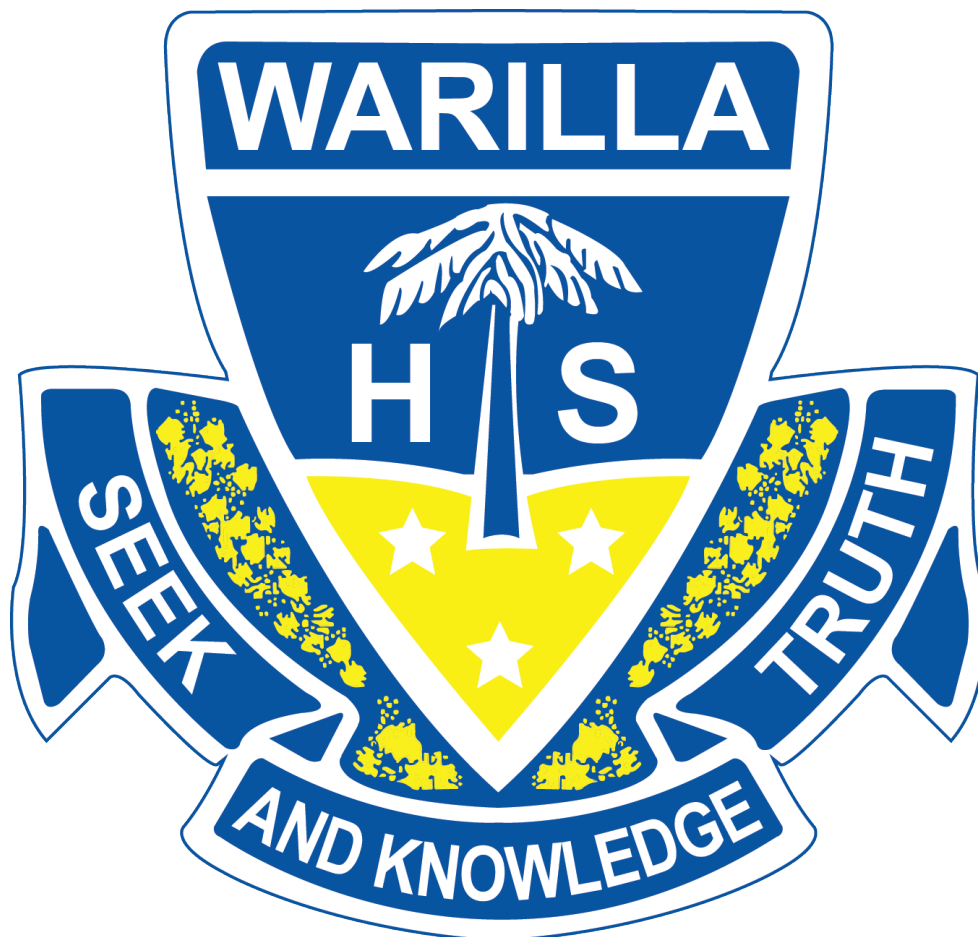


# 2023 Annual Report

## Warilla High School



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# Introduction

The Annual Report for 2023 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

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## 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	2023 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 growth and performance	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

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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

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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

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**Socio-economic background**  
**English language proficiency**  
**Professional learning**  
**Integration funding support**  
**Aboriginal background**

### Summary of progress

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#### Data Driven Explicit Teaching Practice

The focus for 2023 was on improving student outcomes in areas of literacy, numeracy and HSC achievement identified through data sources as areas of need..

This involved a timetabled whole school program focusing on the reading skill of vocabulary. A targeted Stage 4 program, delivered through English periods, focusing on comprehension. A timetabled Stage 4 literacy/numeracy enrichment program delivered to Year 8 and a whole school program titled HSC Success.

As a result, students in Year 8 Check-in testing, having had the benefit of the vocabulary and Stage 4 literacy programs for two years, have demonstrated a 19.3% improvement in vocabulary over the period of 2023. In numeracy, the area of focus Measurement and Geometry saw an improvement of 9.1%. over the same time period. The HSC Success Strategy has had a significant impact on student outcomes and school culture. In 2023 our students achieved above the targets for both Top 2 and Top 3 Bands and there is a distinct correlation between these results and the strategy. Its influence also has gone beyond Stage 6 with academic programs, including English Muffins and Math and Milo, supporting student achievement across all stages.

Next year the focus will be the maintenance and expansion of our literacy and numeracy programs. Challenges arose in Term 4 2023 in the delivery of the vocabulary program due to students transitioning from using mobile phones as a device, however we are determined to continue with this program, if need be, with greater focus on a paper based model. With the appointment of a new Head Teacher Mathematics in 2024 we are hoping for a new perspective on our numeracy programs to provide a fresh approach in line with the implementation of the new curriculum. We will also be changing the focus of our HSC Success program to a whole school Success Program. This change has occurred organically in 2023 and we are excited at the prospect of new initiatives and programs for 2024.

#### Aboriginal Education Cultural Support

The focus for 2023 was to both improve student life outcomes through academic success and the ongoing development of knowledge and pride of culture. What this looks like for each individual student is different and the school prides itself on providing individualised student support. and the fostering of a community spirit.

This has involved supporting students academically with tutoring, SLSO support in classes and individualised support to ensure students are encouraged to complete their schooling through to the end of Stage 6. Our students have also been supported through numerous group and individualised cultural programs delivered at school but also by community groups such as University of Wollongong.

As a result we have seen academic improvement for those students who have wished to take advantage of the opportunities made available and all students have been provided with the opportunity to be involved in cultural

programs.

Next year the focus will be on the creation of an explicit First Nations Education Strategy to plan for improved student outcomes over the next three to five years. This plan, for 2024, will look to push those students in the middle bands of NAPLAN in Year 7 2023, through individualised and whole-school programs, to achieve growth in both literacy and numeracy. In 2023 the school had an attendance figure of 74% for Aboriginal students. Strategies to improve this figure is to be a focus, with a target of 80% for 2024. We will also be expanding our partnership with Warilla Primary School to include a program for students K to 6 and looking to create stronger community partnerships with community elders.

### Progress towards achieving improvement measures

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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
An increase in Check-in Assessment mean scaled score for reading in Year 7 and 9 for 2023 compared with Year 7 and 9 in 2022..	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading has increased by 0.4 %.
An increase in Check-in Assessment mean scaled score for numeracy in Year 7 and 9 for 2023 compared with Year 7 and 9 in 2022.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy has increased by 0.5%.
Improvement in the proportion of students achieving HSC top 2 bands to the lower bound system negotiated target of 17.0%.	18.59% of students attained results in the top 2 bands demonstrating achievement of the lower bound target.
Increase the proportion of students achieving HSC Top 3 Bands above the agreed lower bound target of 44.5%.	52.23% of students attained results in the top 3 bands demonstrating achievement of the lower bound target.

## Strategic Direction 2: Quality systems and practices

### Purpose

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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

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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

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Integration funding support  
Low level adjustment for disability  
Professional learning  
Aboriginal background  
Socio-economic background  
Student Support Officer  
Beginning teacher support

### Summary of progress

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#### Whole School Engagement and Wellbeing

The focus for 2023 was on developing and improving whole school systems and structures to support our school in meeting the needs of our diverse community through prevention and early, targeted and individual intervention.

This involved targeted allocation to ensure that specific and targeted support is allocated effectively to support students to access educational outcomes. Developing school approaches to positive school attendance and Implement strategies leading to supporting positive school attendance. Evaluation and revision of existing wellbeing programs, initiatives, and interventions have been aligned with tiered needs within the school community.

As a result of system changes implemented to monitor attendance, the school now possesses more accurate attendance data, enabling better planning for improving attendance rates. The implementation of strategies aimed at promoting positive attendance has yielded tangible results. In comparison to 2022, there has been a significant increase in student attendance.. As a result of targeted support initiatives, the school has successfully provided opportunities for students to access educational outcomes and achieve success. One notable improvement is the implementation of a new positive behavioral system, which has enhanced student wellbeing and fostered increased positive connections to the school community. Additionally, a range of universal, targeted, and individualised wellbeing programs, initiatives, and interventions have been delivered to address the diverse needs of students at the high school level.

Next year the focus will be on continued development of whole school systems and structures. Further refining and enhancing existing systems and structures to ensure they effectively meet the evolving needs of our diverse community. The school will strengthen targeted strategies to ensure that specific and tailored support is allocated effectively to enable all students to access educational outcomes successfully. Our school will build upon existing positive school attendance approaches by strengthening strategies and initiatives aimed at further promoting and supporting positive attendance habits among students. Ongoing development of comprehensive approaches to address barriers to attendance and foster a culture of regular school attendance. There will be implementation of targeted strategies to further enhance attendance rates and address any persistent challenges or disparities. Additionally, the school will explore opportunities to expand the range of universal, targeted, and individualised wellbeing programs, initiatives, and interventions to meet the evolving needs of students.

#### Quality Teaching and Evaluation

The focus for 2023 was on engaging in ongoing High Impact Professional Learning focused on developing effective classroom practices and strategies, aligned to identified targets. and developing systems to monitor, evaluate and review key initiative and school priorities.

This involved strategic professional learning for all staff, focused on deepening teaching practice for ongoing growth in

student learning. This learning is underpinned by evidence based practice and collaborative professional environment, developing systems to analyse, plan, implement, monitor and evaluate school targets.

As a result of the successful teacher professional learning program focused on writing, educators experienced significant improvements in their teaching practices and student outcomes. Teachers reported feeling more confident in their ability to effectively teach writing skills, incorporating evidence-based strategies and techniques learned during the program. The implementation of an evaluation procedure has provided a structured framework for assessing various aspects of school operations, allowing for systematic reviews and targeted interventions where necessary. One particular evaluation focused on strengthening the malpractice procedure within the school. Following this evaluation, adjustments were made to school processes based on the recommendations provided. These adjustments have not only helped in addressing the identified issues of malpractice but have also enhanced transparency, accountability and adherence to best practices across the school.

Next year the focus will be on further developing the Teaching for Student Growth whole school professional learning initiative. This aims to enhance staff capacity to provide evidence-based teaching and learning tailored to student-identified needs. Additionally, the school will prioritise the development of a comprehensive evaluation framework and procedure that encompasses both curriculum and non-curriculum domains. This framework will incorporate explicit criteria and assessment tools to systematically assess school practices across identified priority areas.

### Progress towards achieving improvement measures

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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 attending school 90% or more of the time to be at or above the lower bound system-negotiated target of 58.0%.	The number of students attending greater than 90% or more of the time is 43.23% indicating progress toward the lower bound target.
Shift in the Wellbeing element within the SEF Learning domain from sustaining and growing to excelling. This is reflected in whole school, evidence based change in both wellbeing and individual learning and support being embedded into a cyclic review of practice.	Self-assessment against the School Excellence Framework in the element of Wellbeing shows the school currently performing at Excelling.
Self-assessment against the School Excellence Framework in the element 'Data Skills and Use' indicates improvement from Delivering to Sustaining and Growing.	Self-assessment against the School Excellence Framework in the element of Data Skills and Use shows the school currently performing at Sustaining and Growing.
Self-assessment against the School Excellence Framework in the element 'Professional Standards' indicates improvement from Delivering to Sustaining and Growing.	Self-assessment against the School Excellence Framework in the element of 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

Professional learning

Socio-economic background

Low level adjustment for disability

### Summary of progress

The focus for 2023 was on improving student learning outcomes and community engagement through innovative teaching practice and by responding, in a timely manner, to the challenges and opportunities presented by changing technology. Developing authentic and ongoing parent/community partnerships, as these are an integral component to maximise student outcomes, was a feature of this year's strategic planning.

This involved all staff involvement in professional learning focusing on those strategies that research has demonstrated push student growth. Providing students with learning and cultural activities, such as STEM Challenge and professional stage performances, and the development of a school response to AI. A series of initiatives to connect community with the school, particularly around HSC support for parents were developed.

As a result, the school saw student growth in both HSC and 7 to 9 NAPLAN data. The development of an authentic learning culture is being fostered with students, staff and parents actively participating in extra curricula activities designed to support learning.

Next year's focus will be to maintain and strengthen the community partnerships helping to drive the improvement in our HSC results. We also need to strengthen our links with our First Nations' community to support our ongoing commitment to improving the life outcomes for our Aboriginal students. We will continue to support student growth through inclusive teaching practice and focusing on using contemporary research into student learning and wellbeing to create an environment that is conducive to student success.

### 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.
Engaging with the community: Improvement in the Tell Them from Me (TTFM) parent survey in the measure 'Parents Support Learning from Home'.	Tell Them From Me parent survey in the measure 'Parents Support Learning from Home' indicates a score of 6.0, an improvement from the previous year.
Self-assessment against the School Excellence Framework in the Learning Culture themes of 'high expectations'	Self-assessment against the School Excellence Framework in the theme High Expectations shows the school currently performing at Sustaining and Growing.

and 'transitions and continuity of learning' will be maintained at sustaining and growing.	Self-assessment against the School Excellence Framework in the theme Transitions and Continuity of Learning shows the school currently performing at Excelling.
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$436,759.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Explicit Teaching Practice</li> <li>• Whole School Engagement and Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Year 9 Check-In Term 4 2023 saw an increase of 15.7% in the strand of comprehension and a modest increase in vocabulary. This correlates with the use of Renaissance Reading and the vocabulary initiatives. Generally NAPLAN 2023 demonstrated significant value add for students between 7 and 9.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to maintain the successful programs that have seen improvement in our students' literacy outcomes. The Check-in targets indicate growth between 2022 and 2023.</p>
<p>Socio-economic background</p> <p>\$702,572.01</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Explicit Teaching Practice</li> <li>• Whole School Engagement and Wellbeing</li> <li>• Engaging with Community</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• resourcing to increase equitability of resources and services</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Year 9 Check-In Term 4 2023 saw an increase of 15.7% in the strand of comprehension and a modest increase in vocabulary. This correlates with the use of Renaissance Reading and the vocabulary initiatives. Generally NAPLAN 2023 demonstrated significant value add for students between 7 and 9.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to maintain our successful programs that are supporting the diverse needs of our student community.</p>
<p>Aboriginal background</p> <p>\$104,089.71</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal Education Cultural Support</li> <li>• Whole School Engagement and Wellbeing</li> </ul>

<p>Aboriginal background</p> <p>\$104,089.71</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level</li> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The employment of two Aboriginal SLSO's has been highly positive. These workers have focused on students out of home care and those with more challenging behaviours. Through their support of students as role-models, productive connections have been made to advance goals aligned to Personalised Learning Pathways.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to employ Aboriginal workers and provide targeted training in various programs, increasing their capacity to maximise the impact of their work, in partnership with key personnel.</p>
<p>English language proficiency</p> <p>\$38,396.91</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Explicit Teaching Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Student growth is apparent in Year 9 through both Check-In and NAPLAN. This indicates that strategies for Stage 4, which has included enrichment classes for Year 8 and use of small group tutoring (COVID 19) have been successful.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To ensure that ongoing funding is committed to work on programs which will "Enrich" students' learning.</p>
<p>Low level adjustment for disability</p> <p>\$455,163.83</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole School Engagement and Wellbeing</li> <li>• Engaging with Community</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Our recently employed Aboriginal workers have created positive relationships with students and this has led to improved student attendance in classes. Further to this a BLAST (Behaviour/Learning and Support Teacher) has been employed to identify strategies to support student engagement. Additional time and resources were provided to staff and has seen an increase in staff skills in this area and the recording of accommodations and adjustments.</p>

<p>Low level adjustment for disability</p> <p>\$455,163.83</p>	<p><b>After evaluation, the next steps to support our students will be:</b> To continue this funding model that meets the needs of some of our most complex students and improve the skills of staff to cater for them.</p>
<p>Professional learning</p> <p>\$111,813.83</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Explicit Teaching Practice</li> <li>• Whole School Engagement and Wellbeing</li> <li>• Quality Teaching and Evaluation</li> <li>• Innovative Curriculum and Teaching Practice</li> <li>• Engaging with Community</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• teacher relief for staff engaging in professional learning</li> <li>• course costs for staff undertaking recognised courses</li> <li>• presentations by suitable and qualified facilitators, for example diabetes or first aid workshops</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Staff have been upskilled to deliver the Vocabulary program. They have been provided with time and resources to allow them to deliver this intervention with growing confidence in their own abilities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The Vocabulary program is ever changing as it evolves to meet the students' needs. New staff have taken on the role of leadership for this intervention and the phone ban has meant the delivery now needs to revert to a paper driven model.</p>
<p>COVID ILSP</p> <p>\$363,460.25</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 2023.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All Year 8 students have benefitted from small group tutoring tailored to their personal areas of weakness, as identified in their Check-in and Renaissance Reading results from the previous year.</p> <p><b>After evaluation, the next steps to support our students will be:</b> This program will be maintained, be it in a smaller targeted group, as funding has decreased. However the success from previous years has led us to believe in the benefits of small group work and we will incorporate these strategies into Year 8 Enrichment classes.</p>
<p>Student Support Officer</p> <p>\$99,516.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Warilla High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole School Engagement and Wellbeing</li> </ul>

<p>Student Support Officer</p> <p>\$99,516.00</p>	<p><b>Overview of activities partially or fully funded with this Staffing - Other include:</b></p> <ul style="list-style-type: none"><li>• Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies.</li></ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Our Wellbeing and Support teams have improved the capacity of all staff through in school Professional Learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>To continue to use school personnel to upskill the staff and students on their knowledge of mental health and ability to adapt and use their resilience in a changing world.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	682	685	644	575
Girls	581	576	565	550

### Student attendance profile

School				
Year	2020	2021	2022	2023
7	90.2	88.9	82.2	86.7
8	87.2	83.9	80.4	83.1
9	87.2	80.1	76.1	83.8
10	85.4	79.9	74.8	77.7
11	86.2	78.3	74.8	80.7
12	89.0	82.5	79.2	85.9
All Years	87.5	82.4	77.9	82.8
State DoE				
Year	2020	2021	2022	2023
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	89.6	85.9	81.7	83.9

### Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

## Management of non-attendance

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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	4
Employment	1.5	15	32
TAFE entry	6	9	7
University Entry	0	0	51
Other	0	4	5
Unknown	1.5	9	3

## Year 12 students undertaking vocational or trade training

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34.40% of Year 12 students at Warilla High School undertook vocational education and training in 2023.

## Year 12 students attaining HSC or equivalent vocational education qualification

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98.3% of all Year 12 students at Warilla High School expected to complete Year 12 in 2023 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)	63.1
Learning and Support Teacher(s)	2.4
Teacher Librarian	1.2
School Counsellor	3
School Administration and Support Staff	20.77
Other Positions	2

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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 <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 <b>Actual</b> (\$)
<b>Opening Balance</b>	327,850.13
<b>Revenue</b>	17,522,534.19
Appropriation	16,881,374.47
Sale of Goods and Services	358,489.97
Grants and contributions	266,865.45
Investment income	11,786.80
Other revenue	4,017.50
<b>Expenses</b>	-17,476,545.11
Employee related	-15,868,953.92
Operating expenses	-1,607,591.19
<b>Surplus / deficit for the year</b>	45,989.08
<b>Closing Balance</b>	373,839.21

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2023 <b>SBAR</b> Adjustments (\$)
<b>Targeted Total</b>	581,222
<b>Equity Total</b>	1,300,222
Equity - Aboriginal	104,090
Equity - Socio-economic	702,572
Equity - Language	38,397
Equity - Disability	455,164
<b>Base Total</b>	12,804,650
Base - Per Capita	325,622
Base - Location	0
Base - Other	12,479,028
<b>Other Total</b>	1,137,280
<b>Grand Total</b>	15,823,375

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

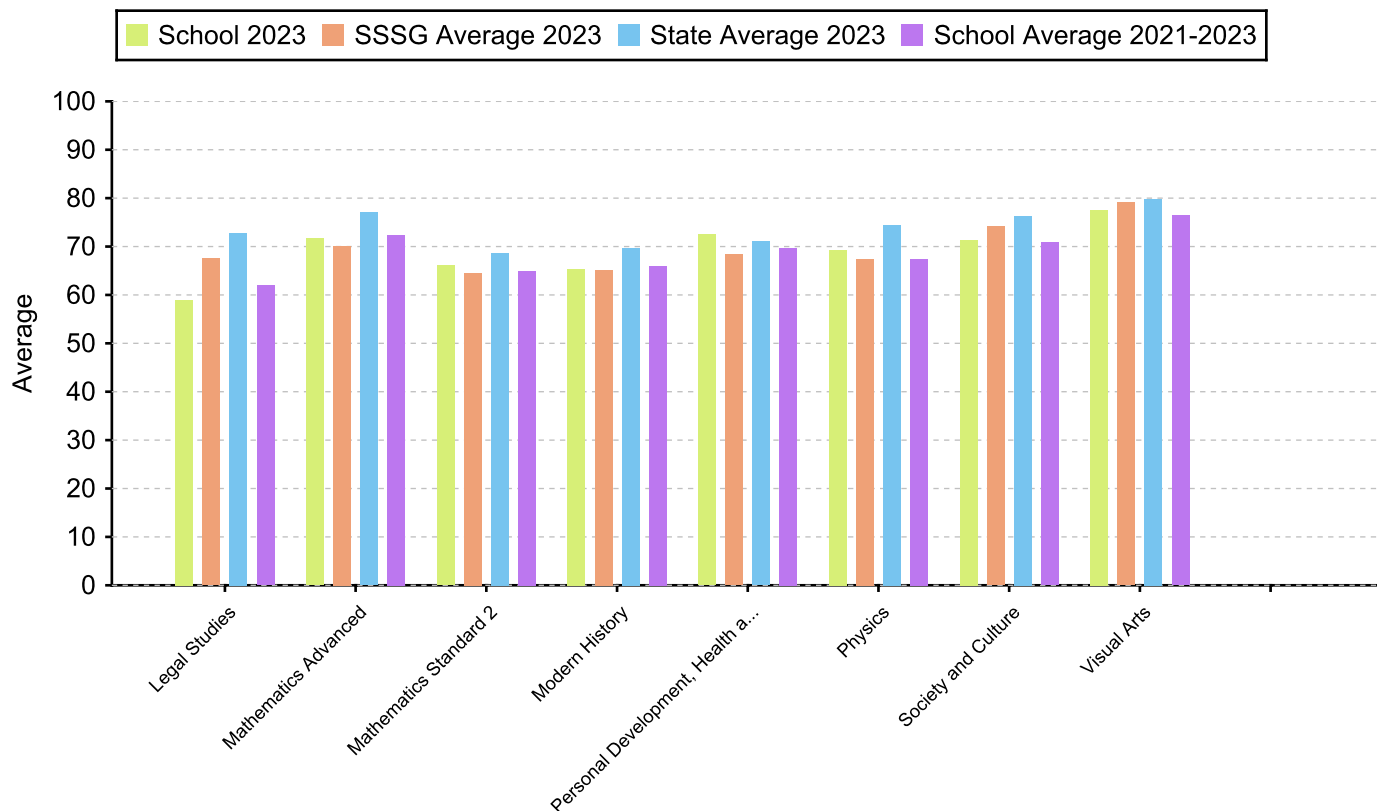
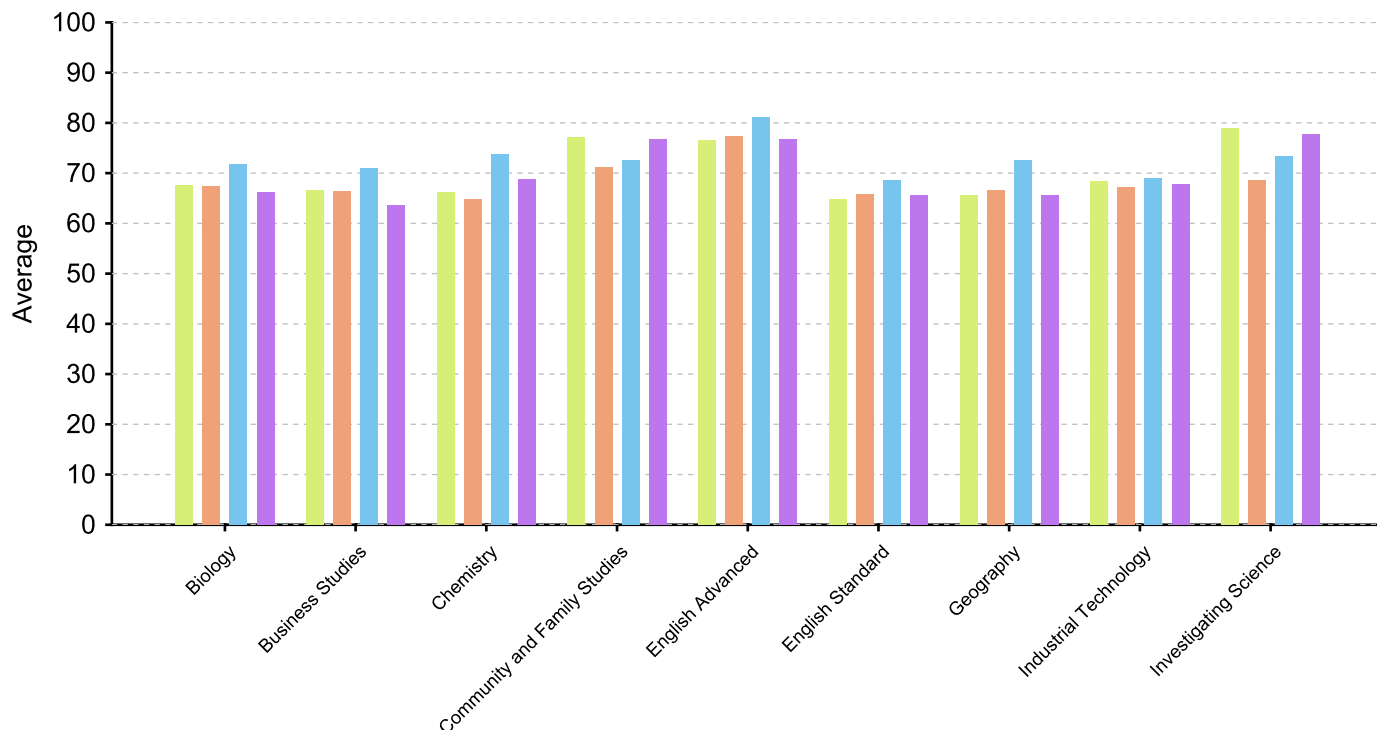
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://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.



<b>Subject</b>	<b>School 2023</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2021-2023</b>
Biology	67.6	67.5	71.8	66.3
Business Studies	66.5	66.3	70.9	63.6
Chemistry	66.1	64.8	73.7	68.7
Community and Family Studies	77.2	71.1	72.7	76.7
English Advanced	76.5	77.4	81.2	76.8
English Standard	64.8	65.9	68.5	65.6
Geography	65.6	66.6	72.5	65.6
Industrial Technology	68.3	67.2	69.1	67.7
Investigating Science	78.9	68.6	73.4	77.8
Legal Studies	58.9	67.5	72.9	62.0
Mathematics Advanced	71.7	70.1	77.0	72.3
Mathematics Standard 2	66.1	64.6	68.7	64.9
Modern History	65.3	65.2	69.6	66.0
Personal Development, Health and Physical Education	72.5	68.4	71.0	69.7
Physics	69.3	67.4	74.4	67.4
Society and Culture	71.3	74.2	76.3	70.8
Visual Arts	77.5	79.1	79.8	76.4

## Parent/caregiver, student, teacher satisfaction

In 2023, 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 improvement measures 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 enrolment cap. 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.

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, Year 11 Starting Strong 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" afternoon to create greater rapport between families and teaching staff. These meetings are designed to open up channels of communication between home and the school. The Year 7 Afternoon Tea 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 wellbeing, quality teaching practice and curriculum development. 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 guests around the school it was very popular. 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.. 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 2023 the Tell Them from Me survey included measures of student engagement alongside the key drivers of student outcomes. There have been long term implications around the students' connection to the school and each other, and it was felt that the data from 2023 reflected the sense of prolonged separation from school.

Teacher satisfaction in the Tell Them From Me (TTFM) survey indicates that 73% of staff Agree or Strongly Agree that they have a Sense of Belonging to the school. Further to this there has been an increase since 2022 TTFM data of staff satisfaction percentage in eight areas including Inclusive School, Learning Culture and Leadership. Teacher wellbeing reveals a trend that would be echoed across the state, with the top three areas identified as being of concern being, more time to do my job, reduced workload and less administrative work.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.