Our school at a glance

Students
Our students come from a relatively homogenous demographic. We have three feeder primary schools which are in close geographic proximity to the high 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 2009

Literacy - NAPLAN Year 7
Our results for Literacy in Year 7 were very pleasing. We were above the state average in writing and very near the state average in spelling, reading and grammar and punctuation.

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 much improved on 2008 with above state average results in Reading and Writing.

Numeracy - NAPLAN Year 9
Our Year 9 Numeracy results showed a significant improvement on 2008. We were well above the state average in this area.

School Certificate
Our School Certificate results were an improvement on 2008. Results in all subjects were above the state average.

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 Society and Culture, Industrial Technology, Economics, Community and Family Studies, Geography, Music, Metal and Engineering and Retail Services.

Messages

Principal's message
Woonona High School is a comprehensive coeducational high school serving the community of northern Wollongong. School enrolment in 2009 commenced at 778. This continues to be an indicator of the community’s high regard for the school. Woonona endeavours to meet the needs of all students, from the most gifted to those who may struggle with the demands of high school. Woonona High 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 regularly conduct focus groups to gauge students’ ideas and opinions and students organise and run school assemblies and functions.

During 2009 we were able to provide 12 Interactive whiteboards to improve student engagement through enhanced technology in teaching and learning. Added to this was the provision of laptop computers for all of our Year 9 students through the Digital Education Revolution program from the Federal Government.

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

P&C and/or School Council message

Woonona High School has a strong reputation for having a dedicated group of parents involved in the P&C. Our regular meetings and vibrant discussions provide an excellent opportunity to become informed about the dynamics of Woonona High. P&C meetings act as a wonderful forum for parents to have input into issues affecting their children.
Our major fundraisers during 2009 were a Trivia Night and contributions by parents to P & C finances. The monies raised went to providing awards for our annual presentation day.

I encourage all parents of our community to become involved with Woonona High School P&C during the coming years. There is nothing more important than the welfare of our children during their years at school.

Ross Thomas - President

Student representative’s message
Woonona High School 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. These functions include:

- 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 2009 school year commenced, our SRC duties also began. We were enthused to help more charities, organisations and to help raise money for the school. The SRC, which consisted of twenty-four dedicated students and a fantastic Year 12 executive team of Captains James Berriman and Kate Edwards, Vice Captains Ben McGinnes and Samantha Walker and Secretary Edwina Neradovsky, set out to help the school, 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, Gerbera Day For Cystitis Fibrosis, Pink Ribbon Day, Daffodil Day, Operation Christmas Child, Jump Rope For Heart and the World Vision 40 Hour Famine. We also participated in various activities around the school and its community. We held themed mufti days, which aimed to raise money for Woonona’s sporting team jerseys and themed discos for the school including Hippie, and Super Heroes and Villains. We also decided to accept a second child to sponsor from World Vision, Karla, as well as continuing to support Jerwin.

As well as supporting these charities, a range of students participated in SRC conferences such as The First Strike, The National Leadership Conference, Illawarra South East Regional School Conference and ISE. All conferences gave students the opportunity to put their leadership skills to use, encourage communication skills and to develop friends from different schools across Australia.

The SRC also contributed to the school by reconstructing the school code of conduct, investing in a new artificial surface outside the TAS rooms and new tables, providing a better environment for the students.

Woonona High’s SRC aims to give the school many opportunities from discos to leadership conferences, support charities to sporting teams and making the year full of events and action. Woonona High aims that 2010 will be an even better and memorable year.

Ammy Lewis, Houn Reay, Lauren Peace, Lucas Meehan, Tahleea Pomeroy – student leaders

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

![School Enrolments Graph]

Student attendance profile

![School Attendance Yr 7-12 Graph]
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 had 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 2009 78 students sat for the HSC. 35 students received a first round offer from the University Admissions Centre. Several of these students have chosen to defer their university place and use 2010 as a gap year, either working or in a branch of the armed services. 21 students enrolled in a TAFE course and a further 15 gained employment. Of this cohort, 12 students left the school at the end of Year 10 to attend TAFE, start and 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 2009 44% 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

In 2009, 98% of Year 12 students received Vocational qualifications. The one student who didn’t and he will complete this qualification in 2010.

