Our school at a glance

Students
Our students come from a relatively homogenous demographic. We have three partner primary schools which are in close geographic proximity to our school. This has the benefit of creating a strong sense of community and identity among the students. Many of our students over the age of fifteen have part time jobs. The students, in general, are physically active and they enjoy an excellent lifestyle; living, as they do, near the beaches of northern Wollongong.

Staff
All members of the teaching staff meet the professional requirements for teaching in NSW public schools. We have a very experienced staff who provide a wealth of knowledge about teaching and learning to our students.

Student achievement in 2010

Literacy - NAPLAN Year 7
The results for Literacy in Year 7 were pleasing. Our students’ results were close to or above the state average in writing, spelling, reading and grammar and punctuation. The results were above the scores in statistically similar school groups.

Numeracy – NAPLAN Year 7
Year 7 were well above the like school group average but slightly below the state average in Numeracy.

N.B. These results indicate a starting point for our students in Year 7. We use this information to develop strategies to assist students to improve these results by the time they reach Year 9.

Literacy - NAPLAN Year 9
Our Year 9 Literacy results were above state average results in writing and very close to state average in reading and grammar and punctuation. The results in spelling indicate that there is a need for a program to improve students’ performance in this area.

Numeracy - NAPLAN Year 9
Our Year 9 numeracy results also indicate there is work to be done with improving student performance in this area. Our results are above our statistically similar school groups but below the state average.

School Certificate
Our School Certificate results were above the state average in English, Mathematics, Australian History and Australian Geography and slightly below average in Science and computer skills. The students performed better than students in statistically similar school groups.

Higher School Certificate
In the Higher School Certificate, our results continue to be satisfactory but we are still having concerns with “value added” data. We had above state average results in Ancient History, Biology, English (Standard), Physics and Society and Culture.

Messages

Principal's message
Woonona High School is a comprehensive coeducational high school serving the community of northern Wollongong. School enrolment in 2010 commenced at 743. Woonona High endeavours to meet the needs of all students, from the most gifted to those who may struggle with the demands of high school. Our school is committed to providing educational activities which promote individual development, both academically and socially, in order to encourage our students to pursue excellence and become responsible Australian citizens. We see our students as being part of a community which takes in the local area and expands outwards so that the students see themselves in a global context.

The school structures its policies and practices on a Code of Conduct. This Code has as its aim the achievement of high educational outcomes. Improving student engagement in their learning is a high priority for the school. We endeavour to provide teaching and learning experiences which are relevant and engaging for the students.
Woonona High supports, very strongly, the concept of the student voice in the organisation of the school. We conduct focus groups to gauge students’ ideas and opinions and students organise and run school assemblies.

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.

Martin Arrowsmith

Principal

P & C message

As the year draws to a close I would like to thank all of the parents and friends who have attended meetings, assisted with fundraising and supported the P&C’s activities throughout the year. Special thanks to Debbie Rosa (Secretary), Penny Ogilvie (Treasurer) and John Thompson (Vice President) for their hard work throughout the year. I also wish to specially thank Jill Brodie (Scripture teacher) and Lil South (Maths teacher) for their support of the P&C initiatives throughout the year, particularly their hard work on the “Love Woonona High” clean up days.

The P&C has a number of fund raising activities throughout the year: the Pizza Night, Theatre Night, Music Trivia Night and Frog Week. Whilst not all of the fundraisers have raised a lot of money, those who attended them had a great time, built friendships and a developed sense of school community. Many members of the P&C put in a lot of effort to produce a really fun major fundraiser, the Music Trivia Night. The night raised over $2,000 which will be used to provide student prizes for the Presentation Day at the end of the year. Special thanks to Debbie Lee-Tomcynski, Carlene Prior, Rhonda Moss, Will Reynolds, Mark Reynolds and “The Bill Posters”, the band who played for free on the night.

The P&C initiated the “Love Woonona High School” working bees this year. Lots of work; painting, gardening, cleaning etc. was completed to improve the look and feel around the school. Thank you to everyone involved with these activities. Contact with the local council as a result of these days initiated the DET clearing of the “Goat Track” block on the south of the creek, making it safer for students to get to and from school.

I encourage all parents to continue to support the P&C. All monies raised go towards resources for our children. If you can make it to our meetings it is a great opportunity to keep informed about school issues and have an input into what is happening at Woonona High.

Kerry Banks, P&C President

Student Representative Council Message

Woonona High School’s Student Representative Council (SRC) is a group of students elected by the student body and teachers, which works to carry out two main functions within the school:

- Providing an avenue for student input into the running of the school, and
- To coordinate fundraising within the school to assist school activities, sporting events and to support worthy charities

As the 2010 school year commenced, our SRC duties also began. We were keen to help more charities, organisations and to help raise money for the school. The SRC, which consists of twenty-six dedicated students and a fantastic Year 12 executive team of Captains Huon Reay and Ammy Lewis, Vice Captains Lucas Meehan and Lauren Peace, and Secretary Tahleea Pomeroy, set out to help the school by voicing the students’ needs and concerns.

Throughout the year the school participated in many fundraising events for various organisations such as Jeans for Genes day, Cystic Fibrosis, Daffodil Day and the World Vision 40 Hour Famine. We also continued to sponsor two children from World Vision, Jerwin and Karla, to provide them with necessities not otherwise available.

Along with supporting these charities, students from the school also participated in various SRC and leadership conferences throughout the year such as Elevate Young Leaders Forum which was run by University of Wollongong students and attended by the Year 11 SRC representatives, and the National Leadership Conference. All conferences gave the attending students an opportunity to not only put their own leadership and communication skills to use, but also the opportunity to learn from the other representatives from different schools across the state.
The SRC also organised a World Cup Soccer day which incorporated each year having several teams vying for a spot in a final round against a team composed of teachers to ultimately become the champions. A similar surfing competition was also held late in the year, and more events similar are hoped to be run in 2011.

Woonona High’s SRC aims to give the school many opportunities from mufti days and sporting days to leadership conferences and supporting charities to keep the year packed with interesting things to do. As an SRC we hope that 2011 will be an even better and memorable year.

Flynn Ogilvie, Aylin Savran, Wade Anderton, Jordan Murrill, Dylan Bardsley – Student Leaders

School context

Student information

Student enrolment profile

Student attendance profile

Management of non-attendance

Student attendance is closely monitored by the Head Teacher Student Services in conjunction with the Home School Liaison Officer. Regular contact with parents of students who have a history of poor attendance has reduced the level of absenteeism in these students. The Head Teacher Administration also monitors student attendance for each lesson with teachers reporting any anomalies in roll marking. The Deputy Principals monitor and follow-up students who are regularly late to school. All of these measures have had a profound impact on attendance levels overall and especially in Years 11 & 12.

Retention to Year 12

Post-school destinations

In 2010 102 students sat for the HSC. 37 students received a first round offer from the University Admissions Centre. Several of these students have chosen to defer their university place and use 2011 as a gap year, either working or in a branch of the armed services. 18 students enrolled in a TAFE course and a further 32 gained employment. Of this cohort, 14 students left the school at the end of Year 10 to attend TAFE, start an apprenticeship/traineeship or take up full time employment. During Year 11 a number of students left to take up apprenticeships or traineeships.

Year 12 students undertaking vocational or trade training

Many of our students enrol in either Vocational Education or TAFE subjects while in the senior years. In 2010 53% of Year 12 students were in one or other of these courses. At Woonona High
we offered the following Vocational Education courses: Metal & Engineering, Retail Services, Business Services and Hospitality.

**Year 12 students attaining HSC or equivalent vocational educational qualification**

98% of Year 12 students obtained a HSC or equivalent vocational education qualification. One student did not fulfil the requirements for a TAFE subject and will complete this in 2011.

**Staff information**

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
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</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
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<tr>
<td>Classroom Teachers</td>
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</tr>
<tr>
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</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Careers Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
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<td>District Guidance Officer</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>65</strong></td>
</tr>
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**Staff retention**

Woonona High School has a history of stability with its teaching staff. This, however, has begun to change and 2010 saw the retirement of 3 teachers who had a long connection to the school.

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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**Financial summary**

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

**Date of financial summary: 30/11/10**

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<tbody>
<tr>
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<tr>
<td>Global funds</td>
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<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<td>Canteen</td>
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<td><strong>Total Income</strong></td>
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**Expenditure**

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<th>Teaching &amp; learning</th>
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<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
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<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td>School operated canteen</td>
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<td>Utilities</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
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<td>Capital programs</td>
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<td><strong>Total expenditure</strong></td>
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<tr>
<td><strong>Balance carried forward</strong></td>
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</table>

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2010**

**Achievements**

**Arts**

**Aboriginal Art Workshop**

In this practical art workshop a group of Aboriginal students collaborated to create a canvas painting.

Students investigated the customs, traditional styles, symbols, materials, techniques and tools of Aboriginal art around the local area of the Illawarra.

Students were encouraged to create their own Aboriginal inspired masterpieces using the natural ochres, incorporating Aboriginal techniques as inspiration.

Students could use either acrylic paints or traditional ochre from the school or home
property, and keep their artwork as a memento of the workshop.

The 58th Bulli Show, 18th and 19th September 2010
The talented students at Woonona High School received more than twelve painting, photography and ceramics awards at the 58th Bulli Show.

Tale – Connected Learning Awards
Three year 9 photography and digital media students received Participation Certificates for My favourite Place.

Thirroul youth mural project
Woonona High School students in Year 10 Visual Arts were represented in an exhibition of murals created in four panels. Year 10 Visual Arts students celebrated the launch of the Thirroul Youth Mural, Friday 18th June at Thirroul District Community Centre and Library. The students joined forces with other Northern Illawarra High schools and Primary schools to create a mural for the Thirroul Youth Mural Project. It was great to see such interest, talent and commitment to creative pursuits of so many Woonona High School Year 10 Visual Arts students.

Year 10 students Exhibition
During third term, students in Year 10 displayed their own original artworks, drawings, collage, mixed media, and paintings in the School Library, viewed by a variety of audiences such as classmates, whole school, family and friends and the wider community.

General Excursions
Students participate in excursions to enhance and support classroom studies.

Namatjira Deeply rewarding experience:
Namatjira: Next Generation. On Wednesday, 20th October. 37 year ten students went to the Belvoir St Theatre in Surry Hills Sydney to see the Belvoir and Big Hart production of Namatjira. Namatjira starred Trevor Jamieson who brilliantly performed the story of Albert Namatjira, and his interesting and complex life as an artist. The production was a very enjoyable and vivid experience.

Sculpture By The Sea, Bondi
Visual Art students attended Sculpture By The Sea, a major attraction on the Sydney art calendar. Over one hundred sculptures were exhibited along the idyllic backdrop of the coastal pathway from Bondi to Tamarama. This has produced some amazing and spectacular sculptures made with materials that range from traditional to the extraordinary. The conversations about art and the sheer joy that students displayed made this event extremely worthwhile.

Artexpress
The YEAR 9 Visual Arts class attended the ARTPRESS Regional Tour, Wollongong City Gallery. ARTPRESS is an annual art exhibition featuring outstanding works by 2009 HSC Visual Arts students. The works on display are selected from various media areas in the Visual Arts syllabus, including drawing, graphic design, painting, printmaking and photography. The exhibition includes a variety of themes ranging from issues of political, social, cultural and spiritual significance through to aspects of personal identity and home environment.

Phantasia Exhibition.
It is always a pleasure to have an opportunity to present Stage 5 Photography and digital media students with outstanding works from the Phantasia exhibition: A rich and magical odyssey through photomedia beyond the real world. Artists: Magdelena Bors, Mark Kimber, Andrew Mamo, Alexia Sinclair, and Simon Strong. Curator Alasdair Foster and artist Alexia Sinclair discussed some of the ideas and creative processes behind the works in Phantasia.

Dance Elective
In 2010 Year 8 Electives were introduced for the first time, including a course in Dance. The students experienced a number of different styles throughout the course including ballet, hip hop, modern and cheerleading and attended a number of professional workshops. They also performed at our Elective Expo.

ISER Performing Ensemble
In February 2010 we had 4 students selected to represent Woonona High School in the Illawarra and South East Regional Performing Ensemble. Desmond Cannings (Year 10) and Owen Cannings (Year 9) were selected for the stage band, Tyne-James Organ (Year 9) in the vocal group and Micaela Jordan (Year 9) in the dance
group. They performed at our school on one of their tours of the year.

**Unplugged**

In March 2010 we held our inaugural Unplugged concert to raise funds to purchase a new piano for the school Hall. The initial concert was a success, raising over $700, so a series was launched with one concert each term. The concerts featured acoustic performances and compositions by our students.

**Talent Development Project**

In April 2010 we had 3 of our Year 11 music students selected for a live audition in Sydney for the prestigious Talent Development Project. Ashleigh Defrenza, Taylor Roff and Courtney Loxton were all selected for the second callback after submitting a DVD performing two songs, including one of their original songs. Courtney was then invited to the next stage of intensive workshops in Sydney.

**Musical Production**

In June 2010 Woonona High School held 3 performances of our musical production ‘Battle of the Bands,’ including a matinee show for our partner primary schools. The production was the first musical for Woonona High in many years and involved over 50 students from all years in dance, drama, music, sound, lighting, set design and stage crew. The performances were a great success and the response from the audience and performers was very positive.

**Kool Skools**

In July 2010 our senior music students participated in the Kool Skools Recording Project that involved recording an album of their original songs at a professional studio in Sydney. Over 3 days, they recorded and mixed 10 songs, completed the artwork for the CD cover and filmed a music video clip for one of the songs. The awards night was held in September and our students were asked to perform 2 songs for which they received an award for Best Hip Hop track and a Singer Songwriter award. We also received nominations for Best Video, Best Indie Track, Best Metal Track and Best Acoustic Track, and one of our songs was selected to be included on the National Best of Kool Skools 2010 Compilation CD.

**Southern Stars**

In August 2010 we had over 30 students involved in the performances of Southern Stars at Wollongong Entertainment Centre. Desmond Cannings (Year 10) and Owen Cannings (Year 9) were selected to play in the orchestra, Micaela Jordan (Year 9) was a featured dancer and Tyne-James Organ (Year 9) and Taylour’e Organ (Year 12) were featured vocalists. We also had around 20 dancers in one of the combined items as well as a few dancers featured as soloists in a special item.

**HSC Music Recital**

In September 2010 our Year 12 Music 1 class held a recital showcasing works that they were performing for their HSC Practical exams. They each performed 2 songs from their program and went on to achieve pleasing results in the HSC.

**School Spectacular**

In November 2010, Courtney Loxton (Year 11) was selected as a Featured Artist for the School Spectacular held in Sydney. She performed over 30 songs as a backing vocalist with choreography.

**Music Camp and Variety Night**

In December 2010 we took 30 of our music students to Ulladulla for our annual 3 day camp to form different ensembles and learn new repertoire for our Variety Night concerts. This year we also learnt 3 camp items that involved all of the students. It was a great success, with students from Years 7-12 working together on several group items, including many original songs and new arrangements.

These items, along with many other solo performances and dances, were then performed at our annual Variety Night concerts. The students performed very well and the response from staff, students and parents was very positive. The best original composition was judged and given a recording package as a prize.
Sport
Woonona High excelled in the following areas in 2010:

- Runners-up in open boys’ hockey state championship
- 4th place in National under 17 girls’ basketball
- 3rd place in NSW Open girls’ basketball
- First in the Zone athletics carnival
- Second in the Zone cross country carnival
- Winner of the open girls’ South Coast netball carnival
- Winners of the open boys’ South Coast netball carnival
- Winner of the open girls’ South Coast water polo
- Runners-up in Open Boys’ South Coast water polo
- Winners of 15 years boys’ South Coast water polo
- Winners of 15 years girls’ South Coast water polo
- Winner of the open indoor hockey at South Coast carnival
- Winner of the open boys’ hockey at South Coast carnival
- Won 14 team finals in northern zone winter grade competition.

Excellent individual performances were:

- Heath Ogilvie and Alex Montgomery selected in NSW open boys’ hockey team
- Lauren Peace selected in the CHS Open girls’ Hockey team
- Cassandra Lieschke gold medallist in CHS athletics
- Aimee Burzacott silver medallist in CHS athletics
- Tiarna Porter selected in the CHS Basketball team

Academic
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

and/or

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).
Numeracy – NAPLAN Year 7

Literacy – NAPLAN Year 9
Percentage of students in bands:
Year 9 writing

Percentage of students in bands:
Year 9 spelling

Percentage of students in bands:
Year 9 grammar and punctuation

Percentage of students in bands:
Year 9 numeracy

Numeracy – NAPLAN Year 9
School Certificate relative performance comparison to Year 5 (value-adding)

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<th>Performance band</th>
<th>Low</th>
<th>Middle</th>
<th>High</th>
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</thead>
<tbody>
<tr>
<td>School, 2010</td>
<td>-5.0</td>
<td>-2.8</td>
<td>-2.1</td>
</tr>
<tr>
<td>School Average</td>
<td>-3.7</td>
<td>-2.3</td>
<td>-3.9</td>
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<tr>
<td>2006 - 2010</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>SSG average</td>
<td>-0.5</td>
<td>-1.3</td>
<td>-2.9</td>
</tr>
<tr>
<td>2010</td>
<td></td>
<td></td>
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</table>

Higher School Certificate

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2010</th>
<th>School 2006 - 2010</th>
<th>SSG 2010</th>
<th>State 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>71.0</td>
<td>68.8</td>
<td>70.0</td>
<td>70.5</td>
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<tr>
<td>Biology</td>
<td>67.5</td>
<td>70.0</td>
<td>69.0</td>
<td>72.2</td>
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<tr>
<td>Business Studies</td>
<td>73.2</td>
<td>72.6</td>
<td>70.0</td>
<td>72.3</td>
</tr>
<tr>
<td>Chemistry</td>
<td>76.5</td>
<td>73.9</td>
<td>68.0</td>
<td>73.8</td>
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<tr>
<td>Community and Family Studies</td>
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<td>72.9</td>
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<tr>
<td>English (Standard)</td>
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<tr>
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<td>Legal Studies</td>
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<td>72.9</td>
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Higher School Certificate relative performance comparison to School Certificate (value-adding)

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<tr>
<th>Course</th>
<th>School 2010</th>
<th>School Average 2006-2010</th>
<th>SSG Average 2010</th>
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<tbody>
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<td>Mathematics</td>
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<td>Science</td>
<td>0.1</td>
<td>0.5</td>
<td>0.0</td>
</tr>
<tr>
<td>Australian History, Civics and Citizenship</td>
<td>-2.2</td>
<td>0.5</td>
<td>-0.7</td>
</tr>
<tr>
<td>Australian Geography, Civics and Citizenship</td>
<td>3.2</td>
<td>2.2</td>
<td>-0.2</td>
</tr>
<tr>
<td>Computer Skills</td>
<td>-0.4</td>
<td>-0.6</td>
<td>-0.3</td>
</tr>
</tbody>
</table>

Note: By definition, the State average relative performance is zero

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
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<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
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</tbody>
</table>

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<tr>
<td>Punctuation and grammar</td>
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<tr>
<td>Numeracy</td>
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</tbody>
</table>

Significant programs and initiatives

Aboriginal education

In 2010 Woonona High School continued to develop a more inclusive, active and growing program within the school community as a means of promoting the learning for all ATSI students. We continued to participate in the Northern Illawarra Aboriginal Education Consultative Group and to develop strong connection with our ATSI community. We now have four staff members on our school committee and look forward to the growth of staff members in 2011.

2010 began with an orientation meeting with all ATSI students over lunch and a discussion of student goals for the coming year. Meetings were held on a regular basis throughout the year with a large percentage of ATSI students attending.

One hundred percent of our Year 12 students took advantage of the Norte Norte individual tuition program in a variety of subjects conducted out of class time.

The school continued to work with students in preparing their Personalised Learning Plans.

Two lunches were provided as an additional opportunity for students to interact and connect with each other and with staff. At the end of year luncheon student achievement was acknowledged by the presentation of awards by the Principal. The awards were presented for Academic Achievement, Social Development, Community Service and Attendance greater than ninety percent.

Three Year 12 students Bradley Doherty, Mark Hudson, and Chay Utatao completed their school based traineeships in Policing and Ambulance. Josh McConnell in Year 11 commenced his traineeship in Policing.

Great honour was brought to Mark Hudson and our school when he received a Regional Aboriginal award for Academic Achievement in Numeracy.

Tiarna Porter, Year 11 excelled in basketball by representing our school in Northern Zone team, South Coast area team and was a valued member of the NSW schools’ team. Outside of school Tiarna was successful in being selected in the
Rebecca Starr received a first round offer from the University of Wollongong to study Bachelor of Communication and Media Studies/Bachelor of Commerce.

Opportunities were given to ATSI students throughout 2010 to participate in activities related to ATSI culture. The students were able to attend a performance of the Bangarra Dance Company, watch a play on the life of Namatjira and to attend the community homework centre. Towards the end of 2010 our school applied for our students to be included in the AIME program in 2011. We hope our students are able to gain maximum advantage from the many facets of the program.

**Multicultural Education**

As part of Woonona High’s ongoing efforts to ensure that the school is culturally inclusive our students have been exposed to a variety of experiences about inclusiveness. Many of our students have attended leadership activities to expose them to the richness and diversity of Australian culture. Harmony Day is becoming an event we celebrate each year to increase awareness of diversity within our school community.

**Respect and responsibility**

While the core values outlined in the DET policy *Values in NSW Public School* are included in every area of school life at Woonona High School there are a number of areas in which we specifically involve the students in a range of activities which both fit into existing syllabuses and act as worthwhile stand alone programs.

These core values (integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy) are embedded into all teaching and learning programs. In 2010 students were actively encouraged to participate in activities outside the curriculum. The school reports were changed to reflect this involvement. Students who performed community or school service had that involvement recorded on their half-year and end of year report. This initiative strongly supported the school’s welfare program and reinforced the importance of core values as they impact on the school culture. The program reinforced the ongoing emphasis at Woonona High School on encouraging the students to be “connected” to the school and their community.

The school became part of the Premier’s Volunteering Awards Scheme in 2010. This program was very successful with students volunteering in a huge range of activities. A group of students spent their sport afternoons at the local retirement village assisting elderly residents. A knitting program to assist overseas aid was established. Many of our students received Premier’s Awards – the most of any school in the region with David Krowka of Year 10 receiving a State Award.

