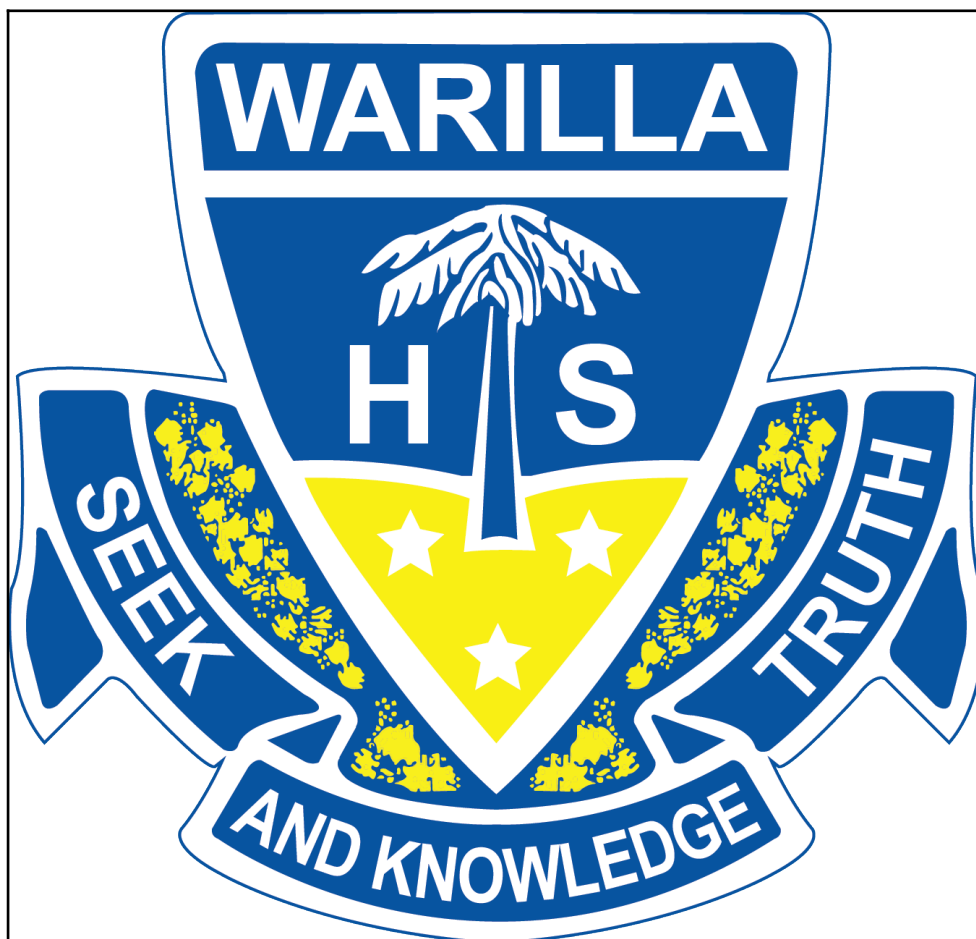


Warilla High School 2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Warilla High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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.

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Message from the principal

2019 has been a year of further consolidation, in terms of the priorities set in the school plan. It has also been a time when the philosophical intent of the school has been manifested in every aspect of our work. At the heart of this philosophical intent is the unwavering belief that we are a student-centred, outcomes-driven school that believes in excellence for all. We are a school where high expectations are the norm and decisions are made on the best available, validated research. Curriculum differentiation and quality teaching practice are readily observable, expected and demanded. We are a school where a sense of gentle good humour, respect and courtesy is extended to students, staff and the broader community. We are transparent in the decision-making processes and inclusive of community opinion. We continually seek to renew, reflect and evaluate our practice with the intention of improving student learning. We are personally responsible for the outcomes we generate and are proud of what we and our students achieve.. Over the past year, this mantra has seen exceptional results achieved by our students, including:

- Stage 6 students receiving early entry to University and gaining recognition on the HSC Distinguished Achievers List.
- A strong Vocational Education and Training focus with a number of School-Based Apprenticeships and/or Traineeships taken up by both Stage 5 and 6 students.
- An innovative Volunteering program which attracted statewide attention and affirmation from the local community.
- Reigning Champion Sports School in the region for the past 10 years, and the NSW CHS Champion School in Athletics in 2016 (State Champions!). We have a long list of NSW and Australian representatives spread across a range of sports. Our most recent are a boy selected to play for Australian in the Oztag World Cup in 2019, while another male student represented NSW in Golf as the State's sole U/16 rep.
- An active Alumni which includes Doctors of Medicine, a Professor of Medicine, a Federal Parliamentarian, The CEO of the Ambulance Service in Tasmania, a host from the TV Show *Getaway*, a World Surfing Champion, Officers in the Armed Services, pilots, lawyers, a high school principal, teachers, tradespeople, National Rugby League Premiership winners and NSW State of Origin and Australian representatives, an Australian Rugby Union Wallaby, the current World Masters Athletics Champion... and so the list goes on.
- Perhaps the statistic that is most pleasing is the fact that 93% of students who leave Warilla High School go on to higher education, job-related training, employment, or combinations thereof.
- 2019 has once again seen these achievements underpinned by one of the most comprehensive welfare structures of any school in NSW. We have instituted a full-service model of student well-being programs, which are preventative, developmental and remedial in nature. We are keen to nurture our values education agenda, which has as its central beliefs of: **Excellence, Respect, Integrity and Compassion**. There is an absolute zero tolerance toward violence of any type. Likewise, bullying and harassment of any form have no place in our school and students who engage in such anti-social behaviour run the very real risk of also having their enrolment annulled.
- **Our 2019 School Priorities were:**

- 1/. 21st Century Teaching and Learning
- 2/. Excellence for All, and

3/. Quality Systems and Practices. These priorities will be continued until the end of the planning cycle at the end of 2020, with a relentless focus to ensure we have literate, numerate, problem-solving students who continually seek to extend their knowledge, skills and competencies in an ever-changing world.

- It is with much pleasure that I present our 2019 Annual Report. I think you will find it a detailed and interesting insight to our strategic intent, direction and work to deliver on the stated priorities of our School Plan. It should be noted that 2019 saw the retirement of Mr Hambly in the middle of the year and the uptake of myself, Ms Brook, as the caretaker Principal until the appointment of the next Principal as a result of a merit selection process. Despite the change of leader we have had a seamless transition as both Mr Hambly and I have shared the same values, placing our students as the centre of everything that we do. During 2019 we have ensured only the highest quality teaching and learning frameworks are in place for your children.

With my kind regards,

Ms Michelle Brook, Principal.

Message from the school community

On the second Tuesday of each month, the Warilla High School P&C Association, which is a small and exceptionally committed group of parents, meet to discuss the workings of the school and the planning for the future. These meetings have grown to be forums where every aspect of the school's operation is critiqued with a view to providing strategic and ongoing support. In 2019 this support has included but has not been limited to, parent representation on merit selection panels to appoint permanent teaching staff and the endorsement of the school's differentiated approach to learning and curriculum innovation. The P&C continued to agitate with various authorities for upgrades, including a pedestrian crossing at the front of the school. This crossing has not eventuated, but it has resulted in other improvements to the safety and security of our children as they arrive and depart from the school each day with a series of seven cemented bays to create a series of separate bus zones. As in previous years, as noted by Mr Hambly and very much supported by Ms Brook, it would be remiss of us not to also mention the ongoing dedication of several members of the P&C who still actively participate in our work despite their children having graduated from the school a number of years ago. Jill, Richard and Erene's enthusiasm and commitment are an example to us all! 2020 is shaping as an exciting year as indicated by the directions enunciated in the *2018–2020 School Plan*. Indeed, the P&C look forward to evaluating the worth of projects that have been supported by the P&C. An open and warm invitation is always extended to all parents/care-providers to join us for our meetings in the school library from 6 pm on the second Tuesday of each month.

Yours sincerely,

Mrs Natasha Saltalamacchia, WHS P&C President

Message from the students

The Student Representative Council (SRC) is vibrant and active at Warilla High School. Our SRC has an active role in all major decisions made by the school and has engaged in surveying and canvassing the student body to better represent their interests and concerns. The SRC operates as a professional and well-managed organisation which encourages equality and equity throughout the student body and wider school community. At the start of the year, the students engage in a rigorous planning session to set the priorities for the year and outline how they will achieve their priorities.

Over the year the SRC lobbied successfully for our school to adopt 'green' principles in our actions; namely the installation of 50Kw/hours of solar panels. The SRC also was successful in raising funds for the purchasing of an additional cold water station in the school, and working with the P&C to apply for a successful grant to purchase and install another 4 water stations throughout the school. The SRC is also a vital social institution taking part in our school-wide RUOK Day event, advocating for inclusive & accepting language – particularly for our LGBTIQ+ community and a highly successful Christmas Stalls that helped bridge student values and interests with philanthropy and community.

Mr Brandon Harry

School background

School vision statement

Warilla High School is committed to excellence for all in a safe, caring and inclusive environment which provides relevant learning activities that will develop independent, self-directed learners who will positively contribute to their local and wider communities.

The principles and practices of Warilla High School are derived from a set of core beliefs that have been endorsed by our school community.

At Warilla High School, we believe that:

- every child can learn,
- every child has the right to learn and
- every child has the right to access quality teaching practice.

We believe that as a school, we are: "Student-Centred and Outcomes Driven".

We commit to the notion of equality of opportunity for all members of our school.

We believe in a working environment of mutual respect and shared responsibility that promotes positive relationships among staff and students.

Working ethically and with integrity will be hallmarks of our school.

School context

Warilla High School is situated in close proximity to the picturesque seaside village of Shellharbour on the South Coast of NSW. The school was established in 1965 as a comprehensive co-educational high school. The school attracts many enrolment applications from outside its designated drawing area because of its excellent reputation in the community for its sporting, academic and welfare successes and initiatives. The school serves a diverse community and has 5 Special Education classes including ED, Autism, IM and IO. It is one of the largest Schools in Network 4 and offers a broad curriculum in both the junior and senior school. Student Engagement has been a crucial focus for the school.

The school is committed to equality of opportunity and the creation of conditions which allow all students to achieve excellence. Quality systems and teaching practice for 21st-century learners which reflect current research drive our efforts to ensure the school is student-centred and outcomes-driven. Our values education agenda focuses on; Excellence; Respect; Integrity and Compassion.

This is supported by all staff who are involved in teaching explicit lessons around these values. Our highly developed welfare system is reflected in the cohesive nature of the school community and our unwavering commitment to ensuring all students leave this school equipped with the requisite skills to be effective citizens who will lead fulfilling and rewarding lives.

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

21st Century Learning

Purpose

To engage students in developing skills for the 21st Century including being literate, numerate innovative learners with strong skills in the areas of citizenship, collaboration, communication, creativity and critical thinking. This will involve engagement with high-quality, differentiated teaching and learning practice and whole school programs to enable success both within and beyond the school.

Improvement Measures

- Increased number of students achieving Band 5/6 results in HSC exam by 10% compared to 2017 level.

- All teaching programs have 21st Century Learning Skills embedded.

- Learning environments reflect 21st Century teaching alignment.

- Literacy & Numeracy

Key evidence: Improved average growth scores for Year 7 and 9 in Reading, Writing and Numeracy to ensure better than SSG and moving toward State:

- Year 7 Reading 50.7 to 52.7

- Year 7 Writing 28.8 to 30.8

- Year 7 Numeracy 53.4 to 55.4

- Year 9 Reading 40.3 to 42.3

- Year 9 Writing 44.1 to 46.1

- Year 9 Numeracy 46.7 to 50.4

Progress towards achieving improvement measures

Process 1: Embed Future Focused Learning Strategies into Programs

Evaluation	Funds Expended (Resources)
The implementation of the 21st Century Strategic Direction encompassed three Processes in the 2018–2020 School Plan. These included the embedding of 21st Century skills into Teaching and Learning programs, Increased Student Engagement through effective and innovative pedagogy, and KLAs explicitly analysing, planning and delivering Numeracy and Literacy Strategies. The 21st Century Strategic Direction 1 continued with the same three processes outlined in the 2018 milestones. The pilot program has included the 4C's into the broader Stage 5 elective stream will continue, including targeted TPL through the Warilla High School professional sharing communities to expose all of the staff to the 4C's of Communication, Collaboration, Critical Thinking and Creativity. Faculties have also continued the concept of Peer evaluation of Teaching Learning programs through enhanced, timetabled TPL in the Accelerating Learning program.	

Process 2: Increase Student Engagement including HSC Success Program

Evaluation	Funds Expended (Resources)
A comprehensive HSC Success strategy has been promoted, including the whole school focusses for 2019, of high expectations, explicit teaching and quality feedback, provide staff and students with tools to facilitate improved HSC results. The conversation around HSC success has become increasingly specific about how and where to gain the extra mark/s. Last year 13 students were 1 mark off a "band 6" which would change the look of our data immensely. The Head Teacher Teaching and Learning coordinated a series of lessons that were taught across the curriculum looking at and analysing what success in the HSC was like and how to achieve it. This was a collaborative and multi-faceted approach across the school.	

Progress towards achieving improvement measures

Process 3: KLA's explicitly analyse, plan and deliver Numeracy and Literacy Strategies

Evaluation	Funds Expended (Resources)
<p>The sustained focus on the delivery of targeted Numeracy and Literacy strategies remained a priority for the school and was driven by data analysis and comprehensive planning. The Head Teacher Teaching and Learning coordinated both the Literacy and Numeracy committees in the development of a multi-faceted approach across the school. Teachers accessed Yr7 Best Start and plan data earlier in the year with the support of TPL targeted students with specific needs. Students were supported in accessing 2019 NAPLAN online with the development of a widespread plan of practice and implementation. Literacy and Numeracy content with Teaching and Learning programs were also monitored through the Accelerated Learning peer evaluation process.</p>	\$6,000

Process 4: Challenging Learning initiatives supported

Evaluation	Funds Expended (Resources)
<p>The sustained focus on the provision of innovative learning spaces complemented the changing pedagogies explored through Challenging Learning. Another EOI process was offered to faculties for the development of enhanced learning environments, most of which are still in the planning stage. The development of a formal technology plan supports not only the innovative teaching spaces but technology across the entire school was developed in conjunction with the computer coordinators and the technology committee.</p>	

Strategic Direction 2

Quality Systems and Practices

Purpose

Quality schools are underpinned by systems and practices which are self-supporting and self-sustaining. Our school systems and practices will be known, utilised, efficient and workable across the school and the broader community. They will be designed to enhance the teaching, learning and accreditation process as presented by NESA and The Australian Professional Standards for Teachers.

Improvement Measures

- 100% of staff marking rolls electronically and period by period.
- School attendance rate of 90% or greater.
- 5% reduction in negative referrals and suspension rates as compared to 2018 levels.
- 100% of staff engaged in Professional Sharing Communities.

Progress towards achieving improvement measures

Process 1: Attendance procedures and processes improved

Evaluation	Funds Expended (Resources)
Attendance data for all students continued to be benchmarked against DoE data.	\$3,000 TPL relief staff to work on attendance plans
Completion of and subsequent review school return DoE data on attendance and suspension (available last week of term).	\$1,000 certificates issued

Process 2: Implementation of E.R.I.C

Evaluation	Funds Expended (Resources)
Use Google form to generate feedback from staff and students.	\$2,000 Staff Release

Process 3: Curriculum patterns and all credentialing requirements meet NESA requirements.

Evaluation	Funds Expended (Resources)
Every faculty using correct Assessment Task template.	Sentral \$8,640 Edval \$6,700

Process 4: Challenging Learning initiatives supported

Evaluation	Funds Expended (Resources)
Yearly overview document that indicates all professional learning dates / focus areas and alignment of meetings.	

Strategic Direction 3

Excellence for All

Purpose

The development of a school culture of continuous improvement, self-reflection and evaluation will create quality teaching and learning environments. Quality is characterised by high expectations, the relentless pursuit of excellence – without excuse – and the use of validated research to underpin school direction. In this climate, Excellence for All can be achieved.

Improvement Measures

- A minimum of 30 ATAR students achieve Early University Admission status, annually.
- 100% of learning accommodations for students with a disability documented and available to all staff.
- Over 90% of students will reach nominated post-school destinations.
- Increase in NAPLAN Value-Added data Years 7–9 by 4% in Literacy and Numeracy compared with 2017 levels.

Progress towards achieving improvement measures

Process 1: Dynamic curriculum providing successful pathways for all students

Evaluation	Funds Expended (Resources)
The development of a school culture of continuous improvement, self-reflection and evaluation will create quality teaching and learning environments. Quality is characterised by high-expectations, the use of validated research to underpin the school's direction and always the relentless pursuit of excellence. In the climate Excellence for All can be achieved.	

Process 2: Ensure best practice Welfare and Equity Team structures and practices

Evaluation	Funds Expended (Resources)
Successfully engaging Special Education students in programs with the intention to assist in the improvement of their mental health and to give strategies to support the wide variety of individual behaviors. Programs such as Killalea, PCYC and individual class Reward Excursions	Killalea: \$400 PCYC: \$400

Process 3: Excellence in Aboriginal Education initiatives

Evaluation	Funds Expended (Resources)
PSC have had the AEO attend at least one meeting to give insight into ATSI perspectives where possible and develop a shared understanding.	

Process 4: Challenging Learning Initiatives

Evaluation	Funds Expended (Resources)
Increased amount of teachers implementing formative assessment tools to measure student growth/progression.	

Key Initiatives	Resources (annual)	Impact achieved this year
Socio-economic background	\$681,555	<p>Students from low socio-economic families received substantial additional financial assistance to ensure equality of opportunity in every aspect of the education of their children. This includes support for uniforms, school fees, the cost of school camps and excursions. Warilla High School is committed to a "full service" school experience where no child is left behind because of economic circumstances. This sees the school provide both breakfast and lunch to multiple students on a daily basis. Likewise, subject fees associated with specialist elective courses, as well as voluntary school contributions are absorbed for some families unable to meet these commitments and not impact on the student's educational choices. Teaching and Learning resources are also supplied out of this funding and have included improved access to technology across the school. This has seen banks of laptop computers deployed in each block, digital projectors installed in classrooms across the school and a foray into alternate learning spaces designed to facilitate the inculcation of 21st Century learning skills in a range of KLA's. This, combined with the deployment of STEM (Science, Technology, Engineering, Mathematics) based courses has seen the rise of robotics, and aeronautics- including Drone technology- across the school. The school also excels in sports, and has been recognized as the champion sporting school for the zone. This has seen a range of elite athletes represent both NSW and Australia. The school offsets the costs of such involvement through its Sports Assistance Fund with every representative provided with financial support. The school will continue to utilise its funding resources tied to this area to ensure equality of opportunity for every student no matter what their socio-economic background.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	605	649	657	662
Girls	551	562	597	607

Student attendance profile

School				
Year	2016	2017	2018	2019
7	93.1	91.8	90.8	89.9
8	91.2	90	86.3	86.6
9	91	86.9	86.8	84.1
10	89.1	87.5	84.8	83.7
11	89.7	88.5	87	86.5
12	91.9	89.8	86.3	87.3
All Years	91.1	89.2	87.2	86.3
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	1	3
Employment	5	15	45
TAFE entry	2	11	15
University Entry	0	0	38
Other	8	17	17
Unknown	0	0	2

Year 12 students undertaking vocational or trade training

34.50% of Year 12 students at Warilla High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

95.6% of all Year 12 students at Warilla High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	14
Classroom Teacher(s)	69.7
Learning and Support Teacher(s)	1.9
Teacher Librarian	1.4
School Counsellor	3
School Administration and Support Staff	20.97
Other Positions	2.2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	697,274
Revenue	15,433,257
Appropriation	15,065,675
Sale of Goods and Services	30,874
Grants and contributions	329,926
Investment income	933
Other revenue	5,849
Expenses	-15,343,811
Employee related	-13,891,367
Operating expenses	-1,452,444
Surplus / deficit for the year	89,446

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

	2019 Approved SBA (\$)
Targeted Total	1,440,617
Equity Total	1,162,390
Equity - Aboriginal	92,829
Equity - Socio-economic	681,555
Equity - Language	38,438
Equity - Disability	349,567
Base Total	11,316,268
Base - Per Capita	303,317
Base - Location	0
Base - Other	11,012,951
Other Total	961,465
Grand Total	14,880,739

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

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

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Literacy

Our Year 7 achieved strong results in Spelling, Reading and Grammar and Punctuation.

Our Year 7 and Year 9 Aboriginal students had great success in the areas of Writing and Spelling with results well above state average. This is in keeping with a trend that we have established here at Warilla, with our Aboriginal students gradually improving their results both in comparison to their cohort here at the school and against the state average.

Of special note – our Year 9 students made a significant improvement in Writing and are positioned well above state average. Year 9 Aboriginal students achieved pleasing results in Writing and Spelling. Grammar, Numeracy and Reading were also above state average. Results held relatively steady in the top 4 bands from 2018 to 2019.

Numeracy

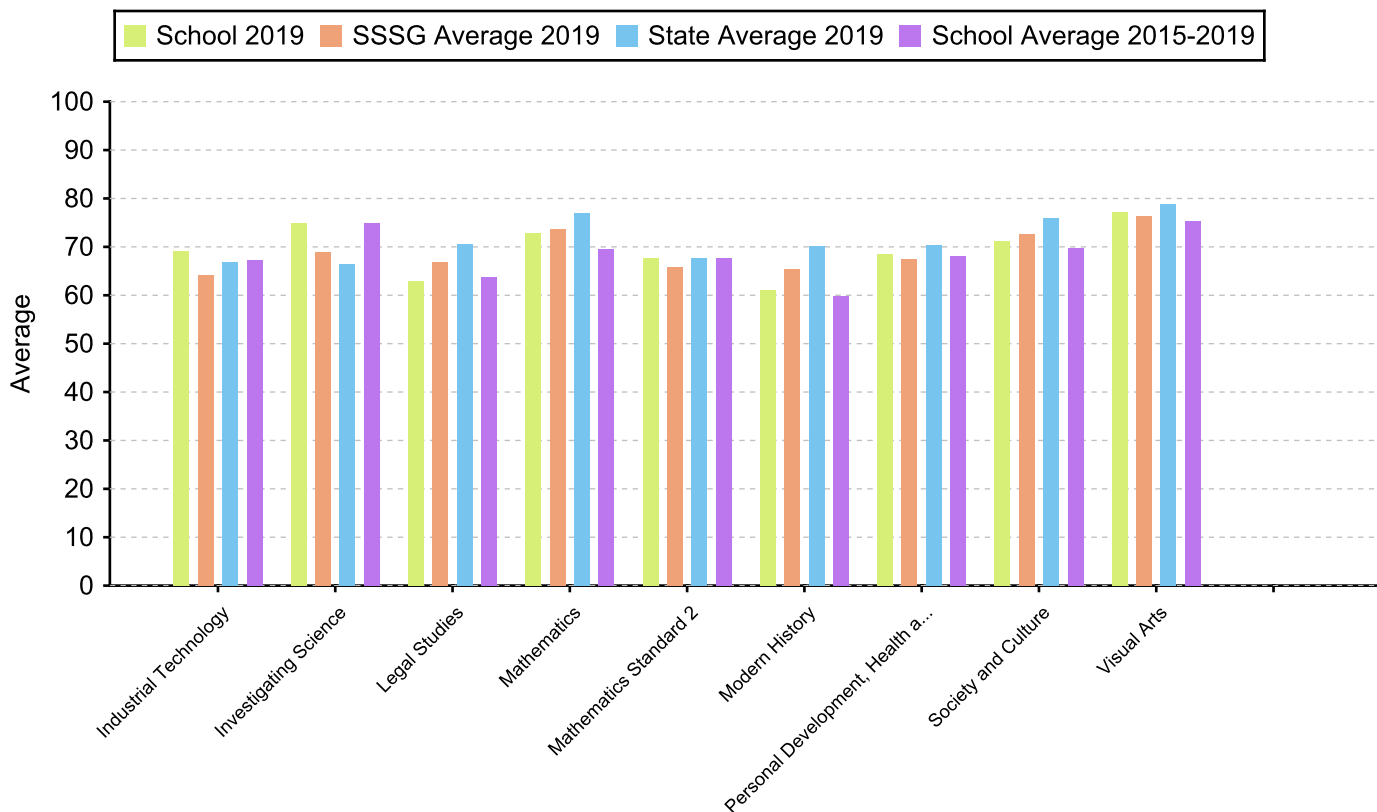
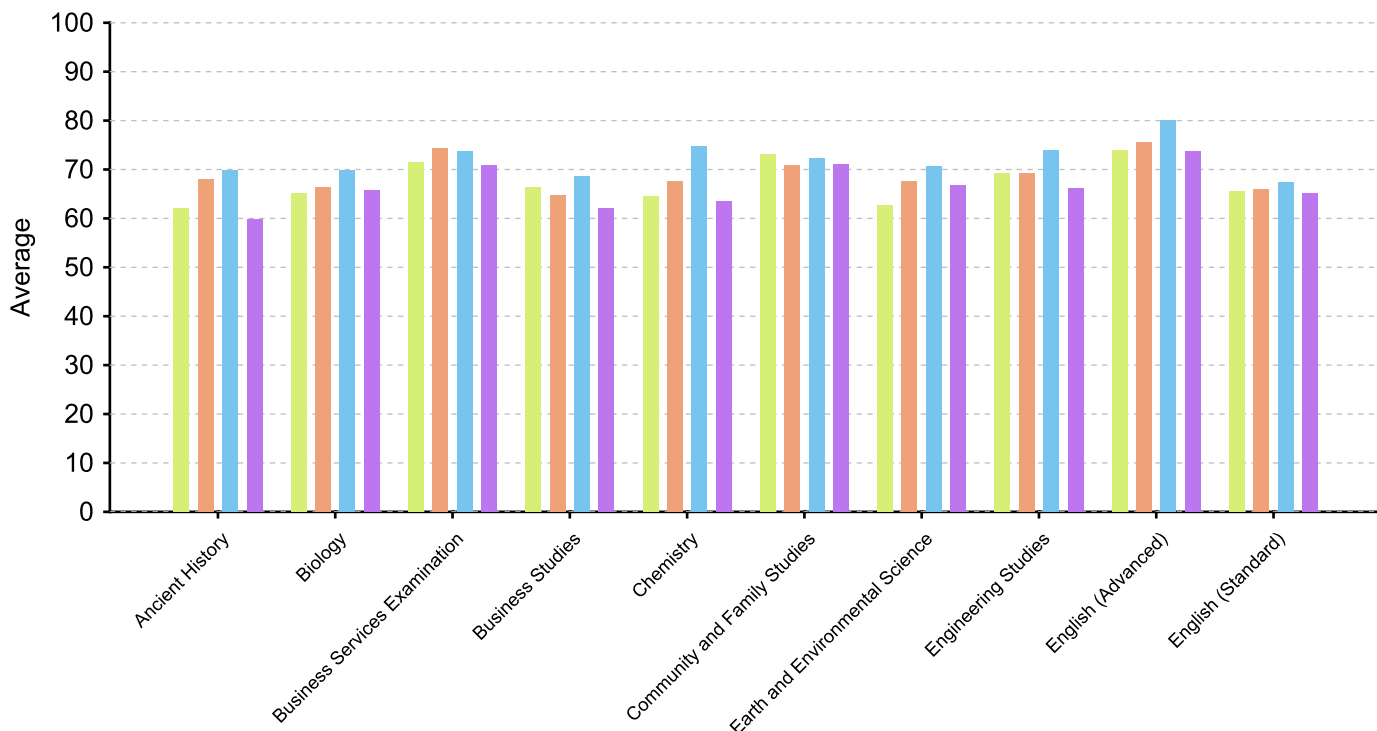
Overall, our Year 7 students achieved exceptional results in Numeracy and this echoed their strong results in Spelling, Reading and Grammar and Punctuation.

An upward shift to the top 4 bands was evident from 2018 to 2019.

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	62.0	68.0	69.9	59.7
Biology	65.1	66.3	69.9	65.8
Business Services Examination	71.4	74.4	73.7	70.8
Business Studies	66.4	64.8	68.6	62.1
Chemistry	64.6	67.6	74.7	63.4
Community and Family Studies	73.2	70.8	72.2	71.0
Earth and Environmental Science	62.7	67.6	70.6	66.7
Engineering Studies	69.3	69.2	73.9	66.2
English (Advanced)	74.0	75.5	80.0	73.7
English (Standard)	65.5	65.8	67.3	65.2
Industrial Technology	69.2	64.2	66.8	67.3
Investigating Science	75.0	69.0	66.5	75.0
Legal Studies	63.0	66.8	70.6	63.7
Mathematics	72.9	73.6	76.9	69.5
Mathematics Standard 2	67.7	65.9	67.7	67.7
Modern History	61.0	65.5	70.2	59.8
Personal Development, Health and Physical Education	68.4	67.5	70.5	68.0
Society and Culture	71.2	72.7	75.9	69.7
Visual Arts	77.1	76.3	78.8	75.3

Parent/caregiver, student, teacher satisfaction

In 2019, the school sought the opinions of parents, students, teachers and the wider community about the school and its various operations. The WHS P&C meets each month. At these meetings, the P&C is presented with current updates pertinent to the school plan priorities which have been endorsed by the group. These presentations are made by staff responsible for overseeing that particular aspect of the school plan. These presentations are usually accompanied by data sets and evidence of impact to measure the difference being made and the milestones being met. The P&C also monitor school policy especially in relation to non-local enrolment. This peak parent body has invited senior departmental personnel to attend meetings to outline DOE policy development and local issues pertinent to the operation of the school, such as the New Enrolment Policy. Every school newsletter has a standing invitation for parents and caregivers to attend P&C meetings. Meeting times are also advertised on the school Webpage and Facebook page.

Throughout the year the school runs a number of information sessions for parents and students including a Year 7 Transition workshop; HSC Information evening, Gold Award Assemblies and Parent morning teas. CAP and Core Skills information evenings are also held while our Year 7 cohort have a "meet the teachers" meeting after the distribution of interim reports at the end of term 1. This meeting is again designed to open up channels of communication between home and the school. Additionally, the school maintains a strong profile in the Community of Schools Group and regularly provides updates and explanations of key strategies used in the high school pertaining to student well-being, quality teaching practice and curriculum development. In response to parent requests, the school has again held an Open Evening/Expo in 2019 which showcased lessons and gave all parents the opportunity to visit the school, meet staff and observe classrooms. This has become an annual event which attracts well over 300 people each year.

The Tell Them from Me survey (TTFM) was again completed at Warilla High School in 2019. Our school has taken part in this survey since the TTFM trial in 2013. The TTFM project provides a range of data and feedback from our students across a number of key areas which students provide via an online, anonymous survey. In 2019 at Warilla High School, 750 students completed the Tell Them from Me survey which included measures of student engagement alongside the key drivers of student outcomes. 79% of our students felt that the school has a strong sense of expectations for success and 63% have reported having a strong sense of belonging. It was also pleasing to see that 80% of the students feel that they have strong relationships, including strong friendship groups. This data assists our school to plan, implement and evaluate programs and strategies to best cater for our students' needs and interests. The Tell Them from Me survey report also reflects parent perspectives of the school and its operation. The measures indicate parent satisfaction with the school. The survey indicated that parents feel welcome and informed about the school, its policies and procedures. Areas that the school will continue to work on with parents again in 2020 include clearly communicating, updating and seeking feedback from parents about the work.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.