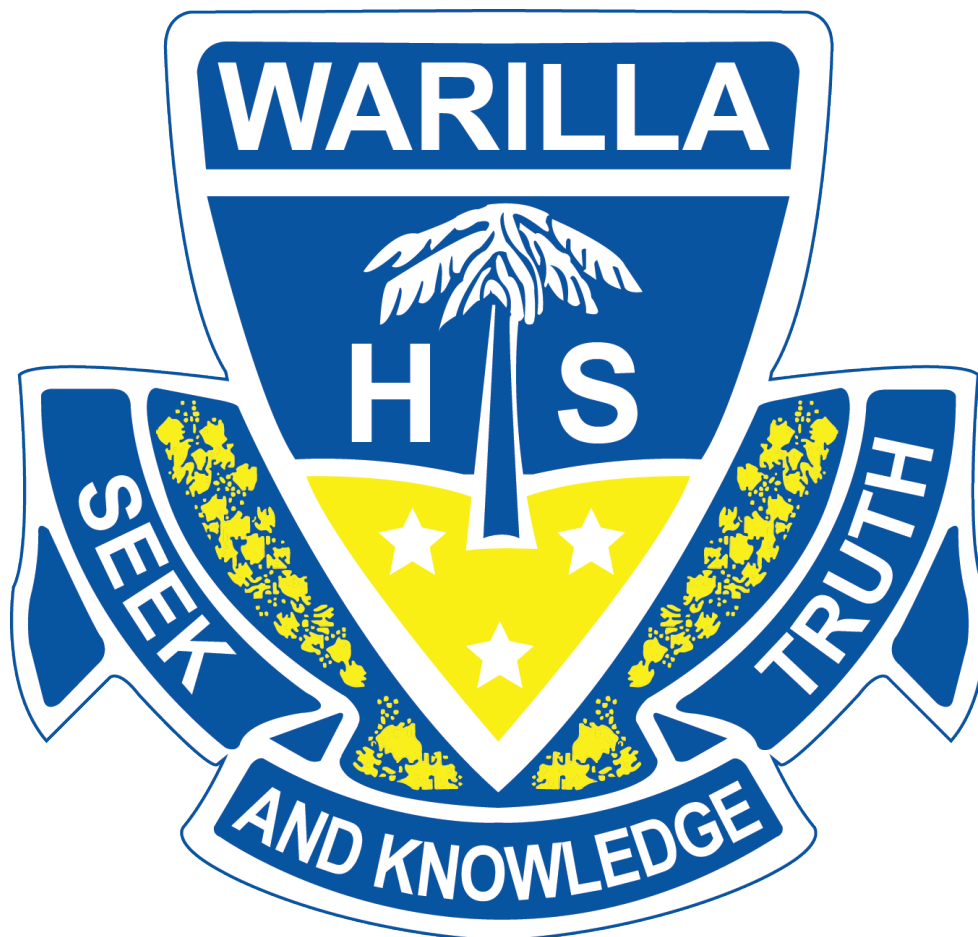


2021 Annual Report

Warilla High School



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Introduction

The Annual Report for 2021 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 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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Message from the principal

I am very pleased to have the opportunity to present this Annual Report to our school community as a record of our work in 2021.

2021 has been a particularly challenging year, with the school moving to learning from home for an extended period of time, due to the COVID-19 pandemic. I am very grateful to our staff, students and parents/carers for the way in which we were able to work together to ensure continuity of learning while also keeping a strong focus on wellbeing. While we monitored the mental health of our students, I also acknowledge the toll it took on the staff, as they taught both their classes and often their own children during this time. I celebrate the work of these educators, as they worked with professionalism and dedication.

During 2021 the school revealed itself to be not just a place of education, but a community hub that supported students and their families during this time of crisis. As a school we delivered "care" packages to many families who were struggling with the financial impact that under-employment and sickness (both from COVID) had on them. Various members of staff shopped and delivered groceries to those who needed help, and I acknowledge the work our school has put in to the immediate community with pride. The school values of Excellence, Respect, Integrity and Compassion are often spoken about, but in this instance the "compassion" was palpable and I am so proud of the efforts of my staff.

Despite the interruptions to the way in which learning was delivered, both staff and students continued to strive for excellence. For the third consecutive year our HSC results have improved, with a 600% increase in the number of Year 12 students gaining a Band 5 or 6 in a subject. This trend is not from good luck, but hard work. The ongoing work of staff at the Wednesday afternoon study workshops were very much part of this success. Each week more students and more staff attended to share study tips and HSC strategies.

Many infrastructure improvements have been made during 2021, while the students were working hard at home. The ongoing completion of the Library remodel is almost there, and it is a great facility for students to access technology and gather in both small and large groups, with its new flexibility. Seniors now have the opportunity to work in quiet in a separate glass partitioned area, which is bright and connected to the rest of the facility. Besides making the library much more appealing, it is now a unique space that encourages students to collaborate, inspire creativity, encourage greater reading of the books or working individually when required. Other improvements around the school have included the installing of refrigerated water stations throughout the school, resurfacing the "SCG", creating a senior study area in the Technology and Applied Science (TAS) area, more student seating (such as the back of A Block, which we built an awning over for all weather protection) and much refreshment of areas with a fresh coat of paint.

I'm so very proud of the work we have achieved around the school and the results the staff and students have produced. 2021 has proven to be a challenging year, but the students, staff and families of Warilla High have joined together to look after each other and demonstrate excellence in so many ways.

Michelle Brook - Principal.

School vision

At Warilla High School we believe that every student can experience success in their own right. Indeed, "Student Centred - Outcomes Driven" is a vital belief and practice at Warilla High. We believe that every student has the potential to learn and achieve their personal best from engaging with quality teachers and programs so that they can lead happy, fulfilled and productive lives.

Warilla High School wishes to inspire our students to not only achieve their maximum potential in the classroom, but also in the community as we promote "High Expectations" in everything we do, while always upholding the values of Excellence, Respect, Integrity and Compassion.

School context

Warilla High School is situated in close proximity to the seaside village of Shellharbour on the South Coast of NSW, and is located on Dharawal country. The school was established in 1965 as a comprehensive coeducational high school and prides itself on being one of the largest schools in the Illawarra. Yet, despite this, every student is known, valued and cared for. Our current enrolment exceeds 1270 students with 250 in area students accepted into our Year 7 cohort annually. Students come from a wide range of socio-economic backgrounds, with 8% identifying as Aboriginal and 16% coming from a language background other than English. The curriculum is differentiated and an enrichment program (CAP) exists, as well as smaller classes (CORE) catering for students with Literacy and Numeracy needs, in Years 7 & 8.

The school is committed to equality of opportunity and the creation of conditions which allow all students to achieve personal excellence. The school has five Special Education classes including ED, Autism, IO and two IM classes operating as The Foreshore Centre. Warilla High School nurtures an environment that values, respects and celebrates diversity and promotes an ongoing commitment to inclusivity. We include our wider community in many activities and events, as we are raising these young people together.

Warilla High School has enjoyed success in many sporting areas, offering our students the opportunity to excel in all areas of their lives, not just the academic realm. We pride ourselves on fielding many grade and representative teams who often achieve zone and state championships. Further to this, we also have students who excel in Visual Arts, Drama and Music. Many of our students achieve their best results on the CAPA stage.

We are also strongly committed to acting on the issues that our students believe in. Since 2018 we have actively and rigorously acted to reduce our impact on the environment. We are very proud to now be completely powered by solar power and to be recognised by various community organisations for our advocacy and proactive stance on managing energy needs and waste streams. Much of this work has reflected the concerns of our students and had been driven by the Student Representative Council (SRC).

Wellbeing is a focus of great importance at Warilla High School. The Wellbeing Hub offers many proactive programs as well as reassurance and the services of a Head Teacher and Student Support Officer. Positive behaviours are taught to various student cohorts and counselling is available to those in need.

The school recently conducted a situational analysis involving consultation with students, staff, parents and carers. Year 7 behaviour in both 2020 and again in 2021 was examined using Sentral entries, and it was observed that there was a correlation between individual student behaviour issues and low reading and numeracy ages. We have therefore identified a need to work on the literacy and numeracy skills of our Stage 4 students, as a significant number of these students have a reading age of 7 years or lower. Further work will need to occur around the explicit teaching of literacy and numeracy skills to the whole school and empowering staff to be able to deliver quality differentiated instruction to these students. A whole school Vocabulary Enhancement program will allow us to maintain this focus. The two LaSTs will be utilised to build staff understanding on how to do this successfully. Ongoing monitoring of student performance will highlight areas of need and success at an individual, class and school level. Acknowledging this low starting point, it is even more noteworthy that our HSC results have improved remarkably, in particular our Band 6 results have increased 600% in two years. We are committed to working together on having "High Expectations" for all of our students encouraging them to become the best possible version of themselves.

As a school of considerable size, Warilla High is mindful of the ongoing need to develop and maintain various systems and practices that allow us to monitor and support all of our students. Understandably, this is one of our Strategic Directions. Student attendance is one area where we will work with students and families to increase their attendance and subsequent engagement. The transient nature of some of the school population is an issue, with more than 30% of students who enrol in Year 7 completing their high school experience in another school.

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	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

It is very pleasing to celebrate the considerable progress that Warilla High has made when self-assessing using the School Excellence Framework. Our school made significant progress in the way we monitor and analyse a range of data sources to support our self-assessment process. In 2021 we prepared evidence and made measured assessment around the various elements. This considerable work has helped to inform the development of the 2022-2025 Strategic Improvement Plan. This plan, which is available on the school's website, reveals specific initiatives and set improvement measures which have been developed to move our assessed measures from Delivering and Sustaining and Growing to Excelling in many more areas. It has been very reassuring that in 2021, when our external validators engaged with our self-assessment, they felt we were Excelling in four areas.

Strategic Direction 1: Student growth and attainment

Purpose

To ensure an ongoing culture of learning where students are engaged, challenged and prepared for higher education, training and work, we will continue to initiate and refine data-driven teaching practices. The aim is to build strong foundations in literacy and numeracy and further develop our students' deep content knowledge and connection to education.

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.

- Data driven explicit teaching practice
- Stage 5 and 6 ATSI Education and Cultural Support

Resources allocated to this strategic direction

Integration funding support: \$250,000.00
Socio-economic background: \$600,000.00
English language proficiency: \$31,000.00
Low level adjustment for disability: \$368,000.00
Literacy and numeracy: \$7,420.00
Aboriginal background: \$95,000.00

Summary of progress

Data-Driven explicit teaching practice

The activities that sit within this initiative are aimed at improving student learning outcomes through targeted and explicit teaching practice. Our key areas of focus were identified through the analyses of both external and school data sources, where student strengths and weaknesses were identified and considered in context to the progress measures. An evaluation of these initiatives over 2021, has required a contextual knowledge of our school and the impact that the COVID pandemic had on the whole school community over the course of Semester 2. We believe that the activities currently in place will lead to student learning growth and will require only minimal adjustment.

Improving Student Literacy Outcomes - Comprehension - Renaissance Reading

Data analysis identified that improving student outcomes required an explicit program to teach reading for meaning. The capacity to infer from text was identified as an area to target. Research indicates that the reading of fiction texts improves a student's capacity to successfully analyse Tier 2 vocabulary and our school literacy team identified the Renaissance Reading program as the contemporary and effective strategy to address this area. Implementation was achieved by embedding the program into Year 7 and 9 English programs and using Semester 1 to train staff and develop baseline data.

The baseline data provided a comprehensive snapshot of student reading abilities and areas for improvement. Unfortunately, the program's continued implementation required access to the resources of our school library which became unavailable to students during the period of remote learning. The potential benefit of the program is undeniable. Despite a disrupted implementation Year 7 students have, through a comparison between Best Start and Check-in delivered early Term 4 improved their understanding of Stage 2, 3, and 4 content. The school has therefore reinvested in this program, and it will be recommenced in 2022.

We have however adjusted to the possibility of further school disruptions through the purchasing of MyOn, a collection of digital books. This will allow individual students ongoing access to works of fiction that are identified through the program as challenging and specific to their learning needs.

Improving Student Literacy Outcomes - Vocabulary

Reading data demonstrated that vocabulary was the area of learning where our students needed the most support. Hard copy vocabulary logs were introduced to Stage 4 at the commencement of Semester 1, to be used by all KLAS to provide a focus on teaching the explicit vocabulary needed for success in each subject area. This resulted in two faculty areas, English and PD/H/PE explicitly updating teaching programs to incorporate vocabulary initiatives.

Year 8 students in Check-in delivered early Term 4 performed better than SSSG and the state in Processes and

Vocabulary and despite the vocabulary logs proving to be difficult to effectively administer during the period of remote learning, these results proved the value of explicit teaching practices.