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
### Position | Number
---|---
Principal | 1
Deputy Principal(s) | 2
Head Teachers | 8
Classroom Teachers | 47
Teacher of Emotional Disabilities | 0
Teacher of Mild Intellectual Disabilities | 0
Teacher of Reading Recovery | 0
Support Teacher Learning Assistance | 0.7
Teacher Librarian | 1
Teacher of ESL | 0
Counsellor | 0.8
School Administrative & Support Staff (SASS) | 10
Total | 

Indigenous component of school workforce = 1

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

| Qualifications       | % of staff |
---|---
Degree or Diploma | 91
Postgraduate | 9

### 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: 30/11/09

| Income | $ |
---|---|
Balance brought forward | 217905.95
Global funds | 386209.21
Tied funds | 132595.79
School & community sources | 231501.39
Interest | 11186.32
Trust receipts | 55872.03
Canteen | 129512.42
Total Income | 1164783.11

| Expenditure | |
---|---|
Teaching & learning | 
Key learning areas | 204261.64
Excursions | 74506.98
Extracurricular dissections | 30164.19
Library | 15515.46
Training & development | 635.00
Tied funds | 142095.22
Casual relief teachers | 99558.01
Administration & office | 115234.50
School operated canteen | 113599.37
Utilities | 71400.88
Maintenance | 52120.58
Trust accounts | 55355.87
Capital programs | 2717.65
Total expenditure | 977295.35

A full copy of the school's 2009 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 2009
Woonona High strives to be a place for students of all talents and interests. We offer a wide range of cultural, academic and sporting opportunities. In many cases the students achieve very high levels of success.

### Achievements

#### Arts

**Kid's Guernica Anniversary Exhibition in Florida 2010**
Woonona High School students in Year 8 represented Australia in an exhibition of international murals. The students joined forces with other Illawarra secondary schools to create a piece for the international children's art project Kid’s Guernica, the size of Picasso’s famous artwork Guernica (7.8m x 3.5m).

The mural, which was funded by University of Wollongong’s community engagement program, was created in 10 panels and features Australian animals, peace symbols and the word peace in other languages.

Kid’s Guernica was initiated by ART Japan Network in 1995, to mark the 50th anniversary of the end of World War II.

Students in different countries see the creativity and imagination of powerful messages of peace themed murals extend throughout the world.

**TAFE**
Visual Art students were taken to TAFE, for a day, in order to experience art in a tertiary setting and broaden their career choices. Students were exposed to local artists who showed and discussed their work and gave demonstrations of their art-making. While there the students experienced workshops in life drawing, etching, and ceramic sculpture, having direct, hands-on experience to gain new skills and techniques and create new artworks.

**Sculpture by the Sea**
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.

Year 10 Student Exhibition
It has been a great pleasure to see such interest, talent and commitment to creative pursuits of so many students in the area of the Visual Arts. During third term students in Year 10 displayed their own original artworks, drawings, collage, mixed media, and paintings in the School Hall, viewed by a variety of audiences such as classmates, whole school, family and friends and the wider community.

Sport
Woonona High continued to excel in 2009. Our highlights were:

- State champions in open boys’ hockey
- State champions in 15 years girls’ basketball
- 3rd place in National under 17 girls’ basketball
- 3rd place in NSW Open girls’ basketball
- Winner of 15 years girls’ Zone and South Coast basketball carnival
- First in Zone athletics carnival
- Second in the Zone cross country carnival
- Winner of the open girls’ South Coast netball carnival
- Runner-up in the open boys’ South Coast netball carnival
- Winner of the open girls’ South Coast water polo
- Girls’18 years Cross Country team 2nd in NSW championships.
- Winner of the open indoor hockey at South Coast carnival
- Winner of the open boys’ hockey at South Coast carnival
- Won 13 team finals in northern zone winter grade competition.

Excellent individual performances were:

- Heath Ogilvie selected in state open boys’ hockey team
- Flynn Ogilvie and Scott Govers selected in the NSW 16 years hockey team
- Molly Dugan medallist in the CHS athletics
- Aimee Burzacott medallist in the CHS athletics

Other

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 the 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).

Literacy – NAPLAN Year 7
Percentage of students in bands:
Year 9 reading

Percentage of students in bands:
Year 9 numeracy

Percentage of students in bands:
Year 9 writing

Percentage of students in performance bands:
School Certificate English-literacy

School Certificate
Percentage of students in performance bands:
School Certificate Mathematics

Percentage of students in performance bands:
School Certificate Science

Percentage of students in performance bands: Australian History, Civics and Citizenship

Percentage of students in performance bands: Australian Geography, Civics and Citizenship
School Certificate relative performance comparison to Year 5 (value-addling)

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2009</th>
<th>School Average 2005 - 2009</th>
<th>LSG Average 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>-1.1</td>
<td>0.0</td>
<td>-0.3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>0.2</td>
<td>1.8</td>
<td>-0.4</td>
</tr>
<tr>
<td>Science</td>
<td>-1.4</td>
<td>0.2</td>
<td>-0.2</td>
</tr>
<tr>
<td>Australian History, Civics and Citizenship</td>
<td>-0.7</td>
<td>1.1</td>
<td>-0.6</td>
</tr>
<tr>
<td>Australian Geography, Civics and Citizenship</td>
<td>-0.1</td>
<td>1.5</td>
<td>-0.5</td>
</tr>
<tr>
<td>Computer Skills</td>
<td>-1.0</td>
<td>-0.7</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.

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### Average Higher School Certificate relative performance from Year 10 (value-added)

<table>
<thead>
<tr>
<th>Performance band</th>
<th>Low</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>School, 2009</td>
<td>-5.8</td>
<td>-5.2</td>
<td>-7.5</td>
</tr>
<tr>
<td>School Average 2005 - 2009</td>
<td>-2.3</td>
<td>-2.4</td>
<td>-4.6</td>
</tr>
<tr>
<td>LSG average 2009</td>
<td>-1.0</td>
<td>0.5</td>
<td>-0.4</td>
</tr>
</tbody>
</table>

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### Percentage of Year 7 students in our school achieving at or above the minimum standard in 2009

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

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### Percentage of Year 9 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
</tr>
<tr>
<td><strong>Punctuation and grammar</strong></td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
</tr>
</tbody>
</table>

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### Significant programs and initiatives

#### Aboriginal education

2009 was a significant year at Woonona High School in terms of promoting Aboriginal and Torres Strait Island (ATSI) culture and learning. The establishment of the Northern Illawarra Aboriginal Education Consultative Group in 2008 has provided us with strong connections to the ATSI community in our area. Three staff members are regular attendees at the NIAECG meetings which are held twice each term.

We started 2009 by meeting with the indigenous students over lunch and discussing with them their aspirations for 2009. Regular meetings were held throughout the year with a large percentage of ATSI students attending.

In February, students celebrated the anniversary of Kevin Rudd’s Apology to the Stolen Generations. All ATSI students were issued with a copy of the Apology and many are displayed around the school.

We then commenced promoting the value of Personalised Learning Plans (PLP) by meeting with parents and students. Over the following months 24 students participated in the development of their own PLPs.

Our term two whole school assembly was a NAIDOC assembly. We were honoured to have as our guests, Dootch one of our esteemed elders, along with Michelle Brooke, Karen Oliver and parents of our ATSI students. Dootch and Michelle addressed the assembly on aspects of ATSI culture; ATSI students explained the meaning of both the Aboriginal and Torres Strait Island flags and the significance of NAIDOC week. Three of our Year 7 ATSI students presented a “Dreamtime Story”. Students commented on how much this assembly increased their understanding of ATSI culture.

The Aboriginal flag as well as the Torres Strait Island flag are now displayed in our school assembly hall.

Prior to our NAIDOC assembly the entire student population was involved in making a “Sea of Hands” that was displayed on the grass area outside the school hall.

All our formal school assemblies begin with an Acknowledgement of Country delivered by one of our indigenous students.

In 2009, three year 11 students, Bradley Doherty, Mark Hudson and Chay Utatao joined Mathew Hughes by including the School Based Aboriginal Traineeship as part of their study pattern for their HSC.
Great honour was brought to Mathew Hughes and our school when he received the award for the best trainee in Illawarra.

After completing their study for 2009 Mathew Hughes and Natasha Pickles received leadership awards for outstanding contributions to the school community over their school years. Kate Faucett received an academic award and all three received attendance awards for attendance rates greater than 95%.

Natasha Pickles was the recipient of the very prestigious Sportswoman of the Year award for her valuable contribution to sport at our school.

Throughout the year ATSI students were given the opportunity to; meet local elders and high profile members of the community at Bellambi Neighbourhood Centre; participate in activities related to their culture; attend a performance of Bangarra Dance Company; and participate in the community homework centre.

**Multicultural Education**

As part of Woonona High's ongoing efforts to ensure that the school is culturally inclusive racism free we were able to host a group of Japanese students in 2009. This program began as an initiative of a group of students who had travelled to Japan at the end of 2008. The resulting program was a great success and exposed our students to a culturally different experience for a week. We used the experience of this program to send more students to Japan at the end of 2009.

**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 2009 students were actively encouraged to participate in activities outside the curriculum. The school reports were changed to reflect this involvement. So, 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.

**Other programs**

**Vocational Education and Training 2009**

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. The VET framework courses undertaken by students in 2009 were Hospitality, Retail Services and Metal and Engineering.

The Hospitality course provided students with basic skills and knowledge as preparation for entry-level employment in a hospitality environment. Year 12 in 2009 were the last group to complete the HSC under the old syllabus. Many catering opportunities were offered to the students which enabled them to develop valuable industry skills. A new syllabus will be introduced in 2010 requiring retraining of staff to enable them to deliver the new modules in the syllabus. Rewriting of all programmes in line with the new syllabus also commenced this year.

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 11 were the first group to study under the new Retail 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.

The Metal and Engineering course provided students with foundation knowledge and introductory skills that are broadly applicable to metal, engineering and related service industries. In 2009 Mr Ben Bradley successfully completed training and is now accredited to teach Metal and Engineering, this will allow for more flexibility in timetabling.

Each of these VET Industry Frameworks included a mandatory component of work placement which provided students with on-the-job training and was an essential part of each course. VET courses, at Woonona High School, during 2009 helped students to get a taste of what interested them and helped them to make career decisions, making the transition into the workforce much easier.

2010 will see the introduction of Business Services as a new VET course at Woonona High School, widening our choices for all students. Consideration is also being given to the impact of the school leaving age of 17 on VET courses.
There is also a continuing emphasis on developing partnerships with local businesses.

**Careers Program**

Years 7, 8 and 9 received introductory lessons in Careers. The lessons are designed to motivate students to think about a variety of 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. Year 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 (UOW) Discovery Day on Tues 3rd Feb. 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 visit a number of the lectures held on the campus.

**Illawarra Credit Union Careers Expo** was attended by our Year 10 and Year 11 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:**

On Tuesday 24th February, 2009 Macleay College Representative, Darnelle Shiner, spoke to senior students about courses in Advertising, Business, Event Management, Marketing, Sports Management and Travel and Tourism.

A representative from the Australian Careers Business College spoke with senior students interested in their courses.

International Woman’s Day
Lauren Peace, Amy Lewis and Tahleea Pomeroy as representatives of the SRC visited BlueScope Steel Visitors Centre where 4 guest speakers, Barbara Bridger, Sandra Stewart, Wendy Midgley and Danielle Post spoke about their work, choices they’ve made in relation to work, family and other commitments, and their motivators.

The Australian Air Force Cadets’ representative, Tyler Young, Cadet Warrant Officer and Shane Gauci, Cadet Under Officer, gave talks to students interested in joining the Air Force Cadets and they were able to answer questions posed by students.

**Business Partnerships**

Child Care Industry Taster days were held in June. 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 Bar Course was held at the end of term 1 during the School Holidays for Year 12 students who were interested in the Hospitality Industry. Not only did they gain qualifications in Responsible Service of Alcohol (RSA), Responsible Conduct of Gambling (RCG) and bar introduction but gained an awareness of the dangers of alcohol and gambling.

The Building Industry Snapshot day was held on the 18th September. Some Year 10 students were involved in a Mini Taster Morning in the Building Industry. The students were able to have first hand information about trades in the building industry.

A Brick and Block Program, co-ordinated by Susan Ryan from the Illawarra Workplace Learning was organised for our Year 10 & Year 11 students during the week of 26-30th October 2009.

Environmental Engineer from the Road & Traffic Authority, Mrs. Anna Cook, spoke to our interested students. Anna explained all aspects of engineering and showed some interesting examples of engineering construction work from around the world.

The Defence Force recruitment people visited the school to speak to our students regarding trades and entry requirements into the Defence Force.

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 student to prepare themselves for the world of work.

**Information and communication Technology (ICT)**

2009 saw a huge increase in the area of ICT. The Federal government rolled out its Digital
Education Revolution package which meant that all students in Year 9 received a laptop computer. The school had the first phase of wireless connectivity installed to cater for the new laptops. The school chose to use part of the Building Education Revolution economic stimulus package to purchase and install 12 Interactive Whiteboards (IWB) across the school. The installation was applied equitably in that an IWB was placed in each faculty area of the school.

The teachers at Woonona High want to be at the forefront of this digital revolution by providing up to date teaching methods. As a consequence teachers meet on Thursday afternoon after school to continue their learning about ICT with the aim of producing engaging and stimulating lessons for the students.

Progress on 2009 targets

We have made significant progress toward achieving our targets.

Target 1
To improve engagement and retention of Students

Our achievements include:
- Stage Teams were introduced to oversee all aspects of teaching and learning in each stage.
- Attendance monitoring was improved and as a result overall student attendance improved.
- The Year 6/7 transition program was reviewed.
- The steps to introduce Year 8 electives were carried out.

Target 2
To improve student achievement in literacy and numeracy

Our achievements include:
- A higher number of students are achieving in the upper bands in NAPLAN
- The results in the upper bands in English have improved.

Target 3
To increase the number of students scoring in Bands 5 and 6 in the SC and the HSC

Our achievements include:
- There has been an increase in the number of students continuing on to the HSC.
- The number of students in the upper bands in the SC and HSC improved.

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 2009 our school carried out evaluations of whole school reporting to parents and assessment and programming in English.

Educational and management practice

The management of the reporting process in a school is very demanding – there are deadlines to be met and with increasing dependence on technology to produce reports comes inherent issues around staff expertise and confidence in using new reporting systems.

Background

Woonona High began using technology to improve the process of reporting to parents on student progress several years ago. In order to comply with system demands about the format and content of student reports we had to decide what to keep from the “old” system and how we could go about introducing a new system which had all of the mandatory parts of the DET desired reports.

Findings and conclusions

After starting with the DET based system (SBSR) we soon found this system too cumbersome for our needs or was not able to cater for our VET needs. So, we invested in a new product – SM Reports. This product has enabled us to produce high quality student reports which satisfy DET requirements as well as the needs of the parent community for whom, in the main, the reports are produced.

Future directions

We will continue to evaluate the process of reporting to parents on student progress and as teachers become more familiar with the program we will be able to reduce the time needed to produce the reports.

Curriculum

The appointment of a new Head Teacher English was seen as an appropriate time to evaluate the teaching and learning program in English

Background

The school has had a stable teaching staff for many years but in recent years there have been several “new” faces in the English faculty. These new teachers have brought different ideas and experiences with them. The appointment of a new Head Teacher presented us with the opportunity
to evaluate the programming and assessment practices within the English faculty.

Findings and conclusions
The evaluation found that there were a number of areas which could be improved in the English faculty. More collaboration on assessment tasks was identified as an important issue. The teachers have made significant progress in improving feedback to students and in ensuring clear objectives for all assessment tasks in English. The teaching program was changed and this will take time to be phased in across all Stages.

Future directions
The changes to the English program will continue to be modified and is now more dynamic, allowing for greater flexibility for teachers and students.

Parent, student, and teacher satisfaction
In 2009 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/practices especially in their understanding of how the discipline system operates. 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. This is clearly reflected in the stability of staff, by the high demand for non-local placement in Year 7 and the demand for enrolment in other years, including students from the private sector.

Professional learning
All members of the teaching staff participated in professional learning activities during 2009, in either courses 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 $32688 was expended from Teacher Professional Learning Funds. This was an average of approximately $575 per teacher. High priority areas for professional learning were beginning teachers, quality teaching strategies and ideas to implement syllabi effectively, the effective use of information and computer technology for teaching and learning, welfare and equity issues. The major components of spending for professional learning have been relief teacher salaries ($18866), travel and accommodation ($1336) and course fees ($11217). 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 the integration of ICT into teaching and learning programs. There was also a focus on improving our reporting to parents.

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 2010
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 Bands 9/10 from 27% to 31% as measured by NAPLAN 2010.

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 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.

Our success will be measured by:

- Year 9 NAPLAN results in literacy will show an improvement.
- Year 9 NAPLAN results in numeracy will show an improvement.

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.
Many 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.

Strategies to achieve this target include:

- 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.
- Use of the connected Classroom facility to connect with other HSC students and broaden the connection with the wider education community.
- Regular email contact with students and parents about HSC study ideas etc.

Our success will be measured by:

- Improved results for all students in the 2010 HSC
- Increased number of students scoring the top bands in the 2010 HSC.

**Target 3**

Increase retention of students to the end of Stage 6 from 64% to 67% by 2010 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
Ross Thomas  Parent Representative
Huon Reay    Student Representative
Ammy Lewis  Student Representative
Margaret Sim  Sport Coordinator
Kathy Corderoy  District Guidance Officer
Marie Pickering  Head Teacher
Lisa Armstrong  Visual Arts Coordinator
Kim Muller  VET Coordinator

**School contact information**

Woonona High School
Nicholson Lane Woonona 2517
Ph: 02 4284 1513
Fax: 02 4285 1485
Email: Woonona-h.school@det.nsw.edu.au
School Code: 8410

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: