

2021 Annual Report

Warrawong High School



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Introduction

The Annual Report for 2021 is provided to the community of Warrawong High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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.

School contact details

Warrawong High School

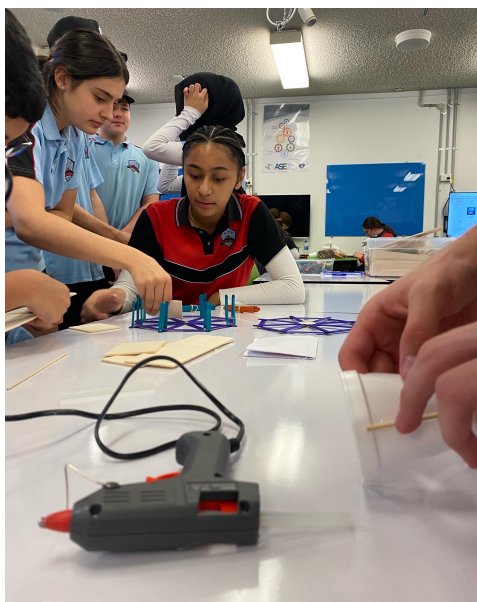
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Future focused Learning

School vision

Warrawong High School is committed to the holistic development of every student in a nurturing and caring environment. Students are challenged in their learning with engaging and personalised pathways to achieve continuous academic, social and personal growth. We believe in a progressive, aspirational and innovative learning experience. Our school culture reflects high expectations and connection with our community and school values of respect, responsibility and resilience. Staff are supported with high quality professional learning designed to develop their skills and expertise, inspiring students to maximise their learning potential. All our students have the opportunity to aspire to excellence and experience success as learners. We prioritise the acquisition of contemporary learning skills and ensure our students become confident, creative individuals who are active informed citizens in a dynamic and evolving global society.

School context

Warrawong High School is a diverse and dynamic school community that reflects the cultural diversity of contemporary Australia. We are part of the Lake Illawarra North network, which forms a collaborative Warrawong Community of Schools, including: Cringila Public School, Lake Heights Public School, Kemblawarra Public School, Port Kembla Public School and Warrawong Public School.

The total student population of Warrawong High School is 545, which include 46% of students with a language background other than English, 11% Aboriginal and Torres Strait Islander and families from 25 different nationalities.

Through our situational analysis we identified, Aspirational Learning and Personalised Pathways as priorities to support Student Growth and Attainment.

Our focus is that every student, teacher and school leader improves every year. To achieve this we embrace high expectations in all domains of school life. To enhance student growth and attainment we analyse and reflect upon student performance data and achievement to differentiate and to provide effective feedback that enhances the quality of learning.

Our staff are provided with evidence based, high impact professional development in order to deliver a curriculum focused on contemporary skill building, which supports individual student needs and our school targets in numeracy and literacy.

Our learning culture has been collaboratively developed and nurtured by a student-centred approach to inform our school values of Respect, Responsibility and Resilience.

We proudly house the region's Intensive English Centre, supporting new arrival, refugee and international students as they enter our country. We also feature a large and dynamic Special Education Unit, which supports students across the Illawarra with a diverse range of abilities.

To complement our inclusive and diverse school we also host one of the region's first school based permaculture and community gardens, which supports and promotes sustainable living. We are also home to the Illawarra Academy of STEM Excellence in partnership with local industry including Bluescope.

Through these programs and others, Warrawong High School has strong links with the local education and business community including: Commaditchie Community Centre, Australian Council of Educational Research, Green Connect, WACKI Film Festival and the University of Wollongong.



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	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
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	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to support and enable the growth and development of every student in our care through connectedness to their learning, in a culture underpinned with high expectations that every student can learn. We empower our students to take ownership of their learning development through a strong foundation of numeracy and literacy skills, which enables their access to the curriculum. Our teachers use a range of student assessment data to reflect on their teaching practices that impact on student attainment to inform ongoing differentiation of learning and teaching throughout the learning cycle.

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.

- Cyclic data analysis to inform learning and teaching
- Skill development in numeracy and literacy

Resources allocated to this strategic direction

Socio-economic background: \$682,657.00
Aboriginal background: \$29,274.00
Refugee Student Support: \$8,307.00
Low level adjustment for disability: \$103,316.00
Integration funding support: \$47,670.00
English language proficiency: \$44,848.00
Professional learning: \$40,000.00

Summary of progress

We have developed a strategic student assessment cycle for targeted classes and year groups, inclusive of a range of internal and external learning assessment. This cycle is documented through a scope and sequence that aims to outline the assessment purpose, mode and team responsible for implementation. The data team analyse this data to gauge student learning progress through key transition points of the year. The analysis of the data gathered has informed targeted and collective strategies that are numeracy and literacy skills based, which are then collectively implemented across the all of key learning areas. This has progressed the schools trajectory towards our lower bound system negotiated targets in reading and numeracy of students achieving in the top two bands. The process which was aiming to be up scaled across all year groups has been delayed due to the remote learning period.

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
NAPLAN 7.9% of Year 9 students achieving in the top 2 bands in numeracy 9.6% of Year 9 students achieving in top 2 bands in reading	9.78% of students are now in the top two bands (NAPLAN) for reading. 5.81% for numeracy, indicating progress toward the annual progress measure and system negotiated target. Data indicates that students in the top 2 bands of reading and numeracy show growth from baseline data of 6.61% Reading and 4.85% Numeracy.
HSC 43.2% of HSC student results will appear in the top three bands	47.09% of students attained results in the top three bands of the HSC demonstrating achievement of the lower bound target. All eligible Year 12 students who participated in HSC Minimum Standards tutoring in Numeracy, Reading and/or Writing successfully met the HSC Minimum Standards
NAPLAN	43.9% of students have achieved expected growth in numeracy, which is a decrease of students indicating progress yet to be seen toward the system-

<p>68.4% of Year 9 students achieve expected growth in numeracy.</p> <p>60.2% of Year 9 students achieve expected growth in reading.</p>	<p>negotiated target</p> <p>47.83% of students have achieved expected growth in reading, which is a decrease of students indicating progress yet to be seen toward the lower bound system-negotiated target.</p> <p>Delayed initiatives in 2021 have required targeted initiatives to be postponed to 2022.</p>
<p>100% of staff participate in professional learning to build their capacity in analysing student performance data to inform their practice</p>	<p>100% of available staff completed one (1) workshop in Best Start orientation and data analysis</p> <p>100% of our Learning advisors completed two (2) workshops in student performance data and analysis</p> <p>Delayed initiatives in term 2 have required this work to be postponed to 2022.</p>



Science demonstration

Strategic Direction 2: Aspirational Learning

Purpose

Our school embodies a culture of striving for excellence, enabling contemporary learning and teaching that promotes enthusiastic, independent learners, committed to lifelong learning. Through a dynamic, innovative and contemporary school curriculum, our school advocates a high expectation culture that enables students to continually develop the necessary skills to empower them in their learning and beyond school. Our school supports teachers through their engagement in a professional learning community prioritising student advocacy, collaboration and performance.

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.

- Contemporary curriculum delivery
- Professional Learning community

Resources allocated to this strategic direction

Socio-economic background: \$237,152.00

Professional learning: \$33,000.00

Low level adjustment for disability: \$44,848.00

Summary of progress

The beginning of 2021 saw the introduction of a pilot 4C's program that was implemented within our targeted ASPIRE classes, this was aligned to the Departments High Potential and Gifted education Policy. This action research later to be upscaled across the school engaged targeted teachers who were able to implement two (2) of the 4C's (Communication and Collaboration) into their teaching and assessment. This saw students and teachers utilise a resource named Book Creator to apply these essential skills. Parent workshops also showcased the work of our students.

Due to the necessity of remote learning our school engaged teachers in the use of ICT and Google classrooms to engage with students. This was successful as the vast majority of our students maintained continuity of their learning through this whole school strategy.

Our holistic professional learning matrix was formed at the beginning of 2021 based on student needs and staff data related to their Performance and Development Plans. This seen a variety of professional learning experiences offered to our staff which catered to the varying needs of our students and teachers alike.

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
Student outcomes 100% of targeted students have collected work samples demonstrating achievement of their targeted application of the 4C's in addition to their identified goals. A majority of targeted students are demonstrating improved confidence through self assessment and demonstrated skill development in the use of ICT.	100% of students have collected work samples demonstrating achievement of their goals as part of the 4C's action research project. Delayed initiatives in 2021 have required work in the application of ICT skills with targeted classes to be postponed to 2022. Throughout the remote learning period students reported increased confidence in utilising ICT skills, this was further evidenced by student access to Google classrooms, TEAMS and Zoom lessons.
Developing professional practice, knowledge and engagement	100% of teachers have participated in the professional learning, implementation and programming of the 4C's pilot project

<p>100% of the participating teachers are engaged in delivering, programming and evaluation of the 4C's pilot project</p> <p>100% of teachers participate in professional learning relating to contemporary learning skills</p> <p>The High Potential Gifted education policy is evident in teaching programs by all teachers, across all stages.</p> <p>An increase in teachers applying for HALT accreditation and SLIF program</p>	<p>100% of staff have participated in professional learning in relation to the application of Google classrooms, Zoom and contemporary learning strategies.</p> <p>Delayed initiatives in future focused professional learning have been postponed to 2022.</p> <p>Delayed initiatives in 2021 have required work in the application of the High Potential and Gifted Education policy to be implemented into teaching programs to be postponed to 2022.</p> <p>The Department's SLIF program has been postponed until 2022.</p>
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Strategic Direction 3: Personalised Pathways

Purpose

We support the diversity of all our students in their academic and wellbeing needs through the development of support pathways that aim to increase their engagement, sense of belonging and connectedness to our school, their learning and future ambitions. We engage with parents, carers, families and the wider school community to create opportunities through the co-design of pathways that aim to fulfil individual student capabilities and goals as successful learners and active, informed citizens.

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.

- Personalised Learning and Support
- Effective transition through school and into the community

Resources allocated to this strategic direction

Integration funding support: \$40,860.00

Aboriginal background: \$40,860.00

English language proficiency: \$77,070.00

Flexible Funding for Wellbeing Services: \$29,956.00

Socio-economic background: \$283,992.00

Low level adjustment for disability: \$145,400.00

School support allocation (principal support): \$23,701.00

Summary of progress

Personalised Learning and Support plans and other associated student plans were either initiated or updated ready for the commencement of 2021 for students in the Support Unit, Intensive English Centre and mainstream. The plans were communicated to teachers of the students requiring additional support, including our Aboriginal students. Our Learning and Support teachers and mentors were allocated to the identified students in order to support a differentiated learning experience.

Our Community of schools program was evaluated and adjusted at the end of 2020 to continually develop an effective transition into high school. This program of events was disrupted due to restrictions however the team effectively communicated within the community to support class placements and the provision of learning and wellbeing needs of each student.

Our curriculum offerings continued to offer differentiated pathways at key transition points, this was further supported with individualised meetings with specialist staff to form patterns of study. Our careers advisor and learning support team worked extensively with students at these key points to meet the goals and aspirations of students throughout the stages of learning and transition from school.

Our attendance processes continue to develop and include a variety of strategies to inform parents and engage students in their learning and school community, these include the parent portal and translated phone intervention 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
Attendance Target 60.4% of students attend school in excess of 90% of the time Decrease the proportion of students attending less than 80% of the time	The 53.39% of students attend greater than 90% of the time at school. On average 22.2% of students attended school over 80% of the time. Overall attendance rates remained equal to Similar Statistical school Groups (SSG's)

<p>Student Wellbeing</p> <p>65.9% of students reflect an improvement in overall Wellbeing as measured by the elements of high expectations, sense of belonging and advocacy at school</p>	<p>60.73% of students reported a positive wellbeing that includes advocacy at school, sense of belonging and expectations of success. This may be in part to the disrupted and changed learning model students experienced through the remote learning period.</p>
<p>Transitions</p> <p>2% increase of eligible Year 6-7 local Enrolment</p> <p>A 2% increase in student engagement in meaningful post school destinations including; University, TAFE or employment</p>	<p>Our student enrolments in years 6-7 has decreased due to the unavailability of our normal transition activities.</p> <p>13% of students who either left school in 2021 are seeking employment, whilst 57% who completed year 12 were engaged in employment.</p> <p>33% of students who completed Year 12 commenced University.</p>
<p>Aboriginal Students</p> <p>100% of our current Aboriginal students attaining the HSC whilst maintaining their cultural identity</p>	<p>Aboriginal students attained the HSC in 2021 whilst maintaining their cultural identity contributing to our networks system-negotiated lower bound target.</p> <p>100% of our students who started year 12 in 2022 completed their HSC.</p> <p>50% of students maintained their schooling from year 10 through to the end of the HSC.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$8,307.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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"> • Cyclic data analysis to inform learning and teaching <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support <p>The allocation of this funding has resulted in: An increase in targeted support for students, including mentoring, tutoring and assistance with wellbeing as reflected in Personalised Learning and Support Plans.</p> <p>Tell them from me data reflects that 57% of students are reporting a sense of belonging to their school, which is an increase from 2020.</p> <p>A sustained progression of students moving across the EALD learning progressions.</p> <p>Parent engagement aimed at increasing the capacity of parent/carers to connect with student learning, with the use of interpreters and assistive technology being key drivers.</p> <p>After evaluation, the next steps to support our students with this funding will be: We will continue to promote a supportive transition of Refugee students from the Intensive English Centre into Warrawong High by sharing whole school resources and expertise in multicultural education that supports refugee and new arrival students to high school.</p> <p>Re-establish relationships with culturally and linguistically diverse parents, we will engage interpreters within all home-school communication processes. This will involve professional learning for all staff on the use of translating and interpreting services, and school resources will be created to guide this process.</p>
<p>Integration funding support</p> <p>\$88,530.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Warrawong 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"> • Cyclic data analysis to inform learning and teaching • Personalised Learning and Support <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 • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: Data analysis to inform the identification of students requiring additional support.</p> <p>All PLaSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p>

<p>Integration funding support</p> <p>\$88,530.00</p>	<p>The majority of targeted students demonstrating progress towards their personalised learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: Analyse our internal/external data and evaluate the opportunity to apply for additional funding to support additional students. This will result in integration funding adjustments throughout the year in response to student PLASPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$1,203,801.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Warrawong 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"> • Cyclic data analysis to inform learning and teaching • Skill development in numeracy and literacy • Contemporary curriculum delivery • Effective transition through school and into the community • Professional Learning community • Personalised Learning and Support <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 support the expansion of the schools curriculum. • additional resourcing to increase equitability of staffing resources and services. • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to increase the leadership team in the school including four (4) additional Head Teachers and a Business Manager. <p>The allocation of this funding has resulted in: Upward trend in Warrawong High School's 2021 NAPLAN Premier's Priority results, where the average percentage of students in the top 2 bands for eading increased by 3.17% from 2019 to 2021.</p> <p>Upward trend in Warrawong High School's 2021 NAPLAN Premier's Priority results, where the average percentage of students in the top 2 bands for numeracy increased by 3.13% from 2019 to 2021.</p> <p>There was an increase in aboriginal students average NAPLAN scores in reading, numeracy and grammar and punctuation from 2019 to 2021.</p> <p>Our average marks in Year 9 NAPLAN results in reading are on a trajectory with Similar Statistical School Groups (SSSG).</p> <p>Our average marks in Year 9 NAPLAN results in writing are above Similar Statistical School Groups (SSSG).</p> <p>Our average marks in Year 9 NAPLAN results in spelling are above Similar Statistical School Groups (SSSG).</p> <p>Our average marks in Year 9 NAPLAN results in numeracy are above Similar Statistical School Groups (SSSG).</p> <p>Our students who are at or above expected growth in regard to Similar Statistical School Groups (SSSG) are evident in reading, writing and spelling.</p> <p>Our average scaled growth score was above Similar Statistical School</p>

<p>Socio-economic background</p> <p>\$1,203,801.00</p>	<p>Groups (SSSG) and state scores in all domains. The greatest positive variance recorded in comparison to SSSG's or state were Numeracy - 7 marks, Grammar and Punctuation - 5 marks, spelling 6 marks, writing - 19 marks and reading 3 marks.</p> <p>47.09% our HSC students achieving in the upper 3 bands which was an increase of 10.58% from 2020.</p> <p>Our HSC results included two subject scoring above the state average, with the recording of 3 band 6's, 28 band 5's and 56 band 4's.</p> <p>53.39% of our students attending school at least 90% of the time</p> <p>There was a significant increase of Professional Learning registered hours delivered to staff to support in the accreditation process.</p> <p>Our Tell Them from Me data indicates that students effective learning time and a positive learning culture are above NSW Government Norms.</p> <p>An increase in future focused learning resources including ICT was evident in students accessing remote learning platforms.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>We will continue to engage additional specialist staff in learning and support to assist students with targeted strategies in literacy and numeracy. Our Learning Support Teachers will further support the work of teachers to differentiate learning with suitable adjustments and accommodations for students.</p> <p>Our school will continue to invest in the employment of above establishment Head Teachers in Teaching and Learning and Secondary Studies to continually build the capacity of staff in the implementation of literacy and numeracy skills throughout a collective and consistent application of the Teaching and Learning cycle.</p> <p>We will continue to evaluate and recalibrate the role of our above establishment Head Teacher Wellbeing who will oversee the roles of the Student Support Officers and Wellbeing team in developing a scope and sequence of wellbeing initiatives targeted and supporting our students.</p> <p>The above establishment Head Teacher Administration and additional school administration staff including a school Business Manager will continue to refine the practices and procedures in managing finance, attendance and communication to our community.</p> <p>The additional funded Deputy Principal will continue to operate as an instructional leader of teaching and learning and focus on building our teacher's capacity to meet the individual needs of each of our students whilst assisting to the daily operations of the school.</p> <p>We will complete a curriculum evaluation of our whole school strategies of offering a broad curriculum which also supports smaller class sizes.</p>
<p>Aboriginal background</p> <p>\$70,134.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Warrawong 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"> • Cyclic data analysis to inform learning and teaching • Personalised Learning and Support <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Aboriginal background</p> <p>\$70,134.00</p>	<p>include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in:</p> <p>The development and evaluation of 63 Personalised Learning Plans</p> <p>Improvement was evident in the average NAPLAN scores of aboriginal students across all domains when comparing 2019 to 2021 data. This included an increase of the average marks in Numeracy - 27 marks, Grammar and Punctuation - 17 marks, spelling 34 marks, writing - 56 marks and reading 10 marks.</p> <p>Warrawong High increased the percentage of aboriginal students in the top 2 bands of reading and numeracy by 2% in Year 9.</p> <p>Our Year 7 aboriginal students also achieved an average of 13.33% in the top 2 bands in numeracy.</p> <p>Improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process.</p> <p>Tell Them From Me data indicated 62% of Aboriginal students feel good about their culture at school, whilst 53% of Aboriginal students felt teachers understand their culture at school.</p> <p>Tell them from Me data indicated an increase of students sense of belonging at school in 2021, whilst advocacy at school remained higher than NSW Government Norms.</p> <p>100% of our students who started year 12 in 2022 completed their HSC.</p> <p>50% of students maintained their schooling from year 10 through to the end of the HSC</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Engaging a literacy and numeracy focused Aboriginal identified position to deliver differentiated and personalised support to our Aboriginal students.</p> <p>Engaging a student support officer to support student and family engagement throughout the PLP process.</p> <p>Offer the schools teaching staff professional learning opportunities that support cultural awareness.</p>
<p>English language proficiency</p> <p>\$121,918.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Warrawong 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"> • Cyclic data analysis to inform learning and teaching • Skill development in numeracy and literacy • Personalised Learning and Support <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 staffing intensive support for students identified in beginning and emerging phase • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their

<p>English language proficiency</p> <p>\$121,918.00</p>	<p>classrooms</p> <p>The allocation of this funding has resulted in: An increase in targeted support for students, including mentoring and tutoring and assistance with wellbeing as reflected in Personalised Learning and Support Plans.</p> <p>Warrawong had 25 students being supported in achieving at their respective EAL/D phases including an addition 2 students in the development phase and 1 in the emerging in 2021.</p> <p>Tell them from me data reflects that students are reporting a sense of belonging to their school as represented in TTFM data</p> <p>EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>Students provided with effective transition into the schools Intensive English Centre, Bayview Support Centre and mainstream.</p> <p>Differentiated strategies are evident in our curriculum monitoring.</p> <p>After evaluation, the next steps to support our students with this funding will be: Our school will continue to support students from an EAL/D background including students who transition from the IEC. Working collaboratively with families our EALD Learning and Support Teacher will identify students requiring additional language support and provide feedback to students and families of student growth. Personal Learning and Support Plans (PLASP's) will be created and evaluated for targeted students needing additional support, which informs teachers of appropriate strategies for students. Teachers are also assisted in differentiating programs and assessments through professional learning and curriculum monitoring. We will continue to engage in regional programs such as, RAW (Ready, Arrive Work) and the Illawarra Multicultural Youth Project.</p> <p>We will further evaluate and reflect on our support of our EAL/D students through the annual ESL survey and the impact of strategies through evaluation of our student performance data.</p>
<p>Low level adjustment for disability</p> <p>\$293,564.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Warrawong 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"> • Cyclic data analysis to inform learning and teaching • Skill development in numeracy and literacy • Professional Learning community • Personalised Learning and Support • Effective transition through school and into the community <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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 <p>The allocation of this funding has resulted in: Our average marks in Year 9 NAPLAN results in reading are on a trajectory with Similar Statistical School Groups (SSSG).</p> <p>Our average marks in Year 9 NAPLAN results in writing are above Similar Statistical School Groups (SSSG).</p>

<p>Low level adjustment for disability</p> <p>\$293,564.00</p>	<p>Our average marks in Year 9 NAPLAN results in spelling are above Similar Statistical School Groups (SSSG).</p> <p>Our average marks in Year 9 NAPLAN results in numeracy are above Similar Statistical School Groups (SSSG).</p> <p>Our students who are at or above expected growth in regard to Similar Statistical School Groups (SSSG) are evident in reading, writing and spelling.</p> <p>Our average scaled growth score was above Similar Statistical School Groups (SSSG) and state scores in all domains. The greatest positive variance recorded in comparison to SSSG's or state were Numeracy - 7 marks, Grammar and Punctuation - 5 marks, spelling 6 marks, writing - 19 marks and reading 3 marks.</p> <p>Tell Them from me data indicated that advocacy at school and positive teacher/student relationships were above NSW Government Norms.</p> <p>The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: To further the reach and impact of the learning support team, through the employment of additional student learning support officers to provide targeted support for identified students and to enhance the work of teachers in differentiating learning with suitable adjustments and accommodations for students.</p>
<p>Flexible Funding for Wellbeing Services</p> <p>\$29,956.00</p>	<p>The flexible funding for wellbeing services allocation is provided to support student wellbeing at Warrawong 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"> • Personalised Learning and Support <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 • delivery of the Student Services model - support services are centrally located. Curriculum/assessment differentiation, workshops based on student need. Adults who care program. Working with outside agencies to deliver wellbeing programs. Breakfast club. Wellbeing supports - counselling • employment of Student Support Officer to support the Learning Support Team in the implementation of engagement programs and the evaluation of school based data • supporting students need via the wellbeing hub • targeted wellbeing program in conjunction with an external provider aimed at students thought to be at risk <p>The allocation of this funding has resulted in: The delivery of support services which are student centred and are centrally located in a temporary student wellbeing hub.</p> <p>Working with outside agencies to deliver a contextual and age appropriate Scope and sequence wellbeing programs to students across all stages of learning.</p> <p>The engagement of a Student Support Officer to support the Learning Support Team in the implementation of engagement programs and the evaluation of school based data to support students.</p> <p>The completion of complex case meetings with internal and external supports for students at risk.</p>

<p>Flexible Funding for Wellbeing Services</p> <p>\$29,956.00</p>	<p>Tell them from me data reflects an increase of students reporting a sense of belonging to their school and that they are displaying positive behaviours at school.</p> <p>Tell Them from Me also indicated that students reported advocacy at school and a positive learning culture which is above NSW Government Norms.</p> <p>Student access to our student assistance funding to support their educational needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Liaise with school infrastructure in regards to the construction of the schools wellbeing hub.</p> <p>Engage all staff to complete Trauma informed practice professional learning.</p> <p>Further investigate the implementation of the Berry Street model.</p> <p>Consult student voice in the development of our school values and align this to our welfare and discipline policy.</p> <p>Re-establish our Breakfast club to offer students access to a free before school meal.</p>
<p>COVID ILSP</p> <p>\$391,765.00</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] • providing targeted, explicit instruction for student groups in literacy/numeracy - [comprehension and measurement] • employing/releasing staff to coordinate the program • development of resources and planning of small group tuition • leading/providing professional learning for COVID educators • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in: 260 students were supported through the program - as evidenced on student overview spreadsheets uploaded in the activities</p> <p>11 tutors (CILSP + school funded) developed their skills through the program - as evidenced in tutor timetables</p> <p>100% of students achieved their personal learning goals that were based on the literacy progressions - as evidenced in student learning journals and spreadsheets to monitor progress</p> <p>39% of Year 9 students improved at least 1 numeracy band - as evidenced in SmarterMaths pre and post tests</p> <p>75% students reported that the program was 'very effective' in helping them to take ownership over their learning - as evidenced in student surveys</p> <p>96% students reported that tuition was 'helpful' or 'extremely helpful' - as evidenced in student surveys</p>

COVID ILSP

\$391,765.00

88% of students reported that they had been able to 'use the skill learned through the tutoring, in their other subjects' - as evidenced in student surveys

26 x Year 12 students were tutored in Numeracy, Reading and/or Writing to successfully meet the HSC Minimum Standards - as evidenced on SCOUT

50% of Year 9 students involved in the CILSP were at or above expected growth in NAPLAN Reading (1% above the Year 9 cohort) - as evidenced on SCOUT

43% of Year 9 students involved in the CILSP were at or above expected growth in NAPLAN Numeracy (1% above the Year 9 cohort) as evidenced on SCOUT

The inclusion of 40 Year 9 students in the CILSP, contributed to an upward trend in Warrawong High School's 2021 NAPLAN Premier's Priority results, where the average percentage of students in the top 2 bands for numeracy and reading increased from 7.1% in 2019 to 9.9% 2021. This also contributed towards Warrawong HS exceeding the 2021 Target of percentage of students in the top 2 bands for Reading as evidenced on SCOUT

After evaluation, the next steps to support our students with this funding will be:

Follow a similar approach by using data (PAT, NAPLAN, 7 Best Start and teacher judgement) to identify students from every class who will benefit from small group tutoring.

Broaden the program to include more involvement of the Learning and Support team, including focused support of First Nations students and EALD students.

Build the capability of a team of Class Learning Advisors to support classroom teachers and students with a specific focus on Reading Comprehension.

Include support for Year 12 students who have not met HSC Minimum Standards yet (current Year 11)

- Numeracy - 8 students
- Reading - 17 students
- Writing - 35 students



Illawarra Academy of STEM Excellence

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	251	273	278	267
Girls	267	285	263	250

Student attendance profile

School				
Year	2018	2019	2020	2021
7	86.8	90.1	82.8	86.5
8	86.7	82.8	79.6	88.6
9	85.3	86.3	76.7	84.8
10	83.4	88.8	77.6	78.8
11	81.7	81.6	79.2	76.8
12	84.6	81.1	74.1	82.7
All Years	84.7	85.5	78.7	83.7
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	2	2	13
Employment	4	10	57
TAFE entry	4	4	14
University Entry	n/a	n/a	33
Other	16	10	4
Unknown	5	5	4

Year 12 students undertaking vocational or trade training

52.94% of Year 12 students at Warrawong High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

95.7% of all Year 12 students at Warrawong 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)	9
Classroom Teacher(s)	38.3
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	21.08
Other Positions	9.4

*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.



Recording Studio

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	975,583
Revenue	11,866,846
Appropriation	11,758,986
Sale of Goods and Services	30,586
Grants and contributions	68,813
Investment income	612
Other revenue	7,849
Expenses	-12,016,145
Employee related	-10,709,985
Operating expenses	-1,306,160
Surplus / deficit for the year	-149,299
Closing Balance	826,284

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.



Student Leadership team

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	79,130
Equity Total	1,689,416
Equity - Aboriginal	70,134
Equity - Socio-economic	1,203,801
Equity - Language	121,918
Equity - Disability	293,564
Base Total	7,597,511
Base - Per Capita	163,066
Base - Location	0
Base - Other	7,434,445
Other Total	1,469,595
Grand Total	10,835,653

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.

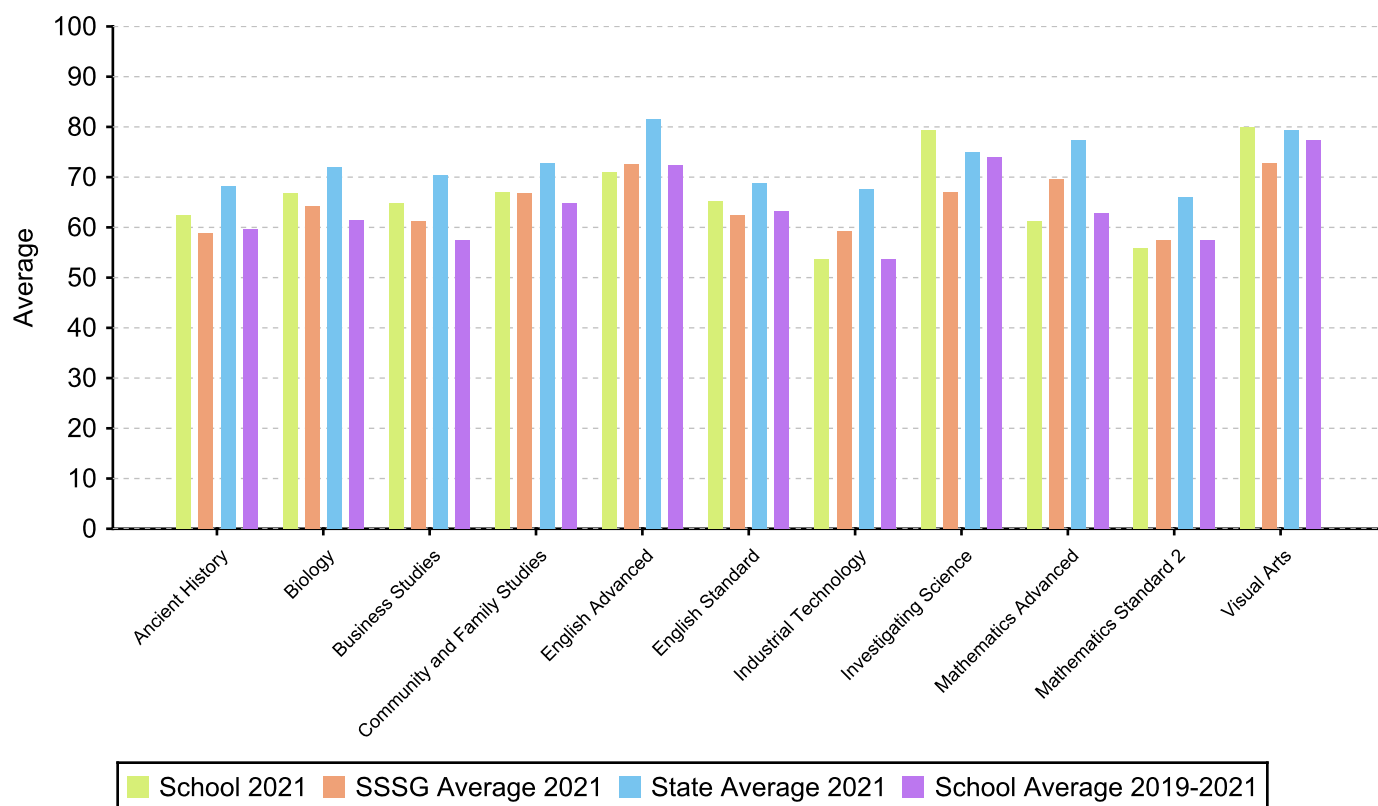


Outdoor Learning space

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	62.5	58.8	68.1	59.6
Biology	66.7	64.3	71.9	61.5
Business Studies	64.7	61.3	70.4	57.5
Community and Family Studies	66.9	66.8	72.7	64.9
English Advanced	71.0	72.6	81.4	72.4
English Standard	65.1	62.5	68.8	63.3
Industrial Technology	53.7	59.2	67.7	53.7
Investigating Science	79.3	67.0	74.9	73.9
Mathematics Advanced	61.2	69.5	77.4	62.7
Mathematics Standard 2	55.8	57.5	66.1	57.4
Visual Arts	80.0	72.7	79.4	77.3



Student conferencing

Parent/caregiver, student, teacher satisfaction

The school obtains and evaluates feedback from our community through surveys conducted at school events and activities such as Open Afternoon, Parent Teacher Afternoons, orientation days and Information Evenings indicates that parents/caregivers and partner primary schools value the work of the school in improving the educational outcomes of all students. Additional feedback from the Tell Them From Me Survey and a whole school evaluation as part of our situational analysis showed a substantial level of satisfaction among parents/caregivers, students and staff.



Marine Studies

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.

