School context statement

Warrawong High School is a comprehensive, multicultural secondary school with 551 students, 56% from a non-English speaking background and 39 nationalities. We house the region’s Intensive English Centre for new arrivals to Australia and a Special Education unit for students with higher needs. Our school delivers the highest quality education and gives students many opportunities to excel.

Students are engaged in their learning. They are enjoying school and have a strong voice with the result that school tone is very positive. Key indicators include student attendance which has risen to state average, more students are getting better academic monitoring grades, more students are getting the overall rating required to attend incentive excursions and discipline issues are down very significantly.

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

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

For the third year in a row, our school is close to regional and state attendance averages. This is due to the success of a range of programs (see next section), curriculum adjustments to engage senior students and a greater impact on all students around a culture of attending school. Our big issues are still with the small number of students who have entrenched attendance issues.

Management of non-attendance

Initiatives to address attendance issues have achieved positive results in terms of attendance, truancy and lateness to school. These include:

Creating an Attendance Management Team, consisting of the Deputy Principal, Head Teacher Welfare, Head Teacher Administration and the Home School Liaison Officer, to identify students with poor attendance and develop improvement plans.

Continuation of on-line period by period roll marking to provide immediate identification and of non-attenders and truants.

A school appointed Community Liaison Officer makes regular phone contact with the parents of students with a poor attendance record.

Mentoring and targeted programs for Aboriginal students and those with welfare and behaviour
issues have improved chronic attendance problems.

Interviews with identified students and their parents. Targeted students are then placed on attendance monitoring.

A close working relationship with the Home School Liaison Officer which has helped to modify poor attendance patterns.

**Post-school destinations**

Around 21% of Year 12 students received a university offer, mostly at the University of Wollongong with one at the University of Sydney. The degrees they are undertaking include Nursing, Science, Psychology, Commerce, Computer Science, Creative Arts and Arts. Many students took advantage of early admission and special access programs. Several also participated in the IN2UNI Summer Master Classes or University Preparation Program making them eligible for an interview for Early Admission and IN2UNI scholarships.

Around 31% of students enrolled in TAFE or private colleges, studying at certificate or diploma level. 10% of students also registered for the Greenacres Transition to Work Programs.

Apprenticeships or traineeships were secured by 4% of students with another 10% of students entering into full time employment and 10% undertaking part time work.

As more students are staying on for the HSC, more are involved in part time school based traineeships and TAFE and more are work ready. In 2014 as well as offering TVET courses, three VET courses operated at school - Hospitality, Construction and Retail. The school promotes vocational pathways and 13% of students went into an area of study or employment related to a VET subject they had studied at school. For example students who had completed TVET Nursing gaining employment at Shellharbour Hospital. Other students gained traineeships and apprenticeships in the building industry after studying Construction VET at school. 14% of students were still seeking work in March 2015.

**Workforce information**

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

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 plus one who is a long term temporary teachers’ aide.

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>10</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>50.2</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>2.7</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1</td>
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<tr>
<td>School Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>18.1</td>
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<td>Total</td>
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**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
<tr>
<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>31</td>
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</table>

**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.

Four teachers gained proficient accreditation last year, at least ten other teachers were working through the process of accreditation. 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 Teaching and Learning, and the Deputy Principal, a mentor program was piloted to support all Beginning Teachers. The mentors were well-respected and successful.
school executive who observed a series of lessons delivered by their mentee.

**Financial summary**

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
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<td>Balance brought forward</td>
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<tr>
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<td>School &amp; community sources</td>
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<td>Canteen</td>
<td>126761.26</td>
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<tr>
<td>Total income</td>
<td>2483111.42</td>
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<tr>
<td><strong>Expenditure</strong></td>
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<tr>
<td>Teaching &amp; learning</td>
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<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<tr>
<td>Training &amp; development</td>
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<td>Casual relief teachers</td>
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<td>Total expenditure</td>
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<tr>
<td>Balance carried forward</td>
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</table>

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2014**

We expect students to maintain high standards in attendance, punctuality, uniform and classroom performance. In return the school provides a quality learning environment for students to express themselves and their learning skills. Students must be focused and self-disciplined to create a positive school tone and ensure they achieve their academic and personal potential. Expectations are reinforced through quality classrooms and a wide range of incentives and options to make school more interesting and enjoyable and help students learn new skills.

We have a strong emphasis on acknowledging academic achievement. Throughout the year achievement assemblies, led by Year Advisers, see over 500 merit certificates presented across 7-12 each term. At the Annual Presentation Day assembly students received 106 major prizes and 24 sports awards.

We provide free after school tutoring for senior students. All teachers are available as tutors and this year many Year 12 students took advantage of the opportunity. As in past years, students who took part in regular coaching sessions improved their grades and achieved superior HSC results.

To help students perform to their academic potential we also run a free homework centre in the library two afternoons a week. Our staff are available to help students from all years with all aspects of their school work.

Research skills are paramount for all students so to start high school, all Year 7 students now undergo an information literacy and computer skills course. These skills are immediately tested with students completing projects in a number of subjects using our library learning center.

An HSC Tutoring program supports the development and achievement of important skills that strengthen Year 12 students’ exam techniques and over performance in the HSC exams.

**Academic achievements**

**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.

**NAPLAN Year 7 - Literacy** *(including Reading, Writing, Spelling and Grammar and Punctuation)*

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.

In NAPLAN literacy, Yr7 achieved growth higher than SSG standard in all areas while Yr9 students achieved growth which was the same or better than growth achieved by SSG in reading, spelling and numeracy. In numeracy, an impressive 63.1% of Yr9 students achieved greater than expected growth. In the HSC an increasing number of subjects were about the SSG average.

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au enter the school name in the Find a school and select GO to access the school data.
Higher School Certificate (HSC)

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

The English Studies course continued to grow throughout the year with students undertaking studies in film, sport and practical resume writing. This non-ATAR course provides engaging and accessible units of work that are designed to assist students’ literacy skills and their skills in critical analysis of texts.
Year 11 English Advanced students were engaged for most of the year in designing and producing a magazine for publication through the Port Kembla Youth Project. This exciting opportunity allows students to publish their own writing with the assistance of the visual design team at the University of Wollongong.

A number of teachers in the English faculty were involved in HSC coaching within the school. This opportunity allowed students to access subject-specific exam support and detailed personalised feedback to help with enhancing their results.

At the HSC lectures held at the University of Wollongong, one of our staff members presented to students from a range of schools reaching from Sydney to Nowra. The valuable experience was offered to WHS students who made use of the information in their final preparation for exams.

HSC examination results in mathematics were pleasing across the 3 courses involved. One Mathematics 2 Unit candidate scored a Band 4, whilst in the Mathematics General 2 course which is currently a targeted faculty priority, the downward trend of recent years was reversed with 3 Band 5s and a State v School variation of -8.56. This compared favourably to an average of -16 over the previous 3 years. Results for the 7 students in the Information Processes and Technology course were excellent, with 3 students achieving Band 5s, 3 with Band 4s and the course scoring the school’s highest State v School variation of 3.55.

2014 HSC Science courses were Biology and Chemistry. Biology data has been close to school average since 2011. Chemistry data shows an improvement in results from 2012-2014.

Of the students who studied a science course for the HSC, 29% gained a place at university. Of these, 50% selected a science based subject either in Nursing, Psychology, Environmental Science or Computer Science.

In general the trend data suggests that Science HSC results are improving with the number of students that are undertaking a science subject in Yrs11 &12 has increasing also.

The Science faculty supports the HSC by embedding ALARM into HSC programs, running Stage 6 after school coaching tutorials, staff mentoring and upskilling, increased information and communication for selection of courses, increased use of ICT, ESL and LST support and RAP and SMART analysis.

HSIE results across the 3 HSC courses delivered by the faculty were among the best in the school.

