Introduction

The Annual Report for 2015 is provided to the community of Woolooware High School as an account of the school’s operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Woolooware, 2230
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Woolooware-h.school@det.nsw.edu.au
Ph:95236752

Principal’s Name:
Marianne Siokos
Principal
Message from the Principal

At Woolooware High School we ‘strive for excellence’ together. I am proud of the achievements of our students and the commitment of staff to provide an outstanding selection of opportunities in which our students thrive.

In 2015 our HSC students achieved great results. Our top ATAR was 98.5. A wonderful result! Our students achieved 41 Band 6s, 226 band 5s, and 256 Band 4s. What does this mean? It means that many of our Year 12 students gained entry into university courses. Some students chose to do TAFE courses and others to begin traineeships or apprenticeships. But most importantly Year 12 students left here with the skills and the confidence to follow their dreams.

In addition, 21 of our students were placed on the HSC Distinguished achievers list and one student came fifth in the State in the Indonesian Continuers course. Two of our dance students were nominated for the HSC dance showcase and one of our students, had her Visual Arts major work exhibited at Hazelhurst Gallery. These were outstanding achievements.

We also held two music nights, our band students performed at the ANZAC day March and in Queensland, our dance students performed at the Sutherland Dance Festival and the Schools Spectacular. And who can forget the amazing excursions to Noumea, to the Barrier Reef, to the snow just to mention a few.

Once again we had incredible achievements in Sport: we were the winning school at zone swimming, we won 10 grade sport premierships in grade sport, we had an incredible 4 students receive a Sydney Blues Award and seven students represented Australia in Oztag, soccer and football.

Our students thrived in so many different areas: one of our students won the ‘Leader Design an Ad’ competition, another won the ‘Learning Links Art Competition’ and had her work auctioned at the Museum of Contemporary Art, a Year 12 student won the ‘Zonta Young Women in Public Affairs Award’, a Year 7 and a Year 12 student both won the ‘Patrick White Young Indigenous Writers’ competition, distinctions and credits were awarded in the English, Mathematics, and the Science and Engineering competitions.

Our leadership groups also excelled. Year 11 SRC students participated at the National Young Leaders’ Convention and all SRC members were part of Unity Day. They raised money and awareness for the St Jude School in Tanzania. Our Student Wellbeing Team showcased our program at the Positive Schools Conference, our Aboriginal garden and friendship poles were created, and three 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 in support of White Ribbon Day. Through our actions we united with our local primary schools to raise awareness and ensure that our young women are safe and that our young men grow to be good men. It was magnificent! We are now officially a White Ribbon School.

And as a school, we were awarded a Department of Education Community of Schools Award for our work with our primary schools.

By all accounts 2015 was a busy and exciting year.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parents and student leaders and provides a balanced and genuine account of the school’s achievements and areas for development.

Marianne Siokos
Principal
**School background**

**School vision statement**

Woolooware High School 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.

**School context**

Woolooware High School is a high performing coeducational and comprehensive public school in the Sutherland Shire that offers quality education for young people that ensures their success in the future.

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 in student leadership, social justice initiatives, sporting programs, as well as the creative and performing arts.

The school also nurtures strong links with the local community, particularly through the learning alliance with local public schools, as well as community leaders and organisations.

**Self-assessment and school achievements**

**Self-assessment using the School Excellence Framework**

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework. Time was dedicated at various staff meetings, Welfare Conference and Executive Conference to benchmark our progress along the School Excellence Framework. This ensured that all staff were involved in collaborative discussion on improvements which align with these high level expectations.

In the domain of ‘Striving for excellence in learning’ our focus has been on building student capacity, diverse educational experiences and leadership opportunities. The results have been evident in the number of students participating in a wide variety of opportunities, and using their skills to support their peers in their learning. Our transition program was further strengthened with key personnel supporting the needs of individual students. Increased engagement in learning has led to improvements in HSC results.

