2008 Annual School Report
Woonona High School
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 of the teaching staff meet the professional requirements for teaching in NSW public schools.

Student achievement in 2008

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

Numeracy – NAPLAN Year 7
Year 7 were above the state average and well above our like school groups in Numeracy

Literacy - NAPLAN Year 9
Our Year 9 Literacy results were not as good as we expected and we have put some measures in place to improve these results in 2009.

Numeracy - NAPLAN Year 9
While our Year results were above those of our like school groups we were below the state average and this has led to a review of our procedures for teaching Numeracy skills in all subject areas.

School Certificate
Our School Certificate results were an improvement on 2007 but we still have room to improve. English, Mathematics, Science and Australian History were very near the state average and Australian Geography was above state average. We were able to “add value” in all subjects examined in the School Certificate.

Higher School Certificate
In the Higher School Certificate we have made significant improvement in “value added” results, especially at the high end of student achievement.

Principal’s message
Woonona High School is a comprehensive co-educational high school serving the community of northern Wollongong. School enrolment continues to grow. Enrolment in 2008 commenced at 795, another increase. 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, enabling students to continue with their peers from primary school into high school. This permits them to maintain friendships struck at primary school and in their local community. 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. The school structures its policies and practices on a list of desired student outcomes. The most significant are that students are able to develop positive self-esteem and a positive attitude towards life. 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 interesting for the students.

Woonona High fosters the idea of being part of a community and encourages students to complete a Community Service Program which recognises students who volunteer their time to assist those in the community who need support.

Woonona High supports, very strongly, the concept of the students having a say 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 2008 we began a program of moving towards a more technology based delivery of learning by installing our first Interactive White Board. This is the first step in a long process which will benefit the whole community by producing technology literate students who will enter the workforce with all of the requisite skills for success.

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 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.

I would like to congratulate our principal, Mr. Martin Arrowsmith, for the implementation of new and dynamic initiatives in his first full year as Principal. With such positive leadership Woonona High will continue to be a leader in setting educational standards. I would also like to acknowledge the outstanding work of Doris Ireland, June Dunne and Debbie Rodgers, all of whom are past executive members of the P&C. Their contribution to the school has been superb and their efforts will always be appreciated by the students and staff of Woonona High.

Our major fundraisers during 2008 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**

The *Student Representative Council* (SRC) is a group of students elected by the student body and teachers which carries out two main functions within the school. These functions are:

- To provide an avenue for students input into the running of the school.
- To coordinate fundraising within the school; which is used to assist school activities and sport and to support worthy charities.

The SRC is comprised of students dedicated to helping the school and the students by voicing and acting on any concerns the students have.

Throughout the year the school participated in many fundraising events for various organisations. We received many thanks for the effort given by all students, teachers, and school community members. We raised funds for:


Throughout the year the SRC and its members participate in various activities around the school and its community. There were numerous events in 2008.

- **International Woman’s Day Luncheon**
- **Easter Chocolate Drive - $1100**
- **Years 6, 7, 8 Disco – Run by the SRC.**
- **Women’s Leadership Conference**
- **World Young Leadership Day**
- **Regional SRC Conference – Seven students from WHS school attended the function at Jamberoo organised by the Red Cross**
- **Trivia competition – The SRC’s popular Friday trivia competition continued running this year with the term’s winning roll call enjoying a pizza luncheon.**
- **Changes in the school – The SRC have had a major input into the revised Merit system, Student Code of Conduct and uniform in 2008.**
- **Step Up Leadership Conference – 7 students attended the two day conference in Homebush.**

James Berriman, Kate Edwards, Ben McGinnes, Samantha Walker, Edwina Neradovsky. (Student Leaders)

**School context**

**Student information**

**Student enrolment profile**

![School Enrolments](chart.png)
Year 10 either to seek a position at TAFE or to gain employment.

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>41</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>55</td>
</tr>
</tbody>
</table>

**Staff retention**

Historically, Woonona High retains its staff for a long period of time. However, the ageing of the teaching service means that there will be an increasing number of teachers reaching retirement age in the near future.

**Staff attendance**

Staff have access to leave entitlements such as sick leave.

