School context statement

Woolooware High School is a high performing public school in the Sutherland Shire that offers quality education for young people. The school community strives to create a stimulating, disciplined, caring and secure learning environment that encourages all students to pursue excellence in studies, sport and cultural activities so as to achieve their personal best and become effective and responsible citizens.

There are approximately 1066 students representing a range of abilities and talents. Together, they create a safe and supportive school environment through their positive interactions with staff and each other. There is a genuine desire for students to embrace the wide range of opportunities available to them. This report will reflect some of their many inspiring achievements academically, in the performing arts, sport and citizenship.

Principal’s Message

Woolooware High School is a thriving school, where students are excited to learn. Our students are characterised by optimism for the future and a strong commitment to strive for excellence in all areas.

This school year at Woolooware High School we saw a lot of growth. We discovered that we are a strong community with compassion and sensitivity for one another and a courageous spirit. Staff and students challenged themselves to be the best learners they could be and achieved outstanding results.

Our HSC students worked very hard to achieve their goals. The top ATAR gained was 98.75; one of our students was placed on the All Rounders List again this year; 26 on the Distinguished Achievers List; and 11 students achieved an ATAR over 90. Two of our dance students were nominated for HSC Dance's Callback which means they were amongst the best dance performers in the State, and one of our student's Industrial Technology practical work was selected for display at InTech, as one of the HSC top performers for that course.

Our extraordinary music students were selected to perform at the Town Hall at the Inaugural Department of Education and Communities ‘Come Together’ awards ceremony. All of you who were there know that they were the talk of the night. It was an uplifting and highly skilled and fun performance. In fact, our band students have had the opportunity to perform at many different venues this year, including the annual ANZAC Day March in Sydney, proudly representing our school and community.

We also saw great performances by our dance students at The Sutherland Dance Festival, and at the Schools Spectacular. And this year a large number of students were selected into the NSW Dep of Education Ensembles: dance, drama and band.

Our sporting tradition was once again strengthened with Woolooware High School being zone champion school at swimming and athletics this year. We had an incredible five students receive a Sydney Blues Award this year and students achieved amazing results in both team and individual sports. I must congratulate our Australian representatives – Shaun Lanaghan for softball, Ethan Whetu, Charlotte Laurence and Madeline Laurence for Oztag, and Connor Tracey who was selected in the Australian Schoolboys Rugby League Team.

In science, our Year 10 students outshone all other schools in the Shire to win the 2014 Microbiology challenge, the only school to have ever won in both divisions.

This year we had a group of Year 7 students participate in the Interschool chess challenge and bring home a trophy for third place. This was an outstanding effort in a tough competition.

Our leadership groups have also participated in a variety of learning experiences. Year 11 SRC students participated at the National Young leaders Convention and all SRC members were part of Unity Day. They worked hard to raise money and awareness of selected causes like Filemon and School of St Jude in Tanzania, and we had a visitor from that same school inform us about how Filemon is progressing and give us insight into life at St Jude's. Also, two of our students were chosen to be ‘Director for a Day’ with the Department of Education.

And who could forget the incredible work done by the SRC to support White Ribbon Day. As a result of their vision, organisation and planning our whole school walked against violence towards women. Through this action we discovered the strength of a united community to
ensure that our young women are safe and that our young men grow to be good men.

This year our eXtreme Learning Program was strengthened with students in Years 7 & 8 and their parents participating in a study sessions presentation and an online study skills package. Another group of Year 10 students were involved in learning about how they learn best through a series of sessions on individual and collaborative learning styles, Year 11 high achievers were again involved in the Flourish mentoring program and our Year 12 students attended our max ATAR master classes.

Our Student Wellbeing Team actioned the 'step in, step up' anti bullying policy and encouraged us all to have good mental health through their Que Sera video.

We also ran two overseas excursions, one to Greece for Ancient History students and one to Malaysia for our students who study Indonesian. These were amazing learning experiences. Congratulations too, to Kiara Thomson who won a scholarship for continued study of Indonesian language at university.

We continued our Learning Alliance with our local primary schools. This year we engaged in staff learning together, through joint professional learning workshops. We provided a session on practical science teaching to aid our colleagues in teaching the new Australian Curriculum Science Program. We are continuing to grow in this area, with a Leadership program being developed for our students in 2015.

While all of this and more has been going on our teachers have worked to encourage, support and manage all of these different experiences for students. At the same time they continued their own learning to ensure that curriculum and learning experiences for our students are current, were engaging and relevant. I’d like to acknowledge two staff members who received awards this year: Mrs Holz who won a ‘Come Together Award’ for school executive, for her leadership and expertise in teaching and learning; and Mrs Gowan who won a ‘Cook Community Award’ for her work with young people in the wider Sutherland Shire community.

I would like to thank all of the teaching and office staff at this school. I want to acknowledge the hard work and commitment of this dedicated staff who make extraordinary things happen every day.

Marianne Siokos
Principal

Parents and Citizens

Throughout 2014 our P & C continued the program of faculty representatives attending our meetings. The various teachers from the faculties gave presentations on the educational directions that Woolooware High School was headed in and what students were engaging in within each of the faculties. We saw 3D printers in action, artwork by the students as well as video and photographic creations by some very talented students.

The P&C were put to the test by both the Science and Mathematics Departments with some interesting results. It’s been some time since P&C members had been to school! Attendees at the meetings raised issues of concern and these were dealt with appropriately by our Principal, Ms Siokos. All issues raised are important and WHS Executive treats them in an appropriate manner and timely fashion.

Attendees to the Woolooware High School P&C meetings are low in numbers and we feel this is in response to the excellent teaching and learning achieved at Woolooware High School and the ongoing pastoral and welfare care given to all students at the school. Welfare and targeted programs to support students at WHS have been greatly appreciated by the parents and caregivers.

The P&C again held over the bulk of funds for another 12 months with the exemption of contributions to the annual presentation day and a commitment to fund the purchase of 80 blazers for the Performing Arts Troupes to improve the professional presentation of all our Performing Arts students representing the school.
One of the issues for Woolooware High School is protection from the elements for the students. The project for 2015 is to contribute funds to the school for the construction of a Covered Learning Area (COLA).

As always I look forward to the continual support of our P&C members and our Principal, Ms Siokos, throughout 2015.

Michael Luchi
P&C President

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

Student enrolment profile

![Enrolments graph]

Student attendance profile

![Student attendance rates graph]

Post-school destinations
The majority of Year 12 students seek and accept university placements at a number of universities.

The Bachelor degrees Year 12 students selected were from a range of Universities.

University of Wollongong: 55% of students

Civil Engineering, Nursing, Commerce, Communication and Media Studies, Science, Creative Arts (Theatre), Exercise Science and Rehabilitation, International Studies, Computer Science, Nutritional Science, Arts and Commerce, Arts (Psych) and Law, Nursing Advanced, Education – The Early Years, Arts, Journalism/Int Studies, Social Science, Creative Arts (Visual Arts and Design), Psychology, Science Education, Journalism/Commerce and Media Studies, Economics and Finance, Commerce and Law, Medical and Health Sciences, Accountancy and Finance, Public Health, Physical and Health Education

University of Technology Sydney: 12% of students

Science (Biotech/Med/Biomed), Midwifery, Arts Commerce, Arts Science (pre Medicine), Education/Int studies, Mathematics and Computing, Biomedical Science, Business, Communications (Digital and Social Media), Arts Communication (Social Inquiry), Construction Project Management.

University of Western Sydney: 12% of students

Communication, Health Science, Business and Communications, Occupational Therapy, Civil Engineering, Information and Communication Technology, Criminology.

University of Sydney: 11% of students


University of New South Wales: 5% of students

Computational Design, Media (Screen and Sound Production), Arts and Education, Arts and Business, Science (International)

Australian Catholic University: 4% of students

Teaching (Secondary Visual Arts), Speech Pathology, Social Work

Charles Sturt University: 1% of students

General Studies, Clinical Practice (Paramedic)
Year 12 students undertaking vocational or trade training

In 2014, 27% of Year 12 students engaged in Vocational Educational and Training and 14% engaged in Trade Training.

Year 12 students attaining HSC or equivalent Vocational educational qualification

In 2014, 14% of Year 12 students attained the HSC or equivalent through Vocational educational qualification, and 14% through TVET.

Student Retention Rate

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

In 2014, no teacher identified as Aboriginal or Torres Strait Islander

Teacher qualifications

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

Teacher accreditation

There were three teachers accredited at Proficient level in 2014: Ms Catherine Chellin, Ms Dena Mikhail and Ms Robyn Makhoul.

Professional Learning

In 2014, all staff engaged in professional learning activities on school development days that were targeted to the Strategic Directions: A Consistent High Standard of Educational Practice; Building Innovative Educational Systems and Structures; Developing active 21st century citizens.

Staff explicitly focused on 21st century pedagogy to meet the changing learning needs of young people, engaging in workshops on Tony Wagner’s Seven Survival Skills for the 21st Century. This was a strong school focus for 2014.

Staff professional learning also included: Developing Resilience through an inspiring session with the Black Dog Institute. The Professional Learning Team also built the capacity of teachers through workshops on the Australian Professional Standards for Teachers; in particular the processes for accreditation at Proficient, Highly Accomplished and Lead levels. This supported teachers develop their understanding of the incoming Performance and Development Plans.
The Quality Teaching Rounds initiative was implemented and sustained in 2014 to improve teaching practice through disciplined collaboration. Quality Teaching Rounds is a scalable, sustainable, and adaptable program focused on teacher professional learning that impacts positively on teacher quality and student outcomes, while also shoring up teachers’ confidence and willingness to work collaboratively. This program builds the capacity of teachers, through instructional rounds, the coding of teaching practices, and substantive discussion using the dimensions and elements of the Quality Teaching Framework. In the 2014 ‘Rounds’, beginning, experienced and executive teachers engaged in mentoring experiences that utilised Kohl’s theory of experiential learning, building their capacity through reflection in and on action.

The Rounds where beginning teachers were involved, were used to create a ‘Classmovie’. This is a DEC initiative to support pre-service teachers where authentic micro-documentaries build into powerful narratives about schools sharing best practice and connecting with community. It is now available on the ClassmoviesTV website as a resource for teachers and universities to use in teacher training programs.

Cronulla Sharks Leagues Club, where the team developed their capacity as leaders and managers of the school, understanding of the Australian Professional Standards for Teachers; whole school literacy needs and strategies; and effective communication skills to develop the capacity of colleagues.

The Executive team also engaged in Quality Teaching Rounds during Term 3 to build leadership density and improve the quality of education across KLAs. Through RAP data analysis, the Executive team evaluated 2013 HSC results and put measures in place within their faculties to improve HSC outcomes for 2014.

Finally, the Executive team reaffirmed their skills in teamwork and team building through the ‘Master-the-Chef’ competition at the Hospitality Establishment. Not only did they build rapport and strength in an engaging and entertaining activity, but they also consolidated their knowledge and understanding of the Quality Teaching Framework through reflective discussion about collaboration, substantive communication and inclusivity in the classroom.

Financial summary

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

![RAM Funds Chart](chart.png)
<table>
<thead>
<tr>
<th>Component</th>
<th>RAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base</td>
<td>8,559,059</td>
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<tr>
<td>Equity</td>
<td>152,323</td>
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<tr>
<td>Location</td>
<td>-</td>
</tr>
<tr>
<td>Aboriginal</td>
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<tr>
<td>Socio-Economic</td>
<td>33,083</td>
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<tr>
<td>Language</td>
<td>-</td>
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<tr>
<td>Disability</td>
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<tr>
<td>Targeted</td>
<td>50,967</td>
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<tr>
<td>Other</td>
<td>104,944</td>
</tr>
<tr>
<td>Total</td>
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</tbody>
</table>

The school’s financial management processes and governance structures include working with DEC support personnel and systems such as SAP Finance to meet financial policy requirements. The finance committee met to plan and they monitored the progress of funds expended and the implementation of the new finance system.

School contributions were lower than previous years as a result of delayed communication with parents.

The community funds have been allocated to improving school infrastructure and are specifically targeted towards building a COLA and upgrading the audio-visual system in the Multipurpose Hall.

Further details concerning the statement can be obtained by contacting the school.

School performance 2014

NAPLAN

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.

