Warilla High School Annual School Report

NSW Public Schools – Leading the way
Our school at a glance

Students

Warilla High School is the most rapidly expanding secondary school in the Shellharbour School Education Area.

Our enrolments continue to rise with approximately 70 new students added in each of the past 3 years.

In 2006 we had 1047 students comprising 543 male and 504 female. We anticipate a 2007 enrolment in excess of 1120. A tight cap on non-local placements has been operative over the past few years.

Over 60% of our HSC graduates have gone on to further study, while a further 32% have entered either full time or part time employment.

Daily attendance rates and overall retention figures continue to be in line with the SEA and State means.

Staff

The School had a Total Teacher Entitlement of 76.4 with a total Non-Teacher Entitlement of 18.5.

The teaching entitlement included 40.8 general teaching staff, 11 Head Teachers, 2 Deputy Principals and a Principal.

Various Specialist Staff including a Teacher Librarian and STLA complement this staffing roster.

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

Significant programs and initiatives

The school offered a number of programs to give students extra educational support throughout 2006. These were:

- Careers education program
- Student leadership initiatives
- Technology program
- Drug education initiatives
- Conflict resolution skills training
- Environmental education initiatives
- STLA (Support Teacher Learning Assistance)
- Mentoring services
- Youth Workers Network
- Volunteer / Charitable works program

Student initiatives for 2006 included:

- Year 11 Mentor Skills lessons
- Year 8 Literacy & Numeracy electives
- Year 8 Gifted & Talented Class
- A Homework Centre

Student achievement in 2006

Literacy - ELLA

In the state wide Year 7 ELLA Test, our students averaged 88.5 compared to a State mean of 88.8 – a very strong result.

Numeracy - SNAP

In the state wide Year 7 SNAP Test, our students averaged 84.0 against a State mean of 84.7 – a very strong result.

School Certificate

In the School Certificate external tests the percentages of our students in the higher performance bands (5 & 6) were slightly below State comparisons while middle performing bands (3 & 4) were better than the State mean. Our valued-added data (improvement between Year 5 and Year 10) is the best it has been for several years.

Higher School Certificate

In 2006 our HSC students performed above the State average in Chemistry, Textiles and Design and Retail Operations.

Band 6 results (90% or more) were recorded in the following subjects:

- Mathematics (3)
- PD/H/PE
- Chemistry
- Biology
- Business Studies

There were an additional 55 Band 5 (over 80%) results and 133 Band 4’s (over 70%) recorded. Nearly 40% of our 2006 HSC candidates recorded results in the top 30% of the State – an outstanding achievement.

Our highest UAI (University Admissions Index) was 97.5 with over 20% of our candidature gaining a university place for 2007.
Messages

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, ‘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’.

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.

Indeed, standards and expectations are the two key words that drive our response to both internal and external data and benchmarking.

These responses have seen innovative initiatives developed in 2006 and beyond, including specifically designed Literacy, Numeracy and Gifted and Talented classes in Stage 4.

The concept of ‘Self Selected’ classes will be implemented in 2007.

It is from this platform that Warilla High School has distinguished itself as a quality learning facility.

The school is extremely well resourced and boasts an impressive infra-structure that is the envy of other public and private schools in the Region.

The cornerstone of all of our work is an unwavering conviction that every student who walks through our gates is capable of excellence.

Understanding what form this excellence will take and finding the key that unlocks it is our challenge as educators.

I certify that the 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

P&C message

The Warilla High School P&C is a small but energetic group of parents dedicated to improving outcomes for students and supporting the direction of the school.

The P&C meets on the second Tuesday of each month.

These meetings are held in the school library and commence at 7.30 pm.

The P&C is not a fund-raising group in the traditional sense of the term but makes significant financial contributions to learning programs and infrastructure development.

These contributions are made available from the P&C run canteen and in recent years have been used to develop a professionally maintained website, diaries for all students and a magnetic fridge calendar to remind parents of more important school dates.

Additionally, a full refurbishment and fit-out of the canteen has made for a very pleasant area for our dedicated volunteers.

P&C meetings are essentially information sessions with the Principal delivering pertinent information in his monthly report while other staff often attend to present talks on special programs and/or initiatives.

It is a pleasant, supportive atmosphere and all are invited to attend.

Linda Hardman - P&C President

Student representative’s message

Our SRC was involved in several activities in 2006. We held two discos; surveyed students about their views on what needs to be improved in our school; attended leadership conferences at Wollongong University and Sydney Convention Centre; and provided the funding for painting rooms in B Block and E Block so that students and staff have a better environment to work in.

We will be electing representatives from Year 7 at the beginning of 2007 and will then be planning several improvements based on the findings from our survey. One of the major ones will be to repaint and refurbish the boys and girls toilets in D Block. We have already begun the planning for this major activity, and will be running a design competition for students at the beginning of the year. We want ideas for murals that can be painted on the walls, and will be offering prizes for the winning entries. We are also hoping that parents may be interested in coming to help with a working bee to get the painting completed.

Our SRC is looking for opportunities to help improve our school environment, to encourage school spirit and to help in our community. If parents would like to contribute ideas or to ask questions, they can contact the SRC Co-ordinator at the school. We would appreciate your input.

Marion Hing – SRC Co-ordinator
School context

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

Student enrolment profile
The school has a 2006 enrolment of 1047 consisting of 543 boys and 504 girls.
Of these there are 778 in Years 7 – 10 and 269 in Years 11 – 12.
Enrolments continue to increase and it is anticipated that our 2007 enrolment will be in excess of 1120.
There is significant pressure to take non-local students in Year 7 but our accommodation ceiling remains at eight classes.
The school maintains a high retention rate into post-compulsory years.

Student enrolment

<table>
<thead>
<tr>
<th></th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>523</td>
<td>510</td>
<td>505</td>
<td>541</td>
<td>543</td>
</tr>
<tr>
<td>Female</td>
<td>480</td>
<td>462</td>
<td>428</td>
<td>458</td>
<td>504</td>
</tr>
</tbody>
</table>

Student attendance profile
Evaluation of the attendance data contained in the following Years 7 – 10 graph, together with that available for Years 11 – 12, indicates that the school has maintained attendance levels above the Regional and State mean.

Years 7 to 10 attendance

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>90.5</td>
<td>91.5</td>
<td>89.8</td>
<td>91.7</td>
</tr>
<tr>
<td>Region</td>
<td>90.0</td>
<td>89.8</td>
<td>89.5</td>
<td>89.6</td>
</tr>
<tr>
<td>State</td>
<td>90.4</td>
<td>90.1</td>
<td>89.9</td>
<td>90.1</td>
</tr>
</tbody>
</table>

Retention to Year 12
65% of our 2004 School Certificate cohort completed their HSC in 2006 which is well above both the SEG (51.3%) and the State mean (60.6%).

<table>
<thead>
<tr>
<th></th>
<th>SC00 -</th>
<th>SC01 -</th>
<th>SC02 -</th>
<th>SC03 -</th>
<th>SC04 -</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>HSC02</td>
<td>HSC03</td>
<td>HSC04</td>
<td>HSC05</td>
<td>HSC06</td>
</tr>
<tr>
<td>SEG</td>
<td>53.7</td>
<td>57.6</td>
<td>49.4</td>
<td>54.7</td>
<td>65.0</td>
</tr>
<tr>
<td>State</td>
<td>57.7</td>
<td>59.1</td>
<td>59.5</td>
<td>61.0</td>
<td>60.6</td>
</tr>
</tbody>
</table>
155/180 students from Year 10 2006 will be returning to Year 11 in 2007.
97% of these Year 10 leavers have gone into employment and/or higher education.

**Post-school destinations**

**Year 12 destinations – 2006 cohort**

<table>
<thead>
<tr>
<th>Destination</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>20%</td>
</tr>
<tr>
<td>TAFE incl Apprenticeships</td>
<td>42%</td>
</tr>
<tr>
<td>Working Full Time</td>
<td>27%</td>
</tr>
<tr>
<td>Working Part Time</td>
<td>5%</td>
</tr>
<tr>
<td>Unknown</td>
<td>6%</td>
</tr>
</tbody>
</table>

**Year 10 destinations – 2006 cohort**

<table>
<thead>
<tr>
<th>Destination</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 11</td>
<td>74%</td>
</tr>
<tr>
<td>Other High Schools including interstate</td>
<td>6%</td>
</tr>
<tr>
<td>Apprenticeships</td>
<td>9%</td>
</tr>
<tr>
<td>Working</td>
<td>9%</td>
</tr>
<tr>
<td>Not Working</td>
<td>2%</td>
</tr>
</tbody>
</table>

**Staff information**

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

**Staff establishment**

<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>11</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>53.9</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Careers Advisor</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>76.4</strong></td>
</tr>
</tbody>
</table>

**Staff retention**

The following staff transferred or retired in 2006:
D Nette, G Evans, S Smart and M Dawes.

The following were new appointments or transfers to Warilla High School in 2006:
R Ashby, J Hollingsworth, K McNamara, G Evans, C Harrison and C Meizer.

**Staff attendance**

Staff have access to leave entitlements such as sick leave. In 2006 the average daily attendance rate for staff, as determined by the Department, was 96.5% which reflects the professionalism of both permanent and temporary members of staff.

**Teacher qualifications**

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

Indeed, over 90% of staff at Warilla High School have a degree and/or post graduate qualifications.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>65</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>26</td>
</tr>
</tbody>
</table>

**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>30/11/2006</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td><strong>$</strong></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>709 714.15</td>
</tr>
<tr>
<td>Global funds</td>
<td>550 131.54</td>
</tr>
<tr>
<td>Tied funds</td>
<td>448 413.54</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>241 242.30</td>
</tr>
<tr>
<td>Interest</td>
<td>39 984.10</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>342 293.73</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>2 331 779.36</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>138 141.35</td>
</tr>
<tr>
<td>Excursions</td>
<td>49 207.37</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>94 700.17</td>
</tr>
<tr>
<td>Library</td>
<td>24 788.52</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>3 166.97</td>
</tr>
<tr>
<td>Tied funds</td>
<td>474 930.69</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>85 415.88</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>190 608.91</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>55 530.27</td>
</tr>
<tr>
<td>Maintenance</td>
<td>65 771.42</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>320 021.47</td>
</tr>
<tr>
<td>Capital programs</td>
<td>167 860.55</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>1 670 143.57</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>661 635.79</strong></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2006 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 2006

Achievements

2006 has been another stellar year for Warilla High School. The pinnacle of our achievements is without doubt winning the two most prestigious awards in the DET.

1. Ministers Award for Outstanding Student Achievement
   This award is only available to Year 12 students from across the state with 66,000 in the 2006 NSW Year 12 cohort. There are only 38 Ministers Awards given annually, with Valentina Stojcevska one of the recipients. Valentina is an exceptional student and is the embodiment of the values we espouse as a system.

2. Director-Generals Award for Student Well-Being
   Once again, this award is limited to less than 30 across the state and justifies the oft stated claim that Warilla High School has one of the best Student Services structures in NSW.

Bob Pastor heads our Student Services team and his name and work are synonymous with fairness, respect and a genuine compassion for all students, irrespective of their individual circumstances.

Arts

The Arts continue to flourish at Warilla High School, 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 and Photography students.

Highlights of 2006 included:

- A highly successful Creative Arts Evening which was preceded by a Year 7 and 8 Concert. This was designed specifically for a Year 6 audience from our partner Primary Schools and was very well received.
- The Dance Troupe has performed at assemblies, for the Primary Schools and in a key role at Southern Stars. The growing strength of Dance as an alternate means of expression is evidenced by the addition of a Year 9 Elective for 2007.
- Year 7 travelled to Sydney ‘en masse’ to see the Sydney Symphony Orchestra at Olympic Park. This was a ‘first’ experience for many students and a vital springboard for their musical studies.
- The Community of Schools Ensemble contributed a musical component to a variety of school events such as assemblies, the School Expo and the Creative Arts Evening.
- Leizel Mackander’s portrait painting has been hung in the National Portrait Gallery in Canberra as part of the ‘Headspace’ Exhibition.
- Individual performances by Kyarna Cruse, Maiquilla Brown and Vanessa Geeves stand out in 2006.

- Stephanie Kolevska was chosen to participate in the National Art School Studio Course as a 1 Unit Board Endorsed Course which will be accredited to her HSC.
- Year 8 undertook a Field Trip around the local area this year resulting in the production of some superb art works including paintings and ceramic works relating to the experiences on the day which were recorded in drawings and photos.
- The Year 8 Targeted Art Group (TAG) experienced a range of artistic opportunities this year including a sculpture workshop mentored by students from the University of Wollongong and a painting workshop with guest artist, Charlotte Kimberley, supported by an ArtsAway Grant. These experiences allow students to see first hand art in practice.
- The TAG joined with students from the Year 8 Extension Course on other activities including an Illustration workshop with Ritva Voutilla
and the Siev X Memorial Project (a nationwide project involving the painting of poles to represent each victim of the sinking of the Siev X refugee boat).

- Michelle Billett in Year 9 gained a Highly Commended in the Wollongong Art Gallery Photographic Portrait Prize. Year 11 Photography students held regular end of unit displays of work.

Probably the most significant long term achievement has been the purchase and installation of three Art and one Music classrooms and a staff room. These are located next to the existing Music Room and Dark Room and will enable the Creative Arts to function in a more effective and collaborative way and hopefully pave the way for even further success in this KLA in the future.

Sport

Warilla High School has an excellent sporting tradition which has been maintained in 2006.

In terms 1 and 4 students participated in over 20 recreational sports while terms 2 and 3 have grade competition teams added to the mix.

Warilla High School – for the second year in a row – has been named the champion school in the Southern Illawarra Combined Sporting Association for our superior performance in grade competition, regional athletics, cross country and swimming carnivals.

This is a mighty feat, given that a designated Selective Sports High School is also in this competition.

There were many sporting highlights in 2006, with none more satisfying than the Open Girls Rugby Union team which successfully defended their NSW title from 2005. (The Richard Shaw Shield).

This team is arguably the most successful sporting team to have ever represented this school and they thoroughly deserve the tributes and accolades they have received.

Indeed, I doubt we will see their like again!

Additionally, our University Shield Rugby League side were South Coast Champions and made the final 16 in the state, while Warilla High School were also South Coast finalists in the Buckley Shield and ‘Arrive Alive’ Rugby League tournaments.

There were also some very meritorious individual performances, as evidenced in the following:

- Sasha Robertson (Year 8) did outstandingly in the Junior World Championships in Tae Kwon Do. Sasha, despite being only 13, made the U18 Junior World Team.
- Naomi Elliott – Australian High Performance Lawn Bowls Development Squad. Naomi is several years younger than other members of the squad and continues to perform at an exceptionally high standard.
- Daniel Palmer – Australian Schoolboys Rugby Union. Daniel was also the recipient of a South Coast Sports Blue – an exceptional performance from an exceptional athlete!
- Suzana Stojcevska – NSW Lawn Bowls Development Squad.
- Kane Linnett – South Coast Regional Open Age Athletics Champion.

Our grade sport winning teams were:

Senior Boys ’A’ and ’B’ Touch
Senior Boys Soccer
Junior Boys ‘A’ Soccer
Junior Girls ‘A’ and ‘B’ Touch
Junior Girls Basketball
Our Age Champions in the disciplines of Swimming, Cross Country and Athletics for 2006 were:

**Swimming**

<table>
<thead>
<tr>
<th>BOYS</th>
<th>GIRLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 Yrs</td>
<td>Jei McLaurin</td>
</tr>
<tr>
<td>13 Yrs</td>
<td>Blake James</td>
</tr>
<tr>
<td>14 Yrs</td>
<td>Jacob Helson</td>
</tr>
<tr>
<td>15 Yrs</td>
<td>James Wilson-Wharton</td>
</tr>
<tr>
<td>16 Yrs</td>
<td>Rhys Burton</td>
</tr>
<tr>
<td>17 Yrs+</td>
<td>Todd Hoobin</td>
</tr>
</tbody>
</table>

**Cross Country**

<table>
<thead>
<tr>
<th>BOYS</th>
<th>GIRLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 Yrs</td>
<td>Yunus Amac</td>
</tr>
<tr>
<td>13 Yrs</td>
<td>Blake James</td>
</tr>
<tr>
<td>14 Yrs</td>
<td>Jacob Helson</td>
</tr>
<tr>
<td>15 Yrs</td>
<td>Trent Sovrano</td>
</tr>
<tr>
<td>16 Yrs</td>
<td>Daniel Ferraro</td>
</tr>
<tr>
<td>17 Yrs+</td>
<td>Todd Hoobin</td>
</tr>
</tbody>
</table>

**Athletics**

<table>
<thead>
<tr>
<th>BOYS</th>
<th>GIRLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 Yrs</td>
<td></td>
</tr>
<tr>
<td>13 Yrs</td>
<td>Blake James</td>
</tr>
<tr>
<td>14 Yrs</td>
<td>Ben Stratton</td>
</tr>
<tr>
<td>15 Yrs</td>
<td>Chris Bleakley</td>
</tr>
<tr>
<td>16 Yrs</td>
<td>Nathan Sowerby</td>
</tr>
<tr>
<td>17 Yrs+</td>
<td>Kane Linnett</td>
</tr>
</tbody>
</table>

**Zone Athletics Champions were:**

- 13 Yrs Girls: Karra-Lee Nolan
- 14 yrs Boys: Ben Stratton
- 17Yrs+ Boys: Kane Linnett

**Our Warilla High School Sports People of the Year for 2006 were:**

- Senior Sportspersons: Kane Linnett, Shannon Powell
- Junior Sportspersons: Blake James, Laura Worthy

**Other**

**National competitions**

Each year Warilla High School students enter a range of both national and international competitions which sees them compete in a range of knowledge and skills based exercises.

Our students performed exceptionally well, with the following deserving a special mention:

- Mitchell Green achieved a High Distinction in both the Australasian Science Competition and the Australian Chemistry Quiz. This places Mitchell in the top 5% of students nationally. He also achieved a Distinction in the Australian Mathematics Competition and the Australian Financial Literacy Assessment.
- Tiaki Rice received a Distinction in the Science and Chemistry Competitions and also in the Australian Schools Computer Skills Competition.
- James Elphick and Michael Petinga achieved Distinctions in the Chemistry Competition.
- Rachel Barber and Anthony Mazevski of Year 7 also achieved Distinction results in the Science Competition.
- David Lewry was awarded a Distinction in the Australasian Schools Computer Skills Competition.
- Lisa McLennan achieved a Distinction in the Australian Financial Literacy Assessment.

This year Warilla High School students distinguished themselves in the OECD (Organisation for Economic Co-operation and Development) international PISA (Program for International Student Assessment) survey. Students from over 40 countries participated in this assessment of student learning.

PISA is a comprehensive and rigorous international program to assess student performance.

It provides the Minister of Education with the capacity to monitor the success of policies aimed at improving educational outcomes such as the reading performance of boys and the mathematics and science performance of girls.

358 schools were selected at random and approximately 14300 students from all Australian states and territories took part.

Results in scientific, mathematical and reading literacy indicate that Warilla high School reflects the national average.

A questionnaire was also incorporated into the assessment to gauge the students’ attitudes to science.

The results of this questionnaire indicate that the majority of students enjoyed learning about science, were confident with their scientific ability and felt that the school adequately prepared them for a science related career.

Importantly, almost all students (89%) have some degree of confidence in the teaching staff to provide them with the necessary skills.
Student services

The Student Services Team of Warilla High School has effectively re-defined the concept of student welfare.

The ongoing development of a Student Services Centre (Welfare Hub) and the cultivation of genuine partnerships with providers external to the school setting, makes this structure unique in NSW and well deserving of its ‘cutting edge’ reputation.

The guiding philosophy of the Student Services Team is:

‘Equality of opportunity, irrespective of circumstance’.

This creed is actualised on a daily basis with the following 2006 snapshot testimony to the impact this area of the school is having on the lives of many of our students:

• A total of 125 volunteer students (10% of the school enrolment) from Years 7 – 11, participated in the 2006 Red Cross Calling and raised a record $8700. Warilla High School was announced as the 2006 Illawarra Red Cross Calling Champion School (for the second year running). The school was presented with the Norman B Rydge Shield at Government House as the Champion Regional Country School for raising the most funds.

• Visits to the school by Senator Fieravanti-Wells who has subsequently become a very strong supporter and advocate of our school. (Valentina Stojcevska of Year 12 was provided with a work experience opportunity in the Senator’s office which has resulted in permanent work).

• The real life success stories of Warilla High students and our Beacon business partners offering our students hope and a future through apprenticeships and traineeships. Kerrod Sulter (Year 10) undertook work experience with Beacon business partner Andrew Connors Construction in carpentry. Andrew was so impressed with Kerrod’s work ethic and enthusiasm that he was offered a four year carpentry apprenticeship.

• The Illawarra/South East Sydney 2006 Health Incentive Program Grants Presentation was hosted by Warilla High School and was an impressive promotion of both Public Education and our school. It provided a fantastic opportunity to showcase a new Anti-Bullying/Harassment Initiative using Drama developed by Adam O’Brien and the Foxtrot Anti-Bullying Team, which proved to be an outstanding success. The showcase of this initiative has seen Adam, (an ex Warilla High student), being offered a number of opportunities to work in other schools with his program and to undertake ‘Train the Trainer’ qualifications on behalf of the ‘Angels of Hope’ to work on all their Youth Mental Health Programs!

• Warilla High School / St Vincent De Paul Society 2006 Winter Doorknock Appeal raised in excess of $4800 with more than 46 student and staff volunteers assisting.

• Warilla High School and the St Vincent De Paul Society organised the 2006 World Vision 40 Hour Famine Appeal. 58 volunteer students from Years 7 – 10 raised a record $3628.

• 2006 Formal Assemblies have been highly positive occasions where students from across the school are recognised and acknowledged for their wonderful achievements both within and outside the school. Over 1000 individual Student Services Certificate presentations were made during 2006 to ‘students having a go and doing their best and being recognised and celebrated for doing so’!

• Shaun Myers (Year 10) being announced as the recipient of the ‘Illawarra and South East Region Award 2006 – Excellence in Student Leadership’.

• Warilla High School announced as the recipient of the ‘Illawarra and South East Region Award 2006 – Excellence in Student Well-Being’.

• Access Job Pathways Illawarra Launch was an outstanding success and an excellent promotion of Warilla High School.

• Wests Illawarra / Wave FM 2006 Youth Achievement Awards - a record 9 nominations. They were: Valentina Stojcevska
(Year 12) – Academic Excellence, Sasha Robertson (Year 8) – Junior Sports Achievement Award, Michelle Heyman (Year 12) and Daniel Palmer (Year 12) – Senior Sports Achievement Award, Kara Newman (Year 10) and Leah Werner (Year 10) – Citizenship Award, Melissa Boothman (Year 12), Mitchell Oxborough (Year 12) and Shaun Myers (Year 10) – Special Achievement Award. Mitchell was announced overall winner of the Principal’s Achievement Award 2006, Sasha was announced runner-up for the Junior Sportsperson 2006. Melissa and Shaun were also recognised during the night.

- First ever Platinum Merit Award Presentation at Education Week Formal Assembly in May. Certificates were presented to Rabel Yalson (Year 10, December 2005), Ryan Cook (Year 11, December 2005) and Valentina Stojevska (Year 12, May 2006).

- Natasha Hedges (Year 12) announced the 2006 Shellharbour City Council Australia Day Young Citizen of the Year.

- Kellie Marsh – St Vincent De Paul Society/Warilla High School Community Volunteering/Charitable Fundraising Coordinator – was recognised by a special award for Working with Youth (for the Warilla High School/Vinnies partnership youth work) in the NSW Parliament by the Minister for Community Services and Mrs Barbara Albrecht (a former childrens’ court judge).

Academic
This section of the report provides information on the performance of our students in state-wide tests: the English Language and Literacy Assessment (ELLA), the Secondary Numeracy Assessment Program (SNAP), the School Certificate (SC) and the Higher School Certificate (HSC).

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

Like School Groups
For reporting purposes all Government schools in NSW have been divided into eight Like School Groups. Our school has been allocated to one of the groups based on the community we serve and our geographical location. Throughout the report we have compared the achievement of our students to the achievement of students in our Like School Group.

Literacy – ELLA Year 7
Year 7 results from the ELLA tests were strong with the school average of 88.5, almost equivalent to the State mean of 88.8.

Results were particularly pleasing in each of the areas assessed – Writing, Reading and Language.

![Percentage of students in achievement levels: Year 7 literacy (ELLA)](image)

![Percentage of students in achievement levels: Year 8 literacy (ELLA)](image)

Literacy – ELLA Year 8
Year 8 ELLA results showed the school average of 88.7 to be marginally below the State mean of 90.4. This constitutes an improvement on the equivalent assessment for this cohort in 2005. This upward trend is encouraging.
Numeracy – SNAP Year 7
SNAP assesses students in the areas of number, measurement, space, data and patterns and algebra. The overall numeracy average for the school was 84.0 compared to a State average of 84.7 – a strong performance.

School Certificate
Our 2006 School Certificate results show an outstanding value added growth rate. ‘Value added’ is the measurement of how much students have improved between the time of their Year 5 BST (Basic Skills Test) and Year 10 School Certificate assessments.

The relative growth in improvement for our 2006 cohort in English, Mathematics, Science and Australian Geography has been outstanding, as evidenced by the graph below.

The Australian History result is perplexing and unanticipated. It is an area we will concentrate on in 2007.

Although we are 1.05 off in comparison with our Like Schools Group in the Computing Skills Assessment, it is interesting to note that 179/183 students were deemed to be in the Competent/Highly Competent Band.

The following graphs indicate our relative School Certificate results in comparison to historical trends, Like School Groups and the State average.

Numeracy – SNAP Year 8
The Year 8 SNAP assessment showed an overall numeracy level for the school of 85.3 compared to a State average of 87.2. This continues an encouraging upward trend for this cohort.

School Certificate relative performance comparison to Year 5 (value-adding)
Higher School Certificate

The highest UAI for 2006 was 97.55 – an exceptional result!

Given there were other mid-90’s UAI’s and several in the high 80’s, the HSC candidature of 2006 has performed well.

The 2006 HSC saw four of our students make the ‘Distinguished Achievers List’. This is reserved for students who achieved a Band 6 result – a mark of at least 90%, or more.

Our Distinguished Achievers were:

James Elphick
2U Mathematics

Felicity Gallegos
2U PD/H/PE

Michael Petinga
2U Biology
2U Chemistry
2U Mathematics

Valentina Stojcevska
2U Mathematics
2U Biology
2U Business Studies

Both Valentina and Michael narrowly missed inclusion in the prestigious ‘All Rounders List’ – students who achieve 90% or more in 10 units of study.

The school also received 55 Band 5 results (next 10% of the State) and a further 133 Band 4 results (next 20%), giving a combined total of 196 results in the top 40% of NSW.

Although the results are pleasing, the data also indicates that more needs to be done in the senior school to ensure positive value added trends between Years 10 – 12.

HSC Course Summary Table

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2006</th>
<th>School 02 - 06</th>
<th>LSG 2006</th>
<th>State 2006</th>
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<tr>
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<tr>
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<td>Physics</td>
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<td>69.5</td>
<td>74.6</td>
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<tr>
<td>Software Design &amp; Dev.</td>
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<td>66.3</td>
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</table>
Higher School Certificate relative performance comparison to School Certificate (value-adding)

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<th>High</th>
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<tr>
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<td>-7.5</td>
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<tr>
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<tr>
<td>LSG Average 2006</td>
<td>-0.6</td>
<td>-0.8</td>
<td>-0.9</td>
</tr>
</tbody>
</table>

National benchmarks

The Commonwealth Government sets minimum desirable standards for reading, writing and numeracy at particular ages. These are referred to as national benchmarks.

The performance of the students in our school in the Year 7 English Language and Literacy Assessment (ELLA) and the Year 7 Secondary Numeracy Assessment Program (SNAP) is compared to these benchmarks. The percentages of our students achieving at or above these benchmarks are reported below.

Percentage of Year 7 students in our school achieving benchmarks in 2005 and 2006

<table>
<thead>
<tr>
<th></th>
<th>2005 Percentages</th>
<th>2006 Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>National</td>
</tr>
<tr>
<td>Reading</td>
<td>80.0%</td>
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</tr>
<tr>
<td>Writing</td>
<td>90.7%</td>
<td>*</td>
</tr>
<tr>
<td>Numeracy</td>
<td>66.0%</td>
<td>*</td>
</tr>
</tbody>
</table>

* National benchmarks were not available for 2005 or 2006 at the time of preparation of this report.

The first two courses were designed to ensure national benchmarks were achieved by students who were not at that level as identified in the preceding ELLA and SNAP exams.

The class sizes were deliberately kept small, so that students could access as much teacher assistance as possible. Teachers’ Aides were used to help during class. This also allowed for a very flexible approach to content. Having the flexibility to change direction was of great use. Classes were structured, student centred and teacher directed.

The opportunity to explore student achievement using different teaching strategies was quite successful. Indeed the students were better able to demonstrate knowledge or skills using alternative assessments.

We were able to examine very specific styles of lesson delivery to attempt to remediate the very specific learning issues of each student. Often these approaches are not able to be used in normal classes for a variety of reasons. This allowed for effective remediation and more importantly, increased confidence and a feeling of self worth in relation to being a successful student.

The elective Literacy and Numeracy classes will continue in 2007 and into the immediate future as we respond in a vigorous and innovative way to the data reported by the state wide ELLA and SNAP tests, as well as the informed opinion of teaching staff.

Gifted and talented

Likewise, students identified as Gifted and Talented were invited to participate in a program designed to extend and challenge their capacity as learners.

28 Year 8 students participated in the Extension Gifted and Talented Elective. The students were selected using a combination of qualitative and quantitative data. The course was designed to provide students with an opportunity to extend their learning experiences in ways that are not always feasible within the normal classroom context.

They were encouraged to work in areas of their own interest and in forms that reflected their preferred methods of learning. Additional enrichment experiences were provided as a springboard for their investigations. These included:

- Asia-Wise – a general knowledge test in conjunction with the HSIE faculty. This also incorporated the Great Race, an exciting online 1 hour quiz where the students competed against schools from around Australia. It is hoped to make this an annual event.
• Just Imagine – a creative writing project which was undertaken in conjunction with the English faculty and involved students from Years 7 – 10. Several students achieved success in this activity and it is hoped to make this an annual event also.

• An Easter visit to the Childrens’ Ward at Wollongong Hospital, delivering Easter eggs and soft toys to brighten their day. The students designed, planned and implemented the entire project.

• Participation in the Siev X Memorial Project. The students decorated two poles, each representing a victim of the sinking of the Siev X. These were transported to Canberra where they were installed with over 300 other poles from around the nation.

• Excursions – to the Steelworks, Science Centre, Boolarp Nangamai Aboriginal Culture Centre and to Killalea Recreation area.

• The end of the year was marked by a Trivia Competition, organised and presented entirely by the students for their class.

Students have been provided with a CD of work samples from throughout the year as a record of their achievements and as an inspiration to always reach beyond.

In 2007 it is hoped to sustain the momentum of this group into their Stage 5 years through a variety of initiatives such as a mentor program and enrichment activities. This will form the next steps in the development of an integrated Gifted and Talented program.

CAPA precinct

Another long term initiative that has finally taken shape is the development of a Creative and Performing Arts Precinct adjacent to the auditorium. This precinct has seen 4 classrooms deployed, a staffroom, digital media and ‘clay’ rooms, storage areas, extensive verandahs and inviting courtyard. When viewed in conjunction with an undercover area capable of housing over 200 students, it is a most impressive learning facility.

Funds for this project came from our successful submission to the Federal Government under the ‘Investing in our Schools Program’ and money that had been set aside for this purpose over several years, by the school community.

We now have a wonderful area where Visual Arts, Music, Photography and Dance can be explored and developed to its full potential.

I commend the work of all staff who have given such tremendous support for the development of this area and especially Mr Owen, our General Assistant, who co-ordinated the whole project.

Aboriginal education

A key component of Aboriginal Education at Warilla High School is to ensure that our students have a thorough understanding of indigenous issues and that Aboriginal students are working at levels comparable to – or better than – their school and state cohort.

The prime-mover in actualising this goal is our Aboriginal Education Committee made up of students, staff and community members.

This group meets regularly to ensure alignment between activities and stated outcomes.

Mrs Sharon Maher, our Aboriginal Education Assistant (AEA) and Mrs Leanne Setter who relieved as AEA for a significant period during 2006 are to be commended for their efforts.

Likewise, Mr Ron Ashby our Head Teacher Administration, whose drive, commitment and enthusiasm for Aboriginal Education has re-invigorated and rejuvenated this area of the school.

Indeed, the work of this committee has made common the following expressions:

‘Know the Culture,
Know the Kids,
Know the Profiles,
Know the Targets’.

Significant 2006 initiatives included:

• NAIDOC Week Assembly (Welcome to Country, speeches and student
performances) and activities through the week.

- Planning and initial development of ‘Personal Learning Programs’ for all Koori students initiated. Personal Learning Plans are about tailoring education to individual needs, interests and aptitudes so as to ensure that every pupil achieves and reaches the highest standard possible.

- In Class Tuition Program.

- Re-establishment of Aboriginal Studies as a Year 11 Course in 2007.

- Koori Homework / Study Centre operating in Warilla High School Library once a week. Afternoon tea and transport home provided via SACYA’s (Shellharbour Aboriginal Community Youth Association) involvement.

- Shellharbour City Council Koori Network Group ‘SACYA’ involvement in programs such as Koori Mens’ Group.

- Dare to Lead involvement.

- Two students being awarded Educational Scholarships from Regional Group of $1000 each for 2007.

- Reconciliation Day ‘Sorry Day’ Gum Leaf Assembly and activities, (Welcome to Country, speeches and student performance).

- Transformation of A4 Art Room into an Aboriginal Studies Learning Centre.

In 2007 the Warilla High School Aboriginal Education Committee will be involved in:

- Local Aboriginal Language Project-
  - Local Aboriginal elders and appropriate community members will be involved at all stages of development and implementation.
  - Creation of culturally appropriate local resources.
  - Local Aboriginal Language units of work will be used in Aboriginal Studies classes. Koori students not in these classes will have the opportunity to participate in activities at other times.

- Culturally appropriate units of work based on the Local Aboriginal Language Project resources will be developed for across the Curriculum use.

- Warilla High School Koori Dance Troupe will be investigated.

- NPWS (National Parks and Wildlife Service) involvement with the Aboriginal Heritage Officers to create resources, provide positive role models etc.

- Orientation meetings for new members of Warilla High School staff in regards to the local Aboriginal perspective.

- Health and nutrition initiatives.

- The Development of ‘Cultural Awareness’ activities as part of 2007 Skills Week.

- Development of ‘Personal Learning Programs’ for all Koori students initiated.

Multicultural education

All aspects of the curriculum contain appropriate multicultural perspectives. The school hosted a visit by 21 teachers from Hong Kong who were very impressed with the teaching methodologies employed by staff.

We are hopeful that such exchanges will continue in the future and further expose staff and students to a range of cultural experiences.

A member of the staff is an elected and trained Anti-Racism Conflict Officer (ARCO). This member of staff is the first link in support of students experiencing difficulties of a racial nature. Conflict resolution measures such as peer mediation procedures are used to resolve tensions when they occur.

Special education

2006 has been a highly successful and busy one for the Support Unit at Warilla High School.

As in 2005, the Support Unit entered an Indoor FUTSAL team in the A grade division of the NSW State Disabilities Championship held in Sydney. After some very tough competition our team managed to take out the State Championship. What made this extra special is that it is the second year in a row that we have been successful in securing the championship.

The Support Unit had the opportunity to participate in the Illawarra and Shellharbour area schools swimming carnival for students with a disability. We were able to enter a high quality team and achieved some outstanding results, winning the overall point score.

As a result of this two of our students, Brenna Hamilton and Shaun Iacovali, were selected to participate in the NSW Schools Swimming and Athletic Championships for students with a
disability. Brenna achieved two third places, one in breaststroke and one in freestyle. Shaun was successful in achieving two fourth places. Congratulations to you both.

Possibly our most outstanding individual achievement goes to Jessica Benko, one of our Year 12 students. Jessica was awarded the Illawarra Disability School VET Award for Retail and the TVET Achievement for Hospitality. Jessica competed against a large number of nominated students to receive this award, making her achievement all the more remarkable.

After a year’s break from the traditional Support Unit Snow Camp we took a group of students to Perisher Valley for a week. A great time was had by all. The benefits from this camp are far reaching, with students being given the opportunity to develop social skills, independent living skills and the opportunity to participate in an activity that they may not normally have access to.

A number of our students accessed mainstream electives in 2006, achieving some excellent outcomes. Electives included PDHPE, Design and Technology, Hospitality and Retail. The benefits of accessing electives are also far reaching, including knowledge acquisition and the chance to develop positive relationships with mainstream peers.

One of the focuses of this year has been to provide our senior students with the opportunity to be part of a mock interview program that develops skills that support vocational access to the workplace and the broader community. This has resulted in some very successful work experience placements and more importantly, the gaining of full time employment for some of our students.

The Emotional Disability class is an integral part of the Support Unit. This year the teaching staff have been involved in the development of an alternative curriculum that meets the individual needs of students. This has included the establishment of an animal care program through the building and maintaining of an aviary, the establishment of a vegetable garden and participation in community access activities. 2007 will see the commencement of a water recycling and conservation program.

Finally, the Teachers Aide Special staff in our Unit have been involved in the development of a ‘hands on’ cooking program for students with a physical disability, utilising a brand new galley style kitchen installed into one of the Support classes. The benefits of having this kitchen are wide ranging, enabling the development of independent living programs that focus on practical skills that can be utilised across a variety of environments.

Other programs

Community of schools partnership

Our Community of Schools organisation comprises Warilla High School, Shellharbour Public School, Flinders Public School, Warilla Public School, Barrack Heights Public School and 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 centres on productive pedagogies and learning experiences that enhance student performance.

To this end, several initiatives have taken place in 2006, 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 PDHPE 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.
- Science Enrichment Days for Year 3 were conducted by our science staff at each primary site.
- The annual Warilla High School 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 Warilla High School Expo that has now become an annual event.
The beacon foundation ‘no dole’ project

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 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 24 months of this project, the school has over 50 committed business partners, as well as a co-ordinator who acts as an employment advocate/consultant, to interface with business on a daily basis for, and on behalf of, students from this school.

This advocacy has seen several students take up apprenticeships and traineeships in 2006.

Warilla High School is committed to ensuring the ongoing success of this project and works side by side with Shellharbour City Council, The Mayor and General Manager as well as industry representatives from companies such as READYMIX, which give of their time and financial support to ensure the longevity of the project.

VET

The Warilla High School VET students have had a very successful and productive year.

2006 highlights include:

- All students successfully completed work placement.
- VET students have been involved in many different activities in and around the school including the School Expo; creating and setting up displays for the Beacon Auction Day; catering for the Year 12 Graduation, the SRC Induction and numerous Gold Award Ceremonies; paving, construction of student seating and assisting with the new covered area adjacent to the school hall.
- Students attended Choices Workshops, Polish Days and apprenticeship information sessions to assist them with career choices and their interview techniques.
- Students were recognised at the VET Regional Awards. Four students, one each in Business Services, Construction, IT and Student with Intellectual Disability, received awards and numerous students in all frameworks received certificates for nomination.
- In late 2006 a new Head Teacher VET position was created to ensure that all students’ needs are catered for and that professional development needs of staff are addressed in a systematic way to ensure compliance with industry standards

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 300 computers are deployed at key sites around the school.
- Several classrooms are 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 technology support officer has been employed since 2003, to ensure 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.
- The school purchased the First Class program, an administrative tool, which individualises timetables and helps track student progress.
- Other innovative programs include an attendance monitoring system which will notify parents via SMS messaging of student absences on the day they occur.
- Staff continue to be trained in the effective use of technology in the classroom.

Additionally in 2006, the AIBE (Authenticated Internet Browsing and Email) System was successfully integrated into the school network.

Without doubt, the ‘big ticket’ item of 2006 was the introduction of our new reporting system which will be further refined during 2007.
Progress on 2006 targets

One of the real strengths of Warilla High School is the planning regime which has been set in place. Indeed, the process of cross faculty staff working in teams to respond to data and make recommendations to secure the school’s strategic trajectory is both unique and empowering.

Warilla High School has developed a widely regarded holistic planning regime with an overall theme of ‘3 for 3’. This means that the school targets a 3 point annual improvement over the course of our three year plan in every area of school endeavour, as measured by internal and external data and benchmarks.

Target 1
Assessing and reporting

Our target was to provide assessment regimes that are relevant, valid and consistent and to complement these regimes with reporting systems that clearly articulate what a student knows and can do.

Our achievements include:

• The design and implementation of outcomes based reports in each faculty.
• Continuing collation of assessment policies across the junior school to align with the senior school model.
• Staff training for the implementation of a new reporting system that reflects Department of Education and Training, Board of Studies and KLA direction.

Indeed, the Semester 2 reports for 2006 saw a more comprehensive dossier of information on individual students sent to parents than at any time in the 40 year history of Warilla High School.

Target 2
Technology

Our target was to provide access to and expertise in the use of technologies that will ensure improved learning outcomes and administrative procedures.

Our achievements include:

• Training and support for teaching staff to successfully deliver and integrate technology into lessons. 100% of staff received Technology based training in 2006.
• Administrative upgrade of technology facilities, including the SMS Attendance System and 1st Class Timetable Program.
• Increased access to technology facilities for all faculties. There has been a 30% increase in technology based hardware deployed around the school in 2006.

Target 3
Community partnerships

Our target was to develop genuine and meaningful partnerships with the wider community that will provide improved outcomes for the school, its community and public education.

Our achievements include:

• A strong partnership with our primary school colleagues with at least one significant joint activity to occur each term. Over 90% of students from our partner primary schools transition to Warilla High School in Year 7.
• The development of strong partnerships via the BEACON project. The school has increased its support from the business sector by 25% in 2006 with over 50 local companies now actively supporting Warilla High School.
• The further development and refinement of school promotional materials.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2006 our school carried out evaluations of in the areas of student administration in regard to attendance, while the curriculum area was Science.

Educational and management practice
Attendance Monitoring

Background
Attendance is a crucial element of student success and it is imperative that schools develop systems that monitor and track student attendance in a systematic and rigorous manner.

The school decided to trial a package called ‘SMS Message You’.

This provided technology to automatically send SMS messages to parents on a daily basis when student absences occurred.

Findings and conclusions

The following survey results are indicative of the schemes trial.

<table>
<thead>
<tr>
<th>FAMILY DETAILS</th>
<th>Year</th>
<th>7</th>
<th>8</th>
<th>9</th>
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<tbody>
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<td>Male</td>
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<td>6</td>
<td>16</td>
<td>11</td>
<td>17</td>
<td>24</td>
<td>12</td>
<td>86</td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td>12</td>
<td>12</td>
<td>13</td>
<td>11</td>
<td>8</td>
<td>6</td>
<td>64</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>150</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Q1 Over the past 12 months approximately how many times have you received a text message from the school?

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>1 or 2 Times</th>
<th>3 or 4 Times</th>
<th>At least 1 a wk</th>
<th>More frequently</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>54</td>
<td>57</td>
<td>15</td>
<td>6</td>
<td>148</td>
</tr>
<tr>
<td></td>
<td>11%</td>
<td>36%</td>
<td>38%</td>
<td>10%</td>
<td>4%</td>
<td></td>
</tr>
</tbody>
</table>

Q2 In response to these messages how did you mostly reply?

<table>
<thead>
<tr>
<th>Did not reply</th>
<th>Text back</th>
<th>Rang school</th>
<th>Diary note</th>
<th>Visited school</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
<td>92</td>
<td>20</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>7%</td>
<td>69%</td>
<td>15%</td>
<td>6%</td>
<td>3%</td>
</tr>
</tbody>
</table>

The anomaly in the totals is because some responses had multiple children but only single answers for Q2, 3 and 4.

Q3 How supportive are you of the school using text messaging as a means of informing you about your child’s lateness or absence?

<table>
<thead>
<tr>
<th></th>
<th>Not</th>
<th>Partially</th>
<th>Moderately</th>
<th>Supportive</th>
<th>Fully</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>9</td>
<td>15</td>
<td>24</td>
<td>59</td>
<td>112</td>
</tr>
<tr>
<td></td>
<td>4%</td>
<td>8%</td>
<td>13%</td>
<td>21%</td>
<td>53%</td>
<td></td>
</tr>
</tbody>
</table>

Q4 How confident do you feel about using text messaging as your most frequently used method of informing the school about your child’s absence?

<table>
<thead>
<tr>
<th></th>
<th>Not at all</th>
<th>Mildly</th>
<th>Confident</th>
<th>Very</th>
<th>Extremely</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6</td>
<td>16</td>
<td>23</td>
<td>20</td>
<td>47</td>
<td>112</td>
</tr>
<tr>
<td></td>
<td>5%</td>
<td>14%</td>
<td>20%</td>
<td>18%</td>
<td>42%</td>
<td></td>
</tr>
</tbody>
</table>

Future directions
The ongoing evaluation of this attendance improvement strategy and its cost effectiveness will see a final recommendation made about the systems future.

Findings and conclusions
1. In relation to staff it was found that:
   - Most used a variety of teaching practices to meet student needs.
   - There was a commitment to the delivery of high intellectual quality lessons.
   - Assessment processes used were diverse and catered for individual needs.
   - There was a general cohesiveness within the faculty in relation to quality teaching delivery.

Future directions
- It was felt that ongoing professional development in quality teaching practices would be beneficial.
- That whole staff collaboration in planning and delivery of curriculum would contribute to a cohesive faculty.
- That a focus on individual learning styles of students would enhance positive learning outcomes.

2. In relation to students it was found that:
   - Positive communication occurs between staff and students in the learning process.
   - Teachers take an interest in their learning.
   - Staff encourage them to achieve their best.
   - Opportunities are provided to work cooperatively with others in small groups.

Future directions
- There is room for further development in how teachers make learning interesting.
- That teachers link what is being taught to real world experiences.

Curriculum
Science

Background
The Science Faculty at Warilla High School prides itself in being active in providing positive learning outcomes for its students.
• That students and teachers have the opportunity to share ideas about teaching and learning.

The review has provided a positive platform on which to build successful outcomes for teachers and students. It has provided a sense of direction for Science within Warilla High School to ensure optimum learning processes.

Parent, student and teacher satisfaction

A random cross-section of parents representing each cohort of students was asked to respond to a series of statements related to their perception and satisfaction levels with the school.

From the 90 responses received, the following emerged:

<table>
<thead>
<tr>
<th>Strongly Agree/Agree</th>
<th>Disagree/Strongly Disagree</th>
<th>Don’t Know</th>
<th>No response</th>
</tr>
</thead>
<tbody>
<tr>
<td>My child likes school.</td>
<td>87%</td>
<td>13%</td>
<td>0%</td>
</tr>
<tr>
<td>My child is making good progress in school.</td>
<td>80%</td>
<td>5%</td>
<td>2%</td>
</tr>
<tr>
<td>Behaviour in the school is good.</td>
<td>83%</td>
<td>12%</td>
<td>4%</td>
</tr>
<tr>
<td>My child gets the right amount of work to do at home.</td>
<td>64%</td>
<td>20%</td>
<td>6%</td>
</tr>
<tr>
<td>The teaching is good.</td>
<td>89%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>I am kept well informed about how my child is getting on.</td>
<td>87%</td>
<td>13%</td>
<td>0%</td>
</tr>
<tr>
<td>I would feel comfortable about approaching the school with questions or a problem.</td>
<td>87%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>The school expects my child to work hard and achieve of his/her best.</td>
<td>95%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>The school works closely with parents.</td>
<td>77%</td>
<td>12%</td>
<td>0%</td>
</tr>
<tr>
<td>The school is well led and managed.</td>
<td>88%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>The school is helping my child become mature and responsible.</td>
<td>87%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>The school provides an interesting range of activities outside lessons.</td>
<td>75%</td>
<td>4%</td>
<td>13%</td>
</tr>
</tbody>
</table>

This ‘snapshot’ of parent perception of the school is a strong indicator of endorsement for both our professional practice and direction.

Professional learning

Funds for professional learning were provided as a tied grant from the Department of Education and Training (DET) as well as from the school's global budget. Allocation of funds was based on DET priorities, including Quality Teaching and Learning and support for the implementation of new syllabus documents. School priorities as established by our six key teams were identified as areas of need.

A total of $33041 was spent on professional learning in 2006. Major professional learning expenditure occurred in the following areas:

<table>
<thead>
<tr>
<th>Name of Area</th>
<th>$ amount expended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Teachers</td>
<td>$558</td>
</tr>
<tr>
<td>Use of ICT for Teaching</td>
<td>$1873</td>
</tr>
<tr>
<td>Learning</td>
<td></td>
</tr>
<tr>
<td>Quality Teaching</td>
<td>$5303</td>
</tr>
<tr>
<td>Syllabus Implementation</td>
<td>$9340</td>
</tr>
<tr>
<td>Leadership and Career</td>
<td>$5396</td>
</tr>
<tr>
<td>Development</td>
<td></td>
</tr>
<tr>
<td>Welfare and Equity</td>
<td>$7976</td>
</tr>
<tr>
<td>Other</td>
<td>$2595</td>
</tr>
</tbody>
</table>

Key sessions on the staff development days in Terms 2 and 3 were related to Quality Teaching and Learning, Assessment, Program Development and Computerised Reporting.

Staff spent much of their own time on courses that related to individual career development.

Future professional learning activities will continue to focus on school and DET priorities including:

* Curriculum        * Teaching and Learning
* Assessing          * Reporting
* Technology         * Welfare
* Community Participation

School development 2006 – 2008

2007 marks the mid-way point of our 2006-2008 planning regime.

Targets for 2007

2007 will also see a continuation of our ‘team-driven’ approach to school improvement which has been widely acclaimed and recognised as a catalyst for significant cultural change within the school. Our targets for 2007 are realistic, achievable and endorsed by our school community.

Target 1

A reduction of at least 3% in the reported incidence of bullying and harassment

Strategies to achieve this target include:

• Implementation of the ‘Rock and Water’ Program.
• Implementation of recommendations from the ‘Foxtrot’ Anti-Bullying Initiative and the Les Robinson ‘Building Happier and Safer Schools’ Program.

• The introduction of a bullying register to track and monitor individual students identified as bullies and/or victims.

Our success will be measured by:

• A 3% reduction (minimum) in the incidence of bullying and harassment.

• A 3% increase in the number of students trained in the ‘Rock and Water’ Program.

• The establishment of a bullying register and associated tracking system.

Target 2
The consolidation of quality indigenous education programs

Strategies to achieve this target include:

• Participation in the Dare to Lead Stage 4 program.

• The consolidation of a Koori Homework Centre.

• Literacy and Numeracy courses to ensure learning success and improve the retention rates of Aboriginal students into Stage 6.

Our success will be measured by:

• A 3% improvement in retention of Aboriginal students between Stage 5 and Stage 6.

• A 3 point reduction in the gap between indigenous and non-indigenous students as measured in Literacy and Numeracy standards in Stage 4 ELLA and SNAP assessments.

• A fully functional and operative Koori Homework Centre at Warilla High School.

Target 3
A teaching and learning framework that embraces the quality teaching model and ensures improved student outcomes

Strategies to achieve this target include:

• The consolidation of Literacy, Numeracy and Gifted and Talented classes in the Year 8 elective stream as a response to ELLA and SNAP data.

• The introduction of self-selected classes as a pilot in several core subjects.

• Teaching programs to include explicitly stated elements from the Quality Teaching document.

Our success will be measured by:

• A reduction of at least 3% of Stage 4 students who have not reached national benchmarks in Literacy and/or Numeracy.

• A 3% improvement between pre and post course testing related to students in self-selected classes.

• Bi-annual faculty monitoring to establish that all teaching programs reflect elements of the Quality Teaching strategy.

Target 4
The consolidation and extension of the VET program

Strategies to achieve this target include:

• The creation of an executive position – Head Teacher VET – to oversee and develop VET frameworks.

• The introduction of the new ‘Sports’ VET framework.

• Resource development and Teacher Professional Learning initiatives related to VET.

Our success will be measured by:

• The appointment of a Head Teacher VET.

• The incorporation of Sport into the 2008 curriculum as an extension of the VET frameworks.

• A 3% increase in teachers undertaking VET related Teacher Professional Learning.

• A 3% increase in VET related resources deployed around the school.
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.

John Hambly Principal
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WHS Professional Learning Team
Linda Hardman P&C President

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