In 2008 the average daily attendance rate for staff was 96.6%.

**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>
<td>80</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20</td>
</tr>
</tbody>
</table>

**Financial summary**

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

**Date of Financial Summary**

<table>
<thead>
<tr>
<th>Date</th>
<th>2008</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Balance brought forward</strong></td>
<td>272 983.30</td>
<td>273 565.11</td>
</tr>
</tbody>
</table>

**Receipts from:**

<table>
<thead>
<tr>
<th>Source</th>
<th>2008</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Funds</td>
<td>356 925.57</td>
<td>359 845.66</td>
</tr>
<tr>
<td>Tied Funds</td>
<td>157 155.25</td>
<td>229 906.92</td>
</tr>
<tr>
<td>School and Community Sources</td>
<td>283 376.68</td>
<td>307 567.03</td>
</tr>
<tr>
<td>School Operated</td>
<td>136 898.31</td>
<td>139 101.35</td>
</tr>
<tr>
<td>Canteen</td>
<td>23 512.14</td>
<td>23 903.70</td>
</tr>
<tr>
<td>Interest</td>
<td>36 535.19</td>
<td>55 891.70</td>
</tr>
<tr>
<td><strong>Total Receipts</strong></td>
<td>994 403.14</td>
<td>1 116 216.36</td>
</tr>
<tr>
<td><strong>Total Funds Available</strong></td>
<td>1 267 386.44</td>
<td>1 389 781.47</td>
</tr>
</tbody>
</table>
## School performance 2008

Woonona High has had a long history of extra curricula activities. Students are encouraged to participate in a wide variety of opportunities to add to their learning.

### Achievements

#### Arts

**Collins Point Ceramic Mural Project**

Photography students played an important role in acquiring images for the ceramic mural project at Collins Point. They participated by taking hundreds of photographs for the ceramic murals which have been installed at the Woonona Beach car park, on the rail above the pool. The mural celebrates a community partnership project and reflects aspects of the rich and varied European and Aboriginal history of the Woonona/Bulli Area. Students worked in conjunction with Wombarra artist Michael Keighery on this project.

### TAFE Excursion

Visual Art students were taken to TAFE, in order to experience art in a tertiary setting. While there, they experienced life drawing, and etching; visited TAFE for a day and experienced workshops in drawing and printmaking.

### General Excursions

Art students were able to avail themselves of a number of excursions, our yearly trip to Sculpture by the Sea, a senior excursion to The Museum of Contemporary Art Sydney, and a trip to Wollongong Gallery to see Art Express.

### Sport

Woonona High continued to excel in 2008. Our highlights were:

- State champions in open boys’ hockey
- State champions in 3 on 3 basketball
- CHS Blue: Mark Rodgers
- South Coast Blue: Tristan White, Mark Rodgers
- 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
- Winner of the open boys’ South Coast netball carnival
- Winner of the open 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 seventeen team finals in northern zone winter grade competition.

Excellent individual performances were:

- Tristan White toured with NSW all schools and CHS hockey teams
- David Rodgers finished first the highest school level in gymnastics
- Cassie Lieschke placed at state level in high jump
• Heath Ogilvie selected in state open boys’ hockey team
• David Rodgers silver medal in trampolining at state carnival.

Other

Academic
In the National Assessment Program, the results across the Years 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.

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

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

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

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

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

**Percentage of Year 7 students in our school achieving at or above the minimum standard in 2008**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>98.7</td>
</tr>
<tr>
<td>Writing</td>
<td>98.1</td>
</tr>
<tr>
<td>Spelling</td>
<td>97.5</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>93.6</td>
</tr>
<tr>
<td>Numeracy</td>
<td>99.4</td>
</tr>
</tbody>
</table>

**Percentage of Year 9 students in our school achieving at or above the minimum standard in 2008**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>93.2</td>
</tr>
<tr>
<td>Writing</td>
<td>90.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>91.3</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>91.3</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97.2</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

**Aboriginal education**

Our formal school assemblies begin with an Acknowledgement of Country delivered by one of our indigenous students. All subject areas include features of Aboriginal learning and culture.

On February 13th, as a school community we all watched with emotion and hope as the Prime Minister Mr Kevin Rudd make the National Apology to the Stolen Generations.

Boori Pryor an Aboriginal educator, musician & writer engaged, entertained & taught our Year 7 students about dreamtime stories and aboriginal culture. Boori also had lunch with our Indigenous students and increased their knowledge, understanding and appreciation of their culture.

Strong connections are developed between Woonona High School and the Northern Illawarra Aboriginal Educational Consultative Group. The President, Ms Michelle Rush and Vice President, Mrs Leanne Foster have students at our school. Three staff members from our school attend meetings held twice a term.

Many of our indigenous students made significant contributions to the life of our school.

- Henry Hudson was elected school vice-captain, received a Mal Mow Award for representation in Sport at Zone and South Coast
level in a variety of sports and the very prestigious Pierre de Coubertin award for displaying Olympic ideals and sportsmanship both on and off the sporting field.

- Mathew Hughes received a School Based Aboriginal Traineeship with the Police Force and will continue with this in 2009 for the HSC.
- Brad Doherty was selected in the Northern Zone Touch Team.
- Natasha Pickles hosted the breakfast for DET’s Regional launch of Education Week and was selected in the Northern Zone Open Girls’ Touch Team.

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 2008 students in Year 10 were encouraged to undertake 20 hours voluntary community service to earn a Community Service Award. The idea of the scheme was to challenge the students to look outside their own world and to help others. Students became involved in a wide range of community groups such as surf life saving, Red Cross, Salvation Army (every student in Year 10 participated in the Red Shield Appeal), Meals on Wheels, retirement villages, disabled surfing, World Vision and helping elderly/disabled neighbours. The involvement in this program provided students with the opportunity to demonstrate a more caring attitude than may be usual in mid-adolescent years. The aim was for students to acquire a sense of community responsibility which will extend into their senior years and into adult life. 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 of encouraging the students to be “connected” to the school and their community.

Other programs

Vocational Education and Training (VET)

Woonona High School offers three vocational courses – Retail, Hospitality and Metal and Engineering. During 2008 a number of educational opportunities, enhanced resources and excellent student achievement were observed.

In 2008 Woonona High School saw all four VET teachers nominated and receive awards for excellence in VET teaching in their respective subjects. These awards were presented by Illawarra Workplace Learning and were in recognition of the excellent work being done by them in teaching their VET subject.

The award recipients were:

- Mrs Kim Muller & Mrs Jane Jarman for Excellence in VET Teaching – Hospitality – Commercial Cookery
- Mr David Buswell – Excellence in VET Teaching – Metal & Engineering
- Mrs Robyn Abrahams – Excellence in VET Teaching – Retail Operations.

Hospitality

- Continued upgrading of facilities in line with syllabus requirements
- Victoria Price & Chris McKenna were nominated for VET Student of the Year – Hospitality – Commercial Cookery and received certificates at the annual awards presented by Illawarra Workplace Learning.
- Year 11 & 12 students successfully catered for a number of functions throughout the year, including staff morning teas, lunches, P&C dinner, Melbourne Cup luncheon and Canteen workers’ Christmas dinner.
- Through successful completion of the work placement program a number of students gained part-time employment.

Future Directions

- Planning for the introduction of the new syllabus to be introduced in 2010
- Introduction of Food & Beverage strand in line with the new syllabus.
- Retraining of staff so new syllabus can be implemented.
- Looking at ways to attract student numbers back to the Hospitality area.
- Make submission to host the World Skills competition and place entrants into this competition.

Metal & Engineering

- In 2008 students continued to benefit from the new facility constructed in 2006.
- The school had both Year 11 and Year 12 classes with 5 Year 12 students sitting the optional HSC exam.
- Students continued to gain apprenticeships and traineeships from this subject in which students benefit from the work placement opportunities offered.
- Notable students to gain employment and further training included:
  - Mitchell O’Brien – fitter & machinist – BlueScope
  - Mark Critcher – electrician – BlueScope
  - Thomas Williams – electrician – BlueScope
Hayden Waeger – Hydraulic engineer – Connell-Wagner
Thomas Tame – electrician – Integral Energy
Matthew Loxley – Concreter – Saxby Concreting
Woodlan Mackay – electrician - Railcorp

Careers Report

Year 7 & 8 receive introductory lessons during Term One. The lessons are designed to motivate students to take an interest in thinking about a career path.

Year 10 WORK EDUCATION PROGRAM

The Year 10 Work Education lessons are designed to prepare students for the working world and give them the opportunity to go to work experience where by students have chances to actually experience the world of work and gain an insight into a career. The lessons are designed so that students are “work ready”. The information provided in Careers lessons are useful to students when they are looking for work later. At the end of the year students are awarded a Work Experience Certificate. This Certificate is given only to students who have satisfactory completed all the work and assessments in the program.

Employer Related Skills in the Classroom was co-ordinated in all faculty areas. Teachers were requested to identify skills used in the class room which could articulate to the work environment. The outcome of this exercise helped students to transfer employer related skills into their resume.

Work Experience for Year 10 took place in June 2008 and many and varied positions were filled by the students for one week. Their overall performance was excellent and the reports back from the employers and visiting teachers were impressive.

Woonona High School Careers Newsletter is sent to all Year 10, 11 and 12 students directly through their school e-mail. This was introduced during 2008 and has certainly saved paper. Information about Careers is also provided to parents through the School Bulletin.

Taste of TAFE day was on offer to Year 10 and some students made use of their time experiencing a variety of trade learning skills. Students were also given a full day to experience a Childcare taster at a preschool in Wollongong through Workplace Learning Illawarra.

The Illawarra Careers Expo in May 2008 was an opportunity for students to discover and explore a broad range of career opportunities over a wide range of career areas.

Year 12 visited Wollongong University for Discovery Day in February. This is a day for students considering University. Year 12 students in Term 3 are interviewed individually and are give help with the University Admission Centre applications, TAFE applications and information about Apprenticeships and Traineeships. Year 12 students also have the opportunity to attend formal Mock Interviews at the School.

Coordination of TAFE VET courses and Traineeships has been provided to Year 11 and Year 12 students by the Careers Adviser. TAFE Coordinators and Traineeships Coordinators are able to communicate information to relevant students through the Careers Adviser.

Lunch time information sessions on particular Careers were provided to students throughout the year. This was as great opportunity for students to receive in-depth information available about a career,

FUTURE DIRECTIONS.

• In 2009 I would like to be able to have access to Career Lessons whereby students are able to use computers to complete in-class assignments and be able to introduce students to invaluable career web sites e.g. My Future.

• Active consideration is being given to creating Industrial Partnerships with local industry which will provide the opportunity of inviting industry representativesto speak with our students.

• Motivating students to apply for Apprenticeships and Traineeships - I would like to see some Year 10 students taking up trades. Obtaining perhaps part-time traineeships may be beneficial for their career path.

• Working with Workplace Learning Illawarra in providing assistance with Australian Apprenticeships Target Group: Students and their parents/carers looking at securing an apprenticeship or traineeship immediately post school.

Anna Repetylo – Careers Adviser

Progress on 2008 targets

Generally, we have been successful in achieving our targets. However, in some cases we have not been as successful as we would have liked. There are a number of factors influencing this, including the funding for ICT technology in the school, timetabling problems with enabling us to provide the ‘right’ mix of teachers on Year 7 classes and
societal pressures on senior students which impinge on their learning.

**Target 1**

_**To embed the use of ICT practices in the assessment programs of all faculties.**_

Students in the 21st Century are high level technology users and will enter a world of work in which technology is all encompassing. We must provide students with the skills they will need for their future.

Our achievements include:

- All students were asked to complete assessment tasks using an ICT component in a variety of subjects
- More teachers are becoming familiar with using ICT in their teaching and learning

**Target 2**

_**To continue the improvement in the teaching of higher order thinking skills in Year 7**_

The development of higher order thinking skills in students is one of the most important components of teaching. We see this as fundamental to good teaching practice and the use of these skills is vitally important for the success of all students.

Our achievements include:

- A continued focus on higher order thinking tasks in all classes
- Students are more aware of what skills are needed to improve their learning

**Target 3**

_**To provide greater support for our students in Years 11 and 12 with the aim of improving their HSC results.**_

Many of our HSC students juggle part time work and school. This causes problems when it comes to attendance and study for assessment tasks and examinations. We tried to support the students by introducing weekly meetings to discuss issues around success in the HSC, we continued monitoring their progress, we improved the tracking of their attendance.

Our achievements include:

- Student attendance improved
- HSC results improved
- Decrease in the number of students ‘dropping out’

**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 2008 our school carried out evaluations of student management and the curriculum structure in the school.

**Educational and management practice**

One of the fundamental processes in a school is the management and development of all aspects students’ lives. Setting guidelines for student behaviour with clear consequences for transgression, recognizing student achievement and providing opportunities for student leadership were reviewed in 2008.

**Background**

It has been a number of years since Woonona High undertook a full evaluation of the student management process. We needed to find out from the students and their parents if the current practice was working and whether it was serving its original purpose.

**Findings and conclusions**

- Through the use of surveys, questionnaires and focus groups, the evaluation team found that the discipline system which was based on a series of levels was not achieving its goals. It had become cumbersome and was lacking, to some degree, in relevance. The decision was taken to totally revamp the discipline system. This was carried out with the help of teams of students and teachers and resulted in a much more transparent and easier to use system.

- Similarly, the merit system which recognised student achievement was not fulfilling its intended aims. There was not enough support for the system from teachers and students, in some cases, failed to see the relevance of the process. As a result the merit system was revamped with the help of student teams and the result is a clearer more focused process.

**Future directions**

- The discipline system will be continually monitored and modified to cater for changed circumstances.

- The merit system has become a more dynamic process which caters to students needs and will change to satisfy a changing clientele.
**Curriculum**

It was decided that following the successful investigation into the Year 8 curriculum in 2007 that we should look at the whole school curriculum offerings and the inherent educational implications of changing these.

**Background**

The introduction of a changed curriculum in Year 8 provided the opportunity to take a look at the whole school curriculum. Could we improve student engagement in their learning with a changed curriculum?

**Findings and conclusions**

We found that having a number of subjects (Music, LOTE) run for a semester instead of over a full year led to a substantial reduction in discipline referrals and a higher level of satisfaction among the relevant teachers.

We found, through focus groups and surveys, that there was a great need for a more diverse curriculum offering in the senior school.

**Future directions**

We will, as far as possible, make sure that certain subjects are run on a semester basis in Stage 4. Elective classes in Year 8 are continually evaluated and kept relevant.

We will investigate the need for a wider range of subjects in Stage 6 which may cater for an increased number of students staying on to the HSC.

**Parent, student, and teacher satisfaction**

In 2008 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 well 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 2008, 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 $34390 was expended from Teacher Professional Learning Funds. This was an average of approximately $650 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 ($23126) and course fees ($8416).

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 assessment especially in the development of quality tasks which incorporated ICT. 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 2009**

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**

*To improve engagement and retention of students*

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:

- Establish Stage Teams to oversee all aspects of each stage
- Improve attendance monitoring
- Review transition program
- Introduce Year 8 electives

Our success will be measured by:

- Improved attendance
- Reduced number of discipline issues recorded on RISC
- Increase in the number of merit and excellence awards.

**Target 2**

**To improve student achievement in literacy and numeracy**

Many students become disengaged with learning because they have poor literacy and numeracy skills. Improving the literacy and numeracy skills of all students will have a flow-on effect to the rest of school life for these students.

Strategies to achieve this target include:

- Detailed analysis of NAPLAN results
- Professional learning opportunities around literacy and numeracy
- Appointment of Literacy and Numeracy coordinators

Our success will be measured by:

- A 10% improvement in Year 9 NAPLAN results in the upper bands.
- A 10% improvement SC results in English in the highest bands.

**Target 3**

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

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
- Regular email contact with students and parents about HSC study ideas etc.

Our success will be measured by:

- Increased retention of students to HSC
- 10% increase in the number of students in Band 5
- 10% increase in the number of in Band 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
James Berriman  Student Representative
Kate Edwards  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**

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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: