

2022 Annual Report

Warrawong High School



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Introduction

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

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

School contact details

Warrawong High School

Cowper St

Warrawong, 2502

<https://warrawong-h.schools.nsw.gov.au>

warrawong-h.school@det.nsw.edu.au

4274 0707

School vision

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

School context

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

The total student population of Warrawong High School is 585, which include 46% of students with a language background other than English, 11% Aboriginal and Torres Strait Islander and families from 25 different nationalities.

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

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

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

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

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

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

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



Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. 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	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to empower and inform our teachers and teams of evidenced-based strategies that impact on each students growth and attainment. We will achieve this using a range of student assessments up to and including the HSC. This data will be used to inform ongoing differentiation of teaching and learning including the implementation of targeted HSC strategies as well as consolidating foundational numeracy and literacy skills throughout the learning cycle.

Initiatives

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

- Cyclic data analysis to inform teaching and learning

Resources allocated to this strategic direction

Socio-economic background: \$375,298.30

English language proficiency: \$76,259.88

Low level adjustment for disability: \$101,690.08

Professional learning: \$10,000.00

Per capita: \$108,731.31

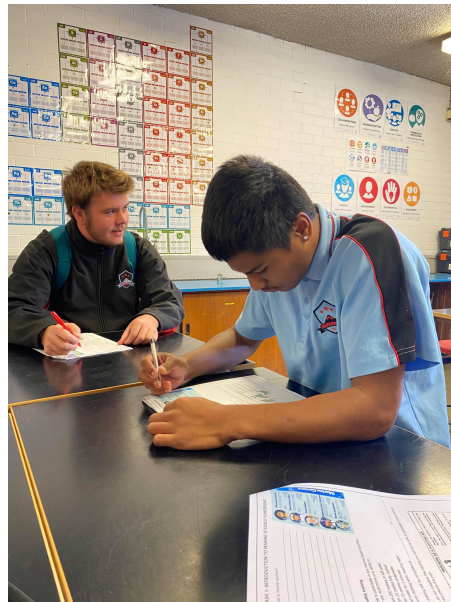
Summary of progress

In 2022 we implemented a strategic student assessment cycle for targeted classes and year groups, inclusive of a range of internal and external learning assessment including the Department's Best start, NAPLAN, HSC Minimum Standards and Progressive Achievement Testing from the Australian Council of Educational Research (ACER). Our assessment and analysis procedures documented a scope and sequence that aims to outline the assessment purpose, mode and team responsible for implementation. At specific points of transition the data team analysed the data to gauge student learning progress in our targeted strategies in reading comprehension and numeracy. The analysis of the data indicated that our collective strategies in numeracy and literacy were evident across all of the key learning areas within teachers programs and assessments. These strategies continue to support the schools trajectory towards our lower bound system negotiated targets in reading and numeracy of students achieving in the top two bands.

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
11.7% of Year 9 students achieving in top 2 bands in reading	9.59% of Year 9 students achieving in top 2 bands in reading
10.5% of Year 9 students achieving in the top 2 bands in numeracy	2.99% of Year 9 students achieving in top 2 bands in numeracy
NAPLAN 67.4% of Year 9 students achieve expected growth in numeracy.	43.94% of Year 9 students achieve expected growth in numeracy.
57.2% of Year 9 students achieve expected growth in reading.	47.83% of Year 9 students achieve expected growth in reading.
HSC 47.09% of HSC student results will remain in the top three bands	49.09% of HSC student results have scored in the top three bands
16.40% of HSC course results will remain in the top 2 bands	10.00% of HSC student results will remain in the top two bands



Strategic Direction 2: Aspirational Learning

Purpose

Our purpose is to ensure that every student is highly engaged and their educational needs are considered by all staff with opportunities provided for students to access differentiated learning programs and other engagement opportunities. We will use data informed and evaluative practices to align our students and staff needs to deliver professional learning for our teachers.

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.

- Maximising the potential of staff and students

Resources allocated to this strategic direction

Socio-economic background: \$375,298.31

English language proficiency: \$76,259.88

Low level adjustment for disability: \$101,690.08

Professional learning: \$53,132.90

Per capita: \$20,000.00

Summary of progress

The beginning of 2022 saw the continuation of our targeted classes in ASPIRE and STEM classes and the introduction of our Real Madrid Foundation Social sports program. These initiatives are aligned to the Department's High Potential and Gifted education Policy. We also continued to support students within our targeted Numeracy and Literacy classes, which was aligned to the Department's Numeracy and Literacy Action Plan. Parent workshops throughout the year showcased the work of our students whilst providing our teams with the opportunity to share data and other evidenced based progress and pedagogies.

Our holistic professional learning matrix was formed at the beginning of 2022 based on student needs and staff data related to their Performance and Development Plans and an evaluation of a variety of student assessment data. This has seen a variety of professional learning experiences offered to our staff which catered to the varying needs of our students and teachers alike.

To further support these initiatives we continued to develop our evaluative Internal validation process which supports the collective implementation of our schools priorities across all key learning 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
Staff participate in professional learning in the explicit teaching of literacy and numeracy skills.	All staff participated in a series of professional learning in comprehension reading strategies including super 6 and Reading around the Page (RAP). This was further embedded through our curriculum monitoring (internal validation) and in the progression of our stage 4 literacy and numeracy action plan.
Staff participate in various professional learning settings in order to collaborate and share practices relevant to their needs and career stage.	All teachers participated in a variety of professional learning experiences that were aimed at improving the learning outcomes of the students they teach. Our induction program for new and beginning teachers was continuously delivered throughout the year. All teachers participated in targeted collaborative professional learning as part of our professional learning communities which were aligned to teachers needs as identified in the performance and development plans. Fortnightly staff meeting continued this year as we presented a series of interactive workshops that aimed to consolidate our numeracy and literacy strategy.

<p>The curriculum is differentiated to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.</p>	<p>Through our internal validation process we evaluate quality teaching and learning programs and assessments. Through this process we identified differentiation alongside the integration of student performance data and personal learning and support plans (PLaSPS). Each Key Learning Area in our school were able to provide clear evidence of how they differentiate their curriculum delivery in order to provide a contextual learning and wellbeing experience for our diverse student needs.</p>
<p>The school offers a curriculum that meets requirements of the Department of Education and the NSW Education Standards Authority and provides equitable academic opportunities for all students.</p>	<p>The school continues to use equity funding to provide a holistic and wide curriculum experience for our students. This includes core academic subjects alongside our opportunity classes in ASPIRE, Lit/Num, and STEM. Our stage 5 and 6 curriculum development is informed by student choice and longitudinal data of our best performing subjects. We triangulate student choice with families and students and expertise from our teachers, industry and current trends.</p>



Strategic Direction 3: Personalised Pathways

Purpose

Our Learning and Wellbeing Teams promote inclusive practices and enable collective responsibility to address the diversity of student need, so all students are challenged and supported in the development of capabilities for improved experiences and outcomes in school. Student voice and the educational community inform the collaborative design of school experiences that promote connection and belonging, student agency and self-determination, and the development of capabilities to reach personal aspirations in learning and life.

Initiatives

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

- Personalised Learning and Wellbeing

Resources allocated to this strategic direction

Socio-economic background: \$375,298.32

Aboriginal background: \$73,127.31

English language proficiency: \$76,259.89

Low level adjustment for disability: \$101,690.08

Professional learning: \$10,000.00

Refugee Student Support: \$8,318.72

Integration funding support: \$150,526.00

Per capita: \$20,001.00

Student support officer (SSO): \$96,058.00

Summary of progress

Students who required additional assistance in their learning and wellbeing had their Personalised Learning and Support plans or other associated plans initiated or updated ready for the commencement of 2022. This was evident across the whole school including students in the Support Unit, Intensive English Centre and mainstream. The plans were communicated to teachers of the students requiring additional support, including our First Nations and EAL/D students. Our Community of schools program continues to develop an effective transition into high school as we understand our incoming students and their variety of needs. This program of events includes opportunities to undertake and share student assessment, learning and wellbeing needs of our future students. Our curriculum offerings continued to offer differentiated pathways at key transition points, this was further supported with individualised meetings with specialist staff to form patterns of study. Our careers advisor and learning support team worked extensively with students at these key points to meet the goals and aspirations of students throughout the stages of learning and transition from school. Our attendance processes include a variety of universal, targeted and individual strategies to inform parents and engage students in their learning and school community, these include a reward system, parent portal and translated phone intervention program.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
64.5% of students reflect an improvement in overall Wellbeing as measured by the elements of high expectations, sense of belonging and advocacy at school	59.90% of our students reflect an improvement in overall Wellbeing as measured by the elements of high expectations, sense of belonging and advocacy at school.
50% increase in the number of Aboriginal students attaining the HSC whilst maintaining their cultural identity.	43% of our Aboriginal students who progressed onto year 11 attained their HSC whilst maintaining their cultural identity.
57.4% of students attend school in excess of 90% of the time	26.78% of students attend school in excess of 90% of the time.

Decrease the proportion of students attending less than 80% of the time	43.1% of students attend school more than 80% of the time. 10.77% attend school 85-90% of the time.
<p>A sustained increase of eligible Year 6-7 local Enrolment.</p> <p>A significant increase in student engagement in meaningful post school destinations including; University, TAFE or employment.</p>	<p>Local enrollments have remained consistent with over 70% of possible Year 7 students from our community of schools commencing high school in 2022.</p> <p>43% of students maintained their education from year 10 to complete their HSC.</p>



Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$8,318.72</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning and Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support • strengthening orientation and transition program for identified students • release time to engage staff in targeted professional learning <p>The allocation of this funding has resulted in the following impact: 21 targeted students are supported with the development of a Personalised Learning and Support Plan which includes mentoring, tutoring and assistance with wellbeing. The goals which are set have been collaboratively evaluated as they continue to be achieved or evolve.</p> <p>Tell them from me data reflects that 59.90% of students are reporting a positive sense of wellbeing, which is 5.28% above Statistically Similar School Groups. (SSSG).</p> <p>A sustained progression of students moving across the EALD learning progressions.</p> <p>Parent engagement aimed at increasing the capacity of parent/carers to connect with student learning, with the use of interpreters and assistive technology being key drivers.</p> <p>After evaluation, the next steps to support our students will be: Our Intensive English Centre alongside the learning support and wellbeing teams will continue to develop a strong transition into the mainstream at Warrawong High by sharing whole school resources and expertise in multicultural education that supports refugee and new arrival students.</p> <p>Maintain existing relationships with culturally and linguistically diverse parents, we will engage interpreters within all home-school communication processes.</p> <p>Develop an EAL/D action plan with support of the EALD Regional Leader, inclusive of a situational analysis, of student performance, professional development, community engagement, transition and other wellbeing initiatives.</p>
<p>Integration funding support</p> <p>\$150,526.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Warrawong High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning 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 • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Data analysis informed the identification of students requiring additional</p>

<p>Integration funding support</p> <p>\$150,526.00</p>	<p>support in their learning, behaviour and wellbeing.</p> <p>All PLASPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. The majority of targeted students demonstrating progress towards their personalised learning goals.</p> <p>After evaluation, the next steps to support our students will be: Analyse and triangulate our internal/external student performance and wellbeing data and evaluate the opportunity to apply for additional funding to support students. This will result in integration funding adjustments throughout the year in response to student PLASPs reviews to ensure funding is used to specifically address each student's support needs.</p> <p>Continue to explore new ways such as Zoom to engage our parents in the planning, implementation and evaluation of targeted student plans.</p> <p>Continue to provide professional development for our staff in accessing and implementing individual student plans.</p>
<p>Socio-economic background</p> <p>\$1,125,894.93</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Warrawong High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Cyclic data analysis to inform teaching and learning • Maximising the potential of staff and students • Personalised Learning and Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement a broader school curriculum • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to increase the leadership team in the school including four (4) additional Head Teachers and a Business Manager. • additional resourcing to increase equitability of staffing resources and services. <p>The allocation of this funding has resulted in the following impact: Upward trend in Warrawong High School's 2022 NAPLAN Premier's Priority results, where the average percentage of students in the top 2 bands for reading and numeracy increased by 1.02% from 2021 to 2022.</p> <p>Upward trend in Warrawong High School's 2022 NAPLAN Premier's Priority results for Aboriginal students, where the average percentage of students in the top 2 bands for numeracy increased by 0.43% from 2021 to 2022.</p> <p>There was an increase in aboriginal students NAPLAN scores in numeracy by 18 marks from 2021 to 2022.</p> <p>Our average marks in Year 9 NAPLAN results in reading are on a trajectory with Similar Statistical School Groups (SSSG).</p> <p>Our average marks in Year 9 NAPLAN results in writing are above Similar Statistical School Groups (SSSG).</p> <p>Our average marks in Year 7 NAPLAN results in spelling are above Similar Statistical School Groups (SSSG).</p> <p>Our average marks in Year 7 NAPLAN results in numeracy are above Similar Statistical School Groups (SSSG).</p> <p>Our average marks in Year 7 NAPLAN results in writing are above Similar</p>

<p>Socio-economic background</p> <p>\$1,125,894.93</p>	<p>Statistical School Groups (SSSG).</p> <p>Our average marks in Year 7 NAPLAN results in reading are above Similar Statistical School Groups (SSSG).</p> <p>Our Year 9 NAPLAN Scores increased by 7.4 marks in reading from 2021 to 2022.</p> <p>Our Year 7 NAPLAN Scores increased by 15 marks in numeracy from 2021 to 2022.</p> <p>Our Year 7 NAPLAN Scores increased by 36 marks in reading from 2021 to 2022.</p> <p>Our Year 7 NAPLAN Scores increased by 7 marks in writing from 2021 to 2022.</p> <p>Our Year 7 NAPLAN Scores increased by 20 marks in spelling from 2021 to 2022.</p> <p>Our Year 7 NAPLAN Scores increased by 30 marks in grammar and punctuation from 2021 to 2022.</p> <p>Year 7 students achieving in the top 2 bands in NAPLAN; Reading 14.5%, Writing 14.5%, Spelling 33.9%, Grammar and Punctuation 16.1% and Numeracy 21%</p> <p>Year 9 students achieving in the top 2 bands in NAPLAN; Reading 10.3%, Writing 7.4%, Spelling 5.8%, Grammar and Punctuation 4.3% and Numeracy 3.1%</p> <p>49.09% our HSC students achieving in the upper 3 bands which was an increase of 2% from 2021.</p> <p>Our HSC results included two subject scoring above the state average, with the recording of 8 band 5's, 40 band 4's and 36 Band 3's.</p> <p>Two subjects; Community and Family Studies and Ancient History achieved above the state average.</p> <p>26.78% of students attend school in excess of 90% of the time.</p> <p>43.1% of students attend school more than 80% of the time.</p> <p>10.77% attend school 85-90% of the time</p> <p>There was a significant increase of Professional Learning registered hours delivered to staff to support the accreditation process.</p> <p>Our Tell Them from Me data indicates an increase in students reporting positive relationships, optimism, academic self concept, academic buoyancy, advocacy, positive behaviour at school, aspirations to finish Year 12, aspirations to attend university.</p> <p>Teacher student relationships continues to record above NSW State norms.</p> <p>46% of students agree or strongly agree that they enjoy a sense of school pride.</p> <p>After evaluation, the next steps to support our students will be: We will continue to analyse a range of data including student voice, performance data and staff professional development in order to meet the diverse needs of our students. As this data becomes available we will further develop platforms to share this data within the school and wider community.</p> <p>We will continue to engage additional specialist staff in learning and support to assist students with targeted strategies in literacy and numeracy. Our</p>
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<p>Socio-economic background</p> <p>\$1,125,894.93</p>	<p>Learning Support Teachers will further support the work of teachers to differentiate learning with suitable adjustments and accommodations for students.</p> <p>Our school will continue to invest in the employment of above establishment Head Teachers in Teaching and Learning and Secondary Studies to continually build the capacity of staff in the implementation of literacy and numeracy skills throughout a collective and consistent application of the Teaching and Learning cycle.</p> <p>Develop the schools behaviour and support management plan.</p> <p>We will continue to evaluate and re-calibrate the roles of the Student Support Officers and Wellbeing team in developing universal, targeted and individual wellbeing initiatives which aim to support the diverse needs of our students.</p> <p>The above establishment Head Teacher Administration and additional school administration staff including a school Business Manager will continue to refine the practices and procedures in managing finance, attendance and communication to our community.</p> <p>The additional funded Deputy Principal will continue to operate as an instructional leader of teaching and learning and focus on building our teacher's capacity to meet the individual needs of each of our students whilst assisting to the daily operations of the school.</p> <p>We will finalise a curriculum evaluation which analyses the current school curriculum's compliance, whilst analysing the impact of offering a broad curriculum and supporting smaller class sizes.</p>
<p>Aboriginal background</p> <p>\$73,127.31</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Warrawong High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning and Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: The development and evaluation of 69 Personalised Learning Plans.</p> <p>Improvement was evident with a 0.43% increase in Aboriginal students achieving the Premiers priorities, top two band target in Numeracy and Reading.</p> <p>This included an increase of the average Year 7 marks in writing - 93 marks, and for Year 9 in numeracy - 67 marks.</p> <p>Our Year 7 Aboriginal students also achieved an average of 11.1% in the top 2 bands in numeracy.</p> <p>Our Year 7 Aboriginal students also achieved an average of 12.5% in the top 2 bands in reading.</p> <p>Our NAPLAN results indicated that 20% our Year 9 Aboriginal students achieved a band 7 for grammar and punctuation, 100% Band 7 for</p>

<p>Aboriginal background</p> <p>\$73,127.31</p>	<p>Numeracy, 40% Band 7 for reading, 20% Band 7 for writing and 20% Band 8 for spelling.</p> <p>Our NAPLAN results indicated that 33% our Year 7 Aboriginal students achieved a band 7 for grammar and punctuation, 11% Band 8 for Numeracy, 11% Band 7 for reading, 12.5% Band 8 for writing and 11% Band 7 for spelling.</p> <p>Tell Them From Me data indicated 62% of Aboriginal students agree or strongly agree that they feel good about their culture at school, whilst 35% of Aboriginal students agreed or strongly agreed that teachers understand their culture at school.</p> <p>Tell them from Me data indicated that 59.9% of students indicated positive wellbeing which is 5.29% above statistically similar school groups (SSSG).</p> <p>Improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process.</p> <p>The 3 Aboriginal students who commenced year 12 completed their HSC in 2022.</p> <p>43% of our Aboriginal students maintained their schooling from year 10 through to the end of the HSC</p> <p>After evaluation, the next steps to support our students will be: Redefine the roles and responsibilities of our Aboriginal Learning and Support Teacher to ensure there is a sustained focus on the achievement of literacy and numeracy goals in students PLP's.</p> <p>Engaging an Aboriginal education officer to support student and family engagement throughout cultural activities including the PLP process.</p> <p>Offer the schools teaching and non-teaching staff professional learning opportunities that support cultural awareness.</p> <p>Continue with the phone invention program to support students and families to improve their attendance and continuity of learning.</p> <p>Professionally develop staff in trauma-informed practices for use in the classroom and school.</p> <p>Implement anti-racism, wellbeing programs for all students and staff.</p> <p>Support families and teachers to understand developmentally appropriate behaviours and to provide care and learning for students who require additional support.</p> <p>Recognise and celebrate diversity, achievements, improvements, and encourage connection and acceptance at school events.</p> <p>Invite and engage with parents and carers to build partnerships and collaborate on programs and initiative that promote community care and sense of belonging.</p> <p>Continue to engage in restorative practices and model kindness and forgiveness.</p>
<p>English language proficiency</p> <p>\$228,779.65</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Warrawong High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Cyclic data analysis to inform teaching and learning • Maximising the potential of staff and students • Personalised Learning and Wellbeing

<p>English language proficiency</p> <p>\$228,779.65</p>	<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 • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement Individual Educational Plans for all EAL/D students <p>The allocation of this funding has resulted in the following impact: 28 New arrival students, 232 students identified as having a Language Background other than English and 1 international student has seen an increase in targeted support for students required, this includes mentoring and tutoring and assistance with wellbeing as reflected in Personalised Learning and Support Plans.</p> <p>Warrawong had 43 students being supported in achieving at their respective EAL/D phases including 1 student in the beginning, 10 consolidating, 15 developing, 17 emerging phase in 2022.</p> <p>Tell them from me data reflects that students are reporting a sense of belonging to their school as represented in TTFM data.</p> <p>EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>Students provided with effective transition into the schools Intensive English Centre, Bayview Support Centre and mainstream.</p> <p>Differentiated strategies are evident in our curriculum monitoring.</p> <p>After evaluation, the next steps to support our students will be: Our school will continue to support students from an EAL/D background including students who transition from the IEC. Working collaboratively with families our EALD Learning and Support Teacher will identify students requiring additional language support and provide feedback to students and families of student growth. Personal Learning and Support Plans (PLASP's) will be created and evaluated for targeted students needing additional support, which informs teachers of appropriate strategies for students.</p> <p>Teachers are also assisted in differentiating programs and assessments through professional learning and curriculum monitoring. We will continue to engage in regional programs such as, RAW (Ready, Arrive Work) and the Illawarra Multicultural Youth Project.</p> <p>We will further evaluate and reflect on our support of our EAL/D students through the annual ESL survey and the impact of strategies through evaluation of our student performance data.</p>
<p>Low level adjustment for disability</p> <p>\$305,070.24</p>	<p>Low level adjustment for disability equity loading provides support for students at Warrawong High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Cyclic data analysis to inform teaching and learning • Maximising the potential of staff and students • Personalised Learning and Wellbeing <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>Low level adjustment for disability</p> <p>\$305,070.24</p>	<ul style="list-style-type: none"> • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Upward trend in Warrawong High School's 2022 NAPLAN Premier's Priority results, where the average percentage of students in the top 2 bands for reading and numeracy increased by 1.02% from 2021 to 2022.</p> <p>Upward trend in Warrawong High School's 2022 NAPLAN Premier's Priority results for aboriginal students, where the average percentage of students in the top 2 bands for numeracy increased by 0.43% from 2021 to 2022.</p> <p>There was an increase in aboriginal students NAPLAN scores in numeracy by 18 marks from 2021 to 2022.</p> <p>Our average marks in Year 9 NAPLAN results in reading are on a trajectory with Similar Statistical School Groups (SSSG).</p> <p>Our average marks in Year 9 NAPLAN results in writing are above Similar Statistical School Groups (SSSG).</p> <p>Our average marks in Year 7 NAPLAN results in spelling are above Similar Statistical School Groups (SSSG).</p> <p>Our average marks in Year 7 NAPLAN results in numeracy are above Similar Statistical School Groups (SSSG).</p> <p>Our average marks in Year 7 NAPLAN results in writing are above Similar Statistical School Groups (SSSG).</p> <p>Our average marks in Year 7 NAPLAN results in reading are above Similar Statistical School Groups (SSSG).</p> <p>Our Year 9 NAPLAN Scores increased by 7.4 marks in reading from 2021 to 2022.</p> <p>Our Year 7 NAPLAN Scores increased by 15 marks in numeracy from 2021 to 2022.</p> <p>Our Year 7 NAPLAN Scores increased by 36 marks in reading from 2021 to 2022.</p> <p>Our Year 7 NAPLAN Scores increased by 7 marks in writing from 2021 to 2022.</p> <p>Our Year 7 NAPLAN Scores increased by 20 marks in spelling from 2021 to 2022.</p> <p>Our Year 7 NAPLAN Scores increased by 30 marks in grammar and punctuation from 2021 to 2022.</p> <p>Year 7 students achieving in the top 2 bands in NAPLAN; Reading 14.5%, Writing 14.5%, Spelling 33.9%, Grammar and Punctuation 16.1% and Numeracy 21%</p> <p>Year 9 students achieving in the top 2 bands in NAPLAN; Reading 10.3%, Writing 7.4%, Spelling 5.8%, Grammar and Punctuation 4.3% and Numeracy 3.1%</p> <p>49.09% our HSC students achieving in the upper 3 bands which was an increase of 2% from 2021.</p> <p>Our HSC results included two subject scoring above the state average, with the recording of 8 band 5's, 40 band 4's and 36 Band 3's.</p> <p>Tell Them from me data indicated that advocacy at school and positive teacher/student relationships were continuing to trend at and above NSW</p>
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<p>Low level adjustment for disability</p> <p>\$305,070.24</p>	<p>Govt. Norms.</p> <p>Teaching, Learning and assessment evaluations demonstrated an inclusive approach to catering to the needs of individual students and groups.</p> <p>Teachers continued to track and monitor the ongoing social, emotional and learning needs of students as identified in the collection and analysis of NCCD data.</p> <p>The learning and support and wellbeing interventions continued to support high numbers of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to apply for additional funding to support the employment of additional student learning support officers to provide targeted support for identified students and to enhance the work of teachers in differentiating learning with suitable adjustments and accommodations for students.</p> <p>Evaluate the effectiveness of the stage 4 targeted numeracy and literacy class which provides additional support for students.</p> <p>Undergo a curriculum evaluation in order to support life skills in the mainstream and core curriculum in the Support Unit.</p>
<p>Professional learning</p> <p>\$73,132.90</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 Warrawong High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Cyclic data analysis to inform teaching and learning • Maximising the potential of staff and students • Personalised Learning and Wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Developing data informed practices within targeted school teams to share with staff • Supporting beginning teachers and aspiring leaders <p>The allocation of this funding has resulted in the following impact: Develop a holistic professional learning matrix which caters to all staff and their career stage.</p> <p>100% of staff participated in universal and targeted professional learning.</p> <p>All staff are engaging in Trauma Informed Practice training. Supporting the schools beginning teachers in their induction.</p> <p>Present fortnightly professional development for staff in the implementation of targeted numeracy and literacy skills.</p> <p>Support staff with targeted and individual professional learning which addresses their performance and development goals.</p> <p>Conduct workshops in our targeted professional learning communities including; data informed practice, futures learning, numeracy and literacy and wellbeing initiatives including behaviour management.</p> <p>After evaluation, the next steps to support our students will be: Continue to align student needs based on performance data with staff need.</p> <p>Develop a middle leaders professional learning strategy inclusive of the new middle leaders role statement.</p>

Professional learning \$73,132.90	Engage all stage 6 teachers in the HSC strategy with a focus on the high leverage strategies and distinguishing features of band 5 and band 6 student work samples.
COVID ILSP \$486,749.00	<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 • providing targeted, explicit instruction for student groups in literacy/numeracy - [reading comprehension] • employing/releasing staff to coordinate the program • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact:</p> <p>Term 1</p> <p>Literacy 100% of students achieved their personal learning goals that were based on the literacy progressions (UnT6 - 8). 100% of students progressed along the literacy progressions by a minimum of one level. Comparison between pre and post work samples indicate a significant improvement in Reading Comprehension- this is working in the levels of comprehension from literal to inferential. These are proudly displayed on the 'Lifting Achievement' Bump up wall and what stuck it me wall as part of the formative assessment and feedback cycle, which was aligned to student plans.</p> <p>Numeracy Increase of 14% in the top two bands (Band 9 and Band 10) of numeracy 39% of students improved at least 1 band 48% students remained at the same numeracy band, but increased along the progressions of Number 75% students reported that the program was very effective in helping them to take ownership over their learning. 85% students reported that tuition was 'helpful' or 'extremely helpful' in improving their skills and confidence. This was captured via surveys and interviews with students.</p> <p>HSC Minimum Standards 46 (73%) students (Year 11) passed the Numeracy tests after some students having had multiple attempts (some had 4 or 5 attempts). 94% year 12 students have now passed and met the minimum standards for Numeracy 37 (65%) students (Year 12) have met the minimum standards for Writing.</p> <p>Term 2 78% of students improved their targeted skills "significantly" according to tutors (evidenced through observations, pre and post assessments and work samples), this was measured against literacy progressions 63% of the numeracy students improved at least 1 band in SmarterMaths pre (test A) and post (test B) assessments (paper copy) 82% of students achieved their learning goal (this was difficulty to measure, due to student attendance as well as tutoring sessions being cancelled as tutors were used as casual staff) 89% of students reported that they believe their skills had improved as a result of the program (Several answered I dont know if it has improved, because of the program') 71% of students reported that they have been able to use the skills learned</p>

<p>COVID ILSP</p> <p>\$486,749.00</p>	<p>in other subjects 92% of students reported that the tuition was “helpful” or “extremely helpful” 63% of teachers responded that they feel exposing students to specific skill in literacy and numeracy, has helped in the classroom when using language around literacy and numeracy.</p> <p>HSC Minimum Standards 89% of students who have been exposed to a HSC Minimum Standards assessment in reading, Writing or Numeracy have passed. 83% of students who were engaged in a Literacy or Numeracy intervention group for HSC Minimum Standards have passed the assessment. All Year 12 students have now met the HSC Minimum Standard in Reading, Writing and Numeracy.</p> <p>Year 7 In-class support Individual student work samples and observations provided clear improvement of skills in numeracy (interpreting graphs). Literacy Support has been provided to classes around RAP, reading around the page and developing resources with and for teachers to support reading comprehension activities</p> <p>Term 3 81% of students improved their targeted skills “significantly” according to tutors (evidenced through observations, pre and post assessments and work samples), this was measured against literacy progressions and against tutor session success criteria and exit slip 87% of students achieved their learning goal (this was difficulty to measure, due to student attendance as well as tutoring sessions being cancelled as tutors were used as casual staff) Over 75% of students commented with a "high level of understanding" that tutoring built their understanding of literacy and numeracy skills and the importance of them in learning. 80% of students reported that they believe their skills had improved as a result of the program (Several answered I dont know if it has improved, because of the program') 78% of students reported that they have been able to use the skills learned in other subjects 90% of students reported that the tuition was “helpful” or “extremely helpful” 73% of teachers responded that they feel exposing students to specific skill in literacy and numeracy, has been helped in the classroom when using language around literacy and numeracy.</p> <p>HSC Minimum Standards 97% of Year 12 students who have been exposed to a HSC Minimum Standards assessment in reading, Writing or Numeracy have passed. 88% of students who were engaged in a Literacy or Numeracy intervention group for HSC Minimum Standards, passed the assessment. 76% of Year 10 and 11 students have sat 2 out of the 3 HSC minimum Standards test with a pass rate of 72%</p> <p>Term 4 81% of students improved their targeted skills “significantly” according to tutors (evidenced through observations, pre and post assessments and work samples), this was measured against literacy progressions and against tutor session success criteria and exit slip 87% of students achieved their learning goal (this was difficulty to measure, due to student attendance as well as tutoring sessions being cancelled as tutors were used as casual staff) Over 75% of students commented with a "high level of understanding" that tutoring built their understanding of literacy and numeracy skills and the importance of them in learning. 80% of students reported that they believe their skills had improved as a result of the program (Several answered I dont know if it has improved, because of the program') 78% of students reported that they have been able to use the skills learned in other subjects 90% of students reported that the tuition was “helpful” or “extremely helpful” 73% of teachers responded that they feel exposing students to specific skill</p>
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<p>COVID ILSP</p> <p>\$486,749.00</p>	<p>in literacy and numeracy, has been helped in the classroom when using language around literacy and numeracy.</p> <p>HSC Minimum Standards 97% of Year 12 students who have been exposed to a HSC Minimum Standards assessment in reading, Writing or Numeracy have passed. 88% of students who were engaged in a Literacy or Numeracy intervention group for HSC Minimum Standards, passed the assessment. 76% of Year 10 and 11 students have sat 2 out of the 3 HSC minimum Standards test with a pass rate of 72%</p> <p>Year 7 In-class support Individual student work samples and observations provided clear improvement of skills in numeracy (interpreting graphs). Literacy Support has been provided to classes around RAP, reading around the page and developing resources with and for teachers to support reading comprehension activities.</p> <p>After evaluation, the next steps to support our students will be: An evaluation of the 2022 CILSP model has enabled us to develop a model that we can maintain for 2023. This will include a reduction in the number of tutors and the engagement of the Learning and Support team.</p> <p>We will aim to provide further in class support across primarily Stage 4 English and Maths and also the Stage 6 approach to tutoring around HSC minimum standards interventions to embed the progress and strategies from this year.</p> <p>Assessments will shift towards check in, mapping on PLAN 2 and stage based assessments will be completed in Maths and English.</p> <p>MacLit will continue with the Learning and Support Team.</p> <p>The HSC minimum standards tutoring will continue with the paraprofessional (under the supervision of the CILSP coordinator).</p> <p>The Homework centre will be staffed by CILSP teachers, LST teachers and paraprofessionals 2 days per week to enable after school tuition.</p> <p>The CILSP team will look to incorporate more Aboriginal students into the program, grouped together according to PLP goals.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Warrawong High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning and Wellbeing <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Providing individual support for students, including the contribution of targeted strategies in Personal Learning and Support Plans. • Delivering whole school proactive wellbeing programs to groups of students <p>The allocation of this funding has resulted in the following impact: Implementation of targeted programs which support the learning and wellbeing needs of our students.</p> <p>An increase of interagencies delivering contextual and age appropriate Scope and sequence wellbeing programs to students.</p> <p>The development of a triage model which allows for the Student Support officer to intervene and support student wellbeing.</p> <p>The completion of complex case meetings with internal and external</p>

<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>supports for students at risk. Tell them from me data reflects an increase of students reporting a sense of belonging to their school and that they are displaying positive behaviours at school.</p> <p>Tell Them from Me also indicated that students reported advocacy at school and a positive learning culture which is at or above NSW Government Norms.</p> <p>Increase in student access to our student assistance funding to support their educational needs.</p> <p>After evaluation, the next steps to support our students will be: Continue to liaise with school infrastructure in regards to the construction of the schools wellbeing hub.</p> <p>Deliver professional learning to all staff on the Berry Street model.</p> <p>Consult student voice in the development of our school values and aligned to the Behaviour Management and Support Plan.</p> <p>Investigate the development and implementation of Social and emotional / PBL lessons into the curriculum.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	273	278	267	276
Girls	285	263	250	256

Student attendance profile

School				
Year	2019	2020	2021	2022
7	90.1	82.8	86.5	82.0
8	82.8	79.6	88.6	73.5
9	86.3	76.7	84.8	76.3
10	88.8	77.6	78.8	73.8
11	81.6	79.2	76.8	68.4
12	81.1	74.1	82.7	76.8
All Years	85.5	78.7	83.7	75.2
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	4	12	1
Employment	12	25	61
TAFE entry	1	6	7
University Entry	0	0	43
Other	14	14	3
Unknown	4	0	7

Year 12 students undertaking vocational or trade training

75.00% of Year 12 students at Warrawong High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

86.7% of all Year 12 students at Warrawong 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)	9
Classroom Teacher(s)	36.6
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
Teacher ESL	1.2
School Counsellor	1
School Administration and Support Staff	22.58
Other Positions	6

*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	727,024
Revenue	12,463,809
Appropriation	12,286,814
Sale of Goods and Services	4,484
Grants and contributions	155,574
Investment income	4,011
Other revenue	12,925
Expenses	-12,222,514
Employee related	-11,166,303
Operating expenses	-1,056,211
Surplus / deficit for the year	241,295
Closing Balance	968,318

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	158,845
Equity Total	1,732,872
Equity - Aboriginal	73,127
Equity - Socio-economic	1,125,895
Equity - Language	228,780
Equity - Disability	305,070
Base Total	7,778,011
Base - Per Capita	148,732
Base - Location	0
Base - Other	7,629,279
Other Total	1,618,618
Grand Total	11,288,346

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.

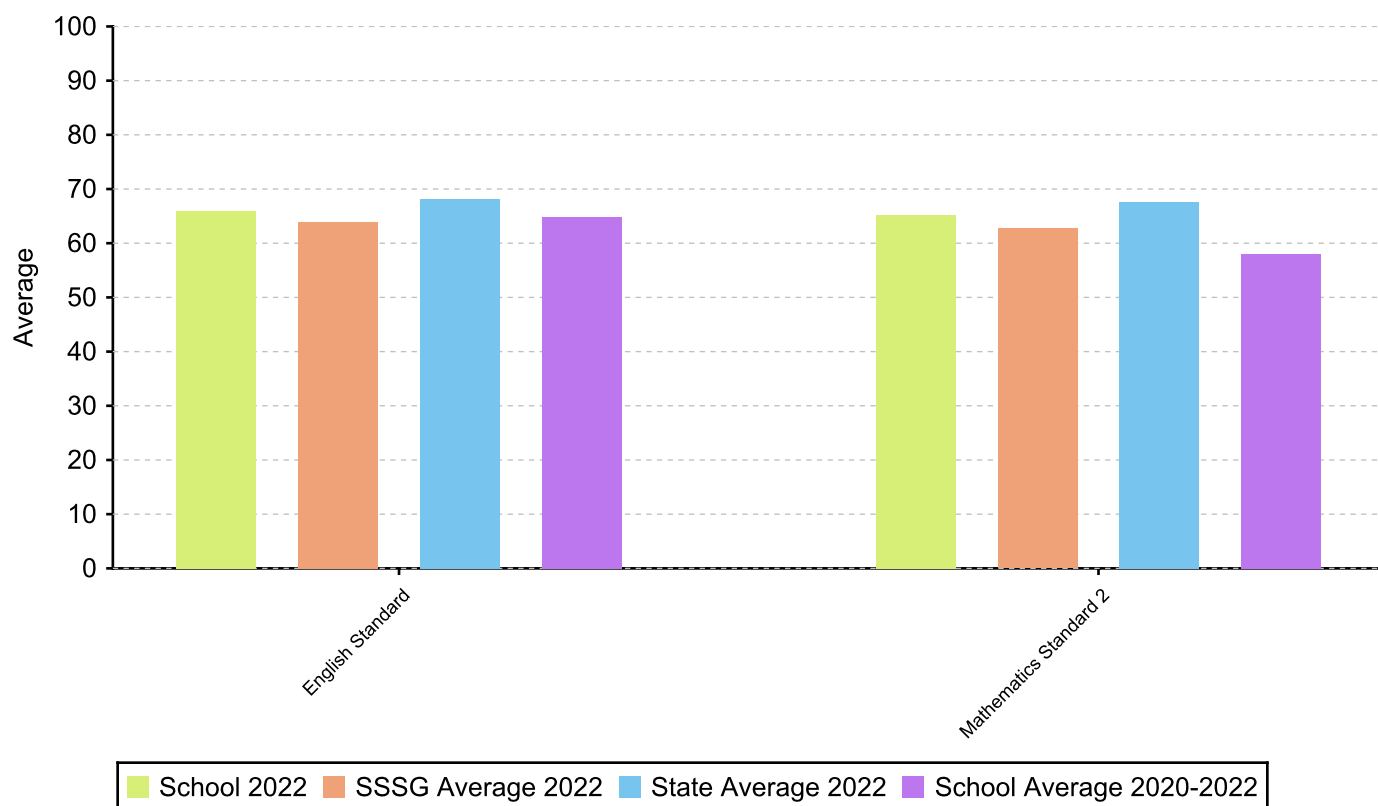
The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.



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
English Standard	65.9	63.9	68.1	64.9
Mathematics Standard 2	65.2	62.7	67.6	58.0



Parent/caregiver, student, teacher satisfaction

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



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.