To build on this relative success of 2021, in 2022 a timetabled whole-school vocabulary program will run once a week, at a specified time, delivered by all class teachers. The program will be developed by our Learning and Support Team and teacher support will be provided through learning community and faculty PL and the impact measured through both internal and external assessment. An updated vocabulary log will be part of this program and is based on the research of Robert Marzano. This log will still have the capacity to be used within all KLAs however HSIE has been identified as the KLA where the greatest variety of vocabulary is used, and this faculty is to be assisted to teach vocabulary more explicitly within their programs. The school has also purchased a digital vocabulary platform, Membean which all students will be able to access. This will be primarily used as a tool in English classes but has the capacity to be accessed in all classes.

Improving Student Numeracy Outcomes

NAPLAN 2019 demonstrated the need for the school to have a specific plan to address numeracy concerns. This needed to be a two-pronged approach, one whole school and one specific to the Mathematics faculty. Unfortunately, the implementation of all strategies associated with improving numeracy outcomes was disrupted by the COVID lockdown.

As part of the whole school approach, the Numeracy team specifically linked the numeracy progressions to curriculum areas. PL was conducted in Term 1 to raise awareness of the progressions and commence the programming and resourcing of explicit teaching strategies in each KLA aligned to these progressions. This was revisited in Term 4, after the period of remote learning, and will be delivered in 2022.

Data also demonstrated that our students struggled with interpreting written numeracy problems. During Semester 1, the Mathematics faculty led by our Head Teacher (HT) of Teaching and Learning developed a problem-solving matrix, CODES, to be used across the school to assist students to work their way through these problems and identify the operations they would be required to use to solve these problems. The period of COVID lockdown halted the professional learning required to implement this strategy and this is to be a focus for 2022.

NAPLAN data, Best Start and Check-in data have been analysed by our Mathematics faculty which has led to a review of the 2021 Scope and Sequence for Stage 4 to ensure a timely focus on the areas of student weakness and the development of strategies to maintain the engagement of our high performing students in Year 7. The use of Smarter Maths as a digital platform to support the delivery of curriculum and provide diagnostics is part of an updated assessment policy. These changes to practice will be implemented and the impact evaluated in 2022.

Continuous HSC Improvement

HSC data from 2021 will need to be carefully reviewed considering a 14-week period where face-to-face learning was not able to be delivered. We will therefore be continuing our 2021 Professional Learning focus of improving student learning outcomes in Stage 6 and subsequent performance in the HSC, through the delivery of both whole-school PL events and identified subject-specific quality teaching initiatives. Where applicable staff will continue to be upskilled to critically analyse student performance data and initiate high-impact teaching strategies into teaching practice.

For 2022 the school has also reinvested in a school HSC Improvement co-ordinator. This position will lead our Stage 6 Study Skill program delivered from our once-weekly afternoon study club. This position is also co-ordinator for our Stage 6 mentor program, where all Stage 6 students have a mentor to support their educational journey. The mentor program only commenced in Term 4 2021 and our popular study club was impacted by remote learning. We are expecting to see the dividend of these investments from the students completing their HSC in 2022.

Stage 5 and 6 ATSI Education and Cultural Support

Despite the COVID related difficulties 2021 presented and the subsequent need for a delay in some of the initiative's key strategies, we had many successes in this area over the course of the year. Notably, seven ATSI students graduated from Year 12, and of the four Year 11 students who have signed out of school in 2021, three have apprenticeships and the other a traineeship with the Australian Defence Force (ADF). Despite lockdowns, our students have still participated in cultural programs organized through Bangarra dance and our local Koori Kultcha Konnection and we were able to end the year with our Koori Awards Ceremony and announce our Student Leadership Team for 2022.

The plan for a Stage 5 mentor program has been delayed and is a priority to be implemented for 2022. The main goal of this plan, supporting students to make informed decisions on subjects moving into Stage 6, was facilitated by our careers team and they will continue to play a vital role in 2022. A Stage 6 mentor program was incorporated into a whole-school program that commenced at the beginning of Term 4 2021.

Most importantly, leading into 2022 we have employed a relieving Aboriginal Education Officer (AEO), who commenced work with us and has spent the eight weeks available to him in Term 4 making connections with students and the community and planning for the upcoming year. A refurbishment of our Aboriginal Learning Area has also been

completed, making an inviting space for students and the community to meet.

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
Increase the percentage of students attaining the top 2 bands in NAPLAN reading to be at or above the base line. Increase the percentage of students attaining the top 2 bands in NAPLAN numeracy to be at or above the base line.	Data indicates 8.2% of students are in the top two skill bands for reading which is a decrease from 2019 data and demonstrates negative growth towards baseline data. In numeracy, 11.8% of students are in the top two skill bands indicating an increase towards the baseline data.
Maintain or increase the percentage of students achieving expected growth in NAPLAN reading as measured at the system-negotiated target baseline. Maintain or increase the percentage of students achieving expected growth in NAPLAN numeracy as measured at the system-negotiated target baseline.	The percentage of students achieving expected growth in reading decreased to 38.78% indicating progress is yet to be seen toward the lower bound target. The percentage of students achieving expected growth in numeracy increased to 39.04% indicating progress toward the lower bound target.
Maintain or increase the percentage of students achieving the top 3 bands for the HSC.	The percentage of students achieving in the top 3 bands for the HSC increased by 10.4% to 65.9%. This exceeds our target range of between 44.5% and 49.5% of candidature.
Increase the percentage of the Aboriginal students attaining the top 3 bands in NAPLAN reading and numeracy to be at or above the base line.	19.05% of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading. This is an improvement from 2019, indicating progress toward the lower bound target of 39.8%. 15.79% of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy, a decrease from 2019 results. This is indicating progress is yet to be seen toward the lower bound target of 34.54%.
Contribute towards the achievement of the Lake Illawarra South Network target of a 19.7% uplift in the percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity.	All 6 Aboriginal students from Year 12 successfully completed their studies towards the HSC. Thus Warilla High made a very significant contribution towards the Lake Illawarra South Network Target.

Strategic Direction 2: Quality Systems and Practices

Purpose

Quality schools are strengthened by formalised systems and practices that document processes, procedures and responsibilities for maximising student outcomes across the entire school. Our school's systems and practices will meet the needs of our students, staff and the broader community, and will be clearly data and evidence based, where appropriate, and encompass current Department of Education (DoE), New South Wales Education and Standards Authority (NESA) and overall system targets and requirements. This is to enhance the teaching, learning and leading domains within the school.

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 engagement and wellbeing
- Quality Teaching and Accreditation

Resources allocated to this strategic direction

Professional learning: \$26,000.00
: \$1,000.00

Summary of progress

Whole school engagement and wellbeing:

This area of the Strategic Improvement Plan (SIP) focuses on the evaluation, development and refinement of the school's systems, practices and procedures to maximise student outcomes.