Ancient History had 8 candidates. Two students achieved Band 5’s and one student a band 4. While the class average was slightly below the state average at -0.7, students outperformed like schools and for most students, their Ancient results were among their best.

There were 13 Business Studies candidates. One student achieved a Band 5 while two achieved Band 4. Again the class average was slightly below state average but for all students at -1.04. The Business Studies results were consistent with past levels of HSC achievement.

In 2014, 13 students completed the Personal Development, Health and Physical Education HSC Course. Two of these students achieved Band 4 results of 72 and 75 marks. Overall the class average was -14 marks below the state average. For some students, their HSC mark for PDPHE was the best for their 10 units.
Warrawong High School had 14 teams in the grade sport competition competing against schools within our Southern Illawarra Zone. This was an increase of 5 teams from the previous years, including the introduction of Junior A & B Oztag divisions and reintroduction of Senior Girls Volleyball which had not been run for the past few years. As a smaller school it is usually difficult to field as many teams as our larger opposing schools however five of our Warrawong teams made the finals, with four of those teams winning the grand final. These grand final winners included Senior Boys Soccer, Senior Girls Volleyball, Open Girls Newcombe Ball and Senior Boys Touch Football. The Open girls soccer team were grand finalist which was a great improvement from the previous year placing last and not winning a single game.

Warrawong High School’s non-competition sport had the introduction of several new sports to offer our students. Zumba was created and run by teachers and students collaboratively, focusing on dance and fitness. Surfing was also created after two teachers were awarded their Surf instructor proficiencies allowing students who had passed their pool swimming tests to be involved in Surfing for sport at our local Port Kembla Beach. Relaxation was also created, giving students the strategies and techniques they need to relax and help with the stresses of school and everyday life.

Our overall sportswoman of the year was Samantha Hayes for the second consecutive year. Samantha advanced to the State athletics championships at Homebush after placing 1st in the 15s Discus at the regional carnival. She also represented the school in the open girls soccer, futsal and was offered an opportunity to travel to Canada to participate in Athletic competition carnivals on a travelling tour with other high school athletes from Australia. While she did not attend, this is a goal for her future in her senior years.

Avari Aremaki was the overall sportsman of the year. As a senior year 12 student, Avari has had a
long dedication to sport during his time at Warrawong High School. He often advances to regional level in the 100m, 200m & relay events. He has captained the senior touch football team taking them to a grand final win in 2014. He is also a key player and captain of Warrawong High Schools Rugby Union and Rugby League teams.

In Term 4, students were given the opportunity to apply for the 2015 sports committee. After 25 applications, a group of 10 students were chosen as role models for the students to help and improve sports in the coming years.

**Significant programs and initiatives – Policy and equity funding**

**Aboriginal education**

Our ongoing goals for Aboriginal and Torres Strait Islander students are to strengthen identity and self-esteem, meet national benchmarks for academic performance (literacy, numeracy), attendance and retention and build a culture where Aboriginal parents, community and the school become closer partners in the education process.

To these ends the school employed an assistant as an “in class mentor” and role model to support students experiencing literacy and learning difficulties. This role included interviewing students to complete Personal Learning Plans, communicating with parents and extended into a range of extra curricula activities. For 2014, major outcomes have been:

- Improved enrolment and retention for our ATSI students. There was a significant increase in the number of ATSI students enrolled from 35 in 2011 to 45 in 2012, 50 in 2013 and 55 in 2014.
- In-class tuition for Aboriginal students across all years who are not meeting literacy and numeracy benchmarks.
- A series of visits to the Coomaditchy Artists culminating in a Parent Barbeque and creation of art works that were presented as a welcome to the new Principal on his arrival to the school.
- Creation by the Aboriginal students of a digital Acknowledgement to Country personalised to Warrawong High.
- All Aboriginal students were involved in some form of cultural experience such as the Indigenous Camp at Killalea State Park, NAIDOC Week sport, the visit to Noogaleek Indigenous Pre-school, Boomerang art, the Bush Tucker garden program and our end of year.
- Celebrations at Jamberoo Action Park.
- Connections to the University of Wollongong’s AIME program – Aboriginal Indigenous Mentoring Experience – included an “Outreach” program offered to students in Years 9, 10, 11 and 12 who visited the University 5 times AND, for the first time offered to Year 7 and 8. This was a fantastic experience for all students.
Multicultural education and anti-racism

Our school is the most multicultural in the region and multiculturalism is embedded into every facet of school life. 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.

