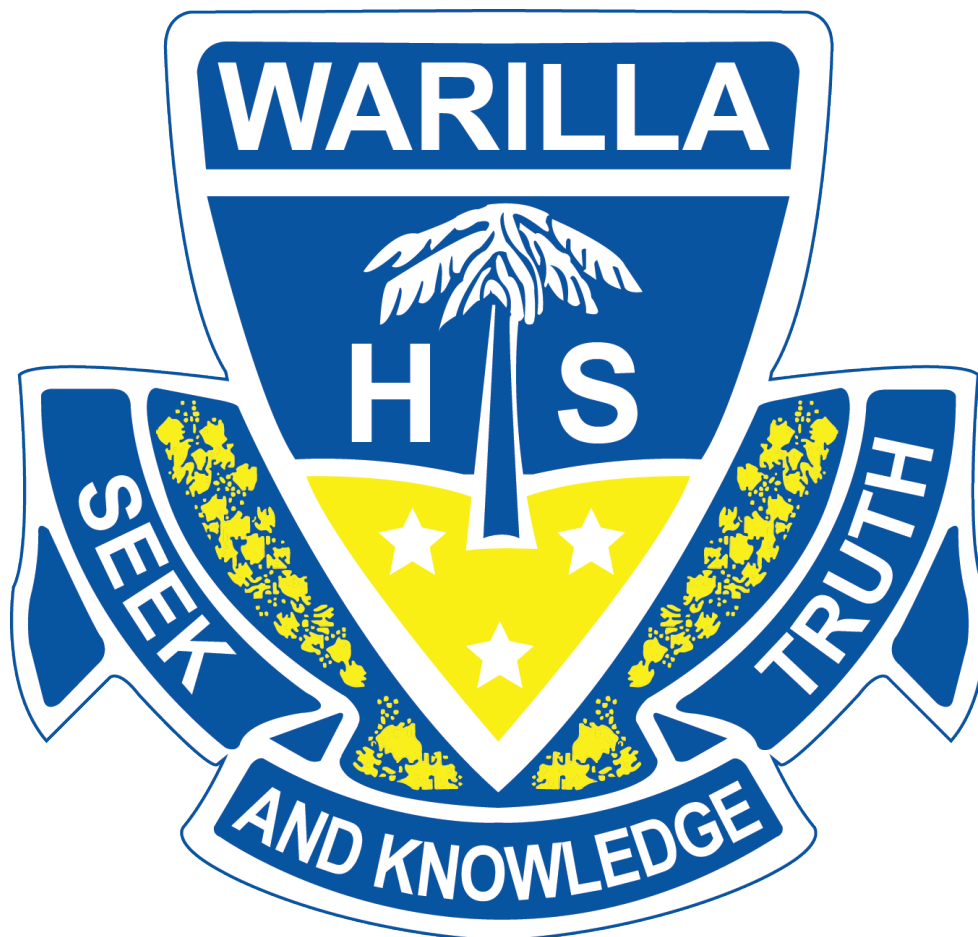


2022 Annual Report

Warilla High School



8418

Introduction

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

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

School contact details

Warilla High School
Keross Ave
Barrack Heights, 2528
<https://warilla-h.schools.nsw.gov.au>
warilla-h.school@det.nsw.edu.au
4296 3055

School vision

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

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

School context

Warilla High School is situated in close proximity to the seaside village of Shellharbour on the South Coast of NSW. The school was established in 1965 as a comprehensive coeducational high school, one of the largest in the Illawarra, and every student is known, valued and cared for. Our current enrolment exceeds 1250 students with 200 in area students accepted into our Year 7 cohort annually. Students come from a wide range of socio-economic backgrounds, with 8% identifying as Aboriginal and 16% coming from a language background other than English. The curriculum is differentiated with an enrichment program (CAP), as well as smaller classes (CORE) catering for students with Literacy and Numeracy support needs in Years 7 and 8.

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

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

We are also strongly committed to responding to the issues that our students believe in. Since 2018 we have actively and rigorously acted to reduce our impact on the environment. We are very proud to now be completely powered by solar power.

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

Analysis of our school data has identified a need for work on the explicit teaching of literacy and numeracy skills to the whole school. A Vocabulary Enhancement program will allow us to maintain this focus. Ongoing monitoring of student performance will highlight areas of need and success at an individual, class and school level. As a school of considerable size, Warilla High School is also mindful of the ongoing need to develop and maintain various systems and practices that allow us to monitor and support all of our students.

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>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	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

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

Initiatives

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

- Data Driven Explicit Teaching Practice
- Aboriginal Education Cultural Support

Resources allocated to this strategic direction

Socio-economic background: \$300,000.00

Professional learning: \$57,822.69

Aboriginal background: \$26,652.41

Summary of progress

The focus for 2022 was on embedding explicit teaching and learning practices to target student growth in literacy and numeracy and enhance HSC success. The school has established and maintained a high expectations culture that embeds quality teaching and assessment practices that are culturally inclusive. The aim being that all students enrich their life chances and achieve their full potential.

This involved targeted professional learning and programs focusing on improving student comprehension, vocabulary and numeracy. The staff were encouraged to participate in High Impact HSC Professional Learning and a program developed to improve student learning culture when studying for the HSC. Aboriginal students have been supported through individualised learning programs and opportunity to connect with cultural activities.

As a result Year 9 NAPLAN literacy scores have all shown improvement since 2021 with Writing, Spelling, and Grammar and Punctuation all performing above Statistically Similar School Groups (SSSG). Year 9 Aboriginal students are performing above state in all NAPLAN areas.

Next year the focus will be on consolidating these results by maintaining a focus on vocabulary, both Tier 2 and Tier 3 words and the consistent roll out of programs to assist student reading comprehension. The school's successful HSC Success program will be expanded and the school will strengthen the alignment between curriculum areas and specific numeracy areas of focus. This will support further improvement towards achieving NAPLAN results within and progressing beyond targets.

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
Improvement in the proportion of students achieving NAPLAN top 2 bands in Reading to the lower bound system negotiated target of 17.4%.	2022 NAPLAN data indicates 13.13% of students are in the top two skill bands for Reading indicating the school did not achieve the system negotiated target. Focus on this target has resulted in a significant improvement of 5.1% from the previous year with explicit teaching in comprehension and vocabulary.
Improvement in the proportion of students achieving NAPLAN top 2 bands in Numeracy to the lower bound system negotiated target of 18.3%.	2022 NAPLAN data indicates 6.59% of students are in the top two skill bands for Numeracy indicating the school did not achieve the system negotiated target. Focus on this target has resulted in the development of explicit scope and sequences and intensive support in number and measurement.

Increase the proportion of students achieving expected growth in NAPLAN Reading toward the lower bound system negotiated target of 63.4%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the proportion of students achieving expected growth in NAPLAN Numeracy toward the lower bound system negotiated target of 64.4%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Improvement in the proportion of Aboriginal students achieving top 3 NAPLAN bands in Numeracy to the lower bound system negotiated target of 36.9%.	14.29% of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy indicating progress yet to be seen toward the lower bound target.
Improvement in the proportion of Aboriginal students achieving top 3 NAPLAN bands in Reading to the lower bound system negotiated target of 41.9%.	23.53% of Aboriginal students have achieved results in the top 3 NAPLAN bands in Reading indicating progress yet to be seen toward the lower bound target.
Consolidate the proportion of students achieving HSC Top 3 Bands above the agreed lower bound target of 44.5%.	The percentage of HSC course results in the top 3 bands is 37.11% and indicates that student performance is fluctuating and this year has fallen below the lower-bound system negotiated target. The overall trend however has seen improved student results.

Strategic Direction 2: Quality systems and practices

Purpose

To strengthen and formalise systems and practices that document process, procedures, and responsibilities to meet the needs of our students, staff and the broader community, with data and evidence based strategies, encompassing current system targets and requirements.

Initiatives

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

- Whole School Engagement and Wellbeing
- Quality Teaching and Evaluation

Resources allocated to this strategic direction

Integration funding support: \$280,096.00
Student support officer (SSO): \$96,058.00
Low level adjustment for disability: \$394,668.25
Aboriginal background: \$79,603.00
Socio-economic background: \$375,978.61
English language proficiency: \$44,812.00
Professional learning: \$50,000.00

Summary of progress

The focus for 2022 was on developing whole school systems and structures that support our school to meet and be responsive to the needs of our diverse community through High Impact Professional Learning and early, targeted, and individual student interventions.

This involved evaluating, developing and implementing changes to school wide systems and practices including individual student support, attendance, student wellbeing and Teacher Professional learning.

As a result, the school has updated some systems and practices over 2022 to support students with disability and additional learning and support needs. These systems include a school referral process on Sentral, complex case transition, Personalised Learning and Support Plan (PLaSP) adjustments, National Consistent Collection of Data (NCCD) and the allocation and utilisation of Integration Funding Support (IFS) and Out of Home Care (OoHC) funding to support students. The school has formed an attendance team that developed an attendance plan based on student data and roles and responsibilities have been reviewed, refined, and documented. The school has continued to hone wellbeing programs to support students to connect, succeed and thrive at school. The schools teaching staff undertook professional learning which was focused on deepening teaching practice for ongoing growth in student learning.

Next year the focus will be on continuing to develop systems and practices for inclusive education, attendance, wellbeing and teacher professional learning which will promote further progress towards the school's targets and improve individual student outcomes.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the proportion of students attending school 90% or more of the time to the lower bound system-negotiated target of 58.0%.	The number of students attending greater than 90% or more of the time is 20.07% indicating progress yet to be seen toward the lower bound target.
Self-assessment against the School Excellence Framework in the element 'Data Skills and Use' will be maintained at Delivering with some themes at	Self-assessment against the School Excellence Framework in the element Data Skills and Use shows the school currently performing at Sustaining and Growing.

Sustaining and Growing.	
Self-assessment against the School Excellence Framework in the element 'Professional Standards' will be maintained at Delivering with some themes at Sustaining and Growing.	Self-assessment against the School Excellence Framework in the element Professional Standards shows the school currently performing at Sustaining and Growing.

Strategic Direction 3: Future focused learning

Purpose

To inspire and challenge our learning community through an engaging and innovative curriculum so that all students achieve educational success through collaborative 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.

- Innovative Curriculum and Teaching Practice
- Engaging with Community

Resources allocated to this strategic direction

Per capita: \$40,000.00

Summary of progress

The focus for 2022 was on developing stronger learning partnerships with parents and service providers as well as improving staff capability with contemporary technology and 4Cs pedagogy.

This involved connection with vocational support networks and service providers. Targeted professional learning to equip staff to implement evaluative processes and create baseline data sources on community involvement and engagement in the learning process. This allowed for the development of responsive teaching and learning activities such as STEM and Investigation Challenge Days.

This resulted in parents gaining greater knowledge of vocational opportunities and confidence to be involved in their child's learning. Further, the teachers have gained greater knowledge and skills around the use of technology and how to integrate 4C pedagogy into their classrooms.

Next year the focus will be on establishing further post-school pathways for students, embed processes to build student and parent confidence regarding Stage 6 learning and build support for a consistent application of technology in the classroom. This will support further improvement towards increasing parent and community engagement in the learning process and increase staff PL in key, school identified areas.

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
Self-assessment against the School Excellence Framework in the Curriculum theme of 'teaching and learning programs' will be maintained at sustaining and growing.	Self-assessment against the School Excellence Framework in the Curriculum theme Teaching and Learning Programs shows the school currently performing at Sustaining and Growing.
Upward trend in Tell Them From Me measures: Student: Family Context - Advocacy Outside of School Teacher: Parent Involvement Parent: Parent Participation, Parents Feel Welcome and Parents are Informed	Tell Them From Me student survey in the measure Family Context - Advocacy Outside of School indicates a score of 5.4. The NSW Government Norm is 4.5. Tell Them From Me teacher survey in the measure Parent involvement indicates a score of 5.7. The NSW Government Norm is 6.8. Tell Them From Me parent survey in the measures Parents Support Learning from Home, Parents Feel Welcome and Parents are Informed indicates a score of 6.0, 5.9 & 5.4. The NSW Government Norm is 6.3, 7.4 & 6.6
Self-assessment against the School	Self-assessment against the School Excellence Framework in the theme

<p>Excellence Framework in the Learning Culture themes of 'high expectations' and 'transitions and continuity of learning' will be maintained at sustaining and growing.</p>	<p>High Expectations shows the school currently performing at Sustaining and Growing.</p> <p>Self-assessment against the School Excellence Framework in the theme Transitions and Continuity of Learning shows the school currently performing at Sustaining and Growing.</p>
--	---

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$280,096.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Warilla High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole School Engagement and Wellbeing <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 • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrating progress towards their personalised learning goals. School Learning Support Officers (SLSO) assisted with personalised learning and support, school routines, classroom activities, adjustments and the care and management of students with disability and additional learning and support needs.</p> <p>After evaluation, the next steps to support our students will be: continue to ensure students with disability are supported to access the same curriculum and syllabus outcomes as their peers, in developmentally appropriate ways and providing adjustments for student participation, in collaboration with medical and psychology professionals (where appropriate).</p>
<p>Socio-economic background</p> <p>\$675,978.61</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Warilla High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Explicit Teaching Practice • Quality Teaching and Evaluation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • resourcing to increase equitability of resources and services • employment of external providers to support students with additional learning needs <p>The allocation of this funding has resulted in the following impact: students have been supported by both the provision of resources, specialised teacher and SLSO support to better engage in their learning.</p> <p>After evaluation, the next steps to support our students will be: continue with support and targeting specific students identified as having higher needs.</p>
<p>Aboriginal background</p> <p>\$106,255.41</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Warilla High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Aboriginal background</p> <p>\$106,255.41</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Aboriginal Education Cultural Support • Whole School Engagement and Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (LaST) to support Aboriginal students • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: Aboriginal and Torres Strait Islander students have been supported in the classroom, with an emphasis on "High Expectations" around achievement.</p> <p>After evaluation, the next steps to support our students will be: students who were identified as being in the middle and upper achievement areas will be supported and extended to further improve their results. This will be recognised and celebrated in both the school and the wider community, with an emphasis upon their achievement at the end of the year.</p>
<p>English language proficiency</p> <p>\$44,812.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Warilla High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching and Evaluation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in the following impact: that students have been supported with differentiated lessons to meet their individual needs.</p> <p>After evaluation, the next steps to support our students will be: students will be assessed to compare their progress against other students and their own progress throughout the year. Extra support will be provided and this will be reduced as they show improvement in their mastery of English, as their second language.</p>
<p>Low level adjustment for disability</p> <p>\$394,668.25</p>	<p>Low level adjustment for disability equity loading provides support for students at Warilla High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole School Engagement and Wellbeing • Quality Teaching and Evaluation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: the employment of extra and specialised staff has meant that individual</p>

<p>Low level adjustment for disability</p> <p>\$394,668.25</p>	<p>students are having their learning differentiated to such a degree that they are better able to engage with their learning.</p> <p>After evaluation, the next steps to support our students will be: continue to encourage staff to create and build on learning profiles for individual students so as to highlight and address individual learning needs.</p>
<p>Professional learning</p> <p>\$107,822.69</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Warilla High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Explicit Teaching Practice • Quality Teaching and Evaluation <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • encouraging staff to be involved in specific HSC professional Learning. • creating HSC Success coordinator's position to drive this school funded position to initiate the development of HSC Improvement Plan and manage school-based programs including Senior Study Program and Year 12 Mentor Program. <p>The allocation of this funding has resulted in the following impact: staff are better informed as to the best practice around various HSC strategies. From being involved in HSC success strategies they have been able to watch this demonstrated by colleagues in the classroom. Having seen this displayed, staff have been encouraged to adopt these practices in their classroom. Staff have also been encouraged to participate in specific HSC professional learning.</p> <p>After evaluation, the next steps to support our students will be: to continue to encourage the uptake of staff to engage with best practice HSC strategies as it has increased dramatically both in number and across an increasing number of faculties. This will continue to be encouraged even more in 2023, as the ultimate impact will be improved student outcomes.</p>
<p>COVID ILSP</p> <p>\$361,079.00</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 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. <p>The allocation of this funding has resulted in the following impact: students have been identified and placed in small groups. Tutors have delivered small group work that addresses identified literacy and numeracy needs.</p> <p>After evaluation, the next steps to support our students will be: this targeted support will continue. Analysis of student placement against the literacy continuum will allow the impact and improvement to be measured and specific to each student. Numeracy work will also continue with use of DoE numeracy resources.</p>
<p>Student support officer (SSO)</p>	<p>These funds have been used to support improved outcomes and the</p>

<p>\$96,058.00</p>	<p>achievements of staff and students at Warilla High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole School Engagement and Wellbeing <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Student Support Officer has individual and group meetings to improve the well being of students. The focus of these conversations ranges from social media issues to mental health and crisis interventions. • Employing of Student Support Officers and LaSTs to assist with personalised learning and support. <p>The allocation of this funding has resulted in the following impact: students have been assisted to better engage with their learning, whether it be because they are emotionally more settled or because they are supported by the SLSOs and LaSTs. Ultimately the impact has been improved student outcomes.</p> <p>After evaluation, the next steps to support our students will be: deciding if the costs of employing these support staff has equalled the improved student outcomes. Students with high needs such as Out of Home Care or with Integration Funding will be the first timetabled into the support structures for next year.</p>
--------------------	---

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	662	682	685	644
Girls	607	581	576	565

Student attendance profile

School				
Year	2019	2020	2021	2022
7	89.9	90.2	88.9	82.2
8	86.6	87.2	83.9	80.4
9	84.1	87.2	80.1	76.1
10	83.7	85.4	79.9	74.8
11	86.5	86.2	78.3	74.8
12	87.3	89.0	82.5	79.2
All Years	86.3	87.5	82.4	77.9
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	0
Employment	4.5	14	32
TAFE entry	1.0	4	8
University Entry	0	0	48
Other	7.5	8	10
Unknown	0.5	5	0

Year 12 students undertaking vocational or trade training

37.88% of Year 12 students at Warilla High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

96.7% of all Year 12 students at Warilla 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)	14
Classroom Teacher(s)	66
Learning and Support Teacher(s)	1.9
Teacher Librarian	1.4
School Counsellor	3
School Administration and Support Staff	21.17
Other Positions	2

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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	374,099
Revenue	17,024,808
Appropriation	16,519,211
Sale of Goods and Services	326,544
Grants and contributions	171,341
Investment income	3,929
Other revenue	3,783
Expenses	-17,034,579
Employee related	-15,590,689
Operating expenses	-1,443,890
Surplus / deficit for the year	-9,772
Closing Balance	364,327

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	280,096
Equity Total	1,221,714
Equity - Aboriginal	106,255
Equity - Socio-economic	675,979
Equity - Language	44,812
Equity - Disability	394,668
Base Total	12,842,843
Base - Per Capita	329,828
Base - Location	0
Base - Other	12,513,016
Other Total	1,115,331
Grand Total	15,459,984

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

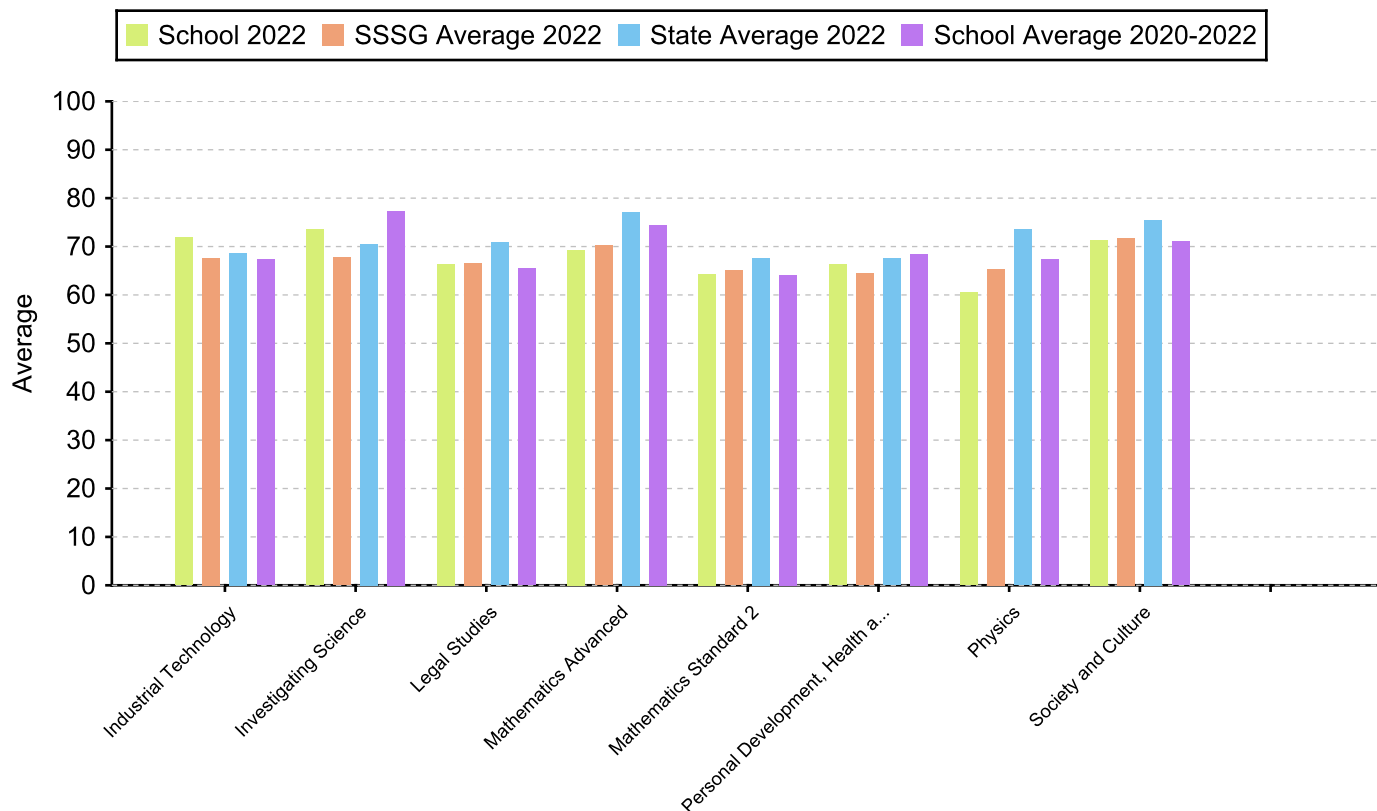
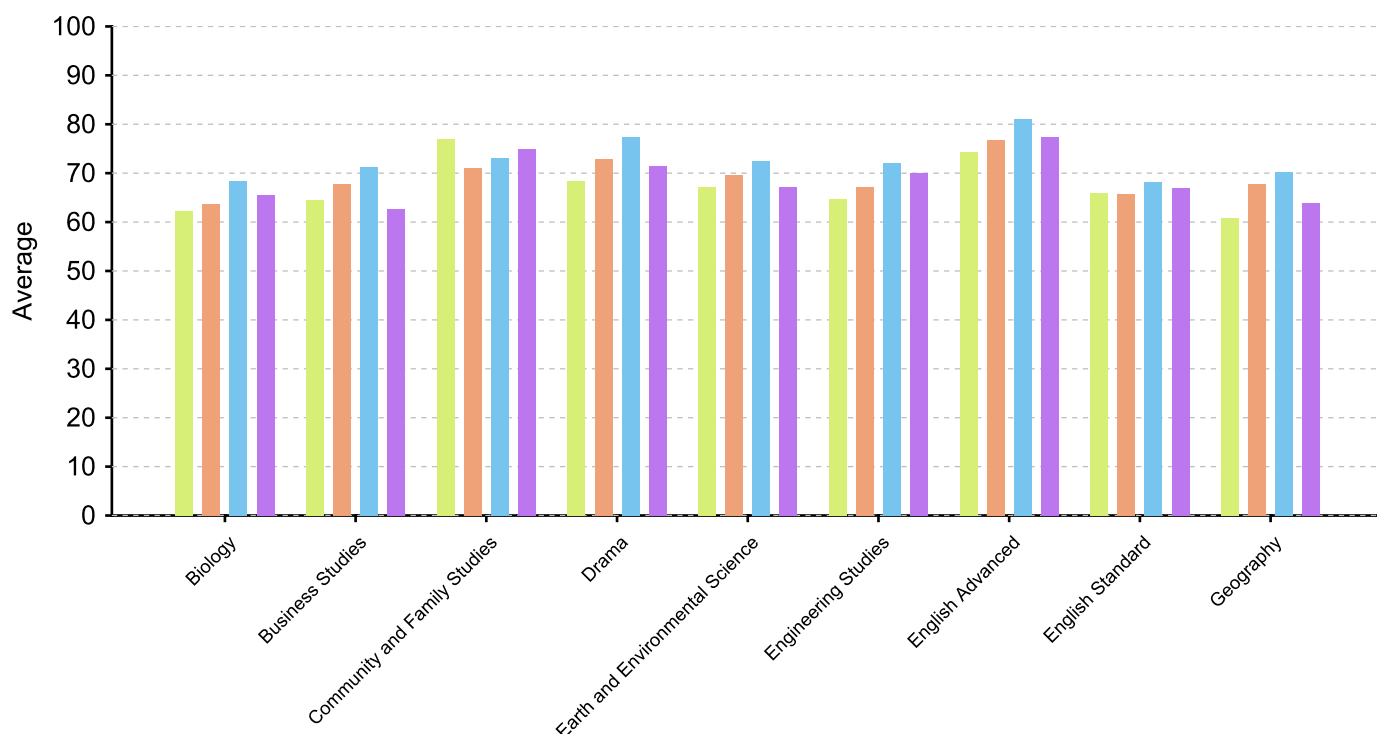
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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
Biology	62.3	63.7	68.5	65.4
Business Studies	64.6	67.7	71.2	62.7
Community and Family Studies	77.0	71.1	73.2	75.0
Drama	68.4	72.9	77.5	71.5
Earth and Environmental Science	67.2	69.7	72.5	67.2
Engineering Studies	64.7	67.1	72.0	70.0
English Advanced	74.4	76.8	81.0	77.4
English Standard	66.0	65.8	68.1	66.9
Geography	60.8	67.8	70.2	63.9
Industrial Technology	71.9	67.6	68.6	67.3
Investigating Science	73.5	67.8	70.6	77.4
Legal Studies	66.4	66.6	70.8	65.5
Mathematics Advanced	69.3	70.2	77.1	74.4
Mathematics Standard 2	64.3	65.0	67.6	64.1
Personal Development, Health and Physical Education	66.3	64.4	67.5	68.4
Physics	60.5	65.4	73.5	67.3
Society and Culture	71.3	71.8	75.5	71.0

Parent/caregiver, student, teacher satisfaction

In 2022, the school sought the opinions of parents, students, teachers and the wider community about the school and its various operations. The Warilla High School P&C meets each month. At these meetings, the P&C is presented with current updates pertinent to the school plan priorities which have been endorsed by the group. These presentations are made by the staff responsible for overseeing that particular aspect of the school plan. These presentations are usually accompanied by data sets and evidence of impact to measure the difference being made and the milestones being met. The P&C are also invited to monitor school policy especially in relation to non-local enrolment, as we are well in excess of our numbers cap. Previously, this peak parent body has invited senior departmental personnel to attend meetings to outline DOE policy development and local issues pertinent to the operation of the school, such as the Enrolment Policy. Every school newsletter has a standing invitation for parents and caregivers to attend P&C meetings. Meeting times are also advertised on the school webpage and Facebook page.

Normally, throughout the year the school runs a number of information sessions for parents and students including a Year 7 Transition workshop; an "Expo" event, HSC Information evening, Gold Award Assemblies and Parent morning teas. CAP and Core Skills information evenings are also held while our Year 7 cohort have a "meet the teachers" meeting after the distribution of interim reports at the end of Term 1. These meetings are designed to open up channels of communication between home and the school. In the previous two years we have had to cancel many of these traditional get-togethers because of COVID restrictions, however, 2022 saw many of these events reinstated and many newsletters were sent home to all our parents and carers to reinforce these messages.. The Year 7 Afternoon Tea was held outdoors, and it was a very well received function, with teachers and parents making new connections. Additionally, the school maintains a strong profile in the Community of Schools Group and regularly provides updates and explanations of key strategies used in the high school pertaining to student well-being, quality teaching practice and curriculum development. In 2022 some of these meetings were somewhat curtailed and instead we used various computer platforms, usually "Zoom", to allow us to still meet. A normal highlight for the year is the school Open Evening / Expo which showcases lessons and gives all parents the opportunity to visit the school, meet staff and observe classrooms. With careful planning and small groups used to accompany groups around the school we were able to still hold this function. Feedback was that this was a highly successful event and much valued by our potential new families and students.

Our school has taken part in the Tell Them From Me (TTFM) survey since its initial trial in 2013. It has not been possible to conduct this survey for the past two years due to COVID restrictions. In 2022 we were able to participate in this again. The Tell Them from Me survey provides a range of data and feedback from our students across a number of key areas which students provide via an online, anonymous survey. In 2022 the Tell Them from Me survey included measures of student engagement alongside the key drivers of student outcomes. Given the ten weeks that students were encouraged to learn remotely in 2021, there have been long term implications around the students' connection to the school and each other, and it was felt that the data from 2022 reflected the sense of prolonged separation from school.

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.