We aspire to build a system in which children with additional wellbeing and learning support needs thrive academically, develop good physical, mental and emotional health, and gain the skills to live a fulfilling, independent life post-school. A school organised external review was completed in 2020 which evaluated the wellbeing, engagement and learning support structures and processes, leading to the development of recommendations for improvement. Specific roles and responsibilities for the HT Wellbeing and HT Wellbeing - Learning and Support have been developed. These roles have been established to ensure that all children and young people attending Warilla High School are known, valued and cared for. A dedicated Learning and Support Team (LST) has been established and regular meeting times have been organised. These meetings address the learning support needs of students through the coordination, development, implementation, monitoring, and evaluation of educational programs. The school has also resourced the learning support areas by providing 4 RAM funded LaST positions. We believe the refocusing of the roles and additional resourcing will provide the required mechanisms and processes to support students' learning to their fullest capability, achieving demonstrable learning, wellbeing and independence outcomes, in a safe, supportive and healthy environment.

Regular attendance allows all students the opportunity to connect, succeed and thrive. This includes strengthening their cognitive, physical, social, emotional and spiritual development. The school has collected and analysed the historic as well as current attendance data, identifying the system needs and trends for student cohorts at Warilla High School. Through authentic self-assessment we were able to identify areas of non-compliance and develop a process map to ensure the development of high-quality systems and practices that are compliant with Department Attendance policies and procedures, ensuring consistency of action, leading to improved educational outcomes.

Quality Teaching and Accreditation

This area of the Strategic Improvement Plan (SIP) focuses on frequent self-assessment to support improvement by ensuring critical and timely evaluation of progress and achievement on performance. Critical analysis and self-reflection against educational best practice is critical for the continual growth of Warilla High School.

2021 provided the school with an opportunity to review and evaluate the internal validation (IV) processes, structures, goals and objectives. Key executive staff were trained in evaluative thinking methods and then tasked with assessing historic practices, brainstorming key priorities for future cyclic models and making recommendations for improving the internal validation process. Unfortunately, due to the impacts of COVID-19 the focus group was unable to entirely evaluate the process and the completion of this review will be a focus in 2022.

External Validation provided an opportunity for the executive to undertake professional development in the collection, analysis and evaluation of a range of qualitative and quantitative evidence to inform overall performance in relation to the

desired improvements in the school's Strategic Improvement Plan (SIP). We believe developing the capacity of our middle leaders to understand school targets and efficiently make judgements on the effectiveness of system and school priorities will lead to beneficial self-assessment that will inform high impact strategic decisions.

Teaching, learning and educational leadership is an integral part of highly effective schools. While the Australian Professional Standards for Teachers and the Performance Development Framework (PDF) provide frameworks for the knowledge, skills and understanding expected of competent and effective teachers, that ensure the integrity and accountability of the profession. Throughout 2021 the processes that support teacher development at the school have been reviewed. From the review a teacher accredited at Lead and with vast experience has been tasked with establishing systematic methods for supporting the learning of others and the development of pedagogy. In 2022 this person will be tasked with strategically supporting teachers' development utilising the Department's Performance and Development Framework, individual staff's Performance and Development Plans (PDPs) and Teacher accreditation. We believe the strategic alignment of these frameworks will focus all staff on building their capacity to deliver high quality teaching and learning programs, leading to the school achieving its SIP targets through improved student outcomes.

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
Analysis of current data and process mapping to establish baseline and recognizable shift in trend data and system negotiated target increase of 8.2%	Attendance baseline data has been collected, analysed and communicated to staff. A processes map has been developed with priority areas identified.
<ul style="list-style-type: none"> Wellbeing validated through SEF and situational analysis at sustaining and growing. Wellbeing Framework S-aS completed to create 2021 baseline data Learning & Support (L&S) review recommendations planned and implemented 	<p>Assessment against the School Excellence framework shows the school as excelling in the Wellbeing area which was validated through the external validation process.</p> <p>Wellbeing framework S-as has been completed and a baseline has been recorded. Self Assessment of all wellbeing programs and initiatives were found to show a clear approach to all aspects of the Wellbeing domains, social, cognitive, emotional, physical and spiritual.</p> <p>Aspects of the Learning and Support review recommendations have been implemented, while other recommendations were put on hold due to the impact of COVID-19. There has been a Learning and Support Team established with clearly defined roles and responsibilities.</p>
<ul style="list-style-type: none"> Curriculum provision validated at delivering through SEF S-aS and situational analysis. Identification of school wide literacy and numeracy progressions to be embedded into T&L programs. Creation of internal validation (IV) structure to peer evaluate T&L programming in relation to progressions and cyclic review structures (EV) Executive professional learning to support school self assessment. 	<p>The School has used a variety of data sources and the internal school validation process to evaluate and assess the school's curriculum provision and evidence-based teaching practices as sustaining and growing against the SEF.</p> <p>All faculties have embedded literacy and numeracy strategies into T&L programs, while some faculties are using the progressions.</p> <p>Key personnel undertook targeted professional learning to use evaluative practices to assess what future structures might best support WHS in re-establishing internal validation and cyclic review structures. An executive focus group was established to review historic practices, brainstorm key priorities for future cyclic models and make recommendations for improving the internal validation process.</p> <p>Key personal were targeted to undertake professional development and learning to collect, analyse and evaluate a range of qualitative and quantitative evidence to inform overall performance in relation to the desired improvements in the school's Strategic Improvement Plan (SIP).</p>
<ul style="list-style-type: none"> Professional standards element of SEF assessed at sustaining and growing through SEF SaS, and situational analysis. 	The school has used a variety of data sources to make an on balance judgement of sustaining and growing against the School Excellence framework Professional Standards element.

<ul style="list-style-type: none"> • School contact for teacher accreditation established. • Executive PL to refocus PDP faculty structure and documentation processes. • Teacher PL regarding the specific use of APST, and PDP goal setting to support accreditation and maintenance. 	<p>An accredited Lead Teacher who has vast experience with accreditation and was employed as a quality advisor is the school contact for teacher accreditation.</p> <p>The executive PL have been reviewed and in 2022 the executive will be trained in the implementation of the teaching and learning cycle which will link to staffs PDP's.</p> <p>Staff were training in using the APST to help develop their PDP goals. This supports teachers in achieving and maintenance accreditation.</p>
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Strategic Direction 3: Future focused learning

Purpose

To ensure that education is relevant and students are provided with meaningful and authentic learning opportunities. To support teachers to build and refine their teaching practice that is evidence-based and research informed. To build authentic mutually beneficial partnerships with community.

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.

- Innovative curriculum and teaching practice
- Engaging with community

Resources allocated to this strategic direction

Professional learning: \$80,000.00

Socio-economic background: \$94,999.00

Summary of progress

Our progress this year has been vastly impacted and hampered by the effects and constraints brought about by the Covid-19 pandemic. However, progress has still been achieved in our two major initiatives:

Innovative curriculum and teaching practice:

In 2021 we had teachers attend eight out of the ten available HSC PL courses across PDHPE (as both participant and leader of our community of practice, leading school-based PL), biology, English, Mathematics Standard (participant and leader), Advanced Mathematics, CAPA, Industrial Technology and Modern History.

While we had teachers from every course attend the HSC PL in 2020 we have not had the same occur in 2021. There have been some teachers who have participated in more than one round or day of the PL and others who have only participated in one day. Two of our teachers have been invited to be involved in the community of practice and have assisted in the facilitation of the delivery of the PL across the state. According to the analysis by the Department of Education of teacher annotated student work samples (which are required to be uploaded when attending the PL days) the teacher work samples that are showing the most growth in implementing the high leverage strategies are those of teachers who continue to attend and engage in the ongoing PL sessions.

The senior executive / executive / TPL committee will need to consider a pragmatic approach to ensure that we can have a school-wide approach that sees equity in access to the PL and also be mindful of the schools TPL funds. Consideration of at least two teachers attending each of the HSC PL courses on offer each term and provide the support structures to enable teachers to share their implementation of high leverage strategies through teaching artefacts, student work samples and classroom observations with colleagues.

A Technology team has been re-established with a key focus on supporting teachers to effectively integrate a range of technologies into their classroom practice. A staff survey has been administered to gauge the level of confidence teachers have in utilising a range of platforms and their willingness to share their expertise with colleagues. Teachers overwhelmingly indicated that they required access to professional learning to support them. Next steps are to consider the best approach to facilitate these skill building workshops.

During 2021 data was also collected on the number of students who are bringing devices to school. A count of students in Year 7 who had a laptop indicated overall, 115 students had a laptop on that day (approximately 48% of group). Of those 115 students, 51 students were from the 2 CAP classes. 7/5 had 18 students with a device and the other 46 students were spread across the remaining 7 classes (an average of 7 students per class). In 2022 we will look at promoting Year 7 students bringing their devices more regularly to class every day. CAP STEM Challenge Days with our Community of Schools planning was completed with a date set for Term 3. This activity had to be paused due to constraints of COVID. A new date has been set for 2022.,

Engaging with our community:

One of our teachers was successful in obtaining a school-based Teaching Quality Advisor position within the Quality Teaching Practice Unit as a result of the school engaging in a year-long Learning Ecosystems initiative in 2020. Our Learning Ecosystems team was supported to scale our approach to engaging with our parents/carers and community in

2021 to include our CAP program, Year 7 PDHPE, Core skills program and Science HSC Success. The coordinators of these initiatives engaged in professional learning delivered by the Teaching Quality Advisor with a focus on evaluative thinking, behavioural science and project planning.

Unfortunately, due to COVID a number of the planned approaches were unable to be delivered as intended, but we intend on going at this again in 2022.

Our face-to-face Study Skills workshop had to be reconsidered with a work around due to COVID restrictions and learning from home period. Our CAP coordinator created a study skills YouTube video for students and parents to engage with. A google feedback form was incorporated into the presentation. The high percentage of strongly agree and agree results from the parents/carers participating in the pre-recorded study skills session indicates that it was a valuable activity for our CAP parents/carers. The opportunity for parents/carers to identify their 'key takeaway' and 'one thing they would like to know more about' has provided the CAP coordinator with some direction and to create a follow up video about NESA and accessing syllabi. Also creating the video means that the study skills resource can be revisited by our families.

The Learning Ecosystems team evaluated their work in Term 4 and planned their approach for 2022. This included scaling our initiative to include a Stage 6 stream where the PDHPE and CAPA faculties will focus on improving Stage 6 HSC results through supporting teachers to participate in the HSC PL offered by the department and embed high leverage strategies into their teaching practice and engage with parents to provide them with the understanding and skills to support their child.

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
Innovative curriculum and teaching practice: SEF theme of <i>expertise and innovation</i> in the learning and development element meets delivering descriptors, where teachers demonstrate current content knowledge and evidence based teaching while utilising technology to enhance student learning.	Self-assessment against the School Excellence framework shows the school moving from <i>delivering</i> to <i>sustaining and growing</i> in the theme of <i>expertise and innovation</i> in the Learning and Development element, which was endorsed during the recent External Validation process.
Innovative curriculum and teaching practice: SEF themes of <i>explicit teaching</i> and <i>feedback</i> in the effective classroom practice element meet delivering descriptors where explicit teaching is a focus. Teachers provide timely feedback to students.	Self-assessment against the School Excellence framework shows the school moving from <i>delivering</i> to <i>sustaining and growing</i> in the themes of <i>explicit teaching and feedback</i> in the Effective Classroom Practice element, which was endorsed during the recent External Validation process.
Engaging with the community: TTFM parent involvement shows trending upwards from 2019 data.	The 'Tell them From Me' parent involvement data has unfortunately been placed on hold due to the impacts of Covid, but new data should be available during Term 3 or 4 in 2022, when the survey is rescheduled to run.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$250,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Warilla 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"> • Data driven explicit teaching practice <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for targeted professional learning around Membean and Renaissance Reading. • intensive learning and behaviour support for funded students. • implementation of targeted programs to differentiate teaching and learning programs. • staffing release for targeted professional learning around Vocabulary enrichment program. <p>The allocation of this funding has resulted in: A significant number of students have been trialling Membean and Renaissance reading and it is showing promising results for such an early time. The vocabulary enrichment program is also showing pleasing results and all Year 7 students have engaged with this.</p> <p>After evaluation, the next steps to support our students with this funding will be: To widen the scope of both Membean, Renaissance Reading and the Vocabulary program. Membean will be offered to all of Year 7 and the vocabulary drive will be widened to include the whole school.</p>
<p>Socio-economic background</p> <p>\$694,999.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Warilla 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"> • Data driven explicit teaching practice • Engaging with community <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement specialist programs to support identified students with additional needs • supplementation of extra-curricular activities • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: An increased number of students from low socio-economic families applied for and 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. 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 in 2021, as they were unable to meet these commitments. Despite the lack of fees being paid Warilla High School will not allow this to impact on the students' educational choices. Their</p>

<p>Socio-economic background</p> <p>\$694,999.00</p>	<p>educational choices will not be determined by their parents' ability to pay. 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 previously we have been recognised as the champion sporting school for the zone. This has seen a range of elite athletes represent both NSW and Australia. In 2021, 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> <p>After evaluation, the next steps to support our students with this funding will be: The need to continue to provide financial support for the foreseeable future for all students who request assistance.</p>
<p>Aboriginal background</p> <p>\$95,000.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Warilla 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"> • Stage 5 and 6 ATSI Education and Cultural Support <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • fulltime Aboriginal Education Officer • part time teacher employed to work with Aboriginal students that are in the middle range, to push their numeracy and literacy results higher <p>The allocation of this funding has resulted in: Students showing early signs of improvement. Further time will be needed to see this impact our external data.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to provide "extra" assistance to particularly work with our "middle" range Aboriginal students, helping them to both aspire to and achieve results at the "top".</p>
<p>English language proficiency</p> <p>\$31,000.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Warilla 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"> • Data driven explicit teaching practice <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 • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in:</p>

<p>English language proficiency</p> <p>\$31,000.00</p>	<p>Time being allowed for targeted staff to provide one on one student support.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue support, with results indicating that this is a highly effective way of supporting our EALD students.</p>
<p>Low level adjustment for disability</p> <p>\$368,000.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Warilla 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"> • Data driven explicit teaching practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • 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 • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists <p>The allocation of this funding has resulted in: The specific use of staff members, including LaST, classroom teachers, visiting specialists such as Speech Therapists and Occupational Therapists designing well integrated and individually tailored programs to support specific students, most notably in our "Foreshore Centre".</p> <p>After evaluation, the next steps to support our students with this funding will be: To maintain and grow student engagement and look to continue the collaborative, team approach to supporting our students in the future.</p>
<p>Professional learning</p> <p>\$106,000.00</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 Warilla 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"> • Innovative curriculum and teaching practice • Quality Teaching and Accreditation <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in: Teachers undertaking PL have found it to be highly informative and personally beneficial. Teacher participation in 2021 was impacted by the COVID-19 prolonged lockdown.</p> <p>After evaluation, the next steps to support our students with this funding will be: To ensure ongoing engagement with HSC PL. Teacher work samples that are showing the most growth in implementing the high leverage strategies are those of teachers who continue to attend and engage in the ongoing PL sessions.</p>
<p>Literacy and numeracy</p>	<p>The literacy and numeracy funding allocation is provided to address the</p>

<p>\$7,420.00</p>	<p>literacy and numeracy learning needs of students at Warilla High School from Kindergarten to Year 6.</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"> • Data driven explicit teaching practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Improving Student Literacy Outcomes (Renaissance Reading) • Development and implementation of a sustainable program to positively impact on student reading skills. <p>The allocation of this funding has resulted in: Our current Year 8 cohort already being covered by COVID funding, so the program focus shifted to Years 7 and 9. Teacher feedback reveals the need to put the program into the timetable.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue the program into 2022 to monitor the longer-term benefits, where there is a more disruption free implementation period.</p>
<p>COVID ILSP</p> <p>\$300,899.41</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/monitor progress of student groups • employing/releasing teaching staff to support the administration of the program <p>The allocation of this funding has resulted in: A decrease in negative behavioural incidents by 45% when comparing the same cohort over the previous school year. Internal testing showed an improvement in numeracy results by 6% for participants engaged in the intervention. Writing post-tests show a significant improvement in the use adverbs to create a mood, as well as improvements in spelling, and syntax by varying sentence openings and expanding sentences. Reading test data show improvement in the vocabulary domain, which was previously the biggest area of weakness for students. After the COVID ILSP program, the domain of vocabulary was only marginally weaker than their strongest area of progress.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to focus on the key skills within the literacy and numeracy domains and embed key skills into teaching and learning programs across faculties. We will investigate reasons that some students have been unable to demonstrate progress and target those who require more specialised or different support.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	657	662	682	685
Girls	597	607	581	576

Student attendance profile

School				
Year	2018	2019	2020	2021
7	90.8	89.9	90.2	88.9
8	86.3	86.6	87.2	83.9
9	86.8	84.1	87.2	80.1
10	84.8	83.7	85.4	79.9
11	87	86.5	86.2	78.3
12	86.3	87.3	89	82.5
All Years	87.2	86.3	87.5	82.4
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	8.0
Employment	12.0	14.0	23.0
TAFE entry	4.0	6.0	8.0
University Entry	0	0	29.0
Other	8.0	4.0	15.0
Unknown	0	0	19.0

Year 12 students undertaking vocational or trade training

53.13% of Year 12 students at Warilla High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

96.9% of all Year 12 students at Warilla High School were expected to complete Year 12 in 2021 and did so successfully.

100% of the students who completed Year 12 in 2021 received their Higher School Certificate or equivalent vocational education and training qualification.

The students of 2021 studied a range of school-based VET courses. These included Business services, Retail Studies, Metals and Engineering, Hospitality, Construction and Sports Coaching. Students of 2021 also studied a range of T VET courses these were studied at the following external providers. TAFE NSW, UOW college and The Illawarra Illawarra TeC. (iTEC)

53.13% of Year 12 students at Warilla High school undertook a version of Vocational Educational and Training in 2021. Although aspects of the year were disrupted due to COVID, students were successful in gaining their qualification or statements of attainment.

All staff at Warilla High, who are engaged in delivering VET courses are regularly engaging in various forms of professional development for Vocational Education. Qualified staff in the following faculties engaged in professional learning activities included Human Society and its Environment (HSIE) , Personal Development and Health and Physical Education (PDHPE) , Technological and Applied Studies (Tas) and Careers

The community garden is being continually utilised by various faculties across the school including: HSIE, Foreshore Centre, Science, Tas and Careers. Students develop and implement many of the practical skills required in each area of

study. Additional real-world skills developed include: teamwork, workplace communication and problem solving. The garden requires regular maintenance and produces a mixture of fruit, vegetables, and flowers, which are sold to the school community. This raises small revenue which provides resources for the garden.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	14
Classroom Teacher(s)	67.6
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 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	489,697
Revenue	16,373,723
Appropriation	15,904,062
Sale of Goods and Services	230,843
Grants and contributions	234,864
Investment income	335
Other revenue	3,620
Expenses	-16,489,321
Employee related	-15,245,166
Operating expenses	-1,244,156
Surplus / deficit for the year	-115,598
Closing Balance	374,099

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	250,870
Equity Total	1,196,726
Equity - Aboriginal	102,328
Equity - Socio-economic	694,422
Equity - Language	31,060
Equity - Disability	368,916
Base Total	12,775,241
Base - Per Capita	323,534
Base - Location	0
Base - Other	12,451,708
Other Total	971,627
Grand Total	15,194,465

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

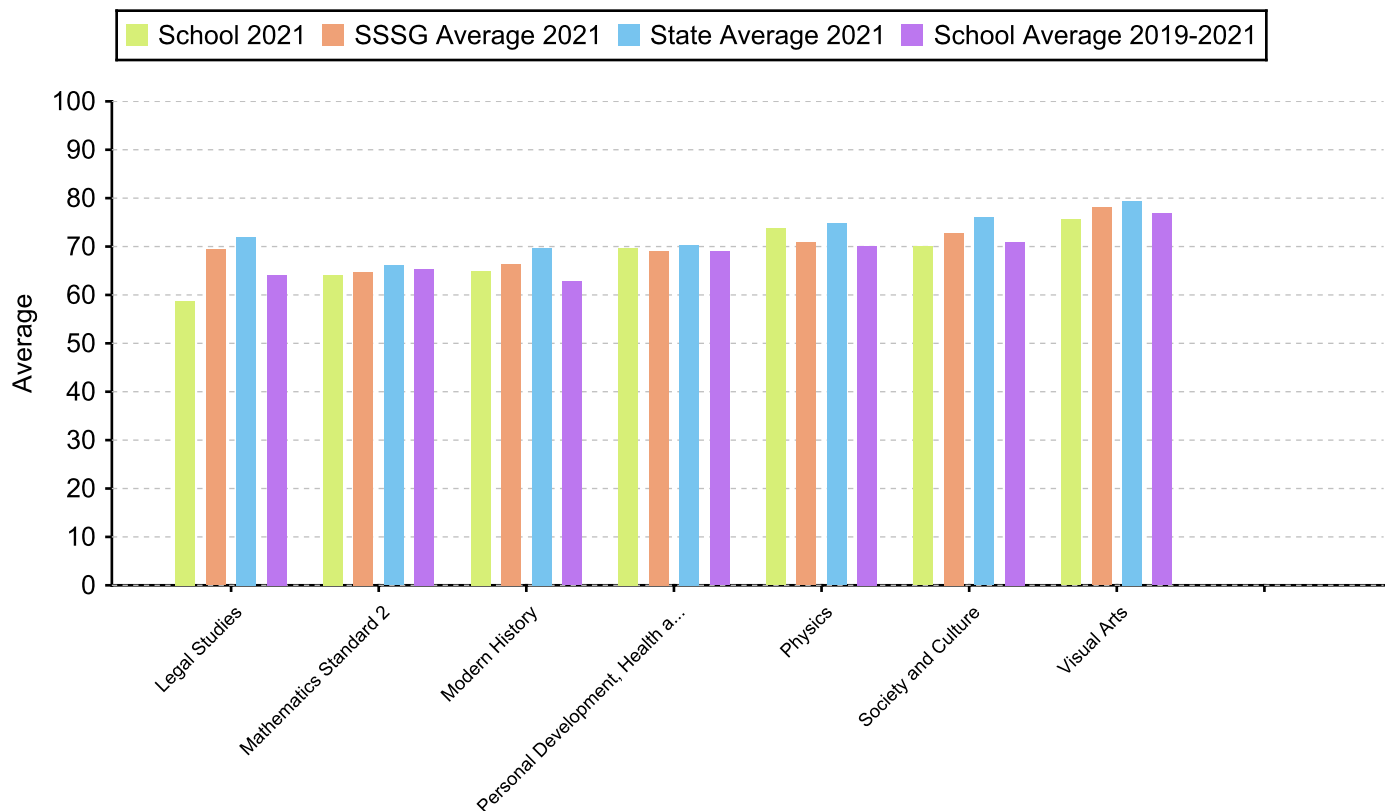
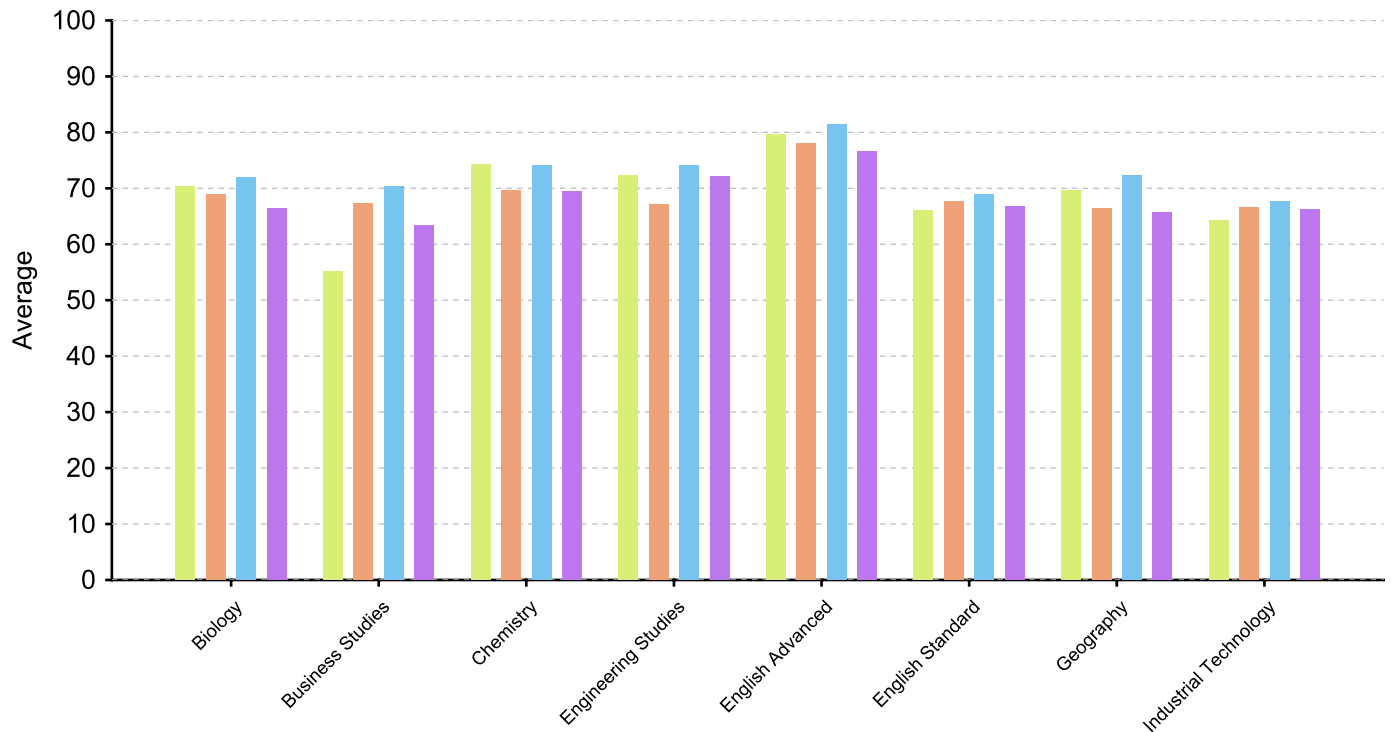
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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
Biology	70.3	69.0	71.9	66.4
Business Studies	55.1	67.4	70.4	63.3
Chemistry	74.3	69.6	74.1	69.4
Engineering Studies	72.3	67.1	74.1	72.1
English Advanced	79.6	78.0	81.4	76.6
English Standard	66.0	67.6	68.8	66.7
Geography	69.7	66.4	72.4	65.6
Industrial Technology	64.3	66.6	67.7	66.3
Legal Studies	58.8	69.4	72.0	64.1
Mathematics Standard 2	64.1	64.7	66.1	65.4
Modern History	64.9	66.4	69.7	62.7
Personal Development, Health and Physical Education	69.7	69.1	70.3	68.9
Physics	73.7	70.8	74.8	70.1
Society and Culture	70.0	72.8	76.0	71.0
Visual Arts	75.6	78.1	79.4	76.8

Parent/caregiver, student, teacher satisfaction

In 2021, 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, yet another, 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 the 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 are also invited to 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 2021 we had to cancel many of these traditional get-togethers because of COVID restrictions, but in place many newsletters were sent home to all our parents and carers. The Year 7 Afternoon Tea was held outdoors, and it was a very well received function, with teachers and parents making new connections. 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 2021 some of these meetings were somewhat curtailed and instead we used various computer platforms, usually "Zoom", to allow us to still meet. 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. With careful planning and small groups used to accompany groups around the school we were able to still hold this function. Feedback was that this was a highly successful event and much valued by our potential new families and students.

Our school has taken part in the Tell Them From Me (TTFM) survey since its initial trial in 2013. It has not been possible to conduct this survey for the past two years 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. The last time we took part in the TTFM survey was in 2019, when 750 students completed the Tell Them from Me survey which included measures of student engagement alongside the key drivers of student outcomes. Given the ten weeks that students were encouraged to learn remotely in 2021, 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 2022 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.

Aboriginal Education - School statement

Acknowledgement of Country - Warilla High School acknowledges the Five Islands Dreaming people who are the traditional custodians of this land, the Dharawal Nation. We pay our respect to the Elders, both past and present and those of the future, as they continue to protect the pristine coastline, where we all enjoy the warmth of the sun, the rolling hills of green grass, the sand between our toes, the birds' sing songs and the blue waters. We hope that the spiritual connection of this land; where we live, work and teach evokes emotion with all who visit it to ensure respect for the traditions and stories of generations to come to encourage lifelong teaching and learning.

We have developed and had endorsed a Reconciliation Program for Warilla High School. It begins with a message from the Principal..." I am proud that Warilla High School adds its name and influence to developing, promoting and celebrating reconciliation in our students and community. I was born in an era where I was counted in the Australian census as fauna; stripped of my race and culture. I have lived through experiences that define why the need is so great for Reconciliation Action Plans in schools, businesses and organisations around our country. Our school has always been committed to meeting the educational needs of all students, and to addressing the deficit shown in the achievement of First Nations students. However, it is with this step in formalising our resolve, that we show a determination to counteract and correct wherever possible the systematic barriers to First Nations people experiencing success and belonging in our educational community. Warilla High School is driven by the values of Excellence, Respect, Integrity and Compassion and we have applied this lens to our actions. It is our intention that these actions will provide not only a theoretical framework for change but also a physical manifestation of actions to counteract racism, recognise truth and build long-lasting relationships built on fairness and equality. It is my genuine hope that the formalisation of our strategies and actions towards a reconciled Australia show our community that we mean business in Closing the Gap. That we mean business in promoting the contributions of First Nations people to our school and community, and that we mean business in ensuring everyone knows that reconciliation is good for us all. Sincerely yours, Michelle Brook Principal". This plan has been recognised and endorsed by the RAP committee in 2021, and recognised the driving work of Brandon Harry, a Warilla High School teacher, and advocate for Reconciliation.

Our Vision for Reconciliation is that, "At Warilla High School we believe that all people deserve a quality education that promotes equality and social responsibility. It is our hope that our students and teachers see reconciliation as more than a word, but rather as an action that we all have a responsibility to take part in. We acknowledge that since colonisation, successive government policies have systematically disadvantaged, marginalised and discriminated against Australia's First Nations People. This is true with regard to access to quality education, fairness and belonging in schools and Australia's education system.

We stand committed to building a school that holds equality and fairness at its core. To achieve this, we acknowledge the mistakes of the past to build for a better future. In doing our part, we will: Promote, teach and celebrate that reconciliation is for everyone and that we all have a part to play. Actively recognise the truth of Australia's colonial history by developing curriculum, teaching and learning programs and activities that foster a truthful understanding of this history; Challenge racist, discriminatory and/or harmful beliefs, stereotypes, slurs and references that detract from an individual's sense of belonging in our school community. Giving rise to an inclusive environment where all members of our school feel recognised, respected and seen; and Build long-lasting, respectful relationships with the Dharawal people by growing our engagement with parents, community and elders to build a shared understanding of the multi-faceted nature of education.

We make this commitment to show our determination to improve the quality of academic and life outcomes for our Aboriginal and Torres Strait Islander students and to close the gap between First Nations and non-First Nations

students. We engage in the process of a Reconciliation Action Plan to show our students that doing the good and just thing in life is just as important as other measures of success.

To celebrate our RAP Progress we are committed to reflecting on the progress made in the growth of knowledge and pride in Aboriginal and Torres Strait Islander histories, cultures and contributions in our school. We will track the progress of our RAP, continually revisit our commitments, and celebrate our achievements, while generating new ideas to develop and sustain our RAP into the future. We will invite Aboriginal and Torres Strait Islander families and all of our community to our school to celebrate the launch of the RAP and to invite them to be a part of the process. We will publish an annual update on our progress with our RAP on our website.

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.