In the domain of ‘Striving for excellence in teaching’ we have employed collaborative practices to support continued growth through building teacher capacity, leadership density and quality systems. Our Professional Learning Team was instrumental in managing a program of learning for staff to further engage our boys in the classroom and supporting all students to thrive.

In the domain of ‘Striving for excellence in school culture’ our focus has been on building student wellbeing and resilience, strengthening a positive learning culture across the community and developing a quality learning environment for staff and students. The success of our programs has resulted in strong community links as well as a repositioning of our school values through the 4 pillars.

Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of quality education to our students.
Strategic Direction 1

Striving for Excellence in Learning

Purpose

**To develop successful learners and informed citizens**
To build the learning capacity of all students so that they meet and/or exceed their own learning goals and expected growth; To equip students with the skills to develop as active and informed 21st century citizens, who contribute and engage with the world around them; To enable students to be strong, skilled leaders of the future.

Overall summary of progress

Students have participated in our eXtreme learning program to gain a better understanding of goal setting and time management strategies. Our focus on improving the engagement of all students, and especially boys in the senior years has led to an increase in student results at the higher levels of attainment in external examinations. The FLOURISH mentoring program was expanded to include double the number of students participating in order to develop the capacity to meet or exceed expected growth in learning.

Our Transition Team developed a variety of experiences to engage students at key stages in their learning. High School for a Day and links with our local primary schools led to a positive transition for Year 7 students. Students with special needs were identified and catered for on entry to High School due to the collaborative processes the team developed across schools.

This year Leadership by the Bay, a leadership project for current and aspiring student leaders across schools was developed. Secondary student leaders led workshops to inspire and model best practice in leading projects within a school. Through this initiative, student capacity was advanced resulting in a vast array of projects to be implemented across our network of schools.

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| Increase in HSC Band 5 and 6 results; decrease in HSC Band 1 and 2 results | • Increase in Band 5 results from 27.6% to 32.4%  
• Decrease in Band 2 results from 5.6% to 5% and Band 1 results from 0.7% to 0% | 12 112 |
| Effective embedded Transition programs | • Implementation of ‘Leadership by the Bay’ with the local community of primary schools | 2100 |

Next steps

• Establish a Year 11 parent initiative to gain a shared understanding of learning expectations
• Embed high expectations of Aboriginal students through links with parents and community groups
• Expand the Leadership by the Bay initiative to include all Port Hacking Network schools
Strategic Direction 2

Striving for excellence in teaching

Purpose

To drive excellence in teaching and leadership
To develop a progressive teaching culture of continued learning and sharing of expertise in order to support professional needs and increase teaching capacity to ensure excellence in learning for all students; To promote a culture of developing effective leadership skills in staff to promote quality teaching practices; To improve the effectiveness of systems to support teaching and learning.

Overall summary of progress

In 2015 our school implemented Oliver, a high functioning effective educational system. Oliver has enabled staff and students to access information from across library systems using 21st century learning tools. The system gives students the skills for independent research at a high level and supports substantive communication in the classroom. The system has given teachers the tools to deliver innovative and dynamic teaching practices across the school.

Quality Teaching Rounds have been successfully implemented to support Early Career Teachers in their development of classroom practice. Experienced and effective classroom practitioners demonstrate best practice teaching and together teachers use the Quality Teaching Framework to guide discussions and collaboratively reflect on their teaching.

Professional Learning for staff has been purposefully managed by the Professional Learning Team with a focus on improvement in teaching and learning. All teachers have been trained in differentiating the curriculum to meet students’ needs. Targeted Professional Learning at teacher and executive levels have led to a greater awareness of the ‘Disabilities Standards’ and best practice in adjusting work to support all students to access the curriculum.