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 which is held at the Wollongong Youth Centre annually. The aim of the event 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.

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.

Students with a Disability

Our special education unit has 6 classes divided into two MC Classes, one Autism class, one IO class and 2 IM classes ranging from year 7 to 12. All students complete social skills development and community access programs. Students also engage in many sporting activities and performing arts. Junior classes focus on developing basic literacy and numeracy skills that they will need later in life.

Senior students work on individual programs covering basic life skills, mainstream units and transition from school to work. Year 12 students complete an exit program which assists them to form links with the community before they leave school. Other senior students complete individual skills programs which prepare them for future participation in work experience. Students are
encouraged to complete VET and vocational TAFE courses and also to participate in work experience.

We also run a very successful permaculture program and our Year 9 students participate in a world of work program. Together with our upgraded classroom technology, support unit students are experiencing and enjoying many new learning innovations at school.

We continue to explore new options to enhance the education for all special education students. These include the WOW program, TTW, ongoing TAFE and work experience.

In 2015 the Special Education Unit will expand with the addition of a second Autism class and an ED class.

Learning Support

The Learning Support Team meets fortnightly to coordinate support for students with learning needs. Student needs are reviewed and caseloads managed to provide students with additional support, both in-class and individual, from the LAST and SLSO; with a strong emphasis on literacy and numeracy as the essential foundations for all learning.

Learning Support staff can assist staff with differentiating the curriculum to provide all students the opportunity to achieve successful outcomes at school. Staff are supported to make accommodations and adjustments to their teaching and assessment to cater for the needs of all students.

A new initiative in 2014 was the learning centre. Learning and support staff use the room to withdraw students from class to assist them in a small group or individual program setting. Teachers can also refer students who will benefit from individual support to complete tasks including both remedial and extension activities.

In 2014 the school participated in the Nationally Consistent Collection of Data (NCCD) on students with a disability in our school to help the Government and the school better plan to support students with disability. Ongoing monitoring and review will ensure that the needs of individual students are being met.

Other significant initiatives:

Respect and responsibility

An important part of our school culture is focused on building student self-esteem and encouraging students to show respect and act responsibly. We focus on respect as a core value. A range of initiatives are used with students to promote respect for yourself, others, the environment and the community. Respect is paramount in the culture and tone of our school and we continually seek ways to embed respect in our curriculum and welfare and discipline structures.

We have very efficient systems to monitor and manage student attendance, behaviour, post suspension initiatives to help students returning to school, a progressive detention system and behaviour tracking to provide positive feedback and incentives for students experiencing difficulty at school. Largely, our systems are effective because of excellent communication via our regular staff meetings, weekly student welfare meetings, fortnightly Learning Support Team meetings and through co-ordination of the work of support staff in the school.

On the positive side, there is a major focus on merit to encourage all students to maximise their potential. The merit scheme is now better supported due to an overhaul of the system, a greater emphasis on merit at assemblies and more community promotion. Students are awarded merit certificates which lead to major merit levels and ultimately a school achievement medal. These awards are vital to reinforce the good work students are doing and to help build student self-esteem by telling them when they are doing well. Approximately 35% of students are currently on a merit level. This is an excellent reflection of the really positive contribution students are making at school.
All students are encouraged to achieve their best across all faculty areas and every term. Incentive Excursions are run 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 and improve their self-esteem and self-confidence. This includes supporting students at risk through programs which supplement classroom learning and reduce the possibility that they will drop out of school. In the vast majority of cases students become more settled with behaviour, attendance and work ethic all improving dramatically.

We currently have around 10 engagement programs operating - some are school initiated while some are shared with various community agencies and are being run either on or offsite. Approximately 20% of our student population are involved in the various student engagement programs running in the school.

F1 in Schools
In partnership with Figtree High School, Edmund Rice College and Cedars Christian College, Warrawong High School was once again the hub for the Illawarra region’s F1 in Schools worldwide STEM (Science, Technology, Engineering and Maths) challenge. The initiative is multidisciplinary and team based where groups of students design a formula race team to compete at school, regional, state, national and international level. The program addresses Australia’s skills shortage in engineering and provides participating students with the opportunity to gain ‘real life’ experience in the design and engineering industry as a part of design team. Warrawong was represented by five teams in the state finals.

School planning and evaluation 2012—2014

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Focus interviews involving staff, students, and parents
- Analysis of policies and programs, plans, budgets, assessment information, program evaluations and other communications, documents
- School surveys (mostly online) for teachers and parents plus for all students using the “Tell Them From Me” software
- Analysis of student achievement data including assessment, NAPLAN analysis using SMART and HSC results using RAP

School planning 2012-2014:

School priority 1
Continuous Improvement in Student Academic Results

Outcomes from 2012–2014
- Improve HSC results to at least match statistically similar groups (SSG).
- Lift HSC student performance bands in the middle and top bands.
- Among students, strengthen academic performance as the core purpose for school.
- For staff, strengthen the focus on student academic performance as our core school goal.
- Lift student academic performance through improved student cooperation, focus and engagement in class.

Evidence of progress towards outcomes in 2014:

- Analysis of the 2014 HSC shows significant improvements in many subjects when compared to the 2013 HSC.
- More than 70% of students achieve excellent for every subject on their five weekly academic monitoring.
- Staff engaged in a lesson observation program, as part of their accreditation process, with a focus on student engagement.

Strategies to achieve these outcomes in 2014

- Stage 6 ALARM writing strategy embedded across the curriculum.
- Provision of learning support strategies in class and across the school.
• Continuation of the five weekly academic monitoring system.
• Individual professional learning plans developed for all teachers.
• Teacher Accreditation processes implemented to support New Scheme Teachers.

School priority 2
Better Student Outcomes through Quality Teaching and Professional Learning

Outcome

Outcomes from 2012–2014
• Improve student literacy and numeracy as measured by Year 9 NAPLAN in line with school targets as determined through EMSAD analysis.
• Students’ achievement to at least match statistically similar groups (SSG) for all NAPLAN results across all bands and including expected average growth.
• Staff professional learning leads to improved skills and greater classroom use of targeted literacy and numeracy strategies with their class.
• Through the development of ICT pedagogy; improve student interest and engagement in classroom learning, develop student literacy skills and enable curriculum differentiation.
• Improve teacher and student access to technology which is faster, more accessible and more user-friendly.
• Use the 7S/8S selective class program to build student academic expectations, attitude and performance.
• Increase the classroom use of specific, differentiated learning strategies to extend more capable students.

Evidence of progress towards outcomes in 2014:
• Increased NAPLAN results for Year 9 students when compared to 2013 data.
• Explicit literacy program taught by the Head Teacher Teaching and Learning and the Teacher Librarian.
• Increased competence with use of ICT strategies by teachers.

• Increase student participation in vocational education and training (VET) courses in Stage 6.
• Improved student learning and engagement e.g. more students involved in relevant learning alternatives; fewer behavior issues; more merits; more positive staff satisfaction.
• ESL students feel engaged and secure and are working towards maximising their academic potential.
• Positive principal, teacher and community evaluations indicate high quality student outcomes across each program.

Strategies to achieve these outcomes in 2014:
• Learning and Support Teachers support/upskills students with high literacy needs and identified learning disabilities through both in-class support and withdrawal.
• TXXXC paragraph writing strategy implemented across all KLAS.
• Community of Schools professional learning focus on Stage 3 / 4 writing initiative.
• Teacher mentors to continue supporting KLA professional learning to build teacher competence in the use of ICT in the classroom.
• Targeted JET program for Year 11 students.

School priority 3
Increased Student Retention and Engagement through Quality Curriculum Organisation

Outcome

Outcomes from 2012–2014
• Raise student retention to improve student life chances (benchmark regional and state trends).
• Better meet the needs of all students through a more relevant academic and vocational curriculum.
• Disengaged students participate in a range of programs to meet their interests and ambitions and help increase their confidence, motivation, sense of direction and employability skills.
• Improve education outcomes for special education students through enhanced curriculum and improved engagement.
• Intensive English Centre (IEC) students experience improved academic and social outcomes after they transition into mainstream classes.
• Create a community of schools (CoS) middle school through a range of programs which, in terms of curriculum and teaching, have an impact in every Stage 3/4/5 classroom across the CoS.
• Implement the Australian Curriculum to address current systemic requirements.
• Expand and extend extra curricula programs to address identified student needs.
• Increase teacher access to shared curriculum and teacher professional learning amongst local high schools.

Evidence of progress towards outcomes in 2014:
• Increase retention rates into Years 10, 11 and 12
• School evaluations of each initiative show a positive impact on student outcomes and teacher professional learning

Strategies to achieve these outcomes in 2014:
• Additional Stage 6 subject per line to support curriculum breadth across our two distinct Stage 6 pathways (academic and vocational)
• Continue the implementation of the Australian Curriculum for phase 1 subjects
• Each KLA to participate in and contribute to their professional learning network

School priority 4
Higher Expectations Leading to a Strong, Positive School Culture

Outcomes from 2012–2014
• Improve student attendance and punctuality and reduce fractional truancy.
• Student leadership has a much more significant and high profile impact across the school.

• Continue to build stronger, more positive relationships between students and also between students and staff.
• Create an environment where targeted students display increased confidence, motivation and a sense of direction plus increased employability skills.
• Build a culture based on positive attitudes, values and inclusivity.
• Improve student achievement and learning outcomes by providing incentives for students to learn.
• Promote ‘a healthy lifestyle means active mind’

Evidence of progress towards outcomes in 2014:
• Reduce factional truancy, lateness to school and lateness to class to virtually zero
• As a group and individually, the SRC has a range of high profile leadership roles and responsibilities
• Student/staff surveys indicate positive relationships and mutual respect across the school; overall; students are more positive about school
• Teachers observe improved mainstream classroom engagement and performance for targeted students
• Significant student participation rates before school and lunchtime

Strategies to achieve these outcomes in 2014
• Head Teacher Administration to co-ordinate the attendance action plan
• Raise the prestige profile of the SRC through a leadership role including a high profile presence at all school events
• Teacher student voice team and the SRC to work together to drive initiatives

School priority 5
Meeting National Benchmarks for Aboriginal Students
Outcomes from 2012–2014

- Strengthen the identity and self-esteem of Aboriginal students.
- Aboriginal students meet national benchmarks for academic performance (literacy, numeracy), attendance and retention.
- Build a culture where Aboriginal parents, community and the school become closer partners in the education process.

Evidence of progress towards outcomes in 2014:

- Improved NAPLAN results for Aboriginal students
- Aboriginal student attendance at school is above 88%
- For Aboriginal students, improved indicators across a range of variables: school completion; more merit levels; fewer suspensions
- Every teacher is aware of Aboriginal student personal learning plans (PLP) and has implemented associated classroom strategies

Strategies to achieve these outcomes in 2014:

- Aboriginal Education Worker and Aboriginal Education Coordinator lead initiatives and involve other staff to address benchmark goals
- Case manage each Aboriginal student to ensure implementation of their PLP

School priority 6
Achieve Best Practice in School Leadership and Staff Performance

Outcomes from 2012–2014

- Staff perform even more effectively because of better school leadership and management systems.

Evidence of progress towards outcomes in 2014:

- Staff surveys indicate school leadership is increasingly effective and having a positive impact on school performance
- Staff satisfaction on the success of faculty initiatives are increasingly positive

- Staff continue to report high level satisfaction with school, their work and the quality of professional learning

Strategies to achieve these outcomes in 2014:

- Three additional Head Teacher positions maintained after completing the annual role over review
- Support faculty goals with additional TPL funds
- Further develop our TARs framework based around individual professional learning plans and the compulsory once a term lesson observation

School priority 7
Build a Positive Community Profile and Strong Community Relationships

Outcomes from 2012–2014

- Improve community perceptions by promoting the outstanding quality of our school.
- Increasingly engage and encourage parent and community participation to support our education goals.
- Improve student respect and staff morale by providing more modern teaching facilities and a more pleasant physical environment.

Evidence of progress towards outcomes in 2014:

- Increased Year 7 enrolments to 75% of potential enrolments from local primary schools
- Significant increase in parent and community participation in school activities and events
- Significant increase in the number of parents linked to the school through SMS and email
- Parent surveys indicate parent and community perceptions are increasingly positive

Strategies to achieve these outcomes in 2014:

- Use our CLO/SAO roles to work with the school executive
- Use our CLO/SAO roles to work on school promotion initiatives
Improve school reports through a review of outcomes, teacher comments and software operations

Further develop the school website and intranet to make them more accessible and user-friendly leading to increased use by students, staff and the community

**Parent/caregiver, student, and teacher satisfaction**

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Students were generally very positive about teachers and the school. A survey was taken of all students - 84% believed they worked hard, 85% felt they worked hard, 82% thought the teachers showed them respect and 91% felt that teachers provided challenging lessons for them. Students believed strongly that they received plenty of attention from teachers and that they were focused in class.

Parents continue to rate the school very highly - 85% indicated their children enjoyed coming to school. Parents believe staff are doing an excellent job and that they are very professional and helpful. In areas such as opinions of teachers, promotion of multiculturalism, care of students and student incentives, parents were very happy.

The area of communication was particularly highlighted by parents - all rated communication very positively in terms of both providing information and school responsiveness ie. information on events, school promotion, how well we address parent issues about student behaviour and performance. Numbers of parents attending the Parent Teacher Night and the Year 6-7 Open Night have remained high.

Staff continued to be very strongly supportive of the school ethos and culture. In our annual staff school performance survey, 83% were satisfied with school leadership and management. Staff believed that they were receiving more assistance in implementing literacy and numeracy strategies in the classroom. There was a much greater use of NAPLAN results by teachers in designing and implementing these strategies.

**Future Directions**

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

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 life. 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. All of these are reflected in the Warrawong High School Values Platform.

Throughout 2014 the school community engaged with a variety of evaluation tools including the National School Improvement Tool and the Langford Tools for Education. There were numerous meetings, workshops and other forums where staff and students provided valuable contributions to developing the school’s vision, strategic directions and improvement measures.

Evaluations included gaining feedback on the achievement of targets associated with programs under National Partnerships. General findings were these programs are valued by staff and meet the needs of our diverse student population, however, some improvements were identified. The school’s ethos statements were revisited and framed as a values platform with clear student expectations.

**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.

**Strategic Direction 2:**
Learning and Engagement

**Purpose:**
Focusing 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.

**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.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Rick Coleman – Principal
Brad Hughes – Deputy Principal
Ian Morris – Deputy Principal
Christine Goldspink – Head Teacher
David Jirsa – Head Teacher
Barbara Weir – Head Teacher
Steve Watts – Head Teacher
Aaron Davis – Head Teacher
Scott Harrison – Rel Head Teacher
Ruth Cooke – Head Teacher
Lyn Ramsay – Head Teacher

Melissa Cairns – Head Teacher
Heather Waters – SAM
Brenda Coursey – Careers Adviser
Wendy Perry – Teacher
Nisrine Hijazi – Teacher
Annette Woods – Teacher
Rowena Habicki - Teacher

**School contact information**

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: