

2022 Annual Report

Woonona High School



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Introduction

The Annual Report for 2022 is provided to the community of Woonona High School as an account of the school's operations and achievements throughout the year.

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

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School vision

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

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

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

School context

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

The school has experienced a 50% growth in student numbers over the last 6 years. In 2022 there are 900 students at the school. Modelling predicts that there will be a further 5% growth each year over the next 3 years. Amongst the student population, 5% identify as Aboriginal and Torres Strait Islander, and 6% have language background other than English.

The school's staffing entitlement in 2022 is 66.1 FTE teaching staff, which includes 1 Principal, 2 Deputy Principals, and 10 Head Teachers. There is a school funded Instructional Leader position. There are two Autism classes and one class for students with emotional disturbances in our Support Unit. There are three Student Support Learning Officers in the Support Unit, and three in the mainstream to support students with additional learning needs.

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

Students have on offer a diverse curriculum that is taught by expert teachers who are passionate about their subjects. Students have the opportunity to undertake the study of traditional academic subjects as well as an extensive Vocational Education and Training program. With strong links to TAFE, the University of Wollongong, and the local business community, we effectively cater for the diverse learning needs of our students. In 2022, 100% of students surveyed attained entry to the post school pathway of their choice.

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

Providing student leadership opportunities are a priority for the school, with students at all levels encouraged to take on leadership roles. We have a strong, active Student Representative Council, with students elected from all years to represent the interests of their peers.

We have a proud history of high-level sporting achievement across a variety of sports. The promotion of a healthy, active lifestyle is a priority of the school and the local community. Further leadership opportunities are available through the House Captain pathway.

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

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

Our co-curricular program is designed to enrich students' experience at Woonona High School and develop essential life skills. Students can participate in a variety of activities including music and dance, chess, academic competitions, sport and debating. We foster the idea of being part of and giving to the community.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. 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.

Our self-assessment 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>

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Highly Effective Teaching Practice
- Inclusive Teaching and Learning

Resources allocated to this strategic direction

Professional learning: \$8,168.53

Low level adjustment for disability: \$178,245.00

Socio-economic background: \$110,651.22

English language proficiency: \$14,328.95

Summary of progress

Our focus for 2022 was to design and implement professional learning that was based on school data, specific to the learning needs of all students. The Numeracy Team in collaboration with the Mathematics faculty collaborated to develop a suite of strategies to improve numeracy across the school. A whole school approach was developed towards raising awareness for Numeracy across all faculties through visual aids and strategies shared in a Teach Meet. Numeracy lessons were developed as part of the Year 7 Bootcamp equipping students with the skills to use data in Excel across a range of key learning areas. Additionally, the effective use of NAPLAN, Scout and Best Start data, including an item analysis of NAPLAN 2022 was investigated to inform future programming. Data analysis revealed a need for developing students' ability to unpack NAPLAN questions which featured large amounts of text. It was decided to trial the Quick Smart 6S Problem Solving strategy with Year 7 classes. Moving into 2023, more numeracy skills will be embedded into the Roll Call Program along with the scaling of numeracy strategies across staff to help promote ongoing improvement for our students.

The Literacy Team developed a shared understanding of a process approach to the effective teaching of writing. To do this a team of teachers across faculties were supported through professional learning in the 'Writing in the Secondary' program to develop the skills and a unit of work that was implemented and evaluated. Professional learning support was provided for new teachers assigned to HSC classes as well as a HSC Success Coordinator to support staff. Moderation of HSC written responses were also a priority, as well as strategies to enhance subject specific writing, and introduce key ideas around audience and purpose. As a result team members were able to implement this instructional cycle using the pedagogies and data from baseline, pre-test and post-test samples, share strategies with their faculties which are now evident throughout teaching practice. Teachers were able to examine assessment processes, using the literacy progressions and put in plans to embed the program to ensure longevity into the future. Moving into 2023, new members of the Literacy Team will be mentored by existing members where they will continue the instructional cycle to improve student writing across faculties, showing greater impact in stages 4 and 5 leading to stronger student results in Stage 6.

Staffing has been strategically aligned to support student individualised learning needs. This includes our Learning and Support Teachers and SLSOs who support the needs of our students in the classroom. In addition, the Differentiation Team developed and implemented a range of strategies into teaching and learning programs, enhancing staff knowledge to design learning responsive to our students' needs. All staff were upskilled through Disability Standards Profession Learning and Team members developed activities that incorporated the Universal Design for Learning (UDL) principles which were presented with all staff at the whole school Teach Meet. Data analysis indicated that an increase in staff felt they were provided the opportunity to develop necessary skills/knowledge in differentiation and that they understood the Universal Design for Learning Guidelines providing more effective differentiation in their classrooms. Moving into 2023, the Differentiation Team will continue to focus on the consistent implementation of UDL in teaching, learning and assessment. With a change of the team name to Inclusive Teaching and Learning, UDL will become a whole school initiative that will be achieved through professional learning and building the capacity of team members to support their faculties. High Potential and Gifted Education will also be a focus for the team in 2023.

Our work in Strategic Direction 1 has improved teacher practice to support and improve student learning. We will continue our research with the Numeracy, Literacy and Differentiation action learning teams focusing our work on numeracy and literacy growth across all stages through data informed practice. New staff will be exposed to rigorous

professional development, and strategies will be scaled ensuring that highly effective teaching and inclusive teaching and learning strategies reach all students across the school.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> Uplift in the proportion of students achieving the in the top 2 bands for Year 9 NAPLAN - numeracy from the baseline by 4.7% 	2022 NAPLAN data indicates 15.65% of students are in the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated target.
<ul style="list-style-type: none"> Uplift in the proportion of students achieving the in the top 2 bands for Year 9 NAPLAN - reading from the baseline by 5.5% 	2022 NAPLAN data indicates 20.55% of students are in the top two skill bands (NAPLAN) for reading indicating the school did not achieve the system negotiated target.
<ul style="list-style-type: none"> NAPLAN expected growth in Numeracy will not be reported in 2022 due to the impact of COVID on the National Assessment Program in 2020. Student growth will be monitored by internal data. 	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
<ul style="list-style-type: none"> NAPLAN expected growth in reading will not be reported in 2022 due to the impact of COVID on the National Assessment Program in 2020. Student growth will be monitored by internal data. 	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
<ul style="list-style-type: none"> Uplift in the proportion of students achieving the top 2 bands for HSC to be above the 2021 rate of attainment. 	25.6% of students attained results in the top two bands demonstrating yet to be seen progress towards the lower bound target.
<ul style="list-style-type: none"> Uplift in the proportion of students achieving the top 3 bands for HSC to be above the 2021 attainment. 	63.88% of students attained results in the top three bands demonstrating progress toward the lower bound target.
Internal data demonstrates teachers' planning and lesson delivery incorporates the shared model of effective teaching.	Survey Data indicates an increase in staff that have collaborated to develop and utilise a range of literacy and numeracy strategies to improve student writing and numeracy across stages 4-6.
Internal data demonstrates that staff are beginning to develop a shared understanding of effective differentiation.	Survey Data indicates an increase in staff have an understanding of the Universal Design for Learning to differentiate learning for their students.

Strategic Direction 2: Innovative Teaching and Learning

Purpose

Our purpose is to build the skills in students to become independent, lifelong learners and to equip them for success for their life after school. Our teachers will utilise pedagogies of engagement, including technology, to develop students' skills in communication, collaboration, critical reflection and creativity. Collaborative practice will be embedded amongst students and teachers in order to increase opportunities for self reflection and ensure consistent best practice across 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.

- Agile, Adaptive, Engaged Teaching and Learning
- Collaborative Practice

Resources allocated to this strategic direction

Socio-economic background: \$14,701.77

Per capita: \$52,272.96

Professional learning: \$70,610.00

Summary of progress

Our focus for 2022 was to ensure that systems and processes were embedded to facilitate collaborative practice between teachers and students to build confidence in using engaging pedagogies that enhanced student learning.