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of staff have effective Performance and Development Plans</td>
<td>• By the end of 2015 all teachers completed a Performance and Development Cycle based on the new Department Policy. Staff members are developing an understanding of how to best develop their own plans into the future as an important part of their ongoing growth.</td>
<td>29 400</td>
</tr>
</tbody>
</table>
| An increase in staff involvement in leadership positions, accreditation at higher levels and opportunities | • There has been an increase in the number of teachers applying for higher duties in relieving positions, at executive and senior executive levels in the school.  
• A team of teachers attended Professional Development led by the Quality Teaching Advisor to learn about accreditation at Highly Accomplished and Lead levels. Two of those staff members began the process in 2015. | 2000 |

Next steps

• Strengthening professional networks between schools and with DoE networks to build leadership density within the school through the ‘Community of Learning 2 Rivers Project’
• Teachers explore various methods of supporting continued growth in their own learning by actively seeking feedback and mentoring, as evidenced in their Professional Development Plans.
• All teachers will learn processes to use data to improve teaching and student learning.
Strategic Direction 3

Striving for excellence in school culture

Purpose

To build an inclusive and responsive school
To establish an inclusive and responsive school culture that celebrates achievement and promotes a positive learning culture, underpinned by our core school values; To develop strong, resilient students; To build a communal approach to learning through the sustained involvement of the whole school community to better meet the needs of all students.

Overall summary of progress

Our communication with the wider school community has been improved with the introduction of our social media footprint which includes a school facebook page and twitter account. By combining these with our school app, sms and newsletter publication we have been able to circulate current information to keep our community abreast of events and develop stronger ties with the community. We also implemented an ‘i noticed’ postcard system to acknowledge students’ achievements in a positive and inclusive way enabling their parents/carers to celebrate their successes with us.

One of our focus areas to increase student resilience was to overlay MindMatters as a framework for our Wellbeing program. The strategic implementation occurred in stages with an overview of the framework presented to the Welfare Team at the annual conference, to teachers at a dedicated staff meeting and to parents at a P&C meeting in Term 1. As a result of an online survey of the staff, we implemented additional training for staff to better support students’ mental health and wellbeing needs. A series of twelve modules led by student advisors were completed by staff. Module 2.1 ‘Adolescent Development- The Art of Growing Up’ was delivered to students in Years 7-10.

As one of the 4 Pillars, ‘building respectful relationships’ aligns with our White Ribbon initiative enabling students to contribute and engage with current issues in the world around them. Our Student Leaders were workshop facilitators engaging with students at our local primary schools. The White Ribbon Team was formed to promote the ethos of positive relationships in the school and the wider community. The school is now seen by the community as active leaders in this social arena.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| A significant strengthening sense of self and resilience in students | • Upskilling and implementation of MindMatters as a framework for our Wellbeing program.  
• Strengthening of ‘Step In, Step up’ anti-bullying program with an increase from 17% to 86% of students, stating that they had strategies to deal with bullying if it presented | 5880 |
| Articulation of the school pillars by staff, students, parents/carers and community members | • 4 Pillars posters are displayed in each room with lessons dedicated to them. Staff and student leadership groups were upskilled to use the language and model the 4 pillars, embedding them in their practice.  
• Parents and community members have been made aware of the 4 Pillars through various communications such as newsletter, social media, assemblies, post suspension interviews. | 1000 |

Next steps

- Increase the participation of parents/carers at school events, as specified by student surveys
- Develop active partnerships with the school community and local businesses to build quality opportunities for our students
- Continue to support the development of quality learning environments: a COLA and upgraded desks
### Key initiatives and other school focus areas

<table>
<thead>
<tr>
<th>Key initiatives (annual)</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| Aboriginal background funding | *Strategic Direction 1*  
All students have an individual learning plan and are making progress across all KLAs. Year 9 students were supplied with laptops which supported their access to learning.  
*Strategic Direction 3*  
A greater sense of pride in their rich culture and a feeling of being valued within the school community has supported our Aboriginal students to identify with their heritage and proudly represent our school. Our students gained confidence in their abilities and we saw increased participation in school life. Some examples include Aboriginal ambassadors through our White Ribbon initiative; participation in competitions for Aboriginal students, such as The Patrick White Writing Competition where a student in Year 7 and a student in Year 11 won their divisions; ‘Sharks Tomorrow’s Stars’ program for Indigenous youth; Deadly Kids Award recipient; and participation in Zonta Young Aboriginal Women in Public Affairs competition. | 4657 |
| English language proficiency funding | *Strategic Direction 1*  
Teachers were able to identify literacy needs of students and use strategies to support improvements in their classrooms across KLAs. The use of interactive software such as ‘Grammatikus’ consolidated the learning. Involvement in the Peer Reading program also ensured improvements in literacy learning. | 29 719 |
| Targeted students support for refugees and new arrival | No funding received in 2015 | |
| Socio-economic funding | *Strategic Direction 1*  
Students were able to participate in elective courses, excursions, camps, supplied with textbooks and resources across KLAs, and uniforms which ensured an inclusive and supportive learning environment. | 36 864 |
<table>
<thead>
<tr>
<th>Low level adjustment for disability funding</th>
<th>Strategic Direction 1</th>
<th>140 711</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students were supported by SLSOs and able to access adjusted work. 38 students were identified and referred for learning support. This reinforced students’ participation and engagement in their learning and gave them better access to a wider range of learning experiences.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for beginning teachers</th>
<th>Strategic Direction 2</th>
<th>4080</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality Teaching Rounds enabled Early Career teachers to work collaboratively in reflecting on their educational practice in their classrooms. The teachers developed ongoing strong relationships with their mentors. The program also built confidence in their teaching abilities and developed their understanding of the levels of the teaching standards.</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Other school focus areas</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>White Ribbon Initiative</td>
<td>Strategic Direction 3</td>
<td>2900</td>
</tr>
<tr>
<td>This leadership and social justice program has resulted in whole school greater social awareness of the issue of Domestic Violence. It has given a wide array of students’ leadership opportunities as part of a newly formed White Ribbon Team. Our male students became strong role models for the school community. They also led workshops at Lilli Pilli Public School, giving them an authentic forum to display leadership skills. The community involvement on White Ribbon Day reinforced our relationships with the community and sent a strong message against Domestic Violence. We were joined on our walk by police, ambulance services, local residents, School Director, a White Ribbon representative, primary school principals and student leaders, Woolooware Public School.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Website</th>
<th>Strategic Direction 3</th>
<th>3650</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of 2015, the new website was nearly complete. At this stage the impact has been a renewed perspective on the school’s culture and discussions about processes, procedures and communication with the school community.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Mandatory and optional reporting requirements

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

![Student enrolment profile graph]

Retention Year 10 to Year 12

![Retention Year 10 to Year 12 graph]

Post-school destinations
The majority of Year 12 students (55%) sought and accepted university placements at a number of universities. The majority of those students (58%) went to the University of Wollongong. The other university intakes were:
- University of Western Sydney (14%)
- University of Sydney (10%)
- University of NSW (8%)
- University of Technology (7%)
- Australian Catholic University (2%)
- University of Notre Dame (1%)

Proportion of students moving into post-school education, training or employment

<table>
<thead>
<tr>
<th>Year 10 %</th>
<th>Year 11 %</th>
<th>Year 12 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>seeking employment</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>employment</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>TAFE entry</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>university entry</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>other</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>unknown</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Year 12 students undertaking vocational or trade training
In 2015, 29% of Year 12 students engaged in Vocational Education and training and 16% engaged in trade training.

Year 12 students attaining HSC or equivalent vocational educational qualification
In 2015, 100% of our Year 12 students attained their HSC.
Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<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>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teacher(s)</td>
<td>11</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>62.7</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>12.5</td>
</tr>
<tr>
<td>Other positions</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>94</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.
In 2015, 2 staff members identified as Aboriginal or Torres Strait Islander.

Workforce retention

Mr Gleeson our Deputy Principal, Mrs Pacey HSIE teacher and Mr Yates CAPA teacher finished up with us this year and are retiring early next year. Our Head Teacher of English Mrs Holz, was successful in gaining a promotion to Deputy Principal at Engadine High School.

Mrs Bruce and Mrs Longmuir who retired from their positions as administration and learning and support staff and Mr Wolfrey our General Assistant left at the end of the year as well.

We have been very fortunate to have had their expertise at the school and on behalf of the school community I would like to thank them all for their contribution to our students and to our school and wish them well in the future.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate degree or diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>22%</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

There were 6 Early Career teachers working towards Board of Studies Teaching and Educational Standards accreditation at Proficient. There were fifteen teachers maintaining accreditation at proficient. School Development Days, Executive conferences, Welfare conferences and fortnightly Executive meetings were opportunities for our school staff to take part in professional learning in 2015.

School Development Days focussed on

- Working with students with disabilities
- Understanding and applying differentiated teaching strategies that are responsible for the needs of individual learners
- Setting differentiated assessment tasks for individual learners
- Andrew Fuller’s “Brain Based Learning Modules”
- Mandatory Child Protection and Code of Conduct updates as well as emergency care and anaphylaxis training.

Executive Conferences are held annually. In 2015 the school Executive team worked together to establish our school plan and align our practice with the School Excellence Framework.

Fortnightly executive meetings throughout the year are devoted to teaching and learning, where student data analysis, teaching and learning practices and leadership are modelled and shared across faculties.

The School Welfare conference is held at the beginning of the year where our school welfare team establishes Wellbeing directions for the year. This year the focus was on embedding ‘Mind Matters’ and strengthening our ‘Step in –Step Up’ anti-bullying program.
Financial information

Financial summary

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

A full copy of the school’s 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Financial Summary for the Year Ended 31 December 2015

<table>
<thead>
<tr>
<th>Component</th>
<th>RAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base</td>
<td>8,561,079</td>
</tr>
<tr>
<td>Location</td>
<td>-</td>
</tr>
<tr>
<td>Other Base</td>
<td>8,561,079</td>
</tr>
<tr>
<td>Equity</td>
<td>211,952</td>
</tr>
<tr>
<td>Aboriginal</td>
<td>4,657</td>
</tr>
<tr>
<td>Socio-Economic</td>
<td>36,864</td>
</tr>
<tr>
<td>Language</td>
<td>29,719</td>
</tr>
<tr>
<td>Disability</td>
<td>140,711</td>
</tr>
<tr>
<td>Equity Transition</td>
<td>-</td>
</tr>
<tr>
<td>Targeted Total</td>
<td>81,298</td>
</tr>
<tr>
<td>Other Total</td>
<td>106,630</td>
</tr>
<tr>
<td>Total</td>
<td>8,960,959</td>
</tr>
</tbody>
</table>

School performance

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link My School and insert the school name in the Find a school and select GO to access the school data.

NAPLAN - Numeracy

[Graph showing percentage in bands for Year 9 Numeracy]
NAPLAN - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
**Higher School Certificate (HSC)**

In the Higher School Certificate, the performance of students is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).
Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents often comment on the commitment of staff in providing such a variety of experiences and opportunities at the school, and send letters of thanks for the ongoing support of their children.

“The staff have been very helpful and assisted with lots of issues and managed to resolve concerns in a positive manner”

“I hope you can pass along my feedback to his teachers and year advisers. He raves about his teachers and opportunities he has at Woolooware.”

Parents who participated in the Tell them from Me Survey indicated that

- They felt welcome when visiting the school
- Reports on their child’s progress are written in terms they understand
- They take an interest in their child’s school assignments
- Teachers expect homework to be done on time
- Their child is clear about the rules for school behavior
- Their child feels safe going to and from school
- School staff take an active role in making sure all students are included in school activities

Similarly the most significant comments from teachers surveyed indicated that

- They set high expectations of student learning
- Assessments are used to help them understand where students are having difficulties
- They give students written feedback on their work
- They establish clear expectations of classroom behaviour

Students who are socially engaged are actively involved in the life of the school. Students surveyed indicated that

- They have positive relationships at school (85%, above the Government norm)
- They feel a sense of belonging at the school (70%, above the Government norm)

Policy requirements

Aboriginal education

Aboriginal education is integrated in the curriculum in all courses. In 2015 we engaged local elder Aunty Deanna to run workshops with staff and students from within our school and in collaboration with local primary schools.

Our students and the wider Aboriginal community came together to be part of the learning community. The creation of a reconciliation garden and friendship poles, as well as the commissioning of a painting that represents learning in our network, supported our students to gain confidence in their abilities and increase participation in school life.

Multicultural Education and Anti-racism

Our sister school arrangement through the Bridge project is continuing to strengthen. The arrangements with a school in Indonesia have allowed our students access to learning activities that have enriched their knowledge and understanding of other cultures, language and ways of life. As a result of our strong links in this project, the successful teaching of Indonesian at our school and continued encouragement of students to take up opportunities, one of our senior students won a scholarship trip to Indonesia.

Racism can have serious impacts on educational outcomes, wellbeing and student behaviour. As such, promoting acceptance of cultural diversity and challenging discriminatory behaviours is important. The ARCO is a trusted and experienced member of staff who has worked to minimise or eliminate racism and its effect on our school community. In the event of an allegation of racism, the ARCO provides a structure through which students, parents, teaching and non-teaching staff and community members can be confident their complaints will be listened to and dealt with in a timely, impartial and professional manner. The ARCO has also been proactive in raising awareness and promoting anti-racism education in the school.
Other school programs

- Student leadership

All students are encouraged to take initiative and expand their leadership responsibilities at our school and within the community at large. They are also provided with many opportunities for meaningful involvement in leadership programs across all year levels.

In 2015, 3 of our Year 11 students were selected from across NSW schools to shadow the Department of Education Directors in a very prestigious leadership program. They were outstanding representatives of our school and have subsequently gained the top student leadership positions at our school.

One of our Year 12 students won the Zonta Young Women in Public Affairs award. This was a great achievement for a young woman who has worked hard to develop her skills in leadership.

Our leadership groups also undertook 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 Filimon and the school of St Judes in Tanzania.

The Student Wellbeing Team actioned Mind Matters and delivered three sessions to Years 8 and 9. They were instrumental in developing wellbeing and mindfulness sessions, cyber safety sessions and encouraged us all to have good mental health, as well as represented us at the Positive Schools Conference.

And who could forget the incredible work done by the SRC and White Ribbon Team leaders for White Ribbon Day. As a result of their vision, organisation and planning our whole school walked against violence towards women with the local community, for a second year. The programs that have come out of this initiative have impacted many facets of the school. As a result, we were seen as leaders in this area and modelled our practices to other schools.

- Achievements in the sport.

When it comes to sporting endeavours, the students at Woolooware High School continue to excel, and exceed all expectations. If you look back at 2014, 2013, 2012, etc. each year we have gone from strength to strength in sport, and in no way is that any different in 2015. We continue to ‘Strive for Excellence’ in sport, with great results.

Woolooware is always fiercely competitive in swimming. Our own school swimming carnival was highly successful, with a record number of 800+ students attending Caringbah Pool for the day. Woolooware again won the Port Hacking Zone Swimming Carnival, for the 12th consecutive year.

We won a total of ten sport premierships at grade sport, the same as last year. In 2015 we had 46 Woolooware students represent the Sydney East Region in sports other than swimming, athletics, and cross country. Seven of these students were then selected for NSWCHS teams. At a ceremony held by the Sydney East Sports Association, four Woolooware students received a ‘Blue’ for their achievements in sport.

Two of our students were selected into the Australian School Boys’ teams for football and softball. We had 13 students represent NSW this year across a variety of sports. Along with another five students who have been selected for Australian Oztag. Two of our Year 7 students also represented Australia at the Little League World Series Championships in the USA.

- 2015 Network Award

We were very honoured this year to be acknowledged for the strong partnership we have developed with Lilli Pilli Public School.

“This award was presented for the partnership between Woolooware High School and Lilli Pilli Public School. The schools have worked to create a positive, ongoing connection to strengthen student learning, transition and leadership and development opportunities for staff to learn collegially. Lilli Pilli PS and Woolooware HS are committed to continued collaboration to strengthen links to create a strong, supportive community to support student achievement and growth.” Citation