Principal’s message

Warilla High School is an outstanding comprehensive high school, dedicated to achieving quality outcomes for every student. This philosophy is encapsulated in the school’s statement of purpose, which reads, “WHS 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.”

To achieve this goal, students follow a variety of curriculum pathways, which include UAI and non-UAI patterns of study. Strong links have been forged with business, industry partners, and the TAFE sector. Industry recognised Vocational Education and Training Courses complement these links and form an integral part of a balanced curriculum.

The school has developed a strong self-evaluation protocol to ensure quality standards are met and maintained.

This, combined with a reinvigorated community of schools partnership; renewed parental involvement opportunities; membership of the Dare-to-Lead coalition; commitment to post school destinations with the BEACON project and an inspirational welfare structure has aligned the school with its stated purpose. A committed and professional staff which seeks to make decisions based on the most current educational research from the Australian Centre for Educational Leadership at the University of Wollongong ensures Warilla High School attempts to embrace best practice in all areas of school endeavour.

I certify that information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

John Hambly Principal

Our Achievements

The Arts

The Arts continue to flourish at WHS, with the annual Creative and Performing Arts Evening showcasing the tremendous talent of our students through drama, music and dance performances, complemented by a display of artworks by visual arts students.

Other 2004 highlights included:

- Drama students performing original pieces at the South Coast drama festival.
- Marko Kovacevic, a year 12 drama student being awarded top marks for the video elective of his HSC study, with his work included in the Board of Studies best practice portfolio.
- Year 9 elective drama students performed for both Shellharbour and Warilla infants students.
- The school Dance Troupe performed at several venues, including the Dance Festival and Southern Stars performances. Prue Monks of year 11 and Katherine Bailey of year 10 choreographed the original routines used by the troupe.
- Special Education student, Matthew Ross, won a statewide art competition for the Riding for the Disabled group.
- Felicity Gallegos and Ashley Hodder, both of year10, had work selected for exhibition at the National Portrait Gallery in Canberra.
Samantha Ding and Mandi Moore of year 11 were selected to study at the prestigious National Art School Studio.

Erin Costello of year 10 participated in a Graffiti Art workshop, which resulted in her work being produced as a commercial postcard.

Four groups of year 8 students, assisted by a year 11 student mentor, painted murals of doorways onto actual doors to support the library’s Book Week activities and the theme, “Doorways.”

Photography students continue to achieve success in the nationwide Ilford Photographic competition.

The WHS Band has further consolidated its prowess by performing on stage with the Salvation Army Band in late November.

A Community of Schools band has been established with the intention of providing extension work for developing musicians from each of our primary feeder schools.

**Sport**

WHS has an excellent sporting tradition, which has been maintained in 2004. In terms 1 and 4, students participate in over 21 recreational sports, while terms 2 and 3 have grade competition teams added to the mix.

Grade sports include touch football, soccer, basketball, volleyball and netball. Our success in these zone sports is reflected in the following results:

- All teams played in the finals, vying for positions from first to sixth.
- WHS were zone premiers in 4 sports- senior girls’ netball and touch football, junior boys A soccer, junior boys A touch football.
- WHS were runners up in five sports- senior girls’ volleyball, junior girls B touch football, junior girls basketball, junior boys B touch football and senior boys’ soccer.

The school was ‘pipped’ by 1 point as champion zone sport school.

2004 has seen some exceptional individual and team sporting achievements with representative honours gained by the following students:

- Nicole Honeysett- South Coast Netball.
- Joshua Iacovelli- South Coast Gymnastics and Trampolining.
- Shaun Iacovelli- South Coast Trampolining.
- Daniel Nicastri-U/15 NSW CHS Rugby League.
- Daniel Garcia-NSW CHS Soccer.
- Daniel Palmer-CHS Rugby Union.
- Jennifer Linnet- South Coast Athletics.
- Kane Linnet-South Coast Athletics.
- Nathan Thompson, Matthew Docker, Kevin Ottoway and Layne Brown –Open Boys Southern Illawarra Rugby League.
- Corey Wellard, Kane Linnet, Tom Denyer-U/15 Southern Illawarra Rugby League.
- Shannon Powell and Kylie Heycox-South Coast Softball.

Team competition also saw success, as evidenced in the following:

- U/15 Boys Hassett Cup Cricket-South Coast Champions.
- U/14 Boys Buckley Shield Rugby League-South Coast Finalists.
- U/16 Boys Rugby League- Illawarra All Schools repechage winners.

WHS students also achieved the following:

- Jennifer Linnett-U/18 Girls South Coast Age Athletics Champion
- U/12 Boys and Girls and U/15 Girls-Southern Illawarra cross country champions, with our U/12 Boys 4x100m relay team gaining South Coast representation.
- WHS-Southern Illawarra Cross Country Champion School.

Also, our fine tradition in Rugby continued with the Open Girls Rugby Union team reaching the quarterfinals of the state competition before being narrowly beaten by the eventual winners.

**General (including citizenship)**

WHS achieved significant success in a broad range of areas with the following achievements, involvement and direction, worthy of note:

- The development, maintenance and refinement of a courtyard café in B Block by hospitality students.
• Concept design and plans for the refurbishment of the entry precinct and new Administration wing drafted by Daniel Palmer, a year 10 Technical Drawing student and overseen by IA staff.

• SRC financial sponsorship for the display cabinets mounted externally in the entry precinct and internal refurbishment of the parent reception area.

• The continued SRC sponsorship of an overseas child.

• Participation in The Australian National Chemistry Competition resulted in students gaining 2 high distinctions, 2 distinctions and 2 credits while the equivalent National Science Quiz saw over 33% of entrants achieve credit grades.

• The Australian Mathematics Competition saw students achieve 1 high distinction, 4 distinctions and 16 credit grades, with over 50% of our students gaining a credit or higher result.

• Mitchell Green of year 7 is deserving of special mention with a result that was in the top 1% of students across Australia in the Australian Mathematics Competition.

• Sofija Trajecevska and Stephanie Kolevski, both of year 9, won scholarships to attend the Siemens Summer Science School.

• Adam Holloway of year 10 was the regional winner of The Sydney Morning Herald Young Writer of the Year Competition.

• Michael Merange, Nik Burazor, Alexandar Cankulovski and Marko Kovacevic gained early entry to University as a result of their consistently high quality work throughout their respective HSC courses.

• Trent Tolhurst of year 10 complemented his 1st place in computing studies with a result in the statewide Computing Skills Assessment, which placed him in the top 6% of students in NSW.

**Student Welfare**

Warilla High School prides itself on its proactive welfare initiatives. A dedicated ‘Welfare Hub’ is being developed by our newly appointed Head Teacher Welfare, Mr Pastor. This Hub will provide an integrated and coordinated approach to the preventative, developmental and remedial welfare needs of our school community.

Results of the ‘hub’s’ work include the following:

*The only formal partnership between school and The Community Justice Centre in NSW during 2004 to develop a Peer Mediation Program. This initiative won one of only five quite prestigious awards from The Attorney General’s Department.*

*Adam O’Brien of year 12 was selected by the Federal Sex Discrimination Commissioner as the most outstanding participant in the Human Rights Youth Challenge Forum involving students from both public and private schools.*

*The introduction of the Inspire Program on Thursdays to support students in danger of being N Awarded.*

*The deployment of an on site counsellor from the Ted Noffs Foundation, and a Youth Worker from Shellharbour City Council, to assist remedial and preventative welfare programs.*

*The development of the Bike Maintenance program as a joint initiative with Shellharbour Council, TAFE and the PCYC. 10 year 9 students completed this course in 2004.*

*A Positive Aerosol Art Mural Program was completed as part of a wider school beautification project.*

*Introduction of the BEACON No Dole Program, which has as its goal meaningful post school destinations for WHS students. This has resulted in the development of a school co-ordination team, over 30 business partners, 6 apprenticeships for WHS students in 2004, and recognition by external BEACON auditors that WHS is in the top 3% of schools, nationally, who have committed to this program.*

*The development of a pilot program, funded by the Westpac Bank, to develop Life Long Skills for boys.*

*58 year 9 and 10 girls participated in the highly successful Girls Savvy program at the University of Wollongong.*

Other welfare projects have included Anger Management courses; ED Unit mentoring initiatives; Links to Learning placements; Plan-It-Youth participation; Dare 2 Dream program, run in conjunction with The Illawarra Hawks Basketball team; Access Jobs Pathways and OH&S Green card courses and numerous positive award schemes and celebrations to reinforce student achievement.

**Key Evaluations**

**Educational and Management Practice**

**One-Hour Period Structure**

**Background**
A change in period times was introduced at the commencement of the 2004 school year. This was a significant change, and a departure from the 40-year history of the school, which had seen 8x40 minute periods as the norm.

The new structure for the school day is 5x1hour periods.

This change was made after careful consideration of current research, and the desire to ensure every student achieved optimum outcomes. It was felt that this new format would enable the following:

- An opportunity for staff to vary their teaching strategies to cater for the preferred learning styles of students.
- An opportunity for staff to work individually with students.
- The capacity to develop problem solving skills and learning techniques involving the use of technology.
- The promotion of a student centred, independent learning ethos.
- More time on task and less ‘lost’ time, changing classes and moving around the school.
- An opportunity to embrace aspects of DET’s Quality Teaching framework.

Findings and conclusions

The following statements represent staff responses when surveyed about the impact of one hour periods:

- 66% of staff either agreed or strongly agreed that longer periods allowed them to monitor and report on student activity more effectively.
- 87% of staff either agreed or strongly agreed that longer periods reduced class disruption(s).
- 77% of staff either agreed or strongly agreed that longer periods allowed them to incorporate different teaching strategies into their lessons.
- 79% of staff either agreed or strongly agreed that in the longer periods, students worked effectively.
- 83% of staff either agreed or strongly agreed longer periods provided for better lesson preparation.

Also, staff noted the need to adequately support casual staff not experienced to such timeframes and the need for ongoing professional development opportunities to ensure quality teaching practice.

Future directions

The one-hour period structure is seen as a positive initiative that will be maintained and refined in the immediate future. Professional Learning opportunities for staff— including casuals engaged by the school— will target quality teaching and learning to further extend the repertoire of teaching strategies available in the 1-hour period.

Curriculum

Vocational Education and Training Review

Background

Warilla High School offers a wide range of vocational educational courses delivered to industry standards and officially recognised Australia wide.

These courses include:

- Hospitality
- Business Services-Administration
- Retail
- Information Technology
- Building and Construction

The school is reviewed annually by the Shellharbour RTO (Registered Training Organization), a group independent of the school, which assess VET delivery against these industry standards.

Each of these courses requires students to undertake a formal work placement of 35 hours per year. Employer feedback has been very positive with several placements leading to offers of both part-time and permanent employment.

Findings and conclusions

The RTO team made the following comments in their 2004 review of Warilla High School:

- VET was very well managed and supported
- Teachers have an obvious interest in student outcomes and access to courses and resources.
- There is a good balance of practical and theory delivery plus extension work beyond the classroom, especially in Hospitality and Construction.
- There is a positive working relationship between VET teachers.
- The school provides access to VET mainstream classes for students with a disability.
- VET teachers are highly enthusiastic and committed.
- School documentation reflects RTO policies.
The positive ethos and team work of staff is complemented by the outstanding leadership provided in this area by Deputy Principal, Mr Bruce Tapp.

The Review Team’s analysis of VET courses is corroborated in quantifiable data generated by the HSC examinations.

Students who sat for the HSC component of these courses performed better than state average, with some performing nearly six points in advance of the state mean.

Future directions
The outstanding results achieved by students in these courses will be consolidated in the immediate future by continuation of the existing VET frameworks.

The RTO team also suggested extension to OH&S signage, which has now been completed.

Significant capital expenditure has been undertaken in the establishment and ongoing maintenance of a commercial kitchen and the purchase of new equipment, including industrial lathes, for the Industrial and Technology area of the school.

Programs to Support Learning

The BEACON Project
The Beacon Foundation ‘No Dole’ Project originated in Tasmania, as a response to youth unemployment. The project’s unprecedented success saw it offered Australia wide for innovative schools wanting to ensure post school futures for students.

This offer resulted in both Warilla and Oak Flats High Schools entering a partnership called the Shellharbour City Beacon Foundation School Industry Partnership.

This union has seen each school develop both formal and symbolic ties with local businesses and industry, to ensure that every student who leaves has the opportunity for on-going, job related training and or employment.

The BEACON project sits comfortably at Warilla High School as an articulation of the school’s commitment to the future of its students. It complements a range of programs designed to ensure this end, including:

- Vocational Education and Training Courses – Hospitality, Business Services, Information Technology, Retail and Building and Construction.
- School to Work programs
- Work Studies
- Work Placement and Work Experience
- The Job of A Student Program
- Careers Markets and Careers Counselling
- A rigorous course selection process for students transitioning into the senior school
- A myriad of developmental and remedial welfare initiatives.

After one year of this project, the school has over 30 committed business partners, a coordinator to oversee the project, and six students who have gained apprenticeships.

The project is strongly supported by the school community, the Mayor of Shellharbour City, the local Council and the Shellharbour School Education Area Office. Letters of support from federal politicians, including the Prime Minister, have also been received.

Warilla High School is committed to ensuring the ongoing success of this project and has embedded it as a significant aspect of the 2005 School Management Plan.

The Peer Mediation Project
During 2004, Warilla High School became the only NSW public high school to enter a formal partnership agreement with the Community Justice Centre. This Partnership is a proactive welfare initiative which seeks to give students the highly desirable skills of conflict resolution, mediation, stress and anger management, leadership, teamwork, negotiation, improved communication and goal setting.

The fundamental purpose of this training is to build a school culture that values these skills, actively encourages them and empowers students to behave in a positive way and reject bullying and harassment in any form it may take.

40 year 9 and 10 students were given the opportunity to train to become peer mediators.

Over $5,000 worth of specialised training was provided by facilitators from the Community Justice Centre, with 39 students successfully completing stage 1.

From this student pool, 20 students were chosen to undertake stage 2 of the program, with all 20 successful.

A Peer Mediation graduation ceremony was held with The Director of The Community Justice Centre presenting all participants with certificates.

The Director indicated that such was the success of the Warilla High School project, that it may become
the template, state-wide, for both public and private schools wishing to participate in the future.

These peer mediators will be used to help resolve student-based issues as they arise and further promote a positive school environment and welfare support structure.

**The Community of Schools partnership**

Our Community of Schools organization comprises Warilla High School, Shellharbour Public School, Flinders Public School, Warilla Public School, Barrack Heights Public School and in 2005, the newly created Shell Cove Public School.

This partnership seeks to guarantee quality middle school initiatives between year 5 and year 8, improved professional dialogue between staff that will centre on productive pedagogies and learning experiences that enhance student performance.

To this end, several initiatives have taken place in 2004, highlighted by the following:

- The establishment of a Community of Schools music ensemble, which rehearses at the high school every Thursday afternoon under the tuition of Mrs Unicomb.
- Joint student leadership forums involving student representative councillors from each site.
- A sports gala day where all schools come together to compete with and meet each other in competitions arranged by high school students and our PD/H/PE staff.
- A Science Discovery Day targeting year 5 students who were introduced to the wonderful world of science by engaging in laboratory experiments and observations coordinated by Mrs Cobbin and staff from the Science department
- The annual WHS Creative and Performing Arts Evening which gave primary students the opportunity to view static and live performances from students in the Visual Arts, Music Photography and Drama departments.
- Several orientation visits, including a major WHS Expo. which is to become an annual event.

Our aim is to continue and refine these middle school initiatives during 2005 to showcase the wonderful talent that exists in students at each of the respective sites, and to articulate the value of a public education.

**Students with a disability**

Warilla High School’s Special Education facility continues to be at the forefront of catering for students with a disability through individual education and transition planning, and the development of positive community partnerships through liaison with parents and outside service providers.

The highlights of 2004 have been many and varied and include:

- Accessing Riding for the Disabled, which encourages students to develop self-confidence, responsibility and self-determination to achieve success.
- The opportunity for students in Years 10, 11 and 12 to access and complete successfully a fully accredited first aid course, with one of the outcomes being enhanced vocational opportunities.
- Active participation in the film making process including script writing, filming, editing and postproduction. This culminated in the screening of the final product, “A Day in the Life of…” at Hoyt’s cinema. Our thanks to the Australia Council, Illawarra Ethnic and Multicultural Community Centre and the Illawarra Mercury for their financial assistance and human resource input.
- The involvement of several students in the painting of a large mural on the outside of the ED Unit. The impressive outcome was the result of teamwork with mainstream students in the area of design, colour and space.
- The opportunity for several students to access mainstream Key Learning Area’s through a positive integration strategy. Additionally, a number of students attached to the ED class have been successful, through the acquisition of positive self-management skills, in making either a partial or full transition back into mainstream classes.
- The opportunity for some students in years 9, 10, 11 and 12 to participate in work placement. Feedback from employers was exceptional, with the offer of part time employment to some students in the program, forthcoming. This program has also been very empowering for other students with intellectual disabilities.
- A week long excursion to the Perisher Blue resort, skiing. This gave students the chance to interact socially, develop independence skills, and most importantly, develop a sense of self-growth. These were also the outcomes from the Special Education Royal Easter Show trip.
- A series of community access excursions have allowed the development of independent shopping skills.
The involvement of senior students in TVET and VET courses has provided them with alternative curriculum pathways and increased vocational opportunities.

**Recognition of student achievement**

Positive reinforcement of student achievement is a significant platform of our welfare system. During 2004, student success was celebrated in various ways, including:

- Two Gold merit Award presentations and luncheons were held at the end of each semester where a total of 60 gold merit certificates and engraved gold medallions were presented to students from years 7-12. A feature of these presentations was the almost 100% attendance of parents of those being recognised.

- 179 Silver Certificates were awarded across years 7-12, with each having a $10 voucher to the Sanity Music store attached.

- 147 Quiet Achiever Awards were presented, each one having a $5 canteen voucher attached.

- Seven lunch-time Good Student BBQ’s were held and certificates presented for outstanding reports. There were over 272 recipients of these awards.

- 171 ‘Job of a Student’ program merit certificates were presented to year 7, with a total of eight year 7 students receiving a special ‘Job of a Student’ Commendation, including 1 gold, 1 silver and 6 bronze commendations-an outstanding effort!

Additionally, a number of ‘Good Student’ excursions, luncheons and end of year activities were organized by each of the year advisers for their respective years.

**Aboriginal Education**

A key component of Aboriginal education at Warilla High School is the incorporation of Aboriginal perspectives into all Key Learning Areas. This provides all students with the opportunity to appreciate Aboriginal culture and deal with our history and its impact on Aboriginal society.

The school prides itself on dealing with student welfare issues relating to Aboriginal students. Attendance and suspension rates are comparable with other student populations and better than state averages for Aboriginal students.

2004 Numeracy assessments carried out in the SNAP tests saw Aboriginal students at Warilla High perform above state average against other aboriginal students in each aspect of the assessment-number, measurement, space, data and problem solving.

Likewise in ELLA, the equivalent literacy assessment, Aboriginal students at Warilla High were above state average when compared to other Aboriginal students in each of the areas tested-writing, reading and language.

Our challenge now is to replicate these results in comparisons across the entire state cohort.

This is one of a number of challenges to be addressed by our new Aboriginal Education Assistant, Ms Sharon Maher.

Ms Maher organised an excellent ASSPA end of year dinner and presentation to specifically recognise the achievements of our Aboriginal students.

The school has also joined a national initiative, The Dare-to-Lead project. This initiative has resulted in a coalition of schools from across Australia joining together, with a commitment to improving educational outcomes for all indigenous students.

To support this aim, planning for 2005 has targeted the establishment of an Aboriginal Homework Centre at Warilla High School, which will be used as a district resource. Several community meetings have reinforced this commitment.

**Technology**

The school has a strong emphasis on the effective use of technology in both administration and the teaching and learning process.

Initiatives and resources to support the effectiveness of technology in the school include the following:

- Four specialist computer rooms.
- Over 185 computers deployed at key sites around the school.
- Several classrooms being supplemented with banks of computers and Internet access. These classrooms are spread across all Key Learning Areas.
- The resource centre in the library is being continually updated.
- A technology centre has been centrally located in the library to house the servers and back up equipment.
- A full time technician has been employed since 2003, to ensure the effectiveness of the system, school wide.
The RISC system is being extensively used to monitor and record student activity electronically, with staff being trained in its use.

A professionally designed web page was funded by the P&c and is expected to be fully operational by the end of term 1, 2005. This web page will provide information about the school and every Key Learning Area. It is anticipated that school newsletters, assessment information and other essential data will be provided in electronic form in the near future.

The school purchased the First Class program, an administrative program, which individualises timetables and helps track student progress.

Staff continued to be trained in the effective use of technology in the classroom.

Staff with a specific responsibility for technology coordination across the school also trained in the Web Services system to be implemented by DET in the near future.

Warilla High School remains committed to establishing improved learning outcomes through the use of appropriate technologies by staff that possesses the required skills.

**Student performance**

There are a number of key indicators of student achievement that provide a rich source of quantifiable data that can be used to assess student outcomes against predetermined criteria and state cohorts.

These indicators include ELLA (English Language and Literacy Assessment), SNAP (Secondary Numeracy Assessment Program), The School Certificate and The Higher School Certificate.

The data generated by WHS students during 2004 in each of these areas is best summarized as follows:

**ELLA**

- 158 Year 7 students sat for this exam, comprising 91 boys and 67 girls.
- Girls performed above state average in each of the key areas assessed, namely writing, reading and language.
- Boys performed slightly below state average in writing and reading but above state average in language.
- Aboriginal and Torres Strait Islander Students (ATSI) performed well above average when compared to other ASTI students across the state.

**In year 8, 184 students sat for this assessment, comprising 101 boys and 83 girls.**

As a group, year 8 was less than 1 point off state average in both reading and language, and a little over 3 points off state average in the reading assessment. A comparison with 2003 data for the same group indicates an upward trend.

The majority of students assessed in years 7 and 8 achieved either a high or proficient score, which places them in the top half of the outcomes continuum.

Our ELLA Reference Team made a series of recommendations for implementation in the latter half of 2004 and continuing into 2005 that will further improve student literacy levels.

**SNAP**

Students in Years 7 and 8 were tested in the following strands of numeracy—number, space, measurement, data and numeracy problem solving.

These five areas combine to give the overall numeracy capabilities of the student on the day of the test.

In year 7:

- 152 students sat the test- 89 boys and 63 girls.
- The school mean was slightly above the state mean
- Boys’ school mean was higher than the state mean by 0.9%.
- Girls’ school mean was lower than the state mean by 0.8%.
- ATSI students were 4% above their state cohort.
- Most year 7 students were placed in the proficient band, with students performing best in measurement and space.

In year 8:

- 181 students sat the test- 97 boys and 84 girls.
- The school mean was slightly below state mean (1%), but had improved on the previous years result by 1%.
- Boys performed slightly better than the girls.
- ATSI students were 2.5% above their state cohort.
- A significant improvement has occurred for this cohort when compared to their previous year’s results. This improvement was across all numeracy strands, but particularly in space, data and numeracy problem solving.
Our SNAP Reference Team have recommended the need to raise the profile of numeracy across each of the KLA’s, develop meaningful partnerships between school and home which focus on numeracy development and exam ways of improving teaching methodologies as a means of improving the data presented from the 2004 SNAP assessment.

School Certificate

Students’ performance in School Certificate (SC) statewide examinations in English Literacy, Mathematics, Science, Australian History, Australian Geography, Civics and Citizenship is reported in achievement Bands 1 to 6 (Band 6 identifies highest achievement).

Results in courses assessed at school level are reported in Grades A-E (Grade A identifies highest achievement).

In 2004, 158 students sat for the SC examinations.

An analysis of the SC results for Warilla High School indicates:

- Average exam marks were below state mean in most subjects, except Intermediate mathematics.
- There was a significant improvement in the number of Band 5 and 6 results, but this was still below state mean when compared to the entire cohort.
- There were relatively few Band 1 or 2 results.
- Results clustered around Band 3 and 4 for the majority of subjects.
- Grades allocated in elective subjects indicate students have performed better than in core subjects.

The Higher School Certificate

The Higher School Certificate is an internationally recognised credential. This year in NSW:

- More than 66,000 students completed the HSC.
- 12,932 students made the Distinguished Achievers List, with marks of 90 or more in a course.
- 52% of students in the highest result band attended public schools, 48% attended private schools.
- On average, 2% more girls than boys were in the top results band for each course.
- 99% of Standard English students passed.

At Warilla High School, our 2004 HSC results can best be described in the following:

- Two students, Aleksandar Cankulovski and Carly Jones made the Distinguished Achievers List.
- 19 of our UAI students gained first round placements at the university of their choice in courses including Commerce, Law, Arts, Civil Engineering, Information and Communication Technology, Computing Science, Tourism and Sports Science.
- Of our UAI candidature, the highest ranked student achieved a UAI score of 94.2-an excellent result.
- Across all subjects examined, the majority of students achieved either a Band 3 or Band 4 result, 47 students achieved a Band 5, and 2 received a Band 6 result.
- Results were generally below the state mean with the exception of Drama, Economics, Information Processes and Technology, Hospitality, and Business Services.
- Many results were only marginally below state average, including Business Studies, Design and Technology, Standard English, Food Technology, Mathematics and Construction.

Results indicate that our HSC students require careful counselling in their choice of courses and both support and monitoring by staff to ensure they are maintaining well-directed effort as they proceed to the senior school.

Our Targets

Progress on 2004 targets

Target 1. Links with our Primary Schools

Our achievements include:

- Effective 6-7 transition processes in place.
- A combined Community of Schools band.
- Combined student leadership and academic workshops as well as sporting activities.

Target 2. School Promotion

Our achievements include:

- The establishment of a school promotion team.
- A school Expo which attracted over 300 people.
- Regular positive news items in the local media.
Target 3. Academic opportunity and achievement

Our achievements include:

- A strong VET and technology program
- A comprehensive network of academic mentor support initiatives.
- A reinvigorated subject selection process and transition program for senior school entry.

Targets for 2005

There are six key targets for 2005, derived from the work of our cross faculty teams in the areas of Teaching and Learning, Curriculum, Welfare, Technology, Assessing and Reporting, and School Community Partnerships. These targets are fully detailed in our 2005 Management Plan, with the following examples giving a flavour of the breadth and scope of our endeavours.

Target 1. Teaching and Learning

Our goal is to recognise that all students can learn and have individual needs that will be addressed through quality teaching and learning practices.

Strategies to achieve this target include:

- The development of a long term plan for the implementation of the quality teaching framework as described in DET’s “Quality teaching in NSW public schools” document.
- The deployment of research teams to examine sites of best practice with a view to duplicating methodologies of exemplar schools at WHS.
- Ongoing professional dialogue based on productive pedagogies and an emphasis on instructional leadership by all members of the school executive.

Our success will be measured by:

- The presentation of a long term plan to ensure quality teaching and learning practice for presentation to the executive before the end of semester 1.
- Tabled reports from research teams with recommendations for implementation. These reports will be due before the end of semester 1.
- Quality Teaching and Learning activities embedded in each School Development Day and supplemented by internal and external professional development opportunities, including links with The University of Wollongong.

Target 2. Curriculum

Our goal is to provide a comprehensive, flexible curriculum which addresses the needs of students and the diverse pathways they may undertake.

Strategies to achieve this target include:

- The implementation of new stage 4 and 5 syllabus documents in all KLA’s.
- The development of resources to support new syllabus directions in all KLA’s.
- An investigation into alternate curriculum structures and VET frameworks.

Our success will be measured by:

- The development and implementation of outcomes based programs and units of work.
- The development of appropriate resources to support the requirements of the new syllabuses.
- The completion of a curriculum audit with recommendations for executive action.

Target 3. Welfare – Our goal is to provide equality of opportunity, irrespective of circumstance, and to promote inclusive practices in all aspects of school endeavour.

Strategies to achieve this target include:

- The development and implementation of initiatives that include Peer Mediation, Mentoring, Anti-bullying and Assertiveness training, a Learning Support Team and positive reinforcement systems that recognise student achievement.
- Participation in the Dare-to-Lead coalition.
- The development of an Aboriginal Homework Centre and improved literacy and numeracy results for ATSI students.
- A commitment to ongoing staff welfare.

Our success will be measured by:

- A reduction in the incidence of bullying and anti social behaviour.
- A student body skilled in conflict resolution techniques.
- An aboriginal homework centre established and operative as a district resource.
• Improved ASTI indicators in ELLA, SNAP and 10-12 retention.

Our context

Enrolment profile
There were 952 students enrolled in February, 2004, including 519 boys and 433 girls. Enrolments at the school have remained similar over a number of years, but are set to increase with the expansion of Shellharbour housing estates. It is anticipated that our 2005 enrolment will exceed 1000. Retention of students into the post compulsory years of education remains a school priority.

Attendance profile
Attendance levels remain equal to or better than, both district and state averages.

Parent and Caregiver Involvement and Participation
A small but very committed group of parents regularly attend each Parents and Citizens Association (P&C) meeting with many insightful and constructive criticisms acted upon. There is also a very good attendance at:

- Parent/teacher night.
- Curriculum awareness nights.
- Presentation nights.
- Year 7 Parent afternoon tea.

2004 also saw a WHS School Expo., which showcased a variety of learning activities with static and interactive displays. Over 300 people attended this event. It is hoped that the work of our school Community Partnerships team will open further avenues for parental involvement in the life of the school.

Community Use of School Facilities
A small number of community groups, mainly church and dance schools use the school facilities.

- The school hall is not used extensively because of the school’s drug-free zone policy provisions which are strictly enforced.
- The indoor sports stadium cannot be used by community groups because of council restrictions

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

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<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>572,816.43</td>
</tr>
<tr>
<td>Global funds</td>
<td>446,398.13</td>
</tr>
<tr>
<td>Tied funds</td>
<td>283,790.12</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>166,806.62</td>
</tr>
<tr>
<td>Interest</td>
<td>30,262.26</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>59,161.78</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
</tbody>
</table>

| Total income                     | 1,559,235.34 |

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
</tbody>
</table>

| Total expenditure                | 1,060,988.27 |

| Balance carried forward          | 498,247.07  |

A full copy of the school’s 2004 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.

About this report
In preparing this report, the self-evaluation committee has gathered information during the year and analysed other data about the school’s practices and student learning outcomes. The self-evaluation committee has determined targets for the school’s future development.

Members of the school self-evaluation committee included:

Mr J Hambly, Principal  
Mr B Tapp, Deputy Principal  
Mr R Ashby, Deputy Principal  
Mrs M Hedges, parent representative and WHS P&C Secretary  
WHS Professional Learning Team

The school education area chief education officer has provided guidance to the school during the self-evaluation process and validated the analysis of student performance data contained in this report.

Ms P Hunt  
Chief Education Officer  
South Coast Region

The school education director has endorsed the targets contained in this report, which will be used to facilitate area planning and allocation of area resources.

Mr P Hirst  
School Education Director  
Shellharbour School Education Area