**Connected learning**

2010 saw a huge increase in the area of ICT. The Digital Education Revolution continued with Year 9 and Year 10 receiving laptops.

The school became part of the Connected Classroom program. This involved the installation of a video-conferencing set up in our connected Classroom. Students can access a range of experiences previously not possible. They can go on virtual excursions, attend virtual lessons in other schools and have lectures delivered to them from around the world.

The school continued to install interactive whiteboards and ceiling mounted data projectors to enhance the learning opportunities at the school.

**Other programs**

**Vocational Education**

Woonona High School’s Vocational Education and Training (VET) courses aim to prepare students for further education, training and employment and to develop industry recognised skills while at school. Students are given the opportunity to gain credit towards the NSW Higher School Certificate (HSC) and credit towards national vocational qualifications under the Australian Qualifications Framework (AQF). The VET framework courses undertaken by students in 2010 were Hospitality, Retail Services, Business Services and Metal and Engineering.

Mandatory work placement was undertaken by all VET students across all the frameworks during
this year. It provided students with the opportunity to practice and apply skills acquired in the classroom, as well as developing additional skills and knowledge. Students also used this experience to progress towards the achievement of industry competencies. Work placement, also resulted in some students gaining part-time employment.

A new Hospitality syllabus was implemented in 2010 changing the emphasis of the course from commercial cookery to multi-skilling. Hospitality has been identified as an industry with significant skills shortages, so there is a necessity for training not only in technical areas but those also related to customer service and employability skills such as problem solving, communication and teamwork. Employers value multi-skilled workers whose skills can be tailored to meet the needs of the individual business. Hospitality teachers undertook training during this year to enable them to deliver the new syllabus.

Students will gain a Certificate II in Hospitality or a Statement of Attainment. This qualification provides the skills and knowledge for a student to be competent in a range of activities and functions requiring basic operational knowledge and limited practical skills in a defined context. Work could be undertaken in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops.

In 2010 there was an increase in the number of students electing to study the Hospitality course, resulting in the formation of two classes. Sharon Chambers joined the Hospitality faculty bringing with her, expertise and new ideas in this area.

Year 11 Hospitality students in 2010 were provided with a range of opportunities to up-skill. These included participation in an accredited Barista Course, at the Coffee School, Haymarket, where students gained an Accredited Barista Certificate and an Accredited Coffee Art Certificate. Students also completed their Responsible Service of Alcohol (RSA) and Responsible Conduct of Gambling (RCG) Certificates. Students undertook catering exercises for functions such as Principal’s Conference and the Canteen helpers’ Christmas dinner.

Retail Services provided students with basic skills and knowledge including customer service, using cash registers, stock control and sales. This prepared them for entry-level employment in the retail services industry. This year’s Year 12 were the first group to complete Certificate II and the HSC under the new syllabus. This syllabus differs from the previous one in that not all modules are examinable in the HSC and it also includes additional modules, for example Merchandising. 2011 will see the largest group enrolled in Year 11 Retail Services since the introduction of this VET course to the school. It is also hoped that a partnership with Mission Australia will give students access to industry competencies outside the school.

Metal and Engineering provided students with introductory knowledge of manufacturing techniques and appropriate use of materials in an engineering context. Students in Year 12 gained an AQF Certificate I with a statement of attainment towards Certificate II. They learnt valuable skills in drawing interpretation and the use of industry specific tools and equipment in the fabrication of their projects. The work placement provided students with experience in a real workplace setting and developed their abilities to communicate and perform effectively in a real life work situation.

A Construction Pathways course will be available in 2011 and will give students the foundation knowledge and skills to pursue a career in the construction sector. Students can obtain a relevant qualification, equivalent to a first year apprentice, giving them the opportunity to secure employment and make the transition from school into full-time employment post HSC.

Business Services was introduced in 2010. This course provided students with basic skills and knowledge as preparation for entry level employment in a business environment. Students were all given the opportunity to work in a business situation and gained many valuable skills.

**Careers Education**

Years 7, 8 and 9 received introductory lessons in Careers. The lessons were designed to motivate students to think about Careers. The focus was to consider the abilities needed in a variety of Careers. Awareness raising sessions about the link between personal abilities and school subjects could also lead to a Career were held.
Year 10 were able to access the internet and “My Future” and “Career Workshop” sites to focus on career paths. Year 10 also received work education and work experience preparation lessons. Years 11 and 12 were interviewed individually and were given access to the Career Workshop program and advice and information towards their Career path.

**Discovery Day at the University of Wollongong.**

Over 50 of our Year 12 students attended the University of Wollongong Discovery Day on Tues 2nd February. This was a great opportunity for Year 12 students to have a look around the university campus. The University of Wollongong provided special lectures in different faculties and our students were able to attend a number of the lectures held on the campus.

**Illawarra Credit Union Careers Expo** was attended by our Year 10 and Year 12 students.

This was a wonderful opportunity for our students to obtain first hand information from industry and course providers as well as TAFE and a number of representative universities.

**Visiting Speakers:** A representative from the Australian Careers Business College spoke with senior students.

The Australian Defence Force representatives gave talks to students interested in joining the defence force and were able to answer questions posed by students.

**Business Partnerships**

Child Care Industry Taster days were held. This was an opportunity for students to get to know the early childhood industry. Students were able to find out the personal attributes and employability skills required for the Child Care Industry as well as the education and training pathways for careers in Child Care. Students had the opportunity to visit an Illawarra Area Child Care Pre-School and Occasional Care Centre.

A successful Brick and Block Program, was organised for our Year 9 & Year 10 students in November.

Year 12 students had mock interviews. The interviewers were people from various industries in the local area. Their expertise and feedback to our students was invaluable. This was a great opportunity for our students to prepare themselves for the world of work.

**Progress on 2010 targets**

We have made progress toward achieving our targets.

**Target 1**

Increase the percentage of Year 9 students in Bands 9/10 from 27% to 31% as measured by NAPLAN 2010.

Our achievements include:
- Some improvement in Naplan results
- Positive change in preparation for NAPLAN

**Target 2**

Increase the percentage of students scoring Band 5/6 in the 2008 SC from 21% to 24% in the 2010 HSC as measured by ASR data.

Our achievements include:
- The number of students in the upper bands in the SC and HSC improved.
- Positive change in preparation for SC and HSC.

**Target 3**

Increase retention of students to the end of Stage 6 from 64% to 67% by 2010 as measured by ASR data.

Our achievements include:
- Stage Teams overseeing all aspects of teaching and learning in each stage.
- Attendance has improved.
- The Year 6/7 transition program was changed to better engage incoming students.

**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 2010 our school carried out evaluations of
Educational and management practice

Transition Years 5 - 8

Background

For many young people the transition from primary school to secondary school can present many challenges ranging from psychological, emotional, physical and maturational. Our aim, in line with DET policies, is to make this transition process as smooth as possible for all students.

Findings and conclusions

In order to ascertain the strengths and areas which could be improved we carried out a range of surveys with students in Year 6 before and after the program. We also sought feedback from our partner schools and asked parents for their input into how successful we had been in providing support for Year 6 students. As a result we have expanded the range of activities to now include such things as: a Numeracy Day, a Sports Day, sample lessons in practical subjects and a more structured Open Night.

Future directions

In 2011 we hope to further improve the transition program by involving more of our older students in visits to the partner schools and the introduction of a peer support program. We will also be involved in promoting more professional dialogue between the teachers in all of our partner schools.

Curriculum

Year 8 Electives

Background

In 2010 we introduced semesterised interest electives for Year 8 students. This was implemented to better engage students in their learning across the whole school. The electives were developed to appeal to a wide variety of interests across all learning areas. Topics such as Circus skills, Film Making, Oceanography, Dance Rockets and Race Cars were offered.

Findings and conclusions

Following an evaluation of the electives it was found that there was overwhelming support for the concept from all stakeholders. Students were engaged in their learning and this seemed to have a positive impact on their learning in others subjects. It was decided to continue the program in 2011.

Future directions

We need to constantly review the electives on offer and make sure that all interests are catered for and that there is a permanent evaluation process in place for the whole the program. We may introduce an extra elective in the future if evaluations support this learning initiative.

Other evaluations

Using Technology to Enhance Elective Selection in Stage 6.

Background

Previously all students were required to choose their HSC subjects in a process which involved pen and paper and was very time consuming. It was decided to trial an online process for 2010.

Findings and conclusions

The online process allowed for close tracking and monitoring of student choices by both students and staff. Because the process allowed the students to complete their choices away from school they could take time to think about their choices and involve their parents in the decisions they had to make. The final selection of subjects was quicker, the feedback to students was improved and the whole process was integrated into the school timetable.

Future directions

We are considering introducing this concept to the Stage 5 elective process.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school. Students in Years 7-10 were surveyed and representatives were part of a series of focus group activities to gauge their impressions of school operation and possible strategies to improve policies and practices. The overwhelming positive response indicated that students were proud to be members of Woonona High School. The teaching they experienced met their needs and they felt well prepared for the HSC. Separate parent and teacher meetings and surveys indicated that both groups were very pleased with school operation.
Professional learning
All members of the teaching staff participated in professional learning activities during 2010, courses and/or activities approved by the Professional Learning Team, or as part of School Development Days at the beginning of Terms 1, 2 and 3.

A total of $33487 was expended from Teacher Professional Learning Funds. This was an average of approximately $620 per teacher. High priority areas for professional learning were: use of ICT, quality teaching strategies and ideas to implement syllabi effectively, career and leadership development. The major components of spending for professional learning have been relief teacher salaries ($23963) and course fees ($4024). School Development Days at the commencement of Term 2 and 3 provided opportunities for professional development for the whole staff. In Terms 2 and 3, the main focus was on improving our results in NAPLAN, School Certificate and Higher School Certificate as well as the continuation of strategies to better integrate of ICT into teaching and learning programs.

School development 2009 – 2011
Over the next 3 years we hope to continue the process of improvement in delivering high quality teaching and learning opportunities for the students at Woonona High. We are aiming to improve the engagement and retention of students by raising expectations and changing the way we structure the organisation of the school as well as improving the quality of the teaching and assessment which occurs in the school.

Targets for 2011

The School Management Plan 2009 – 2011 plan sets out the goals for achieving improved educational outcomes for all students. The following are 3 of the targets we have set for ourselves

Target 1
Increase the percentage of Year 9 students in the 2 top bands from 27% to 31% as measured by NAPLAN 2011.

The vast majority of our students have average or above average literacy and numeracy skills. However, the number of students scoring in the top bands in NAPLAN is not indicative of their potential.

Strategies to achieve this target include:
• Allocating time to a Deputy Principal and a team of teachers to analyse NAPLAN data
• Targeting students who are not performing to their potential and providing advice and encouragement to these students.
• Making teachers aware, through professional learning, of strategies which can assist students’ improve their literacy and numeracy skills.
• Placing instructional material which explains literacy and numeracy terms in every classroom
• Being part of a focussed Support School Program with our partner schools.

Our success will be measured by:
• an increase in the number of students scoring in the proficient bands in Year 9 NAPLAN results in literacy.
• an increase in the number of students scoring in the proficient bands in Year 9 NAPLAN results in numeracy

Target 2
A significant number of our students do not achieve to their potential in the SC and the HSC. By encouraging them to strive to do their best we will establish a better learning culture in the school for all students.

Increase the percentage of students scoring Band 5/6 in the 2009 SC from 21% to 24% in the 2010 HSC as measured by ASR data.

Strategies to achieve this target include:
• Monitoring students who are not performing to their potential and providing advice and encouragement to these students.
• Making teachers aware, through professional learning, of strategies which can assist students’ improve their literacy and numeracy skills.
• Placing instructional material which explains literacy and numeracy terms in every classroom.
• Continued use of Quality Teaching Framework training using individual professional learning plans.
• Weekly meetings with senior students to raise awareness of skills needed for success.
• Study assistance seminars, homework centre assistance.

Our success will be measured by:
• Improved results for all students in the 2011 SC.
• Increased number of students scoring the top bands in the 2011n SC.

Target 3
Increase retention of students to the end of Stage 6 from 65% to 67% by 2011 as measured by ASR data.

Engaging students in their learning is the single biggest challenge we have as educators. Students in the 21st Century are different to other generations and we have to find ways to engage them in the learning process. Once they are engaged they are more likely to stay at school and this will improve their chances of success in life.

Strategies to achieve this target include:
• Establishing a career transition program in Stage 4 to give students a clear indication of how their future prospects are improved by completing their education.
• Targeting lower performing students in Year 10 to get them involved in an alternative Stage 6 program to keep them in education longer.
• Providing learning support strategies across all stages to improve the chances of students staying on to the end of Stage 6.

Our success will be measured by:
• A record of improved attendance.
• The number of students completing Stage 6.

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.

Martin Arrowsmith  Principal
Mary Martin  Deputy Principal
Susan Pike  Deputy Principal
Kerry Banks  Parent Representative
Flynn Ogilvie  Student Representative
Aylin Savran  Student Representative
Margaret Sim  Sport Coordinator
Kathy Corderoy  District Guidance Officer
Marie Pickering  Head Teacher
Yvonne Thomas  Visual Arts Teacher
Kim Muller  VET Coordinator
Rhiannon Sharp  Music Teacher
Margaret Crump  Careers Adviser

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