Systems were put in place to enable the planning and implementation of collaborative processes. Structured professional learning was planned and undertaken to build confidence in staff to use 4Cs pedagogies and ICT to add value to student learning. Collaborative practices were shared through cross faculty action research teams and open classrooms where staff were able to share, observe and critically reflect on pedagogies of engagement. Action learning teams were able to conduct research and trial strategies informed by data to enhance teacher and student learning.

As a result of collaborative practices such as open classrooms and action learning teams, school survey data indicated that teachers reported increased levels of confidence in using the pedagogies of engagement to increase student reflection, collaboration and agency. Positive, collaborative relationships were evident among staff, promoting increased teaching/leading capacity and positive wellbeing. Faculty processes for collaborative programming, task design and moderation of assessment were utilised to inform teaching directions, monitor and assess student progress and achievement and reflect on teaching effectiveness.

A roll call program underpinned by 4Cs and wellbeing pedagogies was implemented across 7-10 which was informed by student data collected in 2020 and 2021. Students were able to reflect on their learning and share these reflections with their parents. Survey data indicated that students valued study skills and building positive relationships with their teachers which framed the focus of the lessons developed for the program.

Moving into 2023, the focus on collaborative practices that enhance teacher and student engagement will continue. Action learning team's driving questions will be refined based on the outcomes and data collected in 2022 and staff will collaborate to plan, implement and evaluate initiatives aligned to the strategic directions. Systems and processes established in 2022 will continue to be in place to ensure the focus on improving teacher and student learning is diffused across the school body, resulting in achievement for all students.

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
Internal data demonstrates teachers have increased levels of confidence in using the pedagogies of engagement to increase student reflection,	Teacher survey data indicates that 70% of teachers were confident in the use of collaborative pedagogies to enhance student reflection and agency. Student work samples and survey data indicated that 90% of students in Year 7-8 were able to reflect on their learning demonstrating student

collaboration and agency.	agency.
Internal data demonstrates the school's processes and structures supported teachers to engage in collaboration to reflect upon and improve their professional knowledge and practice.	Teacher survey data demonstrates an increase in the percentage of teachers that have engaged in collaboration to improve professional knowledge and practice. Further work scaling these practices will continue in 2023.

Purpose

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

Initiatives

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

- Wellbeing
- School Culture and Belonging

Resources allocated to this strategic direction

Per capita: \$8,712.10

Aboriginal background: \$38,773.00

Summary of progress

In 2022, the focus was on increasing student agency to ensure that the wellbeing needs of each and every student are met. The school Wellbeing team wanted a stronger level of student input into what drives the universal and targeted wellbeing initiatives that occur. This includes individuals, targeted groups, year groups, gender groups and whole school strategies. The Wellbeing Team and Action Learning Team conducted research to improve school wellbeing and school culture and belonging so that planned approaches help students connect, succeed, thrive and learn. A student wellbeing team was formed, separate to SRC to harness the voice of all groups of students and give students the agency to have a voice at the school. Whilst some connections were made with students, partnerships were not as strong as expected and the vision for the groups and strategies need to be evaluated moving into 2023 to gain more engagement from students. Two teacher positions, a Boys and Girls Advisor were introduced and found to be significant in supporting students' wellbeing needs. A large percentage of students were engaging in sessions within these groups to have collegial discussions. These groups and processes will continue into next year to sustain the momentum and success of these groups.

Our school commitment to embed First Nations cultures and perspectives continued to be a focus this year. The Aboriginal Education Team delivered professional learning to engage staff and students, with the intent to foster a sense of belonging and pride in culture in all students, regardless of heritage and background. Examples that have run in 2022 include, but are not limited to Reconciliation Week Celebrations, NAIDOC Festival, Harmony Week Celebrations, Stolen Generations talks and various programs run by external providers, Elders and community groups. These programs developed teacher confidence to implement personalised Acknowledgements into Executive, Staff and Faculty meetings, school assemblies as well as utilise a range of Aboriginal Artefacts into teaching and learning programs. These events increased student understanding of First Nations cultures, promoted inclusivity, and built an atmosphere of respect, reconciliation and celebration within the school environment. These programs fostered a sense of belonging and pride in culture in all students, regardless of heritage and background. As a result, data showed that students increased their understanding of First Nations cultures, promoting inclusivity, an atmosphere of respect, reconciliation and celebration within the school environment. 90% of staff have completed training in inclusive practices to support our First Nations students. Moving into 2023, a new structure for the Aboriginal Education Team has been planned for more personalised and rigorous relationships to be built between year group teacher mentors and our Aboriginal students. Whole school professional learning will continue with sustainable processes embedded within school structures to deliver and evaluate this professional learning and the impact it has on our students.

The Authentic Connections action learning team aimed to increase student wellbeing, belonging and culture by providing a range of new opportunities to collaborate with other students, staff and industry professionals to develop communication and creativity through real-world connections. Activities and groups such as a media team, refugee challenge and excursions and performances with performing arts professionals were found to be successful to improve students' skills and identify the relevance of their learning to the real world. Survey data indicated that a larger percentage of students were involved in these activities this year due to the incorporation of community professionals. Moving into 2023, we would like to involve the community with our students and run a larger outdoor festival where students could showcase their skills whilst giving back to the community.

Many initiatives will continue into 2023, in particular there will be a focus on improving attendance amongst the student body. The Wellbeing action learning team will be analysing data and conducting research to identify processes to shift

student attendance to >90%. This will include working closely with the Home School Liason Officer (HSLO), reinforcing the importance of attendance and incorporating positive reinforcement strategies into the wellbeing platform. Tell Them From Me data shows and uplift in students reporting a sense of belonging in some year groups, however is not consistent across all year groups. This needs to be further investigated as it demonstrates progress yet to be seen towards this school-based progress measures. Building strong capacity in our staff and students continues to be a strong commitment for 2023 through ongoing professional learning and leadership opportunities.

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
A continued uplift in the proportion of students reporting a positive sense of wellbeing as measured by Tell Them from Me survey.	Survey 1 was not completed this year therefore the school is unable to report on this progress measure.
A continued uplift in the proportion of students attending school greater than 90% of the time.	The number of students attending greater than 90% of the time or more has decreased to 32.38%, however this figure was significantly affected by the public health orders.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$119,597.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Woonona High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around literacy and numeracy • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around behaviour intervention and curriculum adjustments\ • consultation with external providers for the implementation of effective behaviour strategy • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: Impact of this spending has resulted in an increase in student voice and agency and a significant decrease in suspensions. Furthermore there has been a decrease in N Warnings and N Awards for Senior students. Year 10 leaving school in 2022 was at 0%, those that did leave moved to alternative education settings.</p> <p>After evaluation, the next steps to support our students will be: Implementing the new IRS strategy, with early and often communication with home, caregivers and other agencies.</p>
<p>Socio-economic background</p> <p>\$125,352.99</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Woonona High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Agile, Adaptive, Engaged Teaching and Learning • Highly Effective Teaching Practice • Inclusive Teaching and Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through WiS to support student learning • staff release to increase community engagement <p>The allocation of this funding has resulted in the following impact: The Writing in Secondary program has been completed by 7 teachers who have been delivering their learning to other teachers through Teams and Faculty meetings. The Instructional Leader has been able to support staff through professional learning. Staff have been able to design, implement and evaluate writing strategies that have been embedded into teaching and learning activities and scaled across faculties. Students have demonstrated an improvement in writing for a specific audience and targeting verbs. Staff</p>

<p>Socio-economic background</p> <p>\$125,352.99</p>	<p>have demonstrated an improvement in confidence in implementing a range of literacy strategies.</p> <p>After evaluation, the next steps to support our students will be: Another 5 teachers will do the full learning in 2023, and Term 2 Pedagogy Exec meetings will focus exclusively on writing ahead of Term 3 faculty time where the program will be delivered to all teachers for implementation with the new syllabi. There will be a greater focus on Numeracy in 2023, and the analysis and implementation of data to improve student outcomes.</p>
<p>Aboriginal background</p> <p>\$38,773.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Woonona High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • School Culture and Belonging <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a part time Literacy and Numeracy mentor with students performing below the expected stage level • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: Better connection to school for Aboriginal students through explicit leadership and peer mentoring opportunities. Teacher confidence has improved to implement Acknowledgement of Country in a range of settings as well as beginning to use a range of Aboriginal artefacts to support student learning.</p> <p>After evaluation, the next steps to support our students will be: Continue the work of the Aboriginal Education Team with the new revised structure to facilitate stronger relationships and connections between students and their Aboriginal Year group contacts. Instigation of an Aboriginal Education camp for all Aboriginal students plus their Plus One to implement the strategies. There will be a whole school one day focus on Aboriginal Education Day 1 Term 3 to build further capacity in staff to build a stronger culture of belonging.</p>
<p>English language proficiency</p> <p>\$14,328.95</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Woonona High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Inclusive Teaching and Learning <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 delivery of targeted initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds <p>The allocation of this funding has resulted in the following impact: Staff have developed greater confidence in implementing the Universal Design for Learning to differentiate student needs. These strategies have been scaled at a Teach Meet and regular staff meetings. EAL/D students have met minimum standards through 1:1 sessions with trained staff.</p> <p>After evaluation, the next steps to support our students will be: Involve primary school partners in UDL learning and develop a common language across the network. The Differentiation Team will continue their</p>

<p>English language proficiency</p> <p>\$14,328.95</p>	<p>work to further scale their strategies across staff at Woonona High School. The development of HPGE strategies will also be a focus in 2023.</p>
<p>Low level adjustment for disability</p> <p>\$178,245.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Woonona High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly Effective Teaching Practice • Inclusive Teaching and Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a school learning and support officer 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 • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: The provision of additional SLSO staff have enabled the earlier identification of students not experiencing success in the classroom and they have been able to be withdrawn and taken through MaqLit and QuickSmart programs. Greater embedding of UDL strategies in all classrooms.</p> <p>After evaluation, the next steps to support our students will be: Continued focus on UDL. Continued upskilling of teachers</p>
<p>Professional learning</p> <p>\$78,778.53</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Woonona High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative Practice • Highly Effective Teaching Practice • Inclusive Teaching and Learning <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 the following impact: All staff have had access to very high quality PL in 4Cs, UDL, Trauma Informed Practice as well as discipline specific learning. This has resulted in improved teaching and learning practices and student learning outcomes. These skills have been used to support student learning and work towards our progress measures. Tell Them From Me Data indicates that staff feel like they are provided with a range of professional learning opportunities placing the school at working towards Excelling in Learning and Development.</p> <p>After evaluation, the next steps to support our students will be: Develop an exit profile of a Woonona High School student and then backward map it into a common language for learning. The Future Focus Team will evaluate their vision for 2023 and how they can support new teachers and collaborate with external providers to improve student</p>

Professional learning \$78,778.53	learning.
COVID ILSP \$211,613.00	<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 2022.</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 • providing intensive small group tuition for identified students who were not meeting minimum standards • development of resources and planning of small group tuition • employment of additional staff to support the monitoring of COVID ILSP funding <p>The allocation of this funding has resulted in the following impact: The students that have participated in QuickSmart and MaqLit have demonstrated remarkable growth in numeracy and literacy. Parents have expressed appreciation for extra learning support.</p> <p>After evaluation, the next steps to support our students will be: Employing SLSOs to continue to deliver the programs so that more students have access to it with the funds received.</p>
Per capita \$227,613.06	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Woonona High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative Practice • Wellbeing • School Culture and Belonging • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Working with the 4Cs team to deliver whole school, consistent language around delivery of 4Cs pedagogy in the classroom <p>The allocation of this funding has resulted in the following impact: Students and staff have been able to engage in authentic collaborative practices and utilise expertise and knowledge of external providers.</p> <p>After evaluation, the next steps to support our students will be: Continue to engage in and evaluate collaborative practice and use student, staff and parent feedback to improve learning experiences and environments to support student achievement.</p>
Student support officer (SSO) \$96,058.00	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Woonona High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities

Student support officer (SSO)

\$96,058.00

Overview of activities partially or fully funded with this Staffing - Other funding include:

- SSO - part of the team that manages complex students
- SSO delivers Teen and Youth Mental Health First Aid

The allocation of this funding has resulted in the following impact:

SSO has been trained as an instructor to deliver Youth Mental Health First Aid (YMHFA) to staff with 13 staff members completing the course to learn skills to support student wellbeing.

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

Continued delivery of YMHFA to staff including those from other schools and parents from Woonona High School. Teen Mental Health First Aid to be delivered all Year 8 and 10 students so that students have a greater awareness of mental health issues and supports available to support their wellbeing.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	404	430	450	463
Girls	389	420	434	429

Student attendance profile

School				
Year	2019	2020	2021	2022
7	92.7	94.1	91.0	85.2
8	91.3	92.1	87.8	83.7
9	88.1	92.9	87.0	83.0
10	86.0	89.4	86.8	80.6
11	91.0	91.2	85.0	82.9
12	88.4	93.0	86.5	82.3
All Years	89.8	92.2	87.5	83.0
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	2
Employment	0	18	17
TAFE entry	0	0	17
University Entry	0	0	50
Other	0	0	0
Unknown	0	0	14

Year 12 students undertaking vocational or trade training

27.03% of Year 12 students at Woonona High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

94.4% of all Year 12 students at Woonona High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	49.4
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1.4
School Administration and Support Staff	15.37
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	810,795
Revenue	12,044,735
Appropriation	11,268,106
Sale of Goods and Services	204,533
Grants and contributions	546,603
Investment income	10,369
Other revenue	15,125
Expenses	-12,354,039
Employee related	-10,783,631
Operating expenses	-1,570,408
Surplus / deficit for the year	-309,304
Closing Balance	501,491

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.

	2022 SBAR Adjustments (\$)
Targeted Total	119,597
Equity Total	356,702
Equity - Aboriginal	38,774
Equity - Socio-economic	125,353
Equity - Language	14,329
Equity - Disability	178,246
Base Total	9,698,617
Base - Per Capita	227,614
Base - Location	0
Base - Other	9,471,003
Other Total	619,752
Grand Total	10,794,668

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

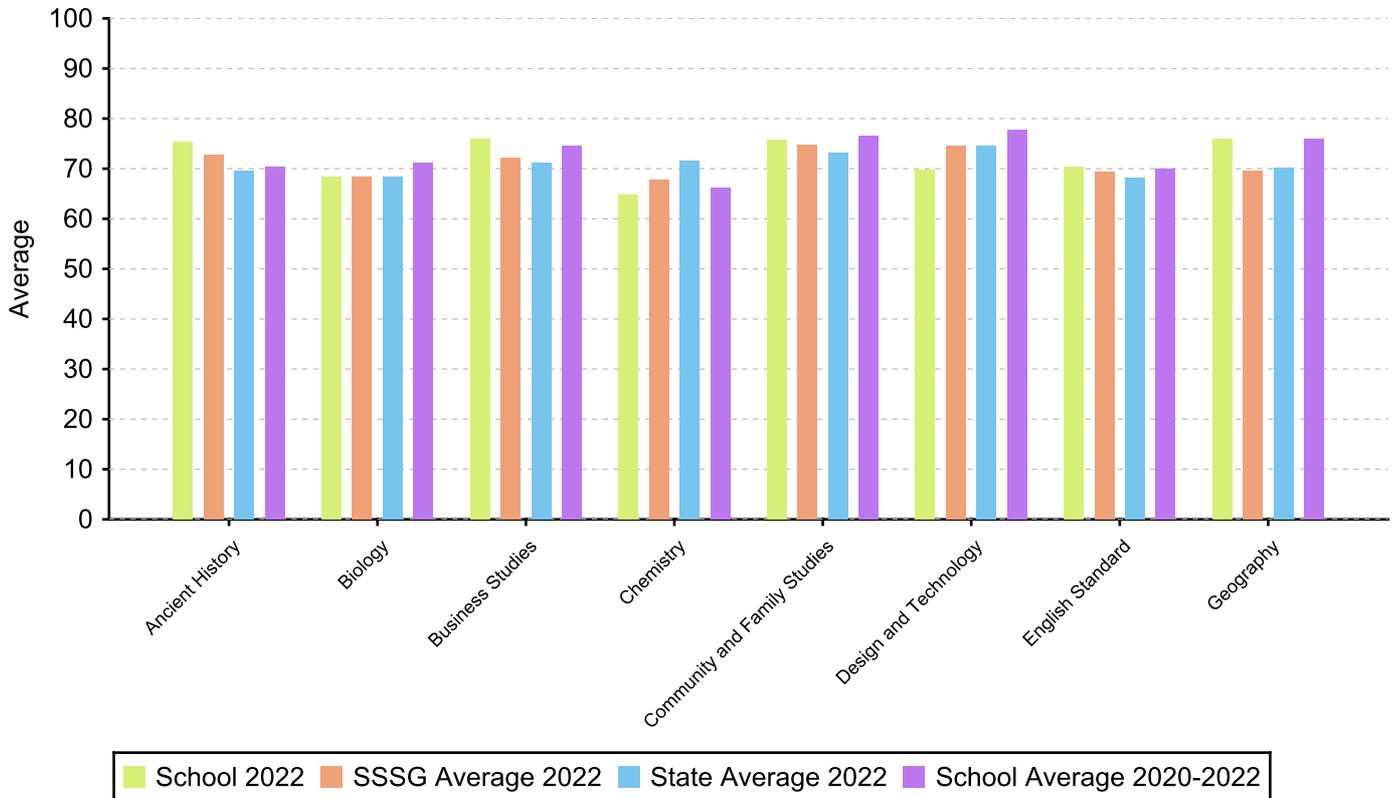
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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 2022	SSSG	State	School Average 2020-2022
Ancient History	75.4	72.7	69.6	70.4
Biology	68.3	68.3	68.5	71.1
Business Studies	75.9	72.3	71.2	74.5
Chemistry	64.7	67.8	71.7	66.2
Community and Family Studies	75.8	74.7	73.2	76.4
Design and Technology	69.7	74.6	74.6	77.8
English Standard	70.4	69.4	68.1	70.0
Geography	76.0	69.6	70.2	76.0
Industrial Technology	62.6	70.1	68.6	68.2
Mathematics Advanced	69.1	73.4	77.1	71.5
Mathematics Standard 2	70.9	68.9	67.6	69.3
Modern History	72.8	71.0	70.9	70.5
Personal Development, Health and Physical Education	73.3	68.0	67.5	71.5
Society and Culture	73.2	75.3	75.5	74.7
Visual Arts	80.3	81.1	79.8	81.2

Parent/caregiver, student, teacher satisfaction

Our goal as a school is to continually improve through the implementation of high expectations from staff to lead our students. Parent, teacher and student feedback has helped drive the direction of our school.

Tell Them From Me Data from 2022 reports that parents feel welcome at the school and agree that communication is clear and informative. Parents would like to be better informed on their child's social and emotional development, which is a future direction for 2023 in the school reporting structure.

In a school survey, 70% of students across all year groups identified that the programs such as the Bootcamp, the merit system and roll call program have helped increase their sense of belonging in the school. The merit system has been a great success at Woonona High School this year with >80% of students engaging with the Student Portal to check points and have reported they understand why and how the system works. These programs have been evaluated and will be modified according to feedback to be implemented again in 2023 and reach a wider cohort of students.

Feedback in the Tell Them Form Me Survey showed an increase in staff stating that they felt the use of technology, data informed practice and collaboration had improved within the school. These results align with the priorities we have focused on this year and will continue to be a focus in 2023. Greater research needs to be undertaken to determine solutions to improve parent involvement as there was a decline reported by staff in this area.

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.