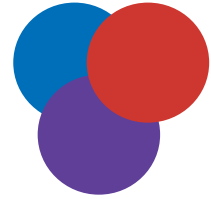


Warrawong High School Annual Report



2015



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Introduction

The Annual Report for 2015 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 school 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.



Rick Coleman
Principal

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Message from the Principal (optional)

2015 was an extremely successful year for the students and staff of Warrawong High School. We continued to maintain strong links with our partner primary schools through the Community of Schools which now includes Five Islands Secondary College. The Permaculture and WACKI programs still feature strongly in the work between our schools and we have strengthened our transition and linkages projects with the inclusion of a highly successful Student Leadership Conference in 2015. We have had numerous outstanding achievements in academia, sport, leadership and the creative arts both within the school and across the region. The Intensive English Centre had record numbers of students enrolled into their program throughout the course of the year who graduated with outstanding levels of English proficiency. Our Special Education Unit continues to serve students from the region with intellectual disability and this year saw the establishment of another two classes in the unit.

With a focus on continuous improvement, a number of whole school evaluations were conducted such as our Welfare and Discipline Practices as well as our Assessment and Reporting Practices. Recommendations from these evaluations will be implemented in 2016. Our Teacher Induction Program was also revised to ensure our new and beginning teachers are provided with the best possible support throughout their time at Warrawong High School.

In 2015 we farewelled several long-serving staff as they retired from the teaching service. We also welcomed a number of new staff including Head Teacher TAS and Head Teacher Learning Support.

School background

School vision statement

Warrawong High School is a nurturing and inclusive learning environment where all students are valued. We have high expectations leading to our students being successful learners who make valuable contributions to school and beyond. We value maintaining positive and respectful relationships while demonstrating empathy for one another. Our expert teachers deliver quality learning experiences that challenge our students' thinking in a 21st Century world. We encourage our students to be environmentally responsible global citizens. All of these are reflected in the Warrawong High School Values Platform.

School context

Warrawong High School is situated close to Port Kembla in the Illawarra bordered by Lake Illawarra. It is a low

School vision statement

socio-economic community which causes enrolments to fluctuate as families move into and out of the area. Warrawong High School houses the region's Intensive English Centre which supports new arrival and refugee students as they enter our country. It also has one of the largest Special Education Units in the Illawarra and South Coast which supports students with intellectual disability.

The total student population of Warrawong High School is 650 which include 59% from non-English speaking backgrounds, 11% Aboriginal and Torres Strait Islander and 39 nationalities.

Warrawong High School is part of strong Community of Schools which includes: Cringila Public School, Lake Heights Public School, Kemblawarra Public School, Port Kembla Public School and Warrawong Public School. Two of our signature CoS programs are the WACKI Film Festival and Permaculture Garden Living Classroom.

Through these programs and others, Warrawong High School has strong links with the local education and business community including Bluescope and the University of Wollongong.

The schools strategic directions: Equity and Engagement; Learning and Engagement; Communication and Engagement supports our focus on making a real difference to the learning outcomes of all students, building the capacity of staff to deliver on this and strengthen our community relations.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

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

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

During 2015 our Learning Support Team went through a re-structure with renewed roles for Learning and Support Teachers and Student Learning Support Officers to strengthen their work in supporting classroom teachers to provide effective support for students with Personal Learning and Support Plans. Improved tracking and monitoring systems were developed to address student attendance, behaviour, uniform and academic monitoring. An evaluation of the school's assessment practices was conducted resulting in improved procedures that are in line with DoE and BOSTES requirements. Student data was used more effectively across a range of areas including evaluating teaching and learning programs and designing a Stage 6 curriculum structure that will best support the needs of our students.

A strengthened Teacher Induction Program was implemented to support new teachers to Warrawong High School at all career stages. All teachers working towards accreditation are supported through the process and all were successful in gaining their accreditation. The school's Professional Learning Team established a Professional Learning Matrix that maps out relevant and meaningful professional learning activities for all staff based which is informed by teachers' Performance and Development Plan. A pilot program for our Quality Teaching Peer Observations was conducted through the Teacher Induction Program which will be expanded on in 2016 along with the development of an Aspiring Leaders Program.

Our school management systems were a focus for being more efficient and ensuring all staff are clear in their understanding of school procedures. The school has clearly documented procedures that are in alignment with BOSTES requirements, to support students through the HSC. Strengthening the engagement of our family and community in the work of the school is a major focus going into 2016.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

Strategic Direction 1

EQUITY AND ENGAGEMENT

Purpose

Ensuring all students have access to the curriculum, regardless of ability, increases the opportunity to be successful at school. Catering for individual learning needs through accommodations, adjustments and differentiation overcomes inequities in education. Engaging students in learning increases attendance, retention and attainment across all year groups.

Overall summary of progress

With a substantive Head Teacher Learning Support (Equity and Engagement) being created, it enabled this strategic direction to be divided up and create a non-substantive Head Teacher Wellbeing and Engagement.

Both teams act on teacher referrals and a range of student data to develop individualised plans to improve students' academic, attendance, behavioural and other wellbeing outcomes.

Explicit procedures and practices have been developed for making referrals, developing plans, providing feedback to teachers, supporting teachers in class and reporting to parents.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	\$447,565
There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.	The Head Teacher Equity and Engagement role statement is in place and they are working with the agreed roles and responsibilities. The role and structure of the school's learning support team has been strengthened with clear procedures for staff to access support for students.	\$26,700
Individual learning is supported by the effective use of school, system and community expertise and resources through contextual decision-making and planning.	Clear referral and feedback procedures are in place for staff for the development of Personal Learning and Support Plans. The Learning Support Team allocates students to Learning and Support Teacher caseloads based on their individual needs. Learning and Support Teachers work with the teachers and in faculties to support them in making adjustments and accommodations in teaching programs and assessments.	\$420,865

Next steps

For 2016 we have a substantive Head Teacher Learning and Support and a non-substantive Head Teacher Wellbeing and Engagement to oversee this area of the school plan. Role statements have been re-negotiated and 5P Plans and milestones have been adjusted accordingly.

Strategic Direction 2

LEARNING AND ENGAGEMENT

Purpose

Focussing on teacher quality builds their capacity as leaders of learning which enhances the educational outcomes of all students. Effective induction programs, aspiring leader programs and developing individualised professional learning plans support the performance and development of teachers at all career stages.

Overall summary of progress

All teachers including executive teachers were trained in GROWTH Coaching in preparation for the Performance and Development Framework implementation.

A Quality Teaching Peer Observation Pilot Program was implemented as part of the school's Teacher Induction Program. Both of these programs supported the school's continually improved teacher accreditation procedures.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	\$489,784
The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school wide improvement in teaching practice and student outcomes.	The school's executive team was trained in the GROWTH Coaching International Leadership Coaching model while all teachers were trained in the Peer Coaching model. This training supports the implementation of the Performance and Development Framework. A Quality Teaching Peer Observation pilot program was run for teachers participating in the Teacher Induction Program.	\$307,143
The school is recognised as expert in the provision of support to beginning, early career and aspiring teachers.	The school's Teacher Induction Program was implemented to support new teachers to the school at all career stages. The program was informed by the school Professional Learning Matrix and supported the Teacher Accreditation Process.	\$182,641

Next steps

The school's Teacher Induction Program has been strengthened based on evaluation feedback from 2015 and will better cater for new teachers to the school at different career stages. Our accreditation procedures continue to be outstanding and we have a strong professional learning focus for all teachers in the school. The Quality Teaching Peer Observations are tied to both of these initiatives and we have all post-2004 teachers participating in the program in 2016.

Strategic Direction 3

COMMUNICATION AND ENGAGEMENT

Purpose

Effective communication and management systems within and across the school community support the work of teachers and maintains these positive relationships. Engaging our parents, education community and business community in productive partnerships with the school enhance the learning outcomes for our students.

Overall summary of progress

Throughout 2015 the Head Teacher Communication and Engagement ensured all Board of Studies procedures were being followed to ensure students in Years 10, 11 and 12 were eligible for the Year 10 RoSA, Year 11 Preliminary Course RoSA and the Higher School Certificate.

All school calendars, rosters and other management systems were coordinated as part of this role.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	\$415,004
School management systems and procedures provide explicit information about the school's function to promote ongoing improvement.	<p>A non-substantive Head Teacher position has been maintained for another three years through an expression of interest process.</p> <p>The school uses Sentral and Edval management systems to for timetabling, student information, assessment and reporting etc.</p> <p>The Head Teacher Communication and Engagement works closely with the Deputy Principal and Head Teachers to ensure Board of Studies and Department of Education procedures and requirements are met.</p>	\$116,700
The school is recognised as excellent and responsive by its community as a result of effective engagement with members of the local community such as parents, families, local media and business organisations.	<p>School coordinators positions have been maintained to lead community partnership programs such as Permaculture, Primary Transitions, Aboriginal Education and, Parent and Community Engagement.</p> <p>These programs have direct links to curriculum and improving student learning outcomes while engaging with local community members, our Community of Schools, Wollongong University and Bluescope to name a few.</p>	\$298,304

Next steps

A team to implement Family and Community Engagement strategies that will focus on getting parents more involved in the work of the school. A teams approach to all of engagement programs will ensure targets are achieved.

Key initiatives and other school focus areas

This section includes:

- Key initiatives (from School planning template B).
- Policy requirements such as Aboriginal Education, Multicultural Education and Anti-Racism Education.
- Initiatives and other school focus areas which may not have been included in the school plan such as Early Action for Success, student leadership, partnerships and projects.

Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding AIME Program Individual Sponsorship Student Engagement Community Engagement Personalised Learning Plans	We continue to be involved in the AIME Program where our students attend sessions throughout the year. An Aboriginal Education Worker was employed in 2015 to work with our Aboriginal students, their parents and teachers to implement strategies in their PLPs.	\$35,714
English language proficiency funding Teacher Professional Learning Individualised Learning Plans	Our ESL Teacher Entitlement allows us to deliver the ESL English course in Stage 6 as well as other teaching programs. We have ESL teachers on the Learning Support Team who work with teachers in the classroom to develop teaching strategies for our ESL students.	\$199,521
Targeted students support for refugees and new arrivals Intensive English Centre High School Transitions Community Engagement	We work closely with the Warrawong Intensive English Centre to support the transition of refugee and new arrival students into high school.	\$16,969
Socio-economic funding Literacy and Numeracy Learning Support Wellbeing Framework Additional Staffing	This funding supports the employment of additional executive and teaching staff to enable such things as reduced class sizes and offering a broader curriculum in Stages 5 and 6.	1,160,832
Low level adjustment for disability funding Staffing Entitlement Learning and Support	Our Learning and Support Teacher entitlement provides classroom teachers with in-class and in-faculty support to develop differentiated teaching and assessment strategies to improve the learning outcomes for our students.	\$240,689
Support for beginning teachers Teacher Induction Teacher Professional Learning Teacher Accreditation	Building on teacher quality is a focus at Warrawong High School therefore, supporting beginning teachers through the Teacher Induction Program, Teacher Accreditation Process and Teacher Professional Learning opportunities are high priority areas.	\$76,629

Mandatory and optional reporting requirements

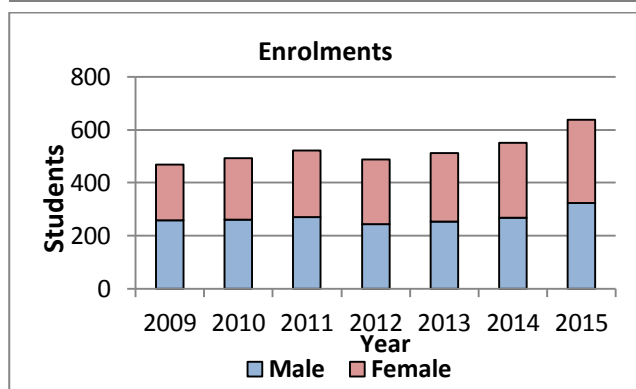
- It is preferable that mandatory items are integrated as evidence of achievements when reporting on progress in Section 2 of the Annual Report: Self-assessment and school achievements.
- Section 3 of the Annual Report must then include information not already reported that is mandated as part of the Australian Education Regulation 2013 and Departmental requirements. Schools may report on the list of optional items as appropriate.
- Further information regarding the Australian Education Regulation 2013: http://www.austlii.edu.au/au/legis/cth/num_reg/aer2013n195o2013384/s60.html

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

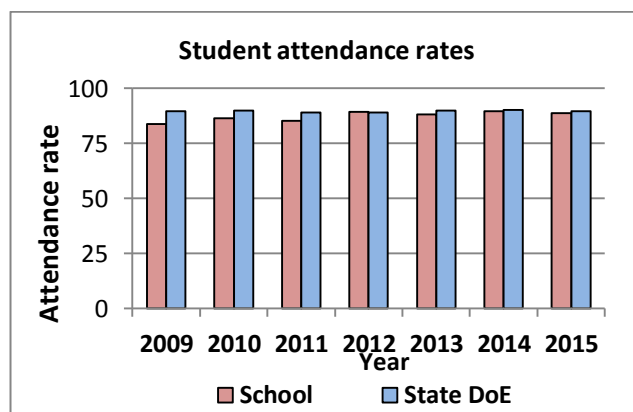
Gender	2009	2010	2011	2012	2013	2014	2015
Male	258	260	270	243	253	268	324
Female	211	232	252	245	258	283	314



Enrolments continue to grow steadily and consistently for the last 5 years. In the mainstream, student numbers have increased over 100 in this period. This is a strong indicator of growing community support for what we are trying to achieve.

Student attendance profile

Year	School								State DoE							
	2009	2010	2011	2012	2013	2014	2015	2009	2010	2011	2012	2013	2014	2015		
7	88.1	89.8	89.9	95.0	91.5	91.9	92.9	92.3	92.6	92.5	92.4	93.2	93.3	92.7		
8	85.7	88.6	86.1	91.0	88.0	90.1	89.8	90.0	90.5	90.1	90.1	90.9	91.1	90.6		
9	77.1	82.2	81.4	88.8	87.7	91.0	87.3	88.8	89.1	88.8	88.7	89.4	89.7	89.3		
10	84.4	85.7	83.1	84.2	85.9	87.7	87.3	88.7	88.3	87.1	87.0	87.7	88.1	87.7		
11	85.9	84.2	83.1	86.7	87.9	87.6	89.6	89.4	89.1	87.6	87.6	88.3	88.8	88.2		
12	86.1	88.0	88.1	90.0	89.5	88.5	85.4	89.4	89.8	89.2	89.3	90.1	90.3	89.9		
Total	83.9	86.5	85.2	89.3	88.2	89.5	88.9	89.7	89.9	89.2	89.1	89.9	90.2	89.7		

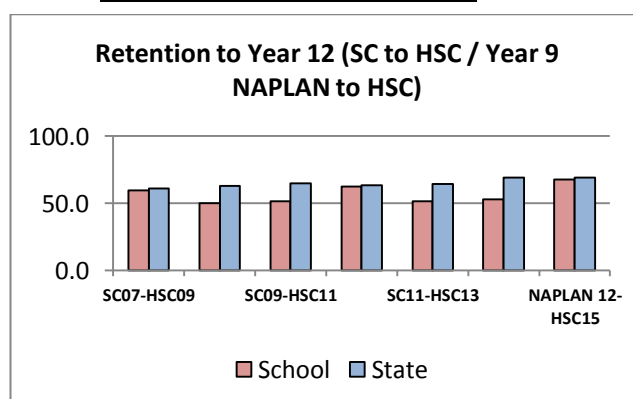


For the past few years, the school has been close to state attendance averages. There are a number of programs and initiatives that support a focus on increasing student attendance as a way to improving their learning outcomes. All Year Advisers play an important role in working with students who present attendance concerns and serious issues are referred to the Home School Liaison Officer for early intervention. The Learning Support Team also has a role to play by providing more intensive in class support to engage students in their learning as a means of improving whole day attendance.

Retention Year 10 to Year 12

	SC07-HSC09	SC08-HSC10	SC09-HSC11	SC10-HSC12	SC11-HSC13	NAPLAN 11-HSC14	NAPLAN 12-HSC15
School	59.4	50.0	51.4	62.3	51.6	53.1	67.6
State	61.0	62.7	64.7	63.4	64.5	69.1	68.9

Previous Methodology (SC to HSC apparent retention)



2015 saw a significant increase in the retention rate to Year 12 when compared to previous years and was almost on par with the state average.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
seeking employment			16
employment			21
TAFE entry			14
university entry			23
Other			4
unknown			20

Year 12 students undertaking vocational or trade training

Approximately 14% of students were successful in obtaining courses at Tafe and other Private Colleges.

Full time Apprenticeships or Traineeships were obtained by 9% of students, with some of these being included in the 16% of students finding Employment that is related to their HSC Vet course.

14% of students have managed to find some part time work with the hope that they will be able to find full time positions in the future. Another 5% have already managed to secure full time work.

Reflecting the current situation in regards to the number of people looking for work, we have 16% still currently seeking employment.

Year 12 students attaining HSC or equivalent vocational educational qualification (mandatory)

YEAR 12 2015 had a total 61 students, 56% were male and 44% female. Of these, 21 were LOTE students, 4 were ATSI students and there were 5 with an Intellectual and or Physical Disability.

52 students completed a VET course and of those, 2 also completed a second VET course.

Of the 23% attending a University in 2016, most have accepted offers from the University of Wollongong. A number of these students utilised the early admission and special access program, following IN2UNI and the UPP (University Preparation Programs) that were coordinated for our Warrawong High Students in 2015.

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	n/a
Head Teacher(s)	8
Classroom Teacher(s)	47
Teacher of Reading Recovery	n/a
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
Teacher of ESL	1.8
School Counsellor	0.4
School Administrative & Support Staff	20
Other positions	
Total	83

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

We have a highly experienced and professional staff. Over recent years, several staff have received Departmental awards acknowledging the quality of their work. We use much of our equity funds to employ additional staff to implement school initiatives. Currently we have one Aboriginal teacher permanently employed and an indigenous Aboriginal Education Worker.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	16

Professional learning and teacher accreditation

Over 50% of staff accessed Teacher Professional Learning Funds to attend activities directly linked to their individual professional learning plans and the school plans. The majority of these courses and events were accessed through MyPL.

There are approximately 25 teachers who working through the accreditation process, either at Proficient career stage or in accreditation maintenance. There were several professional development sessions over the year (at least one a

term) to help assist beginning teachers. A database was kept to monitor progression of accreditation for entire staff.

Beginning Teachers

Supported by the Head Learning and Engagement, and faculty Head Teachers, a Teacher Induction program was implemented to support all Beginning Teachers.

Financial information

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	872757.77
Global funds	668475.73
Tied funds	1122646.49
School & community sources	126776.53
Interest	26237.53
Trust receipts	42733.35
Canteen	140404.53
Total income	2816894.05
Expenditure	
Teaching & learning	
Key learning areas	104693.10
Excursions	25673.06
Extracurricular dissections	41769.12
Library	4113.28
Training & development	8755.52
Tied funds	1025083.67
Casual relief teachers	127590.06
Administration & office	202558.92
School-operated canteen	136558.33
Utilities	112984.66
Maintenance	37714.63
Trust accounts	37714.63
Capital programs	25149.30
Total expenditure	1827494.35
Balance carried forward	5018.72

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.

Schools may refer the reader to the My School website to access NAPLAN results as follows:

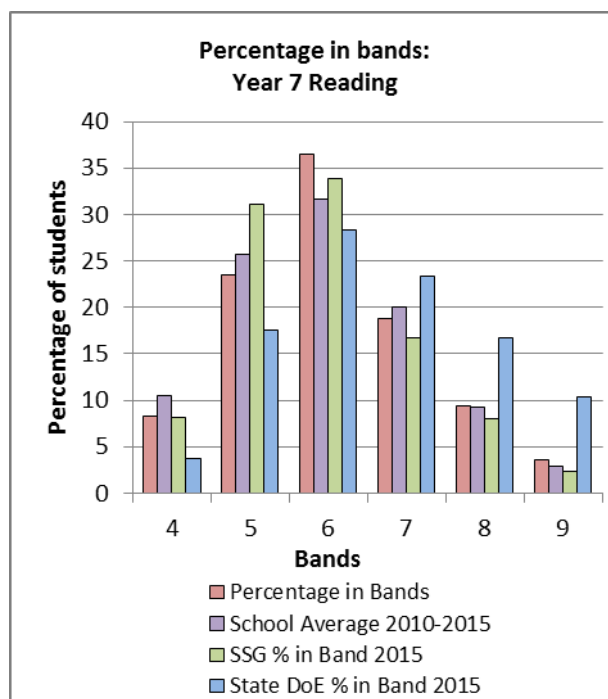
The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

Alternatively, schools may wish to include information in this section on NAPLAN for relevant year groups, as follows:

NAPLAN - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Year 7 NAPLAN Reading

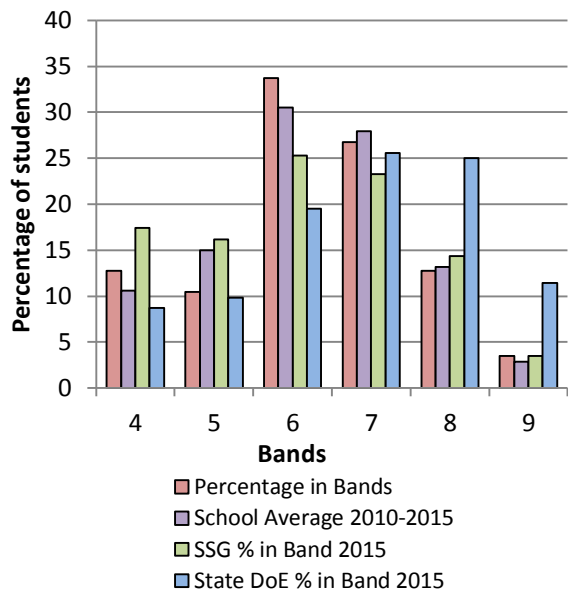
	School	SSG	State DoE			
Average score, 2015	508.4	498.5	538.9			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	7	20	31	16	8	3
Percentage in Bands	8.2	23.5	36.5	18.8	9.4	3.5
School Average 2010-2015	10.5	25.7	31.6	20.1	9.3	2.8
SSG % in Band 2015	8.1	31.2	33.8	16.7	7.9	2.3
State DoE % in Band 2015	3.7	17.5	28.3	23.4	16.7	10.4



Year 7 NAPLAN Spelling

	School	SSG	State DoE			
Average score, 2015	515.5	506.0	547.3			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	11	9	29	23	11	3
Percentage in Bands	12.8	10.5	33.7	26.7	12.8	3.5
School Average 2010-2015	10.6	15.0	30.5	27.9	13.2	2.8
SSG % in Band 2015	17.4	16.2	25.3	23.2	14.4	3.5
State DoE % in Band 2015	8.7	9.8	19.5	25.6	25.0	11.4

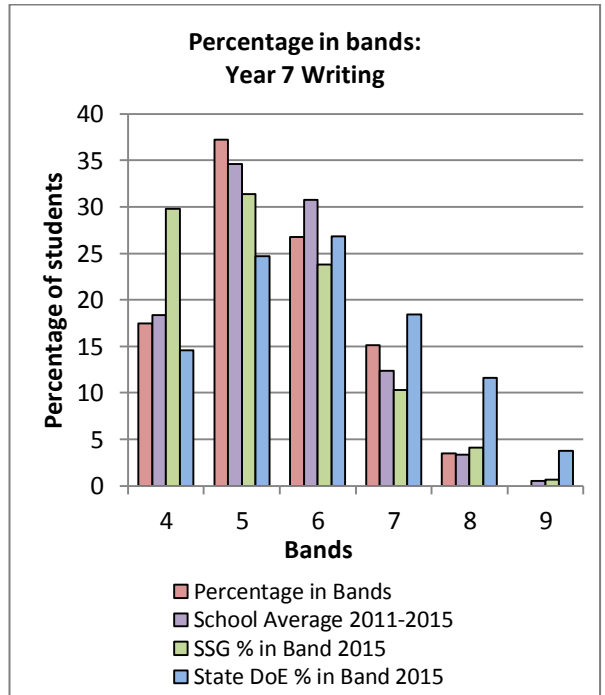
**Percentage in bands:
Year 7 Spelling**



Year 7 NAPLAN Writing

	School	SSG	State DoE			
Average score, 2015	476.3	453.4	497.3			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	15	32	23	13	3	0
Percentage in Bands	17.4	37.2	26.7	15.1	3.5	0.0
School Average 2010-2015	18.3	34.6	30.7	12.4	3.4	0.5
SSG % in Band 2015	29.8	31.3	23.8	10.3	4.1	0.7
State DoE % in Band 2015	14.6	24.7	26.8	18.4	11.6	3.8

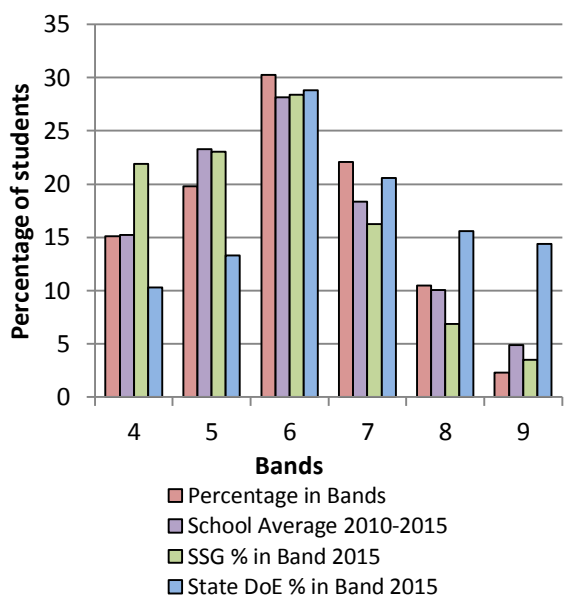
**Percentage in bands:
Year 7 Writing**



Year 7 NAPLAN Grammar and Punctuation

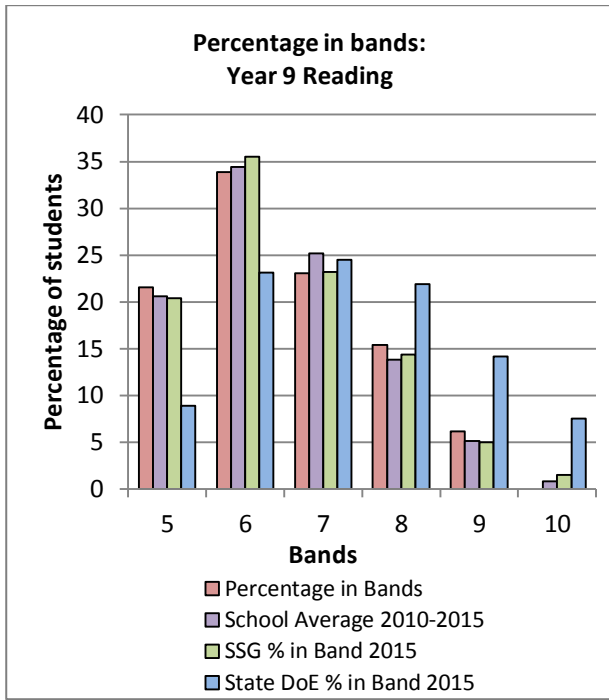
	School	SSG	State DoE			
Average score, 2015	495.9	484.2	535.0			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	13	17	26	19	9	2
Percentage in Bands	15.1	19.8	30.2	22.1	10.5	2.3
School Average 2010-2015	15.2	23.3	28.2	18.3	10.1	4.9
SSG % in Band 2015	21.9	23.1	28.4	16.3	6.9	3.5
State DoE % in Band 2015	10.3	13.3	28.8	20.6	15.6	14.4

**Percentage in bands:
Year 7 Grammar & Punctuation**



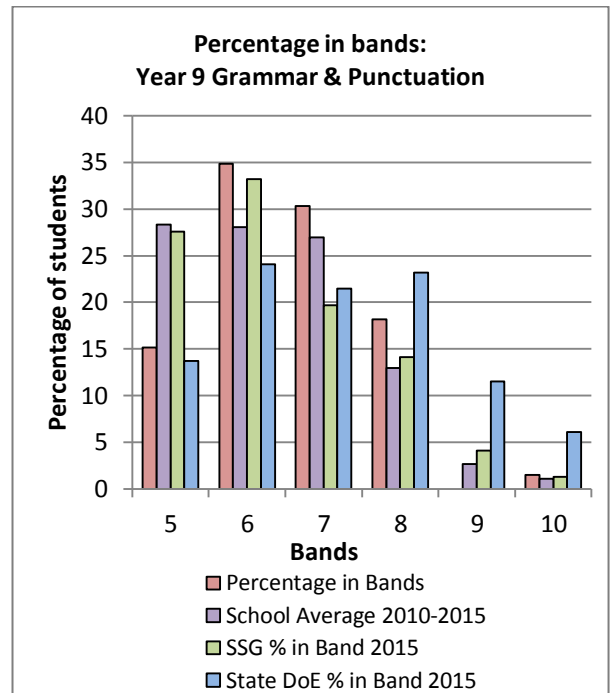
Year 9 NAPLAN Reading

	School	SSG	State DoE			
Average score, 2015	525.8	530.0	573.1			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	14	22	15	10	4	0
Percentage in Bands	21.5	33.8	23.1	15.4	6.2	0.0
School Average 2010-2015	20.6	34.4	25.2	13.8	5.1	0.8
SSG % in Band 2015	20.4	35.5	23.2	14.4	5.0	1.5
State DoE % in Band 2015	8.9	23.1	24.5	21.9	14.2	7.5



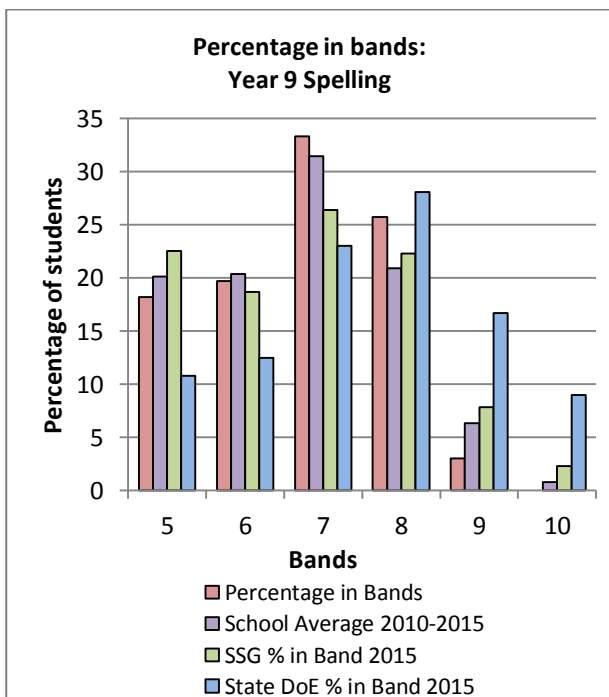
Year 9 NAPLAN Grammar and Punctuation

	School	SSG	State DoE			
Average score, 2015	525.5	515.4	561.5			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	10	23	20	12	0	1
Percentage in Bands	15.2	34.8	30.3	18.2	0.0	1.5
School Average 2010-2015	28.3	28.0	27.0	13.0	2.6	1.1
SSG % in Band 2015	27.6	33.2	19.7	14.1	4.1	1.3
State DoE % in Band 2015	13.7	24.1	21.5	23.2	11.5	6.1



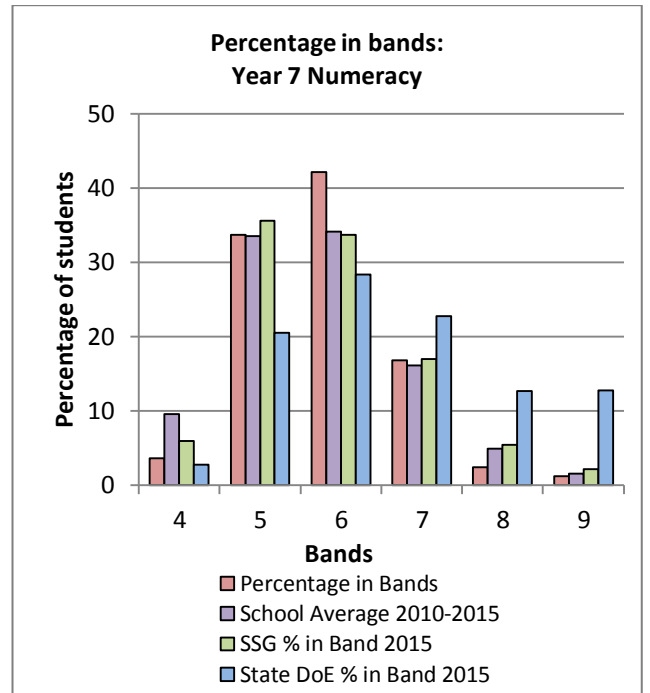
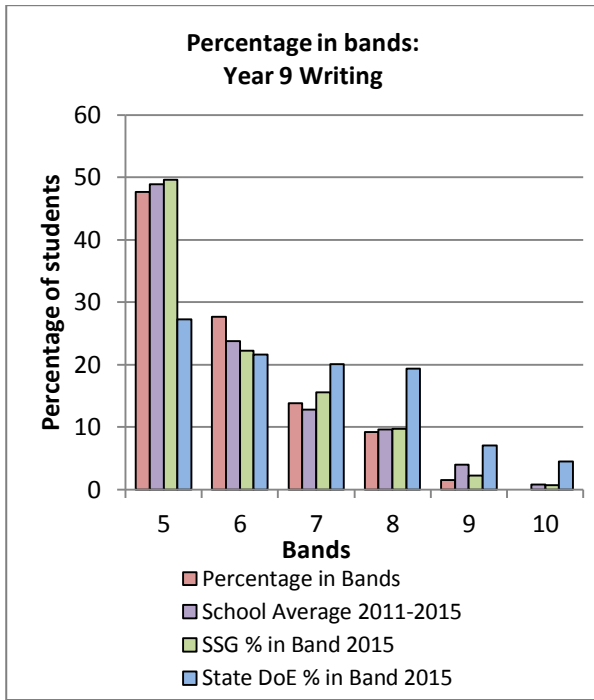
Year 9 NAPLAN Spelling

	School	SSG	State DoE			
Average score, 2015	535.8	538.9	583.6			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	12	13	22	17	2	0
Percentage in Bands	18.2	19.7	33.3	25.8	3.0	0.0
School Average 2010-2015	20.1	20.4	31.5	20.9	6.3	0.8
SSG % in Band 2015	22.6	18.7	26.4	22.3	7.8	2.3
State DoE % in Band 2015	10.8	12.5	23.0	28.1	16.7	9.0



Year 9 NAPLAN Writing

	School	SSG	State DoE			
Average score, 2015	443.7	470.3	526.3			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	31	18	9	6	1	0
Percentage in Bands	47.7	27.7	13.8	9.2	1.5	0.0
School Average 2011-2015	48.9	23.8	12.8	9.6	4.0	0.8
SSG % in Band 2015	49.6	22.2	15.5	9.7	2.2	0.7
State DoE % in Band 2015	27.3	21.6	20.1	19.4	7.1	4.5



Following a detailed analysis of NAPLAN results, specific strategies are designed and implemented to address targeted areas. Currently we have a whole school approach targeting writing, with a scaffold for writing paragraphs (TXXXC) and a framework for constructing extended responses being taught across all KLA's. Mentoring and TPL time with faculties ensures all staff have the skills to analyse SMART data and prepare relevant learning activities to meet specific literacy needs of their students.

We are now into our 6th year of ALARM , a major strategy to improve HSC student writing and thinking skills.

In NAPLAN literacy, Yr7 achieved growth higher than SSG standard in all areas except Numeracy. Year 9 did not obtain growth comparably with the SSG standards in any category. In numeracy, 60% of Yr9 students achieved greater than expected growth. In the HSC an increasing number of subjects were about the SSG average

NAPLAN - Numeracy

Year 7 NAPLAN Numeracy

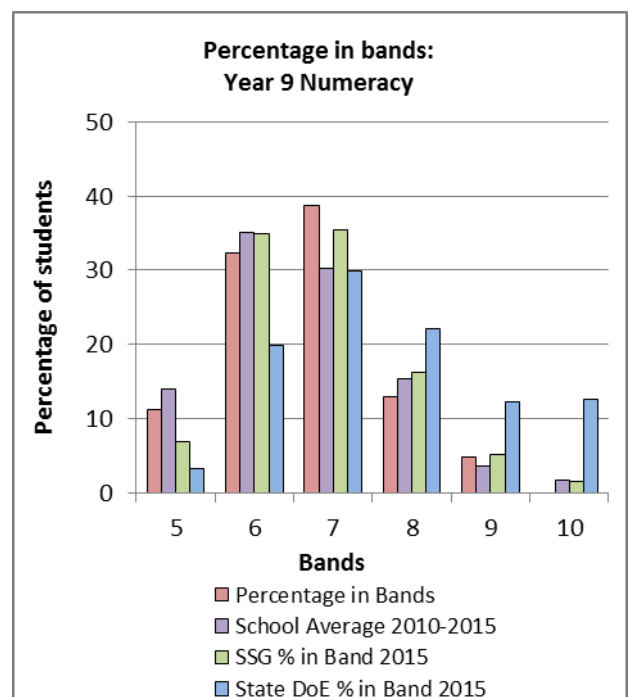
Average score, 2015	School	SSG	State DoE
	494.6	496.3	540.4

Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	3	28	35	14	2	1
Percentage in Bands	3.6	33.7	42.2	16.9	2.4	1.2
School Average 2010-2015	9.6	33.6	34.1	16.1	4.9	1.6
SSG % in Band 2015	6.0	35.6	33.8	17.0	5.5	2.2
State DoE % in Band 2015	2.8	20.5	28.4	22.8	12.7	12.8

Year 9 NAPLAN Numeracy

Average score, 2015	School	SSG	State DoE
	536.7	546.1	590.6

Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	7	20	24	8	3	0
Percentage in Bands	11.3	32.3	38.7	12.9	4.8	0.0
School Average 2010-2015	14.0	35.0	30.3	15.4	3.6	1.7
SSG % in Band 2015	6.9	34.8	35.4	16.2	5.1	1.6
State DoE % in Band 2015	3.2	19.8	29.9	22.2	12.2	12.7



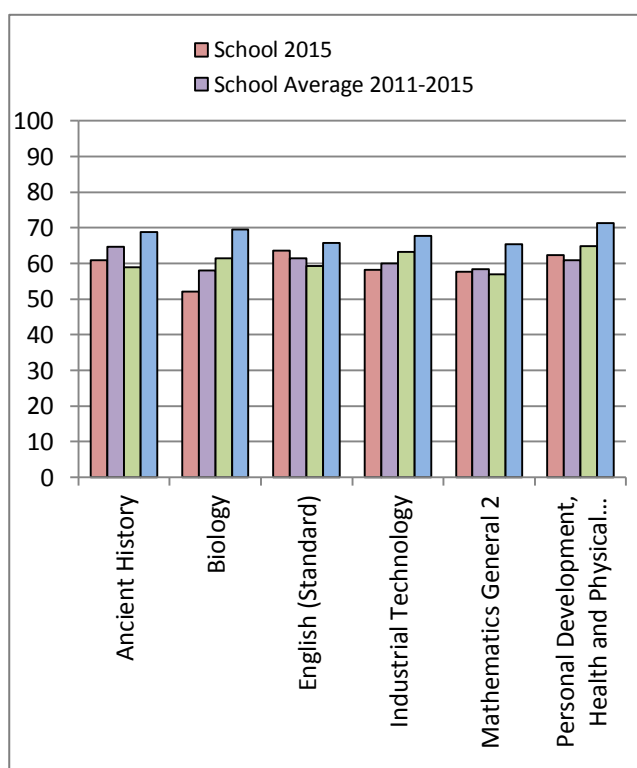
In NAPLAN, Yr 7 students achieved greater than expected growth in Spelling, Grammar and Numeracy. Results are equal or ahead of SSG

standard in all areas. Year 9 students achieved results which were equal or above SSG standard in grammar and punctuation only.

Our students are achieving sound results according to where our resources and teacher professional learning is focused. For example, after the implementation of embedding targeted literacy strategies in the curriculum over 50% of students from our selective class program in Years 7 & 8, consistently achieved higher than expected growth in reading and writing in the Year 9 NAPLAN tests.

Higher School Certificate (HSC)

In the Higher School Certificate, the performance of students is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



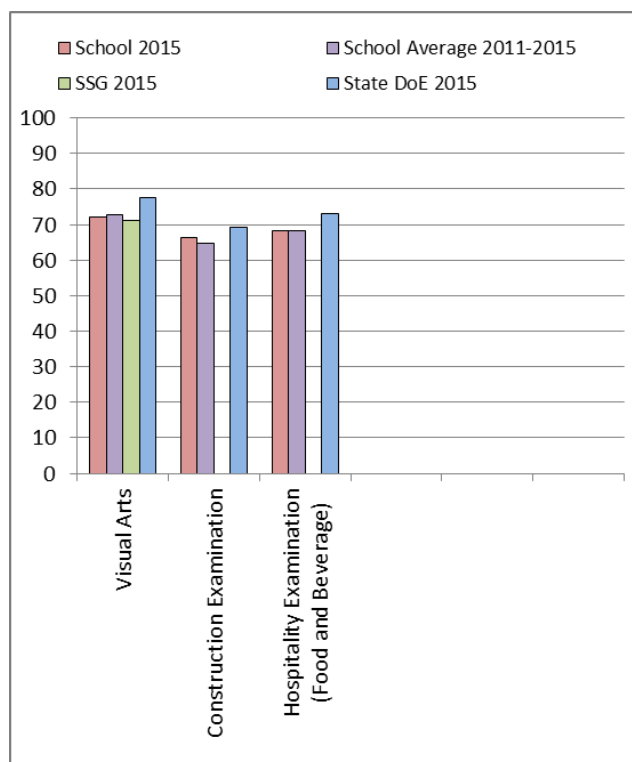
The English faculty continued to offer a range of courses for senior students. Year 12 Advanced, Standard, and ESL English students undertook the HSC exam for the new prescriptions list. The English Studies course continued to grow in popularity, with students undertaking studies in film, sport, and practical resume writing.

Year 11 English Advanced students were engaged for most of the year in designing and producing a magazine for publication with the support of the Port Kembla Youth Project. This exciting opportunity allowed students to publish their own writing with the assistance of the visual design team at the University of Wollongong.

In Mathematics 2 Unit, candidates scored Bands 5 and Band 4 with a School / State Variation of only -1.39.

In the Mathematics General 2 course there is a slight downward trend. A School / State Variation of -11.67 is still an improvement compared to an average of -12.5 over the previous 4 years.

Results for Information Processes and Technology course were once again pleasing, with students achieving Bands 5, 4 and 3.



HSC: Relative performance from NAPLAN Year 9 (Cohort Progress)

Performance Band	Low	Middle	High
School 2015	-7.3	-12.1	-15.5
SSG Average 2015	-4.0	-6.4	-11.1

Note: By definition, the State average relative performance is zero

HSIE results across the 4 HSC courses delivered in 2016 were satisfactory.

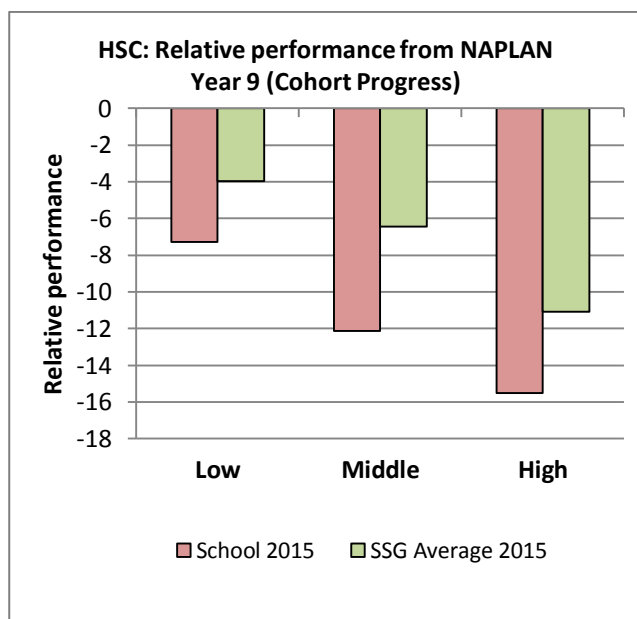
Ancient History had 13 candidates. Two students achieved Band 4's and six students' band 3's. While our class average was slightly below the state average at -10.59, our students outperformed like schools with similar ICSEA scales, and for most students, their Ancient History results were among their best.

There were 10 Business Studies candidates. One student achieved a Band 5 while two achieved a Band 4. Again the class average was slightly below state average at -10.05. The Business Studies results

were consistent with past levels of HSC achievement.

Retail Services had 9 candidates. The class average was -13.57 below state average. Even though the average was below previous trends, for most of the students sitting their Retail Services exam their results were amongst their best.

Fifteen students presented for Work Studies and while there was no examination, all achieved commendable results including nine students with a mark above 70 for their HSC, a significant increase on previous averages.



In 2015 the Technology and Applied Studies, Music and Visual Arts faculty had candidates sit the Higher School Certificate in the following subjects: Industrial Technology 2 Unit; Textiles & Design 2 Unit; VET Construction 2 Unit; VET Hospitality 2 Unit; Music 1- 2 Unit and Visual Arts 2 Unit.

Industrial Technology 2 Unit focusing on Timber was a popular subject with 16 students undertaking the course and sitting the final examination. Of the students who sat the examination 6.25% gained a Band 4; 31.25% gained a Band 3; 50% gained a Band 2 and 12.5% gained a Band 1.

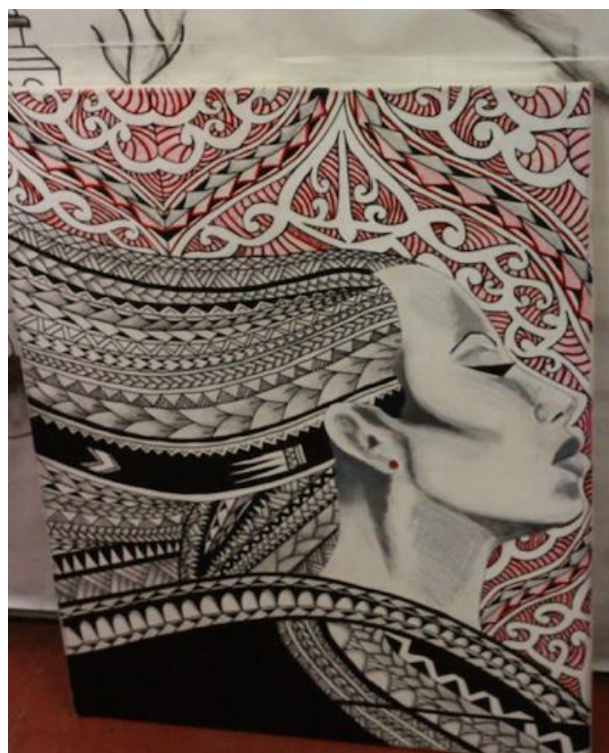
Textiles and Design 2 Unit had 6 students complete a Major Textiles Project (MTP) externally assessed worth 50% of their course mark including a detailed portfolio and also a 1 ½ hour written examination. The students moderated assessment mark and Higher School Certificate mark saw 50% of students gain Band 4 and 50% of students gain Band 3.

Of the students who completed the VET Construction examination 35.71% achieved a Band 4; 35.71% achieved a Band 3 and the remaining 28.57% achieved a Band 2.

Of the 13 students who completed the VET Hospitality HSC examination 53.84% gained a Band 4 and the remaining students, 46.15% gained a Band 3. It was pleasing to see a trend away from Band 2 as in previous years with the majority of students in the 70-74 mark range.

Music 1 -2 Unit enabled two students to achieve their best mark in the HSC examination. Both students achieved a Band 5 with only one mark separating them. The HSC Music course combines practical performance as well as a written examination of 1-hour duration.

Visual Arts 2 Unit had a large class of 15 students undertake a Major Body of Work in their chosen medium as well as sit a written examination. Of the 15 students the large majority, 66.66% received a Band 4 with one student, 6.66% achieving a Band 5. The remaining students 26.66% achieved a Band 4. This cohort achieved very pleasing results with many students achieving their best overall result in Visual Arts.



2015 Visual Art student's artwork.

Parent/caregiver, student, teacher satisfaction

At every school event for example, Parent Teacher Interview, the school seeks feedback from parents through surveys. Findings always show a high degree of parent satisfaction with the ways in which the school supports their child's educational wellbeing. In 2016 the school will utilize the Tell Them From Me Surveys to gain critical feedback.

Policy requirements

Aboriginal education

Warrawong High School's ongoing goals are for Aboriginal and Torres Strait Islander students to strengthen identity and self-esteem, meet national benchmarks for academic performance in literacy and numeracy, and build attendance and retention rates amongst students.

The school also works hard to build a culture where Aboriginal elders, parents and community stakeholders become closer partners in the pedagogical development of our Indigenous students.

Last year the school employed an Aboriginal Education Worker to work as a leader, mentor and role model to support student's educational development and build closer ties with the Community of Schools and local Aboriginal community leaders and groups.

Major outcomes in 2015 have been:

The creation of Individual Learning Plans for all Aboriginal students that aid in implementing strategies that maximise and cater for student educational development.

Support for all Aboriginal students who are not meeting literacy and numeracy outcomes from the Learning Support team

Improved enrolment in the number of ATSI students from 35 in 2011 to 60 in 2015.

Two ATSI students successfully completed their HSC studies in 2015. The first to do so at Warrawong High School in several years. One of the ATSI students was also nominated for VET student of the year award by Workplace Learning Illawarra.

Improved connections with the University of Wollongong's AIME program- Aboriginal Indigenous Mentoring Experience- which included ATSI students from years 9, 10, 11 and 12 visiting the University 5 times and partaking in mentoring activities and

students from Year 7 and 8 participating in the AIME program in Term 4.

All Aboriginal students have been involved in some form of cultural experience such as the Koori camp at Killalea State Park, NAIDOC week celebrations at Kemblawarra Primary School and sport, working with Aboriginal elders from the Coomaditichie Community in cultural awareness activities, the Bush Tucker garden program and our end of year celebrations at Jamberoo Action Park.

Multicultural Education and Anti-racism

Our school is the most multicultural in the region and multiculturalism is embedded into every facet of school life. We are the host school for the region's only Intensive English Centre (IEC). Students from around the world enrol into the IEC for intensive



English classes. The IEC students participate in many whole school events and build lasting friendship with WHS students through their interactions in the playground and on the sporting field. Multicultural Education is for all students and school communities. It promotes a shared vision of Australia based on intercultural understanding and community harmony. As a result we have a very harmonious school where individual differences are respected and celebrated.

Multicultural Education aims to provide all students with the knowledge, skills and values needed to participate successfully in our society and support the specific needs of students from language backgrounds other than English including new arrivals, refugees and students learning English as an additional language/dialect (EALD).

The senior ESL English Course introduced in 2009 has been an incentive for ESL students to enrol in WHS. The course allows students from non-English speaking backgrounds to sit for their HSC in ESL English and be in a positive learning environment

with students who have similar backgrounds and experiences.

Warrawong High School participates in various activities related to multiculturalism throughout the year. These included the Illawarra Multicultural Youth Forum where the aim is to give EALD students an opportunity to explore their feelings on issues such as “settlement, social inclusion, identity and culture”. EALD students from other schools in the area, as well as students from WIEC also attend the event.

Students once again took part in the RAW (Ready Arrive Work) program, hosted by Job Quest and delivered to schools in the region. This program provides important employment related skills and a greater understanding of employer expectations and Australian Workplace culture. This year we were proud to host the Southern area school groups.

A number of our students have been selected to be part of the Multicultural Youth Group run by MCCI (Multicultural Communities Council of the Illawarra). The role of the students is to plan, organise and implement multicultural youth programs in the Illawarra.

This year also saw one of our students from a refugee background attend the prestigious Honeywell Engineering Summer School and experience what it is like to be an engineer.

Warrawong High School was the host school for the state launch of Refugee Week in 2015. Guest speakers shared stories of their multicultural backgrounds and experiences with our students.

Other programs WHS EALD students participate in to support their learning include the Diverse Drumming Workshop, Links to Learning, The Refugee Music Group, WACKI film festival, Harmony Day and International Women’s Day activities.



Supporting students with disability

Our Special Education Unit (Bayview Education Centre) has 8 classes which are divided into two MC classes, two autism classes, one ED class and three IM/IO classes that support students in Years 7-12. We have a Head Teacher and 12 classroom teacher, with many holding or working towards a Masters Degree in Special Education.

There are 8 Student Learning Support Officers who work with the students in both school and non-school based programs. These programs include life skills excursions, overnight camps, school to work and many other areas of interest for our students.

All students complete social skills development and community access programs as well as sporting and performing arts programs. Junior classes focus on developing literacy and numeracy skills. Senior students work on individual programs covering life skills, mainstream units and transition to work programs. Year 12 students complete an exit program which assists them to form links with the community before they leave school. Other senior students are encouraged to complete VET courses through school and TAFE as well as work experience.

The Special Education Unit runs a successful Permaculture program where Year 9 students participate in a World or Work unit. Together with upgraded classroom technology, the Permaculture program and other units provides the students with many new and innovative learning experiences at school.

Respect and Responsibility

Schools play a very important role in supporting, enhancing and building the wellbeing of every child. Wellbeing contributes significantly to the learning outcomes of children and young people in our schools. It builds resilience, facilitates self-determination and participation. An important part of our school culture is focused on developing a positive sense of belonging, building student self-esteem and encouraging students to show respect and act responsibly. We focus on the schools’ values platform of Earth Care, People Care and Fair Share to encourage students to promote respect for yourself, others, the environment and the community. Respect for all is paramount in the culture and tone of our school and we continually seek to embed this in our curriculum and wellbeing and discipline structures.

We have efficient systems to monitor and manage student attendance, behaviour, post-suspension initiatives to help students returning to school, a progressive detention system and behaviour monitoring to provide positive feedback and incentives for students experiencing difficulty at school. Our systems are effective because of excellent communication via regular staff meetings, weekly student wellbeing meetings, and fortnightly Year Group review meetings and through the coordination of the work of Wellbeing Team members and support staff in the school. These systems and procedures are currently undergoing a review as part of the school's Welfare and Discipline review and may be further refined in 2016 in line with the DoE's School Excellence Framework and the Wellbeing Framework for Schools.

On the positive side, there is a focus on merit and achievement to encourage all students to maximise their potential. The merit scheme is now better supported following a review of the system. Students are rewarded to reinforce the good work that they are doing in class and around the school and this builds student self-esteem and self-confidence. Approximately 35% of students are currently on a positive merit level.

All students are encouraged to achieve their best across all faculty areas and each term, the Wellbeing Team coordinates Incentive Excursions for each year group to reward students who are working to the best of their ability in all subject areas – these are highly regarded by all students, with at least 50% of each year cohort receiving invitations to participate.

A range of initiatives are used to help students develop a more positive attitude to school, build resilience and enhance their self-worth, self-awareness and personal identity. The Wellbeing Team works with the Learning Support Team to coordinate programs to support students at risk, these supplement classroom learning and reduce the possibility that these students will further disengage with school. Many of the targeted students become more settled, with behaviour, attendance and work ethic all showing improvement.

To address issues of student wellbeing at Warrawong High School, the Wellbeing Team is committed to supporting students to 'connect, succeed and thrive at each stage of their development and learning'. In 2015 the Wellbeing Team has implemented a strategy that creates a positive teaching and learning environment and is developing programs specific to each year group to help them foster "Healthy Relationships" at school

and in the community. This strategy will continue to be developed and refined in 2016 as part of the ongoing Welfare and Discipline review.

Learning Support

In 2015 a Learning Support Faculty was formed within the school comprising of Learning and Support Teachers (LASTs), School Learning and Support Officers (SLSOs), English as an Additional Language and/or Dialect (EAL/D) Teachers, Careers Advisors, a Teacher Librarian, an Aboriginal Education Officer and a Head Teacher Equity and Engagement (Learning Support) to coordinate the faculty. The faculty provided a range of support for students as they transitioned from primary school or the Intensive English Centre (IEC), progressed through high school and/or transitioned into further education or work.

The members of the Learning Support Faculty were also members of the Learning Support Team who met once per fortnight to plan support for students who were referred to the team. Student needs were assessed by the team and caseloads of students managed by the members. LASTs, SLSOs and EAL/D teachers provided both individual and in class support, with a strong emphasis on literacy and numeracy.

Learning Support Faculty Teachers also supported subject teachers in providing accommodations and adjustments in the classroom to meet the needs of their students. To this end they assisted in differentiating course content and assessments and in suggesting suitable strategies to be used in the classroom.

In 2015 Learning Support Faculty Teachers were available to support students in the Homework Centre on Monday and Tuesday afternoons and in the Teaching and Learning Centre (TLC) during sport afternoons. At these times students were assisted in completing class work and assessment tasks.

In 2015 WHS participated in the Nationally Consistent Collection of Data (NCCD) on students with disabilities in our school to assist in government planning and funding allocation. All students whose teachers adjusted or differentiated their teaching to meet the student's needs, for at least 10 weeks, were included in the data. We will be taking part in this process in 2016.