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)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 7 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
NAPLAN Year 7 – Numeracy

Percentage of Year 7 students achieving at or above minimum standard (exempt students included)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>99.5</td>
</tr>
<tr>
<td>Writing</td>
<td>97.4</td>
</tr>
<tr>
<td>Spelling</td>
<td>99.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>99.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>99.5</td>
</tr>
</tbody>
</table>

NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
NAPLAN Year 9 – Numeracy

<table>
<thead>
<tr>
<th>Test</th>
<th>Percentage of Year 9 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>94.7</td>
</tr>
<tr>
<td>Writing</td>
<td>92.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>96.3</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
<td>91.5</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98.9</td>
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</tbody>
</table>
Higher School Certificate (HSC)

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

English

2014 saw several outstanding achievements for students in writing, poetry and public speaking. It also saw the implementation of one of our key reforms in education: the new syllabus for the Australian Curriculum. This was implemented for Years 7 and 9, with Years 8 and 10 programs to be implemented in 2015.

Of particular note in 2014, was HSC English Extension 2 where James Fyfe’s Performance Poetry Major Work was selected to be part of the Showcase publication for 2014. This is a collection of 25 exceptional major works by students across NSW which is an outstanding achievement.

Students in the Year 9 Extension English class competed in the Write a Book in a Day competition to raise funds for Sydney Children’s Hospital. The two ‘teams’ who participated raised over $900 and collaboratively composed two inspiring and creative short stories.

The Bill Coppell Young Writer’s Awards recognised Isabella Newton’s stunning prowess for writing when she received a Merit Award in the 14-15 age category for her poem on “young adult literature”. Isabella was also afforded the opportunity to discuss her writing with renowned authors Ursula Dubosarsky and Ceridwen Dovey.

The English faculty also celebrated NSW Literacy Numeracy Week in Term 3 through the inaugural Soapbox Public Speaking competition. Students from Years 7 & 8 competed against one another in both prepared and impromptu categories, with the overall winner Matthew Earl being awarded the trophy. This initiative raises awareness of the importance of literacy, extends students’ public speaking skills, and celebrates the talents of our young people in a safe and secure environment.

Science

In Years 7 and 9, the Science faculty implemented the new syllabus for the Australian Curriculum with the focus on” Working Scientifically”.

The Year 8 ESSA results were again well above state average, and 30 Year 10 students competed in the ANSTO Engineering Challenge where both teams(Bacterial and Virology) who entered in the Microbiology Challenge Project won both Divisions (a first for any school in the five years the competition has run).

The Year 9 Assessment Task on “Ebola” was a huge success, and it has sustained its popularity with students as it has plenty of media attention to this day.
Science students also engaged in interactive and informative excursions to: Randwick Children’s Hospital to see kidney dialysis and donated blood products; the Museum of Human Disease to view real diseased human body parts; St George Hospital to see Radiology, X-Rays and MRI scans. These co-curricular opportunities continue to inspire our students in Science every year.

2015 will complete the implementation of the new syllabus for the Australian Curriculum with the introduction of courses in Years 8 and 10 that increase student engagement through experiments relating to students’ everyday experiences.

**Mathematics**

2014 has been another busy year for the Mathematics faculty. They successfully implemented the new syllabus for the Australian Curriculum for Years 7 and 9.

This year there was an excursion for 15 Year 10 students, who are gifted and talented in Mathematics, to have hands on experience with surveyors and see Mathematics in action at Homebush. The day was hugely successful as students were afforded the opportunity to make connected between the theories of mathematics, and practical situations in the world around them.

The Mathematics Competition this year saw 209 students participate, resulting in 6 Distinctions, 51 Credits and 100 students with Proficiency. Students who participated in the Mathematics Competition enjoyed a fantastic day at Wet and Wild to celebrate of these achievements.

Students also achieved strong results in the Higher School Certificate. In General Mathematics, five students achieved a Band 6 and 22 students achieved a Band 5. In the Mathematics course, two students achieved a Band 6 and 12 students achieved a Band 5.

**History**

The History Department had a very productive, successful and busy 2014. The new syllabus for the Australian Curriculum was implemented successfully with students in Years 7 and 9 responding positively to the new curriculum. We also sustained the Year 9 Elective History course, reflecting students continued enjoyment of History.

There was a large cohort of students across Stage 6 Modern and Ancient History courses in 2014 where they fully engaged in the study of a range of eras and significant movements.

The focus on literacy in Stages 4 and 5, especially with assessment tasks, saw the standard of work produced by students become more elaborate with sustained depth in their arguments and viewpoints. This skill is critical in finding success in the Stage 6 History courses.

Our HSC results were very pleasing with both Ancient and Modern History students achieving a mean above the state average in both courses, with three students in Ancient History achieving a Band 6.

There were also a number of incursions and excursions facilitated by the department, including Medieval Man, and the inaugural History Tour of Greece during the September school holidays. This overseas excursion offered students insights into archaeology and historicism as they were actively involved in an archaeological dig, and visited revered places that were inspiring and engaging. A total of ten students were selected to participate in the tour, and along with four dedicated teachers,
experienced a wonderful cultural and historical tour across Crete, Delphi, Athens, Poros and the Peloponnese.

We look forward to this tour becoming a biannual event for students to fully immerse themselves in the experience. The tour also strengthened our relationship with the Greek-Australian community with a four page spread in the Greek newspaper ‘O Kosmos’ and Mr Kotselas’ subsequent interview on SBS radio highlighting the significance of the overseas excursion.

Social Science

2014 saw the achievement of many impressive results from another strong Year 12 cohort undertaking subjects within the Social Sciences faculty as part of their Higher School Certificate. Business Studies was well above state average with 37% of students achieving Band 5 and 6. Congratulations to Olivia Lennon (top mark with 94%), Rochelle Comerford, Rachael Hunt and Tayla Lombardi who all achieved Band 6 results. 50% of the Geography students achieved Band 5 and 6 with Courtney Wood achieving at Band 6 level. 22% of students achieved a Band 5 in Legal Studies. This year also saw substantially improved results for Society and Culture as well as Economics from the previous year.

