

Warrawong High School Annual Report



2016



8480

Introduction

The Annual Report for **2016** 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

2016 was an extremely successful year for the students and staff of Warrawong High School. We continue our strong links with our partner primary schools through the Community of Schools Primary Transition Program. The Permaculture and WACKI programs still feature strongly in the work between our schools and we continue to strengthen our transition and linkages projects. We have had numerous outstanding achievements in academia, sport, leadership and the creative arts both within the school and across the region. While the Intensive English Centre experienced a decline in student enrolments at the beginning of the year, they experienced an increase towards the end of 2016. 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, recommendations were implemented from evaluations of our Welfare and Discipline Practices as well as our Assessment and Reporting Practices. Our Teacher Induction Program, Accreditation Processes and, Performance and Development practices are a highlight of our school's focus on supporting and enhancing teacher quality in the classroom.

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 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 56% from non-English speaking backgrounds, 8% 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 school's 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 achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of Learning our overall self-assessment is at DELIVERING. Many of the selected pieces of evidence have been formed as part of the current School Plan. As we just over half way through the planning cycle these programs, procedures and practices are not fully embedded across the school. The Community of Schools program and Permaculture Living Classroom are both established programs, however like the other pieces of evidence, they have been reframed and given new directions and new leadership of our Primary Transitions Coordinator and Permaculture Coordinator. As a result of these new directions many of their practices are to be fully embedded across the school. The Learning domain of the School Excellence Framework has a strong connection to the products and practices of the Equity and Engagement strategic direction in the WHS School Plan. The results of this process indicated that in the School Excellence Framework domain of Teaching our overall self-assessment is SUSTAINING AND GROWING. The

Behaviour Management Procedures and Assessment Procedures are in their first 12 months of implementation based on their respective evaluations. Many of their practices will be reviewed at the end of the year and any refinements made for the beginning of 2017. Evaluations and self-assessment charts indicate that a number of the pieces of evidence are having the desired impact. Our Teacher Accreditation procedures are high level and meet the requirements of many current reforms because of the leadership of our Head Teacher Learning and Engagement and the needs of 42 teachers currently working with the Australian Professional Standards for Teachers. The Teaching domain of the School Excellence Framework has a strong link to the products and practices of the Learning and Engagement strategic direction in the WHS School Plan. The results of this process indicated that in the School Excellence Framework domain of Leading our overall self-assessment is at SUSTAINING AND GROWING. As stated previously, all pieces of evidence selected for this body of evidence have been formed out of the current school planning process. We believe that these planning processes took into account our school's context including all of its complications. Developing leadership capacity of all of teachers is evident in each piece of evidence along with succession planning processes. Our Equity Funds have been the catalyst for renewed and improved financial management and resource management procedures. The Leading domain of the School Excellence Framework has a strong link to the products and practices of the Communication and Engagement strategic direction in the WHS School Plan.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

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

Learning Support Team procedures have been embedded into school practices with PLaSPs being developed and reviewed at regular intervals throughout the year. Students, staff and parents are involved in this process. Learning Support Teachers are attached to each faculty and support teachers through team teaching and development of learning strategies specific to student needs.

The Wellbeing Team has developed a scope and sequences of wellbeing programs for each year group mapped against the Wellbeing Framework.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.	All LST members have clear roles and responsibilities. They work closely with faculties and teachers to design and implement student specific learning strategies.	\$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 and explicit procedures for staff to refer students for additional support are embedded across the school. Regular reviews of learning supports plans are conducted throughout the year. Additional Learning Support staff are employed to enhance this work.	\$420,865
Performance for equity groups within the school is comparable to the performance of all students in the school.	The use of internal and external assessment data analysis enables the LST to better assist teachers to improve the learning outcomes of our students particularly in the areas of EAL/D, Aboriginal and Low Level Adjustments.	\$35,500

Next Steps

For 2017 explicit links between the Learning Support Team and Wellbeing Team practices and procedures will be reflected in the School Plan.

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

Warrawong High School continues to support Beginning Teachers and early career teachers with best practice teachers induction programs and teacher accreditation procedures. The school's annual Professional Learning Matrix is informed by the School Plan and teachers' professional goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">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.	GROWTH Coaching practices are embedded into a range of school processes. All pre-2004 teachers are participating in our Peer Observations program which supports quality teaching practices in the classroom.	\$307,143
The school is recognised as expert in the provision of support to beginning, early career and aspiring teachers.	Our Head Teacher Learning and Engagement leads the school's Teacher Induction Program and Teacher Accreditation procedures that supports the performance and development of over 40 teachers.	\$182,641

Next Steps

In 2017 all staff will have the opportunity to participate in the Peer Observations program to support the school's priority in enhancing teacher quality and best practice in the classroom. An Aspiring Leaders Program will be developed to extend on the Teacher Induction Program.

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

The school continues to improve its communication and management systems to ensure Department of Education and Board of Studies policies and procedures are satisfied. Strengthening partnerships with the local business and education community is a priority for the school. There is a focus on increasing parent engagement with the school to support their childrens' education.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
School management systems and procedures provide explicit information about the school's function to promote ongoing improvement.	Board of Studies requirements are met through clear and explicit school procedures led by the Head Teacher Communication and Engagement.	\$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.	Our Primary Transition Coordinator continues to lead best practice in supporting students transitioning to high school. A range of community and primary school linkages programs support this school focus.	\$298,304

Next Steps

A newly formed Parent Engagement Group will continue into 2017 and provide opportunity for parents to actively participate in the work of the school through the Community and Parent Engagement toolkit. The school will continue to gain parent feedback through school-based surveys and school evaluations.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	The school's Aboriginal Education Coordinator and Aboriginal Education Officer to continue to strengthen links with the local community through the AIME program, AECG and other community groups to enhance the learning outcomes for our Indigenous students. The school has seen an increase in Aboriginal and Torres Strait Island students numbers. There has been an equal increase in the numbers of students engaging with these support programs. All Indigenous students have PLPs that review regularly through the Learning Support Team.	\$35,714
English language proficiency	The number of EAL/D students in the school continues to increase with students transitioning from the IEC. Improved identification processes has seen an increase in the number of students requiring additional English language support through targeted in-class strategies and professional learning programs for teachers such as TELL.	\$199,521
Low level adjustment for disability	The school has the largest Special Education Unit in the Illawarra with 8 classes. Improved NCCD processes has seen an increase in the number of students requiring low level adjustment. Our increase in Learning Support Teacher entitlements supports the work of the Learning Support Team to classroom teachers in making necessary adjustments and accommodations in their learning strategies.	\$240,689
Quality Teaching, Successful Students (QTSS)	Supporting teacher performance and development through a range of programs and initiatives such as Peer Observations matins the focus on teaching and learning in the classroom.	\$300,000
Socio-economic background	This funding supports the school leadership structure to provide a range of instructional and dispersed leadership opportunities across the school to implement such programs and initiatives as Wellbeing Framework, Literacy and Numeracy Continuums, school improvement projects and the Quality Teaching Framework.	\$1,160,832
Support for beginning teachers	Intensive support for beginning teachers and early career teachers continues to be a priority at Warrawong High School through best practice Teacher Induction Programs, Professional Learning and Teacher Accreditation processes.	\$76,629
Targeted student support for refugees and new arrivals	There continues to be a close relationship between Warrawong High School and the Warrawong Intensive English Centre to prepare for and transition refugee and new arrival students to high school.	\$16,969

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	253	268	324	308
Girls	258	283	314	311

In comparison to 2015 there was a slight decline in student enrolments which is due mainly to the numbers of students from our local area transitioning to independent schools and specialist programs such as the Illawarra Sports High School's Talented Sports Program. We continue to gain significant numbers of enrolments throughout the year as families move into the local area. There continues to be a balance in the numbers of boys and girls in the school. We continue to work closely with our partner primary schools to raise the profile of Warrawong High School which has a positive reputation in the community.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	91.5	91.9	92.9	89.8
8	88	90.1	89.8	87.1
9	87.7	91	87.3	82.7
10	85.9	87.7	87.3	85.3
11	87.9	87.6	89.6	89
12	89.5	88.5	85.4	87.5
All Years	88.2	89.5	88.9	86.9
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

The overall school attendance rate is close to the State average. Through the school's Wellbeing Team, our attendance procedures have been evaluated and strengthened procedures are in place to address poor

attendance through the Year Adviser and Head Teacher Wellbeing and Engagement supported by the Home School Liaison Program. The introduction of Vivo to enhance the school's Merit System will provide greater opportunity to recognise students for their positive attendance. Other school initiatives and a focus on providing quality and engaging lessons will also have a positive impact on student attendance.

Retention Year 10 to Year 12

2016 saw a significant increase in the retention rate of students from Year 10 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			13
Employment			21
TAFE entry			8
University Entry			25
Other			2
Unknown			31

YEAR 12 2016 had a total 61 students, 49% were male and 51% female. Of these, 38 were LOTE students, 3 were ATSI students and there were 4 with an Intellectual and/or Physical Disability. 50 students completed a VET course. Unfortunately, were only able to survey 68% of the cohort, despite our numerous efforts.

Of the 25% (up 2%) attending a University in 2017, 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 2016.

Approximately 8% (down 6%) of students were successful in obtaining courses at TAFE and other Private Colleges.

There is a decrease this year with only 2% (down 7%) of the cohort being successful in obtaining a Traineeship so far in 2017. A number of our students are still looking.

Just 5% (compared to 16% last year) of the cohort who completed a VET course in their HSC year were able to relate this to their further study and or work in 2017.

16% (up 2%) 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% (same as last year) have already managed to secure full time work.

Reflecting the current situation in regards to the number of people looking for work, we have 13% still currently seeking employment, this is 3% less than last year.

Year 12 students undertaking vocational or trade training

There is a decrease this year with only 2% (down 7%) of the cohort being successful in obtaining a Traineeship so far in 2017. A number of our students are still looking. Just 5% (compared to 16% last year) of the cohort who completed a VET course in their HSC year were able to relate this to their further study and or work in 2017. 16% (up 2%) 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% (same as last year) have already managed to secure full time work. Reflecting the current situation in regards to the number of people looking for work, we have 13% still currently seeking employment, this is 3% less than last year.

Year 12 students attaining HSC or equivalent vocational education qualification

YEAR 12 2016 had a total 61 students, 49% were male and 51% female. Of these, 38 were LOTE students, 3 were ATSI students and there were 4 with an Intellectual and/or Physical Disability. 50 students completed a VET course. Unfortunately, we were only able to survey 68% of the cohort, despite our numerous efforts. Of the 25% (up 2%) attending a University in 2017, 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 2016. Approximately 8% (down 6%) of students were successful in obtaining courses at TAFE and other Private Colleges.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	40.1
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
Teacher of ESL	1.8
School Counsellor	1
School Administration & Support Staff	20.98
Other Positions	9.9

*Full Time Equivalent

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 Officer.

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

All staff have had access to Teacher Professional Learning through activities directly linked to their individual professional learning plans and the school plans. These activities have been provided through external departments and internally through a range of courses including the Teaching English Language course. The majority of these courses and events were accessed through MyPL.

There are approximately 42 teachers who are 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 (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

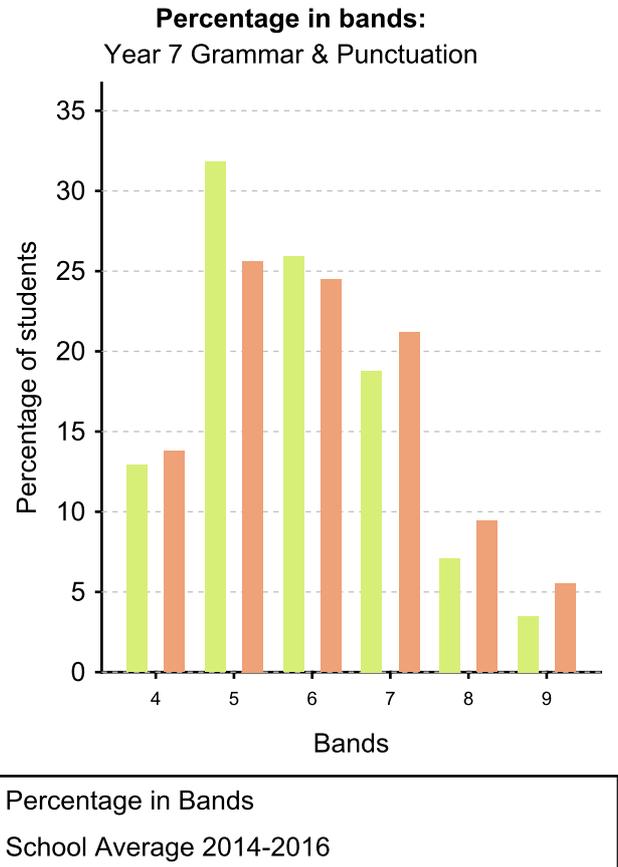
Income	\$
Balance brought forward	1 092 863.03
Global funds	564 276.89
Tied funds	1 335 714.38
School & community sources	100 246.22
Interest	30 078.53
Trust receipts	28 917.07
Canteen	130 917.07
Total income	3 152 096.12
Expenditure	
Teaching & learning	
Key learning areas	61 160.83
Excursions	20 248.40
Extracurricular dissections	45 203.70
Library	2 002.80
Training & development	1 153.26
Tied funds	684 041.41
Short term relief	179 036.82
Administration & office	112 089.92
School-operated canteen	127 089.92
Utilities	116 543.01
Maintenance	28 526.64
Trust accounts	30 742.91
Capital programs	53 206.29
Total expenditure	1 461 045.91
Balance carried forward	1 691 050.21

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

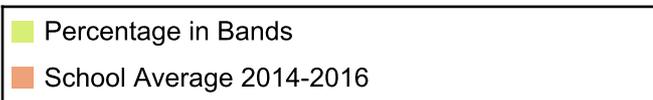
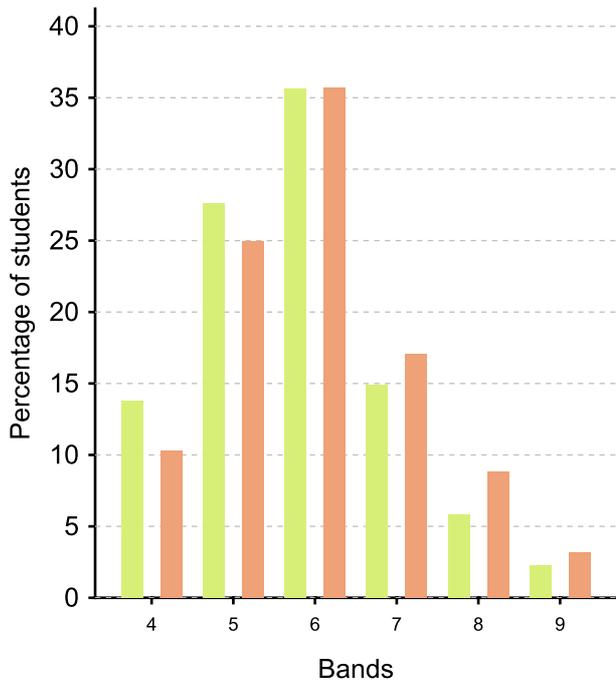
School performance

NAPLAN

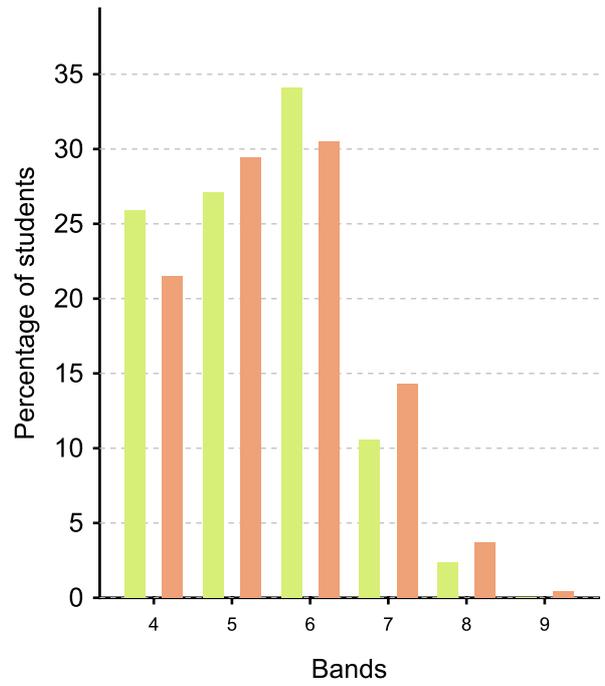
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



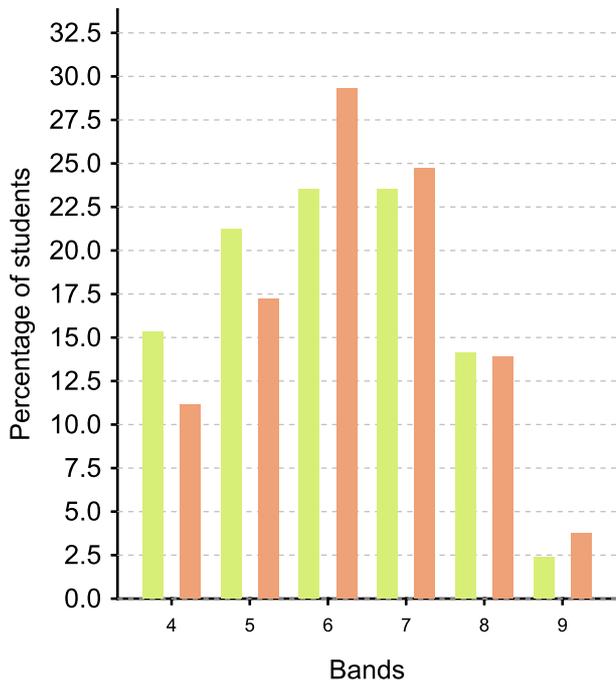
Percentage in bands:
Year 7 Reading



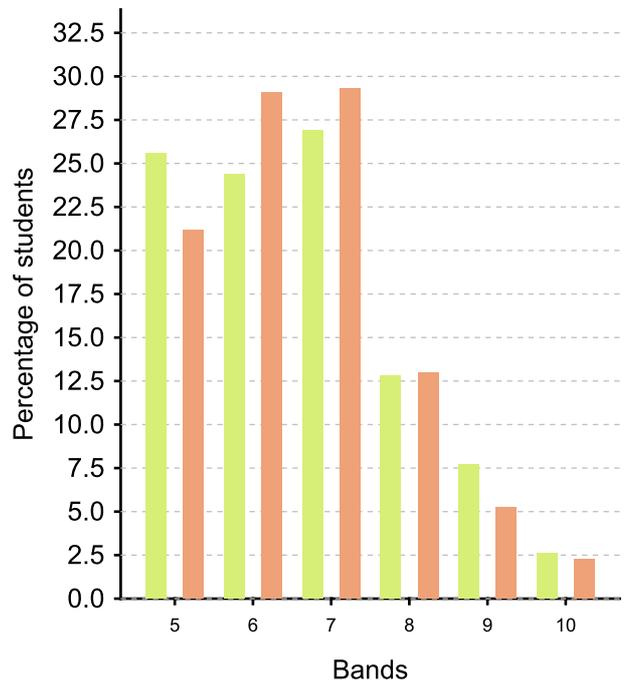
Percentage in bands:
Year 7 Writing



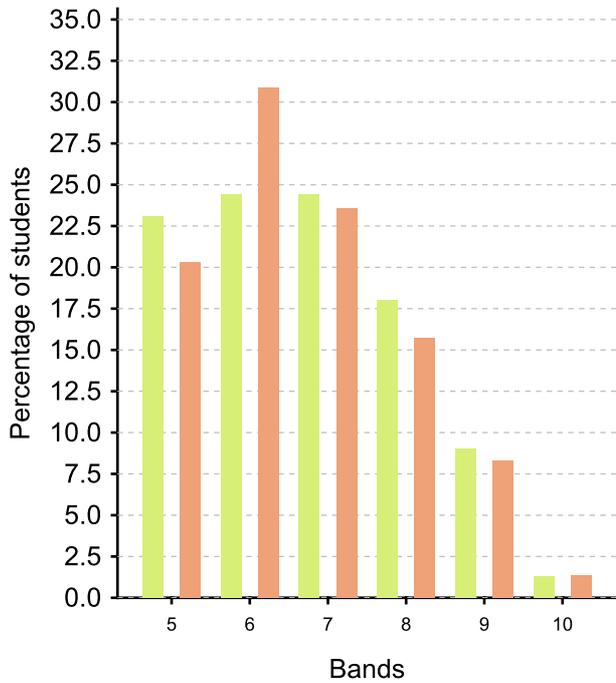
Percentage in bands:
Year 7 Spelling



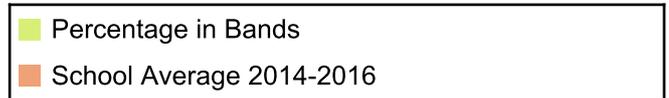
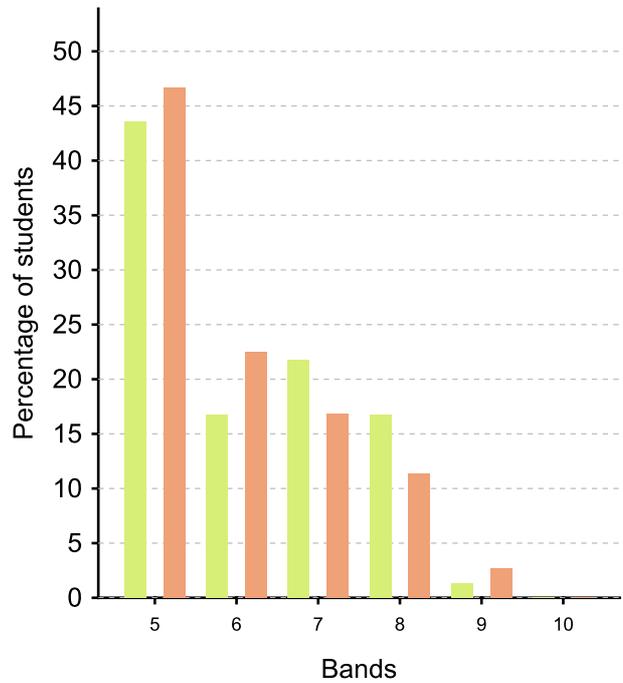
Percentage in bands:
Year 9 Grammar & Punctuation



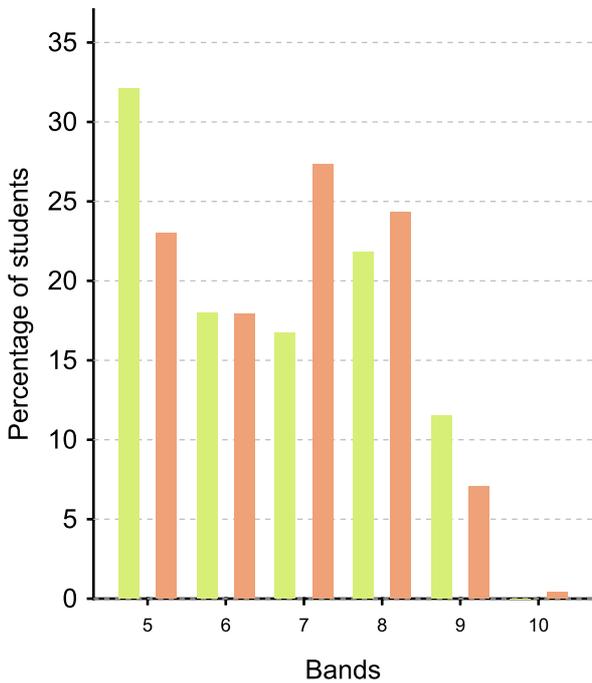
Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Writing

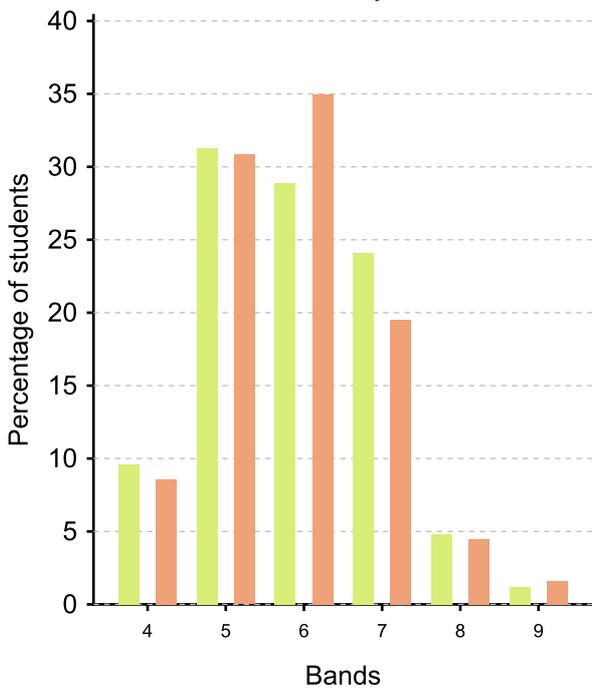


Percentage in bands:
Year 9 Spelling



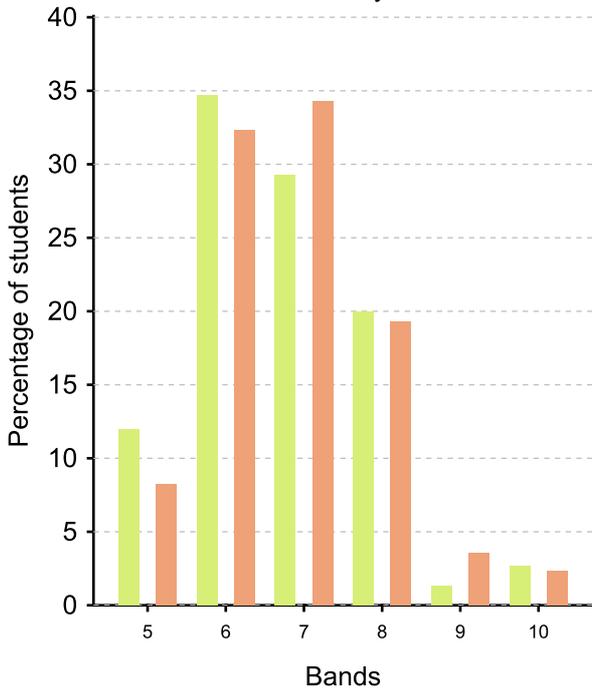
Following a detailed analysis of NAPLAN results, specific strategies are designed and implemented to address targeted areas. Currently we have a whole school approach targeting writing, with a scaffold for writing paragraphs (TXXXC) and a framework for constructing extended responses being taught across 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.

**Percentage in bands:
Year 7 Numeracy**



Percentage in Bands
School Average 2014-2016

**Percentage in bands:
Year 9 Numeracy**

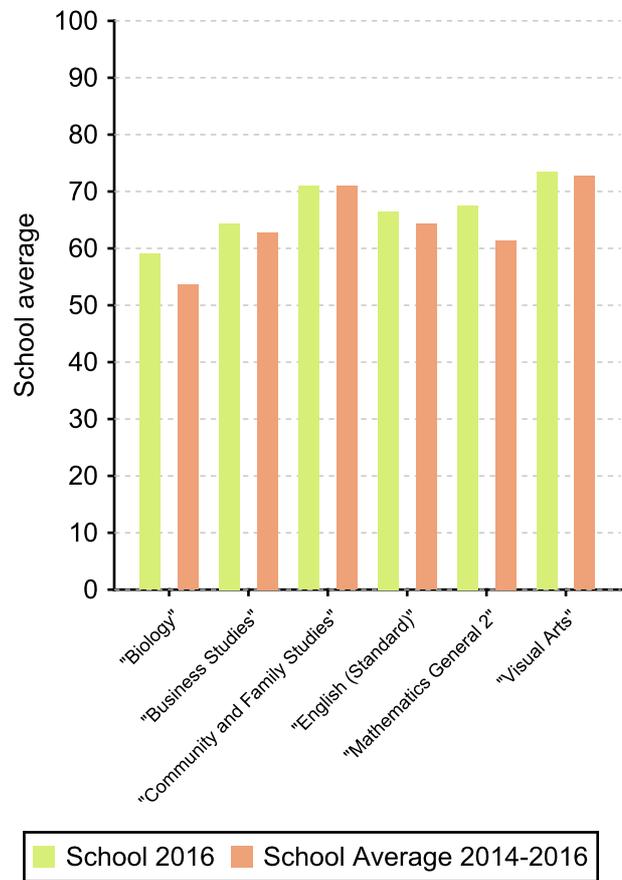


Percentage in Bands
School Average 2014-2016

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)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



School 2016
School Average 2014-2016

The 2016 HSC results were the best overall results for Warrawong High School since 2009 with 3 Band 6 and 21 Band 5 results. Noticeably, there was a 50% shift in students achieving in the top 3 bands and a 50% reduction in the number of Band 1 results from the previous year's results.

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

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. In the Mathematics General 2 course there is a slight downward trend. Results for Information Processes and Technology course were once again pleasing, with students achieving Bands 6, 5, 4 and 3.

HSIE results across the 4 HSC courses delivered in 2016 were satisfactory. Ancient History had 10 candidates. Two students achieved Band 4. There were 15 Business Studies candidates. Two students achieved a Band 5 while two achieved a Band 4. The Business Studies results were consistent with past levels of HSC achievement. Retail Services had 20 candidates. Even though the average was below previous trends, for most of the students sitting their Retail Services exam their results were amongst their best.

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; Design and Technology 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 had 8 students undertaking the course. Of the students who sat the examination 14% gained a Band 4; 71% gained a Band 3; and 14% gained a Band 2.

Design and Technology 2 Unit had 7 students complete the HSC course. The students moderated assessment mark and Higher School Certificate mark saw 16% of students gain Band 5 and 33% of students gain Band 4. Of the students who completed the VET Construction examination 50% achieved a Band 3; 50% achieved a Band 2. Of the students who completed the VET Hospitality HSC examination 14% gained Band 5 and 66% gained a Band 4. It was pleasing to see a trend away from Band 2 as in previous years.

Music 1–2 Unit enabled three students to achieve their best mark in the HSC examination with 2 Band 5 and 1 Band 3 results.

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 13.33% achieved a Band 4. This cohort achieved very pleasing results with many students achieving their best overall result in Visual Arts.

Parent/caregiver, student, teacher satisfaction

Feedback from the Tell Them From Me Survey show a high level of satisfaction among parents/caregivers, students and staff. Additional feedback obtained from parents through surveys conducted at school events and activities such as Open Afternoon, Parent Teacher Afternoons and Information Evenings shows that parents/caregivers and partner primary schools value the work of the school in improving the educational outcomes of all students.

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 Officer 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 2016 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 68 in 2016.

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 Coomaditchie Community in cultural awareness activities, the Bush Tucker garden program and our end of year celebrations at Jamberoo Action Park.

Multicultural and anti-racism education

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 regions' 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.

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.

Other school programs

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.

Learning Support

The Warrawong High School Learning Support Team comprises 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 2016 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 2016 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 2017.