Once again students undertaking subjects in the HSIE faculty were provided with opportunities to further develop themselves outside the confines of the traditional classroom. Year 10 Geography undertook local Coastal Management fieldwork. Year 12 Geography undertook fieldwork at Towra Point, Redfern, and the Lindt Chocolate Factory. Senior students took part and performed well in the Australian Geographic Competition and the Australian Economics and Business Competitions. Also, around 150 Commerce, Business Studies and Economics students from Years 9 to 11 took part in the ASX Sharemarket Game.

An important focus of the Social Sciences faculty during 2014 was the implementation of strategies catering for the needs of 21st Century learners. For instance, Year 10 Commerce students formed teams to start and run their own businesses for the Running a Small Business topic. This involved coming up with a business idea and name, raising finance through the sale of shares, producing a product, implementing marketing strategies and running a “Trade Day” a lunch time. Such real-life activities provide students the opportunities to develop skills such as real world problem solving, critical thinking, collaboration and creativity.

Creative and Performing Arts

The Creative and Performing Arts faculty includes Music, Visual Arts and Photography, Dance and Drama.

Music

In 2014, approximately 80 students participated in band programs including the guitar ensemble; choir, Jazz Band, and the Stage Band. Two Music Nights were again held in 2014; these nights
showcased the musical prowess of all students to the broader school community.

The Stage Band proudly performed in the annual Anzac Day March through Sydney, as well as the inaugural NSW DEC ‘Come Together’ Excellence awards at the Sydney Town Hall in front of parents, school leaders and students from across Sydney.

2014 also saw the formation of the band Fripps and Fripps. The four male students showcased their passion for music through an impressive and energetic Australia Day performance on the big stage at Cronulla. Fripps and Fripps, along with the Jazz Band also performed at the Westpac Charity Fundraiser for Sylvandale, supporting our local community.

Bexley RSL (sponsor) were entertained through a riveting evening performance by the Jazz and Stage Bands, and the ever-increasing choir flourished aural cadences at the Flag Raising ceremony and our annual Chesalon aged care performance.

On an academic level, HSC results for Music saw 100% of students above Band 4, which is testament to the quality teaching and talent that exists at our school.

Drama

The Dance and Drama Showcase Evening was also a huge success where elective drama groups performed to parents, students and teachers, engaging them in clever stagecraft and theatricalities.

This also complemented HSC Drama night where Year 12 students showcased their individual and group performances to build confidence and skills before the HSC examinations.

There were three representatives in the NSW Drama Ensemble in 2014: Jackson Leavold, Flynn Mapplebeck and Zoe Cox, and all elective Drama students participated in the Zeal Theatre performance and workshop to strengthen their knowledge and skills in performance art.

Dance

Around 60 students participated in the extracurricular program this year, including performances at the Sutherland Dance Festival, Chesalon aged care facility, the Dance and Drama Showcase evening and other school events. All students involved in Dance engaged in a dynamic and interesting excursion to view Sydney Dance Company in performance.

The Elective Dance group was selected for the Regional Dance Festival, and talented performer Jett B-McAuliffe was selected to be part of the
NSW Dance Company. Many students were selected as part of the Schools Spectacular group, in particular, a strong cohort of boys were invited to be part of the hip hop group.

As part of the HSC course, two Year 12 dancers were selected for ‘Callback’, the prestigious initiative that celebrates students who achieved at a high level in their Dance performance.

**Visual Arts and Photography**

Nina Greenhill and Bronte Jurgens gained entry into the National Art School Extension Art Program.

There were several students successful in competitions: Elise Hodge (Foto Riesel), Taylah Glennan (AGNSW), and Isabelle Moran: *Everyone comes from somewhere* film competition.

Year 12 Body of Work Exhibition was held to showcase the incredible talents of students in the design of Major Works. Further, there were plenty of excursions throughout the year where students visited ArtExpress, Pop Art, Sculpture by the Sea and the Biennale in order to enhance their understanding of contemporary art. A Year 10 to Woolooware Bay Development site-community link was created to afford students opportunities to engage in corporate functions and environments, particularly through Photography.

Foto Riesel sponsored our photographic competition and provided a free studio lighting and printing workshop for Year 12 students, and our HSC results for Visual Arts saw 88% of students achieve in Bands 4, 5 and 6.

**TAS: Home Economics**

Textiles and Design students and Design and Technology students attended the Powerhouse Museum to view the "Design Tech" awards and view the Fashion Innovators and Strictly Ballroom exhibits. A full day incursion was run by The Whitehouse School of Design to teach students fashion drawing.

Alyssa Carson (Year 12 Hospitality) won the Southern Sydney BEN Hospitality Award and she also won the NSW VET Food and Beverage Award from a huge range of candidates throughout the State. Ivy Weng won a scholarship with the Whitehouse School of Design.
In Year 8 Technology, a new unit of work was developed to educate and encourage student to eat ‘Real Food’, this will involve a challenge throughout one week of Term 1 2015 and also encourage health throughout their lifetimes.

**TAS: Industrial Arts**

Year 10 Marine Studies classes had a great trip to one of the world’s natural wonders, the Great Barrier Reef. The schedule was jammed packed with activities including ocean rafting, crocodile cruise, wetlands walk and of course snorkelling on the reef. Students and staff enjoyed their time exploring this magical part of Australia.

Year 12 Industrial Technology students achieved outstanding results in Industrial Technology where seven students gained a Band 6. Also Simon Giang’s major project was nominated for the InTech display that showcases top performing projects.

Simon designed a “Floating dream house”. He developed the design literally from the ground/water up. Simon used ArchiCAD architectural software and Cinema 4D software to develop the floating house. He designed a logo and created large format pdfs using Adobe Photoshop. Simon’s project truly represents his outstanding drawing abilities and presentation skills as well as his project management techniques.

The Industrial Arts Department has introduced 3D printing across a number of courses. Students are now able to conceptualise their designs, developed their model on the computer and then send the design to the 3D printer to produce a realistic prototype or working model. This technology has taken the manufacturing world by storm and will be a key process in many future design and manufacturing industries. We feel it is vital that students have access to and can develop skills in new and emerging technologies. One of the Industrial Arts department’s key initiatives is to develop new units of work incorporating new and relevant technologies.

**Technology**
2014 saw many computer activities and classes continue. Again Year 7 learnt basic computer skills in their Technology Computer classes. Years 9 and 10 Information and Software Technology classes continued to produce great work in group tasks and individual assignments in the areas of digital citizenship, stop motion animation, video production, database creation, hardware and software including coding in Visual Basic, website creation and robotics.

This year also the invitation for computing students to participate in a Games Training Roadshow that gave the 30 students who attended the skills and resources to produce commercial level games.

**LOTE**

Student in elective Indonesian once again engaged in the biannual tour of Malaysia to experience and embrace the culture and language. The tour was an outstanding success with many students commenting that it was the best co-curricula opportunity they have experienced as they trekked through the Malaysian mountains, attended diverse cultural practices and engaged with local Malaysian families.

Years 9 and 10 French classes also participated in several excursions in 2014. In particular, they dined at The Little Snail restaurant and enjoyed exquisite French cuisine. The Year 9 Elective Indonesian class excursion to Kampong Boy restaurant was also an indelible experience for students as they dined on traditional Indonesian and Malaysian delicacies, allowing them to immerse themselves in the culture and appreciate our cultural diversity.

**Library**

*Learning Partners Workshop*

After the positive feedback received last year from parents attending this workshop, it was back again in 2014!

This workshop gives parents the information skills and confidence to assist their children when they work on research tasks or assignments at home. Parents learn strategies to help their children without doing the project for them. The workshop also looks at some very reliable sources of information to use, at home and at school, that are better than Wikipedia and faster than Google. An introduction to MOODLE was also included in each session.

**Writing Workshop: Will Kostakis**

Shortlisted for the Children’s Book of the Year with his second novel, The First Third, Author, Will Kostakis ran two workshops for aspiring writers. Seniors, mainly studying Extension English, used Belonging as the context for their session full of tips to craft their practice and achieve higher marks in the HSC examinations.

The session with students 7-10 was to challenge their imagination. They had to interpret the start
of someone else’s story and respond in a way that continued the tale. Twenty one students took up his challenge to write every day, for twenty minutes or more, about what they know. They were encouraged to build three characters to be used in creative writing pieces.

**Sport**

We again competed strongly at carnivals at every level in swimming, athletics and cross country with great individual and team results. Our grade sports teams represented the school honourably at Thursday sport, our knockout teams and their wonderful coaches provided the school with fantastic results. We celebrated results in a variety of sports through the excellence of our students, some of which include sailing, snowsports, surf lifesaving and equestrian.

A few changes were introduced at the school swimming carnival, including the introduction of a ‘B’ race category, which enabled a large increase in participation. Woolooware again won the Port Hacking Zone Champion School, for the 12th consecutive year. And we had four age champions as well. Our success continued at the regional and Combined High Schools (CHS) carnivals with three age champions at region and a new record courtesy of Gabrielle Turnbull. At CHS, Lauren McKillop was our stand-out performer, winning two gold and two silver medals. Gabrielle Turnbull competed at the Australian All Schools Swimming Championships in Melbourne and won an amazing five medals (1 gold, 4 silver).

At the school athletics carnival, every single record held in the boys 100m race was broken. Connor Smart broke a record that had stood for 45 years. Again we were the zone school champions in athletics, with six students winning age championships and at the regional carnival we had four. The school sent 16 students to compete at CHS – with three students winning individual gold medals: Rhianna Lucas, Danielle Katzos, and Mitchell Lucas.

Our knockout teams again represented our school with distinction. Both our girls Open Basketball Team and Boys Open Softball Team won bronze medals at their respective state carnivals. Our girl basketballers have been one of the most consistent performers at state level for a number of years, due in no small part to the dedication of their coach, Mrs Welsh. We had commendable results in a number of other knockout sports, making regional finals in touch, water polo, netball, baseball, and soccer.

We had great success in cross country this year as well. The school cross country was held at Greenhills for the first time. A large number of runners were successful at the zone, continuing this success at regional level with our 12 years and 15 years girls’ teams winning their event. The 12 years girls’ team (consisting of Jaydan Danes, Lauren Duncan, Zali Hopkins, and Philippa Kettlewell) went on to win a silver medal at the All Schools Carnival.

There were 36 students selected to represent Sydney East Region with nine of these students gaining selection in NSWCHS teams for
basketball, netball, water polo, soccer, Rugby League, and sailing. Furthermore Jeremy Cox, Stevie Donougher, Gabrielle Peak, and Meghan Fowler all competed in Sydney East Regional teams that won at the NSWCHS carnival which was an outstanding accomplishment.

We also had students represent NSW in baseball, hockey, and Oztag teams. Woolooware had an incredible five students receive a Sydney East Sporting Blue this year. Olivia Lennon for netball, Mitchell Lucas for athletics, Cody Parsons for swimming, Gabrielle Turnbull for swimming, and Connor Tracey for Rugby League.

Connor Tracey was selected in the Australian Schoolboys Rugby League Team and was the MVP at the carnival where this team was selected. He is one of five students from Woolooware High who represented Australia this year. Our other Australian representatives were Shaun Lanaghan for softball and Charlotte Laurence, Madeline Laurence, and Ethan Whetu for Oztag. We have a further five students who have since been selected in Australian teams for 2015.

Olivia Lennon received the Pierre de Coubertin Olympic Award for her outstanding contribution to sport at Woolooware over six years. She is a most deserving student of this award, setting a great example to our younger athletes.

We won a total of ten grade sport premierships this year at Thursday sport. Many of our students were selected best and fairest players of the entire zone, strengthening the reputation our school has for sporting excellence and fair play.

**Individual Achievements**

**Renee Holz**

Mrs Holz (Head Teacher English) received the prestigious Excellence in an Executive Role Award at the inaugural DEC 'Come Together - a celebration of excellence' ceremony at the Sydney Town Hall. This awarded was in recognition of her leadership of the Quality Teaching Rounds.

**Sharon Gowan**

Mrs Gowan (PE teacher) was awarded the Cook Community Award in recognition of her valued contribution to the 'Shire community' through her work at Woolooware High School and St Luke’s Anglican Church Miranda.
Alyssa Searles (Year 12 2013)

**University of Sydney and Westpac partner to award new scholarship**

Alyssa Searles (Woolooware High School, Vice Captain 2013) received a University of Sydney scholarship. With an additional contribution by the University, the Scholarship will support Alyssa for a full three-year undergraduate scholarship.

“As well as helping to buy text books and resources for study, I also hope to be able to use some of the funds to work with underprivileged communities in the Philippines. I’ve been there before and I’d like to build on my skills and experiences, helping with things like budgeting and setting up businesses.”

“I am beyond appreciative – it’s easy to achieve things when people believe in you. I am able to push myself to do well because of the opportunities I have been given.”

**Significant programs and initiatives**

**Director for a Day**

Claudia Muller and Daniella Luchi were afforded the opportunity to experience being a NSW DEC Director for the Day, working closely with relieving Director for Port Hacking, Mark Barraket. Both student leaders gained insights into managing and leading people, and working with a range of public schools in the local area. This experience heightened their leadership skills and ability to manage time effectively, especially when under considerable pressure. Claudia Muller is now School Captain for 2015, and Daniella Luchi is SRC President for 2015.

**The eXtreme Learning Program**

Once again, the eXtreme Learning Program was an enormous success in 2014, offering students quality co-curricular learning opportunities that developed their emotional intelligence, leadership and learning skills. All students involved in the program (Mentoring and eXtended Learning) were afforded the privileged opportunity to work with Mark Ferguson (7 News anchor) as part of the Inspire Schools Program. Mark spoke with our high achievers about career paths, time and stress management, coping with pressure and resilience.

**FLOURISH Mentoring**

The motivational FLOURISH program was once again a huge success for student and community mentors this year. Mentors included Belinda Fairfax (Bel People Solutions), Lydia Moussa (LEAP program), Kelly Donaghy (NSW Police), Wayne Gleeson (NSW DEC), and Sue Leak (Marketing Director).

Students engaged in one on one mentoring that focused on skills for time management, stress management, resilience and high expectations.
The six week program culminated in a celebratory graduation dinner at the Royal Motor Yacht Club where parents, school Executive, the Welfare Team and students shared their experiences over a sumptuous meal with an outstanding view.

**eXtended Learning**

The eXtended Learning Program was offered again to high achieving students in Years 10 and 11 and facilitated by Wayne Gleeson (Deputy Principal) and Michelle Brown (HSIE teacher). This program develops students’ emotional intelligence and supports their growth as learners through metacognitive activities. Students also visited Sydney University, touring the grounds and buildings.

**Study Skills**

The school offered a parent/student workshop on Study Skills for students in Years 7 and 8, to complement the integration of the online Study Skills Handbook that is used across the school. Prue Salter, ELES Director, spoke with parents about effective study habits in a two hour seminar that brought the whole school community together. Several parents commented on the value of such a program in supporting student learning and including parents in the learning cycle. This workshop will be held for parents biannually, contributing to the impact of the annual Year 11 Study Skills Workshop delivered by Ms Salter. Ms Janine Mayne (Teacher Librarian) drives the Study Skills Program through an integrated literacies and research class for all Year 7 students

**MaX ATAR Masterclass**

Year 12 students were again given expert support in the lead up to their Trial HSC examinations through a series of Masterclasses delivered by experienced HSC markers, senior markers and supervisors of marking. These lecturers are all on staff at Woolooware High School across a range of subjects, giving students broad access to examination skills and unique feedback from the perspective of markers.

**The Wellbeing Team**

Throughout 2014, the Wellbeing Team ran a number of initiatives around the anti-bullying concept of ‘Step in, Step up’. The Wellbeing Student Team began the year with a whole school assembly to launch a short film made with the Australian Federal Police called ‘How well do you know your mobile phone?’, part of the PCYC “STR8 TLK” program.

Cyber safety was extended during small group sessions run by Digital Thumbprint for Years 8-10. The Student Team also facilitated three sessions on anti-bullying with each year group, the production of an anti-bullying pamphlet, positive messages about relationships placed on the stairs around the school and two presentations to staff.

Building supportive relationships was encouraged by each year group taking part in a Drumbeats session on West African drumming. The formation of a MindMatters Team shifted attention to mental health issues for the second half of the year, beginning with a survey of
parents, 250 students and all staff. The results directed our participation in the Heads Up for Youth Forum, the production of a film clip to “Que Sera” and a report to industry professionals at the BeYOUNique Forum.

**Student Representative Council**

*World’s Greatest Shave*

On Thursday, 20 March the Student Representative Council (SRC) organised the annual ‘World’s Greatest Shave’. Many of Woolooware’s students participated by shaving their heads to raise funds for the Leukemia Foundation, who fund research and support families with members who are burdened by Leukemia, Lymphoma, Myeloma and related blood disorders. With the help of the entire school body including staff, we were able to raise approximately $4500.

2014 was one of our biggest years of participants volunteering to ‘lose their locks’, consisting of boys and girls from the majority of year groups. Great effort from the staff, including Mr Gewargis, who shaved his beard and Mr Hill, who caused the most excitement on the day shaving the rest of his hair off.

We greatly appreciate the hair dressers who generously gave up their time to help on the day; Jacky and Madeleine from ‘Compose Hair’ Lilli Pilli who have volunteered for the past few years, Jo from ‘Karizma Hair Kreations Sutherland’ and Kim Broom.

**Filemon Stvegani**

Cronulla Sharks and Hunter Self Storage assisted with our fundraiser for our sponsor child. The fundraiser consisted of selling tickets to the Sharks Vs Roosters game that was during the holidays, as well as a small donation for a signature or photograph with Paul Gallen. All money raised went straight to Filemon to assist with his future education with the School of St Jude Tanzania.

On Monday, 17 March the school and vice captains went along to the School of St Jude Dinner at Kareela Golf Club with Principal, Ms Siokos and SRC Coordinators Mr Monahan and Mr Donaghy. The event was run by Rotary Clubs of the Sutherland Shire to raise money for the School of St Jude which many Tanzanian students are privileged to attend including our sponsor child, Filemon.

Gemma Sisia, the establisher of the school, shared with us her dream to fight poverty through education and told us the school’s plans for the student’s lives after their graduation from high school, such as a compulsory year of community service and tertiary education. Throughout the night we were encouraged by the school’s progress and the opportunity the school gives for a better life for their students. We will continue to support the school and Filemon in the fight against poverty through education.

**Relay for Life**
On the weekend, 3-4 May, students participated in the Sutherland Shire’s 13th annual Relay for Life. The students involved spent 24 hours relaying for the Cancer Council and the event raised over $400,000. The Relay for Life family stretches all over the world, we were shown this when towards the end of our Sutherland Shire relay, we were able to Skype with a relay event in Hawaii.

**Gunnamatta Greys**

On Friday, 12 December, members of the Woolooware High School SRC, spent a day at Gunnamatta Bay with the Gunnamatta Greys Swimming Club. This annual event has been running for eight years and once again, the Greys won the championship trophy. Even though Woolooware failed to win the trophy it was a great day enjoyed by all.

**White Ribbon Week**

Following our annual White Ribbon Week, Woolooware High School is now a nationally recognised White Ribbon School! White Ribbon Ambassador Simon Earle, Inspector of Police Michael Merrett, White Ribbon Executive Jennifer Mullen and our Director Mark Barraket all attended our White Ribbon assembly where all male students took the pledge.

White Ribbon is an Australian organisation that is a male led campaign to end violence against women. Their vision is that all women live in safety, free from all forms of men’s violence – making women’s safety a man’s issue too. The SRC saw this as an important issue in need of combating, so they held White Ribbon Week, where the response from the students and the community was incredible.

So on Friday, 28 November Woolooware High School hosted a whole school assembly, followed by a fun walk to support ‘White Ribbon’, to support the Australian campaign to stop violence against women, helping to develop positive attitudes, build relationships and providing the opportunity to be kind to one another and learn to work together. The week was a huge success and will continue to be a large part of Woolooware High culture for many years to come.

**National Young Leaders’ Day**

On Friday, 21 November, members of the SRC attended the annual National Young Leaders Day program held in Homebush. This program aims to inspire and teach young people about aspiring to lead themselves and others in their future careers. The day consisted of several prominent leaders who spoke of their careers and their successes and failures they encountered along the way. Speakers included Mike Martin,
Lucy Locket, Jeremy Rolleston and Alex Malley. Students were encouraged to get involved with the day by either posting a photo on social media, sharing their views and dreams with others on camera, asking the speakers questions or meeting the speakers personally.

The Transition Team

Learning Alliance

Mr Craig Snudden (Principal, Lilli Pilli PS) and his teachers spent an afternoon of professional development with our science staff, learning practical strategies to engage students in science. Mr McDougall, Ms Bunting and Mr Fisher worked through a series of science experiments that K-6 could use with their students to learn about filtration, measurement, scientific investigation and the language of science. ‘Science without a Bunsen’ was a very productive and enjoyable session. Staff from both schools engaged in fun, hands on learning to support the implementation of the new syllabus for the National Curriculum and improve the learning outcomes of all our students.

We also ran ‘High School for a Day’ in Term 4 with students from Woolooware PS, Caringbah PS, Caringbah North PS, Lilli Pilli PS and Burraneer Bay PS, offering an interactive day of learning in a high school setting to build the confidence of young people as they transition from Stage 3 to Stage 4.

Aboriginal education

Two students received awards in 2014 for their personal achievements. Gabrielle Turnbull received a NangaMai Award and Matthew Stuart received a Deadly Kids Doing Well Award. Both of these students are outstanding representatives of our school and are involved in various leadership and sporting activities across the school.

We also strengthen our support of Aboriginal education through curriculum with implementation of the new syllabuses for the Australian Curriculum, specifically the cross curriculum priority of Aboriginal and Torres Strait Islander Cultures and Histories. Phase 1 subjects implement this priority through texts such as Shake a Leg (picture book), guest speakers (Boori Pryor) and films such as Ten Canoes and Rabbit Proof Fence.

All Aboriginal students and their families were involved in developing Individual Learning Plans
to strengthen their capacity to achieve learning outcomes in all their subjects.

**Multicultural education and anti-racism**

**Bridge project**

The Australia-Indonesia BRIDGE Project is supported by Australian Aid and the Australia-Indonesia Institute which are part of the Department of Foreign Affairs and Trade. As part of the Project, we were allocated a sister school in Indonesia.

![Sister school students](image)

Our new sister school is SMP N 2 Parung, located in Parung, West Java, Indonesia. SMP N 2 Parung is a fairly new school. We were privileged to host Bapak Septa Tri Puripana (Deputy Principal) and Ibu Liana Dewi Seviyanti (Mathematics teacher) from SMP N 2 Parung at our school. Pak Septa and Ibu Liana stayed with Mrs Peard and Mrs Taylor, and visited many classrooms during their visit. Our Indonesian Language classes enjoyed their presentations about our new sister school. Pak Septa and Ibu Liana also gave our Year 12 Indonesian students extra speaking practice as they prepare for their upcoming HSC speaking exams. Year 11 Society and Culture students also benefitted from the visit, welcoming the Indonesian teachers into their classrooms to discuss the significance of Islam in their daily lives.

The BRIDGE Project is held in high regard by the Federal Government, the Asia Education Foundation and many other stakeholders, including the Australian Embassy in Jakarta. It has been acknowledged as one of Australia’s leading educational innovations at the 2012 Biennial National Education Forum and was shortlisted in the final 20 projects in the United Nations Alliance of Civilizations-BMW Award for Intercultural Innovation 2011. Australia’s relationship with Asia is becoming increasingly important and Woollooware is very fortunate to have this relationship the SMP N 2 Parung through the BRIDGE Project. We look forward to the continuing development of this relationship through learning activities and possible future reciprocal visits.

**Learning and Support**

**Numeracy classes**

The Mathematics faculty ran the Extension and Remedial classes for Years 7 and 8 during terms two and three, for the third year. Thirty students were in the Year 7 Extension class, and 33 students were in the Year 8 Extension class; a significant growth from previous years. For all students involved in both the Extension and Remedial classes, the Mathematics faculty organised an excursion to Luna Park to celebrate their hard work and improved learning outcomes.

Individual Learning Plans were collaboratively created by students, parents and the Learning Support Team. Students with disabilities and special learning needs were targeted to ensure they accessed the curriculum and learning outcomes in ways that enabled them to succeed.

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Wellbeing evaluation

We asked parents and families what they thought about the climate of the school and how well the school teaches mental health and wellbeing. This included relationships, thoughts, feelings and behaviour within the school community.
The data received from this survey has led to the proposed implementation of Mind Matters to underpin our Welfare Policy.

Teachers from the Wellbeing Team were trained in Mind Matters to effectively implement the program in the new School Plan. The key focus areas are: resilience, positive mental health and cyber safety.

- Social Science Evaluation

The faculty undertook an analysis of 2013 HSC data pertaining to Business Studies.

Teachers, in subject groups, used the BOSTES RAP data to evaluate the ‘options’ students chose, focusing on the strengths and weaknesses of the school performance per question and the state performance per question.

A weakness was identified in Business Studies Short Answer responses. In 2014, teachers used exemplar responses, higher order directive terms for short answers, and show students ways to introduce Case Studies into higher order short answer responses.

As a result, the 2014 HSC data indicated a significant improvement in Business Studies where all students performed above the State average for each question.

**School planning 2012-2014:**

**School priority 1**

Consistent High Standard of Educational Practice

**Outcomes from 2012–2014**

- Improved literacy and numeracy skills
- Improved HSC results

**Evidence of achievement of outcomes in 2014:**

- Improved Year 9 writing, grammar and punctuation in NAPLAN results.
- Increase in achievement of HSC Bands 5 and 6 results across the school. Decrease in percentage of students achieving Bands 1 and 2 across KLAs.

**School priority 2**

Building Innovative Educational Systems and Structures

**Outcomes from 2012–2014**

- Successful Implementation of new management systems
- Leadership Density Developed through Building Capacity

**Evidence of achievement of outcomes in 2014:**

- SAP finance systems operating. Consensus to use Sentral as a management tool.
- The capacity of the Executive has been heightened through opportunities for relieving in higher positions. The Inaugural Executive and Welfare Conferences facilitated leadership skills development sessions.

**School priority 3**

Developing Successful 21st Century Citizens

**Outcomes from 2012–2014**

- High Levels of Student Engagement
- Resilient and Confident Young Men and Women

**Evidence of achievement of outcomes in 2014:**

- Improved student engagement in all school activities as seen in increased representation of students across leadership, sporting, Creative and Performing Arts and academic initiatives.
- Successful implementation of eXtreme Learning Program and reduction in anxiety issues for high achieving students. The student led Step In Step Up Anti-bullying Program was successfully implemented and sustained across the school.

**Parent/caregiver, student, and teacher satisfaction**

In 2014, the school sought the opinions of parents, students and teachers about the school. This was directly linked to the new school plan, and the development of strategic priorities. The questions are derived from the eight drivers of student learning: Parent Involvement; Leadership; Collaboration; Inclusive School; Learning Culture; Data informs Practice; Teaching Strategies and Technology.
Their responses are presented below.

Parents

There were 54 respondents. As the number of respondents was low, it didn’t provide an authentic representation of the parent community. However, qualitative data from Focus Group questions indicated that parents would like to see: more outdoor cover from the elements; Literacy support classes (like the Numeracy ones run by Maths teachers); extra support for students who struggle; reducing the inconsistencies about what teachers know about students’ medical issues.

Our parent community focus groups also believed we should sustain the following: the dedicated teaching and administration staff; the positive school culture (uniform, recognition of achievement and extra curricula opportunities); the Band Program; the diverse curriculum and sport opportunities.

Students

There were 732 respondents. The significant (strongest trends) were:

- **I receive written feedback on my work, at least once every week, which brings me closer to achieving my goals.**
  - 64% disagree of strongly disagree
- **My assessments help me understand where I am having difficulty**
  - 43% agree or strongly agree and 25% neither agree nor disagree
- **Teachers help me set challenging learning goals.**
  - 30% agree or strongly agree and 35% neither agree nor disagree.
- **My teachers establish clear expectations for classroom behaviour.**
  - 72% agree or strongly agree
- **I clearly understand what I am expected to learn.**
  - 59% agree or strongly agree
- **I am provided examples of work so I can understand what I’m expected to do.**
  - 50% agree or strongly agree
- **I find class lessons relevant to my own experiences.**
  - 21% agree or strongly agree and 38% neither agree nor disagree

- **Teachers create opportunities for success for me if I am learning at a slower pace.**
  - 59% agree, strongly agree or neither agree nor disagree

Qualitative data from student focus group questions indicated that students would like to see: more focus on mental health than bullying; resources/ shelter/ more recreational facilities/ more water filters; the profile of the Counsellor/Chaplain/Student Advisers raised; an increase in year group activities to build closer relationships with teachers and peers.

The student body would like to keep the blue paint on the school’s exterior and interior walls the same; and continue with an active Wellbeing Team to raise awareness and build positive relationships.

Teachers

There were 37 respondents to survey questions using the DEC Tell Them, From Me “Focus on Learning” project. The significant (strongest trends) were:

- **77.1% of staff have over 5 years experience teaching**
- **91.2% of staff agree or strongly agree that they engage in professional learning to improve their classroom practice.**
- **50% of staff engage in professional learning to achieve a higher level of accreditation.**
- **94.1% of staff engage in school-based, classroom-focused professional learning.**

Qualitative data from focus group questions indicated that staff would like to see: the strengthening of the academic culture of the school; the positive reputation of the school maintained; a stronger focus on Boys’ Education (both welfare and learning); upgrade of infrastructure including a senior study room and classroom furniture; sustained focus on collaborative professional learning initiatives.

Findings and Conclusions

The qualitative and quantitative data is being used by the School Planning Team to inform the
2015-2017 Strategic Directions and key initiatives to meet these directions.

Future Directions  
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015. The Strategic Directions are:

The purpose of Strategic Direction 1 is to foster excellence in teaching and leadership.

2. Striving for Excellence in Learning.  
The purpose of Strategic Direction 2 is to raise expectations and enhance student learning.

The purpose of Strategic Direction 3 is to build an inclusive and responsive school culture.

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.

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Renee Holz  Head Teacher English  
Theo Kotselas  Head Teacher History  
Lisa Cox  Head Teacher Creative and Performing Arts  
Ingrid Moon  Head Teacher Home Economics  
Arn Murphy  Head Teacher Industrial Arts  
Glen Jacob  Head Teacher Social Science  
Jim Hajjar  Head Teacher Mathematics  
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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: