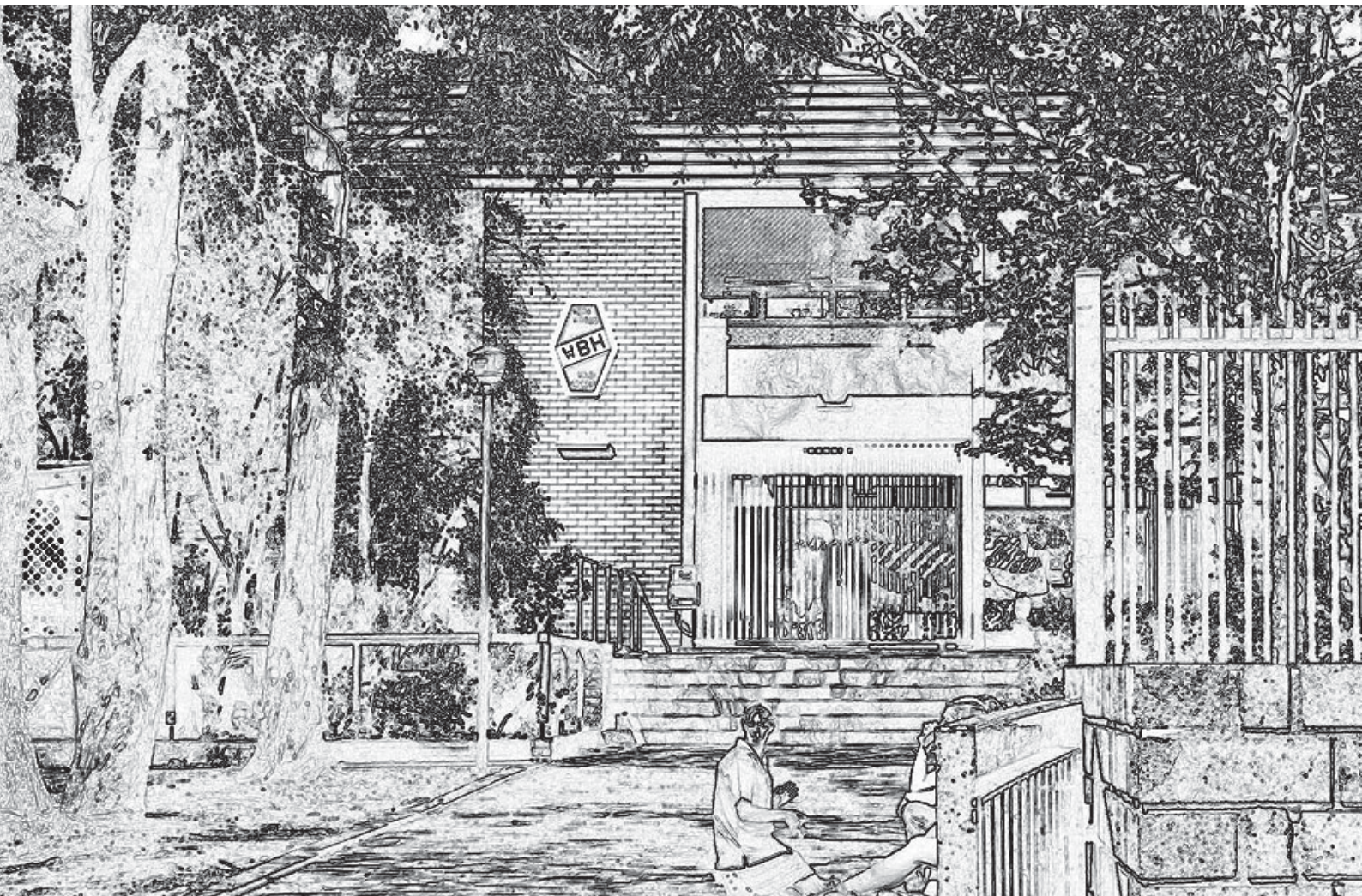




A SUMMARY  
of the  
ACADEMIC, SPORTING AND CULTURAL  
ACHIEVEMENTS  
at  
WARNERS BAY HIGH SCHOOL  
2010







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# WARNERS BAY HIGH SCHOOL

## ACHIEVEMENTS 2010

*as related to our Strategic Plan for School Improvement, 2009 - 2011*



**School Captains 2010 -**  
*Kate Wright & Guy Wagner  
with Principal, Dr Sharon Parkes*



### Student Executives

Principal : Dr Sharon Parkes

2010

**Seated Row:** Nathan Laing, Jane Evans, Guy Wagner, Dr Sharon Parkes, Kate Wright, Elyse Fisher, Wanagi Zable-Andrews  
**Second Row:** Gina Drew, Rikki Groen, Courtney White, Romany McGuffog, Jessica-Ann Matthews, Matilda Sheargold  
**Third Row:** Elizabeth Hamson, Georgia Monaghan, Joshua Ryan Gill, Laura Robertson, Charlotte Harrap



## School Priority Area

*1.1 Quality Teaching facilitates effective student learning for continuous school improvement.*

**TARGET: Increased number of students scoring Bands 5 & 6 at HSC level across all courses.**

### ACHIEVEMENTS:

## 2010 HSC Initial Analysis

- Increased the overall number of Band 6 results in the HSC from 42 in 2009 from 149 students to 46 in 2010, for a cohort of 171 students
- Increased the overall number of Band 5 results in the HSC from 196 in 2009 to 340 in 2010, for a cohort of 171 students.

- Continued to consolidate and strengthen the number of Band 6 results as follows:

2006 - 57 Band 6's from 165 students

2007 - 52 Band 6's from 150 students

2008 - 62 Band 6's from 157 students

- Continued to consolidate and strengthen the number of Band 5 results as follows

2006 - 212 Band 5's from 165 students

2007 - 184 Band 5's from 150 students

2008 - 244 Band 5's from 157 students

- Celebrated the selection of five Visual Arts students' Bodies of Work into Art Express.
- Awarded the Sir William Dobell Art Foundation Award for Excellence presented to the school during the opening of Art Express in the NSW Art Gallery, Sydney which highlights outstanding HSC artwork from across NSW in the HSC. Two WBHS Visual Arts students' Bodies of Work were selected for the prestigious opening where 44 student artworks featured in the exhibition. Three other works from our school are at other venues across NSW. This award is built on the data which highlights over 10 years, the consistent number of WBHS Visual Arts students whose Body of Work is either pre-selected or selected for Art Express. For example: 2006 six Bodies of Work pre-selected, 2 selected; 2007 five Bodies of Work pre-selected, 2 selected; 2008





eight Bodies of Work pre-selected, 5 selected; 2009 five Bodies of Work pre-selected with four selected, culminating in the pre-selection and selection of five Bodies of Work in 2010 which represented 8.7% of the 57 WBHS Visual Arts cohort.



- Achieved results in the following HSC courses which were above the state mean: Ancient History (2 Unit); Biology (2 Unit); Business Studies (2 Unit); Chemistry (2 Unit); Community & Family Studies (2 Unit); Design & Technology (2 Unit); Drama (2 Unit); Earth & Environmental Science (2 Unit); Economics (2 Unit); Engineering Studies (2 Unit); English Advanced (2 Unit); English Standard (2 Unit); English Extension 2 (1 Unit); French Extension (1 Unit); General Mathematics (2 Unit); Hospitality Exam (2 Unit); Industrial Technology (2 Unit); Legal Studies (2 Unit); Mathematics (2 Unit); Modern History (2 Unit); Music 1 (2 Unit); PDHPE; Physics (2 Unit); Senior Science (2 Unit); Society & Culture (2 Unit); Textiles & Design (2 Unit) and Visual Arts (2 Unit).

## CREATIVE & PERFORMING ARTS

- **Visual Arts** – 70.1% of WBHS students scored Band 6 or Band 5 which was 19.5% above the percentage of students who scored Band 6 or Band 5 in the state. Of the students who scored Band 5, 3 students were within 1 mark of a Band 6, 3 students were within 2 marks of a Band 6 and 4 students were within 3 marks of a Band 6.
- **Drama** - 50% of WBHS students scored Band 6 or Band 5 which was 10.2% above the percentage of students who scored Band 6 or Band 5 in the state. Of the students who scored Band 5, 1 student was within 3 marks of a Band 6.
- **Music 1** – 80.5% of WBHS students scored Band 6 or Band 5 which was 20.2% above the percentage of students who scored Band 6 or Band 5 in the state. Of the students who scored Band 5, 3 students were within 1 mark of a Band 6, 1 student within 2 marks of a Band 6 and 1 student within 1 mark of a Band 6.

## ENGLISH

- **English Advanced** - 69.4% of WBHS students scored Band 6 or Band 5 which was 11.5% above the percentage of students who scored Band 6 or Band 5 in the state. Of the students who scored Band 5, 1 student was within 1 mark of a Band 6, 1 student within 2 marks of a Band 6 and 4 students within 3 marks of a Band 6.
- **English Extension 1 & 2** - In Extension 1, 75 % of WBHS students scored E3, a notional Band 5 which was 13.9% above the percentage of students who scored E3 in the state. The one student who undertook Extension 2 scored an E4, notional Band 6 where only 28% of students across the state who undertook Extension 2 scored an E4 Band.

## SOCIAL SCIENCES

- **Economics** – 75% of WBHS students scored Band 6 or Band 5 which was 33.8% above the percentage of students who scored Band 6 or Band 5 in the state. Of the group of students who scored Band 5, 2 students were within 3 marks of a Band 6, 3 students were within 2 marks of a Band 6 and 1 student was within 1 mark of a Band 6.
- **Geography** - 62.5% of WBHS students scored Band 5 which was 32.9% above the percentage of students who scored Band 5 in the state. Of the group of students who scored Band 5, 1 student was within 1 mark of a Band 6 and 1 student was within 2 marks of a Band 6.
- **Legal Studies** – 46.2% of WBHS students scored Band 5 which was 19.9% above the percentage of students who scored Band 5 in the state. Of the group of students who scored Band 5, 1 student was within 1 mark of a Band 6, 1 student was within 2 marks of a Band 6 and 1 student was within 3 marks of a Band 6.
- **Business Studies** - 50% of WBHS students scored Band 6 or Band 5 which was 13% above the percentage of students who scored Band 6 or Band 5 in the state. Two

students were within 1 mark of a Band 6, 1 student within 2 marks of a Band 6 and 2 students within 3 marks of a Band 6.

- **Society & Culture** – 44.4% of WBHS students scored Band 5 which was 19.5% above the percentage of students who scored Band 5 in the state. Within the group of students who scored Band 5, 1 student was within 3 marks of a Band 6.

## **HISTORY**

- **Modern History** - 65% of WBHS students scored Band 6 or Band 5 which was 23.2% above the percentage of students who scored Band 6 or Band 5 in the state. Of the students who scored Band 5, 1 student was within 3 marks of a Band 6.
- **History Extension** – 2 students scored an E3 which is a notional Band 5.
- **Ancient History** - 23.3% of WBHS students scored Band 5.

## **TECHNOLOGICAL & APPLIED STUDIES**

- **Design & Technology** – 39.9% of WBHS students scored Band 6 or Band 5 which was 5.8% above the percentage of students who scored Band 6 or Band 5 in the state. Of the students scoring Band 5, 1 student was within 3 marks of a Band 6.
- **Engineering Studies** – 66.6% of WBHS students scored a Band 5 which was 35.7% above the percentage of students who scored Band 5 in the state. Within Band 5, one student was within 2 marks of a Band 6.
- **Information Processes & Technology** – 30% of WBHS students scored a Band 5 which was 5.6% above the percentage of students who scored Band 5 in the state.
- **Industrial Technology - Timber** – 83.3% of WBHS students scored Band 6 or Band 5 which was 52.9% above the percentage of students who scored Band 6 or Band 5 in the state. Of the students scoring Band 5, 1 student was within 2 marks of a Band 6.
- **Textiles & Design** – 81.8% of WBHS students scored Band 6 or Band 5 which was 35.5% above the percentage of students who scored Band 6 or Band 5 in the state. Of the students scoring Band 5, 2 students were within 2 marks of a Band 6.

## **LANGUAGES**

- **French Continuers** – 50% of WBHS students scored Band 6 or Band 5. Of the students who scored Band 5, 1 student was within 3 marks of a Band 6.
- **French Extension 1** – Our two students scored an E4 and an E3, notional Band 6 and Band 5, which was 10% above the percentage of students who scored those Bands across the state.
- **Spanish Beginners** – our one student scored a Band 6.
- **Japanese Continuers** – our two students scored Band 4.
- **German Continuers** - our one student scored a Band 6.



## MATHEMATICS

- **General Mathematics** – 23.3% of WBHS students scored Band 6 or Band 5. Of the students who scored Band 5, 1 student was within 1 mark of a Band 6 and 3 students were within 3 marks of a Band 6.
- **Mathematics** – 44.7% of WBHS students scored Band 6 or Band 5 which was 3.2% above the percentage of students who scored Band 6 or Band 5 in the state. Of the students who scored Band 5 there was one student who was within 2 marks of a Band 6 and one student who was within 3 marks of a Band 6.
- **Mathematics Extension 2** – each of our 6 students scored an E3, a notional Band 5.
- **Mathematics Extension 1** – each of our 14 students scored an E3 which was 54.3% above the percentage of students who sat this course across the state.

## SCIENCE

- **Chemistry** – 30.7% of WBHS students scored a Band 5 which was 1.5% above the percentage of students who scored Band 5 in the state.
- **Earth & Environmental Science** – 40% of WBHS students scored a Band 5 which was 5.2% above the percentage of students who scored Band 5 in the state. Of the students who scored Band 5, 2 students were within 1 mark of a Band 6 and 1 student within 3 marks of a Band 6.
- **Biology** - 38.1% of WBHS students scored Band 6 or Band 5 which was 4.7% above the percentage of students who scored Band 6 or Band 5 in the state. Of the students who scored Band 5, 2 students were 1 mark from a Band 6, 3 students were 2 marks from a Band 6, and 3 students 3 marks from a Band 6.
- **Physics** – 45.4% of WBHS students scored a Band 5 which was 14.6% above the percentage of students who scored Band 5 in the state.

## PDHPE

- **PDHPE** - 61.7% of WBHS students scored a Band 6 or Band 5 which was 23.3% above the percentage of students who scored Band 6 or Band 5 in the state. Of the students who scored Band 5, 2 students were within 1 mark of a Band 6 and 1 student was within 3 marks of a Band 6.
- **Community & Family Studies** - 30.4% of WBHS students scored a Band 5 which was 16.7% above the percentage of students who scored Band 5 across the state.
- Provided PDHPE tutorials for thirty Year 12 students to improve their results in the HSC such that 61.7% of the class scored Band 6 or Band 5
- Celebrated the nomination of one HSC Drama student for Encore which showcases outstanding HSC Drama performances across NSW.
- Provided the opportunity for over 50 students to enter the National Moran Portrait

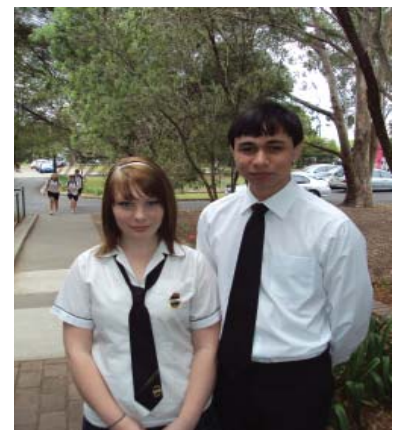


Prize for Photography, with over 30 Warners Bay High School finalists, 15 semi finalists and one student winning the national prize for her age group. This provided the student with \$3,000.00 and a further \$3,000.00 was awarded to Warners Bay High School. This has continued to raise the profile of Photography as an expressive medium within the Visual Arts, resulting in a significant increase in the number of students choosing Photographic and Digital Media as their SC and HSC Body of Work expressive form.



- Co-ordinated, designed and facilitated the creation of the school ceramics mural at the entrance to the school. This involved the Year 11 Ceramics class and reflects a creative interpretation of the comprehensive nature of Warners Bay High and provides a visual welcome for visitors to the school.
- Continued to provide subject based excursions such as Art Gallery visits and site specific events that allow the students to engage in the contemporary art world in an experiential manner and provide a deeper understanding of the role of Creative and Performing Arts in the modern world. Students have visited ARTEXPRESS, Sculpture by the Sea, the Museum of Contemporary Art, NSW Art Gallery, Fame at The Capital Theatre Sydney, Newcastle Regional Art Gallery, Maitland City Art Gallery, Morpeth Tea Pot Festival, the Sydney Opera House, the Civic Theatre and the Seymour Centre.
- Continued to provide support to senior Indigenous students through the Norta Norta program by way of access to extra tuition on a needs basis. Three HSC students were provided with individual tutoring specific to requirements. The library was staffed and available for private study for two extra hours twice a week.
- All HSC English teachers attended a Simulated HSC Marking Workshop with one staff member employed to mark the HSC. Organised 50 Advanced students and two staff members to attend the Hunter ETA HSC Study Day. Provided a Spring vacation seminar for Standard students on the Close Study of Text Module attended by 12 students. Provided a Spring vacation seminar for Standard students on Area of Study attended by 20 students. Provided the opportunity for the top Advanced students to attend a series of tutorials across Term 3. Average attendance was six students per tutorial. Provided Advanced English students with three tutorials per week attended by 26 students. Provided Term 4 tutorials for students identified through Preliminary results data as most in need of support with formal essay structure and writing instruction. Provided ATAR workshop for all staff resulting in 90% positive feedback.

- In History, three staff members were involved in a mentoring program with six HSC students working on organisation and exam skills. Three staff members provided holiday tutorials in Modern and Extension History and Business Studies, involving 25 students. Tutorials in term four were provided in Ancient, Modern and Extension History, 40 students attended Modern and Ancient History seminars on Albert Speer and Pompeii and Herculaneum.
- Provided opportunities for students to attend “PIP” days for Society and Culture and general lectures to increase the depth of students’ knowledge and understanding in Business Studies and Legal Studies
- Provided Spring vacation holiday seminars for Year 12 students as additional study opportunities for students in Chemistry (6 students), Biology (30 students), Physics (14 students), Earth & Environmental Studies(5 students) and Senior Science (5 students).





# 2011 WBHS Year 12 Destination Survey

## Report

The 2010 cohort of 170 students completing their HSC has shown diversity in their choice of employment, TAFE/tertiary courses and gap year projects.

Of those who have chosen university study (49.4%), the vast majority are studying at the University of Newcastle (72) with another 13 deferring. Again this year some have opted for a Bachelor of Arts or Bachelor of Science in order to transfer or specialise in other fields after their first year. A relatively large group has also chosen Teaching and Nursing, while numbers in Psychology have decreased. Another large group of students are undertaking Diploma or Certificate courses at TAFE (31%) in many cases with the idea of articulating into the university system, while a small group are studying Degree and Diploma courses through private colleges. Just under 5% of students have full-time traineeships or apprenticeships, while a small number (1%), are still looking to gain one. The general outlook for employment at this time appears positive, with nearly all students having at least a part-time or casual position and many in full-time work.

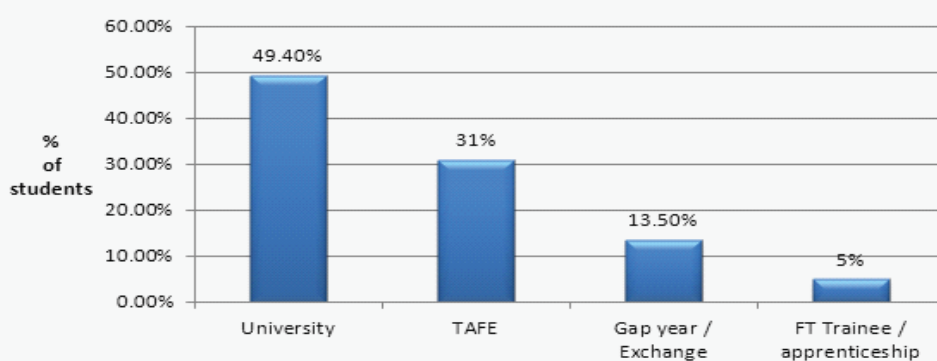
Small numbers of students are studying and deferring study elsewhere at: UNSW & ADFA (8 students), UC (4 students), UNE (2 students), ANU and UWS (1 student each). There has been an increased interest in the University of Canberra while there was less interest in metropolitan UTS, Macquarie and Sydney Universities.

Overall the gap year concept is increasing in popularity. A total of 23 students have taken this option. Of these some students are undertaking Rotary Exchange programs or are living and working overseas. Some are taking the year off for financial reasons, **and have deferred university until 2012.**

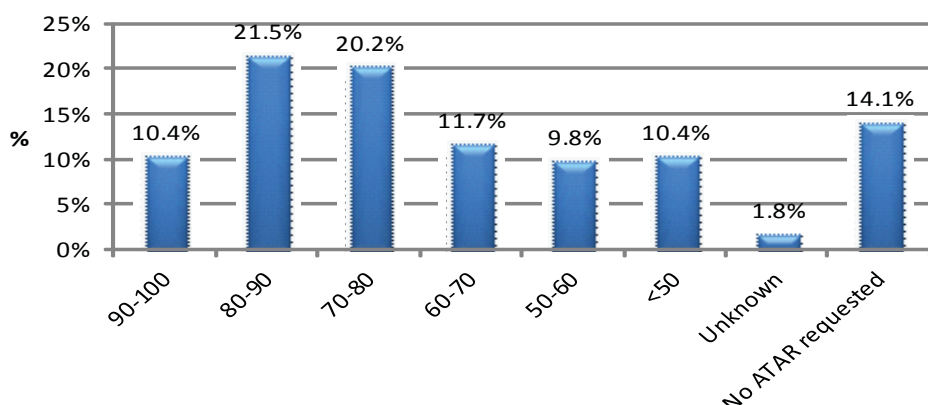
A number of parents commented that they appreciated the effort made by staff at WBHS in preparing their children for the future.

Chris Alexander  
Careers Adviser.

**Year 12 2010 Post School Careers/Pathways**



**Year 12 2010 ATAR Ranks**



## **TARGET: Increased number of students scoring Bands 5 & 6 at SC level across all courses**

### **ACHIEVEMENTS:**

#### **SCHOOL CERTIFICATE 2010**

In NSW 85,022 students sat the School Certificate  
with 226 students sitting the School Certificate at Warners Bay High School.

##### **AUSTRALIAN GEOGRAPHY, CIVICS & CITIZENSHIP**

17 Band 6, 63 Band 5 representing 35.4% of Year 10.

This is 9.37% above the state average.

This is an increase of 11.9% from 2009.

Within the Band 5 results, 4 students were within 1 mark of a Band 6 and 5 students were within 3 marks of a Band 6.

*\*4.81% of students in the state were awarded a Band 6*

##### **AUSTRALIAN HISTORY, CIVICS & CITIZENSHIP**

4 Band 6, 30 Band 5 representing 15% of Year 10.

Within the Band 5 results, 7 students were within 3 marks of a Band 6.

*\*5.16% of students in the state were awarded a Band 6*

##### **SCIENCE**

11 Band 6, 79 Band 5 representing 39.8% of Year 10.

This is an increase of 5.8% from 2009.

Within the Band 5 results, 3 students were within 1 mark of a Band 6, and 18 students were within 3 marks of Band 6.

*\*8.77% of students in the state were awarded a Band 6*

##### **MATHEMATICS**

8 Band 6, 47 Band 5 representing 24.3% of Year 10.

This is an increase of 8.3% from 2009.

Within Band 5 results, 1 student was within 1 mark of a Band 6 and 5 students were within 3 marks of a Band 6.

*\*8.29% of students in the state were awarded a Band 6*

##### **COMPUTING SKILLS**

Highly competent 58.84%

Competent 39.82%

In both 2009 and 2010 100% of students were graded as Highly competent and/or competent.

*\*54.86% of students in the state were deemed as "Highly Competent".*

##### **ENGLISH**

9 Band 6, 90 Band 5 representing 43.8% of Year 10.

This is 7.42% above state average.

Within the Band 5 results, 3 students were within 1 mark of a Band 6 and 9 students were within 3 marks of a Band 6.

*\*5.12% of students in the state were awarded a Band 6*

##### **OVERALL**

- 13 students scored more than 520 points from a maximum of 600
- 33 students scored 500 or more from a maximum of 600



## SCHOOL CERTIFICATE RESULTS 2005 – 2010 – Longitudinal Analysis

Across the externally examined subjects for Band 5 &amp; 6 results

Including the percentage of WBHS students scoring in the top two Bands

	2005	2006	2007	2008	2009	2010
<b>English – literacy</b>						
<b>Band 6</b>	4	9	10	10	5	9
<b>Band 5</b>	57	63	57	97	89	90
	27.1%	32.13%	34.2%	43.3%	44.3%	43.8%
<b>Maths</b>						
<b>Band 6</b>	5	5	4	8	4	8
<b>Band 5</b>	52	28	25	53	30	47
	25.3%	14.79%	12.82%	24.6%	16%	24.3%
<b>Science</b>						
<b>Band 6</b>	6	5	4	5	6	11
<b>Band 5</b>	61	55	44	89	66	79
	29.7%	26.9%	21.32%	38%	34%	39.8%
<b>Australian History Civic &amp; Citizenship</b>						
<b>Band 6</b>	3	12	21	8	5	4
<b>Band 5</b>	46	45	35	50	40	30
	21.7%	25.55%	24.88%	23.4%	21.20%	15.0%
<b>Australian Geog Civics &amp; Citizenship</b>						
<b>Band 6</b>	4	10	11	29	8	17
<b>Band 5</b>	50	59	57	70	42	63
	23.99%	30.93%	30.21%	40%	23.5%	35.4%
<b>Computing Studies</b>						
<b>Highly Competent</b>	-	67.26%	60.61%	65.58%	60.37%	58.84%
<b>Competent</b>		32.73%	37.16%	33.19%	37.73%	39.82%
<b>Competent</b>		100%	97.77%	98.7%	100%	98.66%
					4 students did not sit the test	3 students did not sit the test
<b>Overall</b>						
<b>Band 6</b>	22 – 1.94%	41 – 3.66%	50 – 4.44%	60 – 4.97%	28 – 2.69%	49 – 4.33%
<b>Band 5</b>	266 – 23.53%	250 – 22.32%	218 – 19.37%	359 – 29.79%	267 – 25.67%	309 – 27.34%
<b>Students sitting examination</b>	226	224	225	241	208	226

- Achieved results in all six externally examined courses which were above state average.
- Provided Personalised Learning Plans (PLP) for 18 Aboriginal students to address their individual learning needs and assist them to achieve success. Tutoring was also organised to assist Aboriginal students in the learning process.
- Faculty initiatives which underpinned student success at the School Certificate level included:
  - relevant, engaging and student based fieldwork on coastal management for Year 10 Geography students to extend knowledge and understanding of course concepts delivered in the classroom.
  - redevelopment of the Stage 5 Photographic and Digital Media course to address the continuing changes in technology used in this subject and in the immediate world of the students taking this course.
  - provision of lunchtime opportunities for students to work in the Art, Music and Drama spaces.
  - review of the Elective History program in Stage 5 to allow for presentation of different units of work based on student interest.
  - creation and programming of a new History elective in Stage 4 including Myths and Legends and History Mysteries.
  - supported tutorials with native speakers for 8 Year 12 students in French, German, Japanese and Spanish.
  - 231 Year 10 students undertook QLE interviews, where they discussed their learning via 4 assessment tasks and also outlined their Learning Pathways Plans.
  - 231 Year 10 students completed the NSW DET Pathways survey online





**TARGET: Increased number of extra-curricular programs offered to extend, support and engage student participation in school life.**

**ACHIEVEMENTS:**

- Implemented a range of initiative to support **Aboriginal students** including:
  - four specific Indigenous programs, planning and funding proposals submitted to support an increase in Indigenous community input and access to WBHS in 2011 in order to support both the Indigenous and the broader school community through student engagement and participation in school life.
  - conducting the afternoon homework centre in the library utilising assistance from community volunteers and Newcastle University undergraduate students.
- **English** students were actively engaged in a number of competitions, including:
  - participation in The Newcastle Herald Newspaper competition. 14 students and 2 teachers involved.
  - continuation of the Creative Writing Club with 15 participants.
  - participation in National Novel Writing Month. 15 students participated with 10 students completing.
  - 2 students submitted manuscripts to fan fiction writing sites
  - 1 student submitted a longer work to a junior writing competition.
  - 100 Year 9 students attended performances of Romeo and Juliet
  - 160 Year 10 students attended a Heroes workshop
  - 50 Year 7 students attended a performance of Hitler's Daughter
  - 70 Year 8 students attended a workshop by Aboriginal author Monty Prior.
  - Year 7 EEE class excursion to Avondale.
  - participation in the Year 9 Premier's Debating Challenge, where the team became Regional Champions and state semi finalists
  - participation in the Year 8 Premier's Debating Challenge.
- **History** increased opportunities for students through extra curricular activities including the following:



- 20 Year 12 Modern History students visited the Holocaust Museum to meet and listen to a Holocaust survivor, allowing the German National Study section of their course to come alive.
- 200 Year 8 participated in a hands-on Medieval weapons demonstration
- 5 students, including an exchange student, participated in the Model United Nations Assembly in May
- 2 Year 10 students acted as Masters of Ceremonies for the United Nations Association of Australia's Flag Raising at the Town Hall in October



- In **Languages** extra curricula activities included:

- enriching the learning outcomes of students studying languages by hosting 18 students from Tokyo for two weeks; 4 from France for four weeks; 3 from Kyoto for 8 weeks; and 3 from Hakodate (Japan) for three months.
- increasing the linguistic and cultural awareness of 20 students of Japanese by undertaking a trip to Japan for two weeks in October.



- organising for one student of French to spend 6 weeks in France being hosted and attending school.
- In **Social Science**, students were involved in a range of extra curricular activities which included:
  - participation in the Mock Trial Competition with successful rounds against Scone Grammar and Belmont Christian College.
  - participation in the Australian National Geographic Competition with 4 students achieving a high distinction and 6 distinctions
  - gaining invaluable qualifications and experience via four open water dives at Halifax Park and Fly Point (Port Stephens).
  - visiting Maitland Goal.
  - participation in Business Days where they purchased, sold and marketed goods and developed their management skills.
  - visiting the Shark and Ray Centre and NSW Fisheries Research Institute at Port Stephens to improve their engagement and to support their learning.



- In **Creative and Performing Arts** students were involved in extra-curricular activities which included:
  - involvement in more extra curricula competitions and performances by our school Vocal Group, the Concert Band and Jazz Band. This has resulted in an increase in student participation in these groups and has enhanced student learning through performance.

- In **PDHPE** courses and related activities, extra-curricula activities included:

- an increase in the number of students completing the Premier's Sporting Challenge increased to 58, a rise of 80%.
- 156 students participating in outdoor education experiences as part of the elective PASS courses in Years 8, 9 and 10.



- In **sporting** activities,

- 500 students represented WBHS in CHS sporting competitions. Open Girls experienced the most success.
- 24 teams participated in the CHS Knockout Competitions, as well as the East-lakes Zone and Hunter Area swimming, athletics and cross-country carnivals.





- In **Science** extra curricula activities included:

- students from WBHS who were commended for their outstanding effort in the Science Division of the Australasian Schools Competition. 231 students entered the competition. Twenty eight Distinctions and 82 Credits were achieved.
- providing the opportunity for 65 Year 12 students to attend the HSC Experimentfest day at Newcastle University Science Laboratories. This program offers students the chance to complete difficult experiments that are not usually resourced in schools and also gives students a chance to observe and work in a first year laboratory. 16 students attended the Physics workshops, 12 students completed the Chemistry tasks and 40 students attended the Biology lessons.
- conducting a Year 11 Biology field trip to Shortland Wetlands as part of Preliminary course mandatory first hand investigations. 80 students and 5 staff carried out essential ecological data gathering activities. These included dip netting for various plant and animal species, and sampling of wind speed, turbidity, pH levels and temperature.
- organising a trip to the Maritime Museum for 12 Year 12 Chemistry students to support and enhance their knowledge of the HSC Chemistry Shipwrecks and Salvage Elective. This has given students the ability to develop essential knowledge and practical skills.
- co-ordinating an excursion to Taronga Park Zoo. 48 Year 12 students and 4 staff participated in the Taronga Snooze program. The Taronga Snooze experience allows the students to participate in a variety of activities including a nocturnal tour of the zoo, hands on exposure to snakes, frogs and animal remains, a behind the scenes tour of the enclosures and a feeding experience with the giraffes.
- co-ordinating a site visit for 15 Senior Science students and





one staff member to a local Prosthetics laboratory (APC Broadmeadow). As part of their core studies of Medical Bionics, students were shown the processes involved in making artificial limbs.

- co-ordinating site visits for Year 11 Earth & Environmental students along the Newcastle coast line. Five locations were visited along the coast to allow students to observe and record geological formations and changes.
- co-ordinating a site visit for Year 11 Earth & Environmental students to the Blackbutt Reserve – Ritchley Park Area. Students conducted soil management observations and chemical testing as part of their Preliminary studies.

- **School Chess Club** organised through the school library involved:

- 70 students from Years 7-12 participating in the Social Chess Club during Term 1
- 40 students entering in the School Chess Championships, which were played during Terms 2 and 3. The four divisions were: Championship, Intermediate, Beginner Boys and Girls.



- **In the library:**

- organised an author visit by Tristan Bancks (author and TV actor / presenter) to run workshops for keen readers and writers. This visit was funded by our WBHS P&C Association
- 36 students from Years 7-12 attended Tristan Bancks' intensive writers workshop
- 63 students attended Tristan's Year 7 workshop
- 90 students attended Tristan's workshop for Years 8-12

## **TARGET: A culture of success and satisfaction is evident across the school**

### **ACHIEVEMENTS:**

- Celebrated the successful nomination and award of the prestigious NSW Quality Teaching Award to the school teacher - librarian who was one of 31 recipients across NSW Government, Non-Government and Independent schools, TAFE Campuses and Universities.
- Improvement in **school aesthetics/facilities**
  - Through significant community consultation, plans were produced and a funding proposal submitted for the creation of an Indigenous meeting place and garden.
  - Paving completed near B Block
  - Riverbed landscaping near Hall
  - P&C funding used to gain an electronic whiteboard , 3 DVD cameras and 10 sewing machines for the TAS Department
- In **Creative & Performing Arts**, students enjoyed:
  - successful involvement in competitions such as the Hunter Health Mind Play by Year 11 Drama students. A Year 10 Photographic and Digital media student winning the National Moran Photographic prize as well as 15 students from the school receiving certificates of merit. Provided 20 students from years 9 and 10 with the opportunity to perform in the regional performance initiatives STARSTRUCK and Dance Festival and other regional creative initiatives to provide our students with cultural opportunities that lead to enhanced classroom learning.
  - continued successful Music, Art and Drama performance and exhibition evenings showcasing student work and achievements, providing parents and the wider community with the opportunity to experience the cultural and academic processes in Visual Arts, Music and Drama.



- Staging a school musical “Rockin’ Robin” involving a large number of students and staff in a performance-based whole school activity. This musical was performed over five evenings and resulted in a wonderful opportunity for family, friends and the wider community to see students







perform and co-ordinate a large scale event.

- presenting three Music, Visual Arts and Drama performance evenings attracting over 300 people to each performance and providing students with opportunities to demonstrate their achievements in these subjects.
- presenting two Twilight concerts for family and friends at Warners Bay Performing Arts Space. The School Concert Band, Jazz Band and the Vocal/ Dance group performed to an audience of over 50 people and developed their performance and stage skills.
- presenting a Soiree and Showcase event for Music and Drama students which provide families and friends the opportunity to see performances in a more intimate space and gave students a chance to perform work directly from the classroom.
- co-ordination of over 40 students in the School Concert and Jazz bands raising the profile of these two bands and stimulating an increase in student involvement in these two bands.
- co-ordinating over thirty students in the school vocal and dance groups which performed at Hunter Valley Gardens, local Nursing Homes and Aged Care facilities and at our two Twilight Concerts at the Warners Bay Performing Arts Space.
- promoting the School Jazz and Concert bands at the Regional Band Fest.



- **In Science**

- co-ordinated and competed in the annual International Science & Engineering Challenge, placing fourth on the day. 28 Year 10 and four Year 9 students worked in small groups to creatively design, construct and test their high end problem solving skills in the areas of Science and Engineering. Challenges included building a catapult, hovercraft, balsa bridge and electrical powerlines in a small city.
- co-ordinated four presentation sessions from Questacon: Science Innovations. 250 Year 9 students, 56 Year 8 students and 70 Year 11 students were shown some of the 'Cutting Edge' Science Innovations. Presenters from the National Science Museum showed students the breadth of possibilities available to them and the impact of Science on their lives. Demonstrations included: a wave simulating skateboard, levitator and moulding jelly.

- **Aboriginal initiatives**

- Over sixty attended NAIDOC Day celebrations including students and teachers from partner primary schools and the broader community from both WBHS and it's feeder schools
- A 'Tell Your Story' format showcased the stories and achievements of two accomplished Indigenous community members.
- Students collaboratively initiated and supported the future formation of a Junior Aboriginal Education Consultative Group (Jnr AECG).
- Presentations of student achievements in history were included in Bay Bulletin and School Magazine
- Greater involvement of staff in weekly morning teas and term social activities such as football presentations and end of term celebrations.

- **Triple E initiatives**

- successfully conducted the Year 7 Triple E program as a cross-curriculum undertaking with the direct involvement of ten members of staff who provided instruction and acted as mentors and the support of many more.
- conducted the Year 8 Triple E program with the direct involvement of twelve members of staff and the support of many more, using the production of the *History of Warners Bay High School* as a vehicle for teaching and learning a range of academic and social skills. Successfully launched this publication in front of an audience comprising family, friends, past staff, students and members of the WBHS community. Sold out the first print run of 100 copies The History of Warners Bay High School and initiated a second edition.

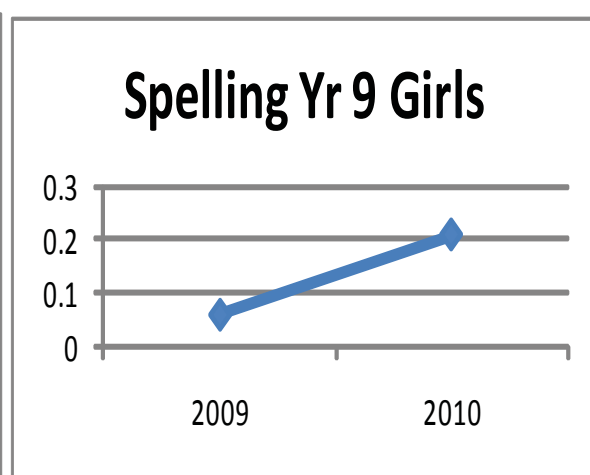
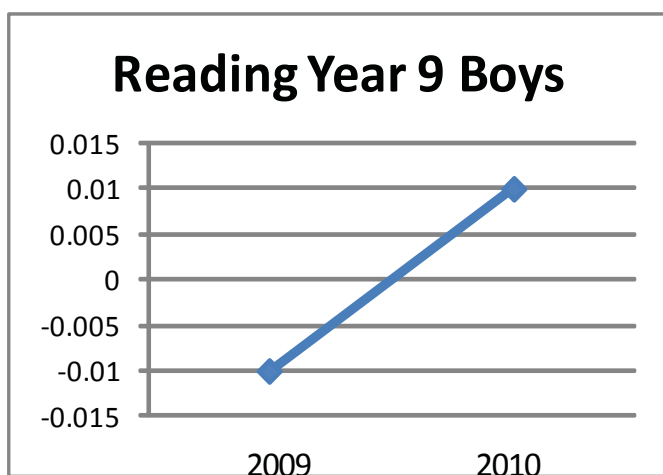




## **TARGET: Increased proportion of students scoring Bands 8 & 9 in NAPLAN results, Years 7 & 9 in literacy**

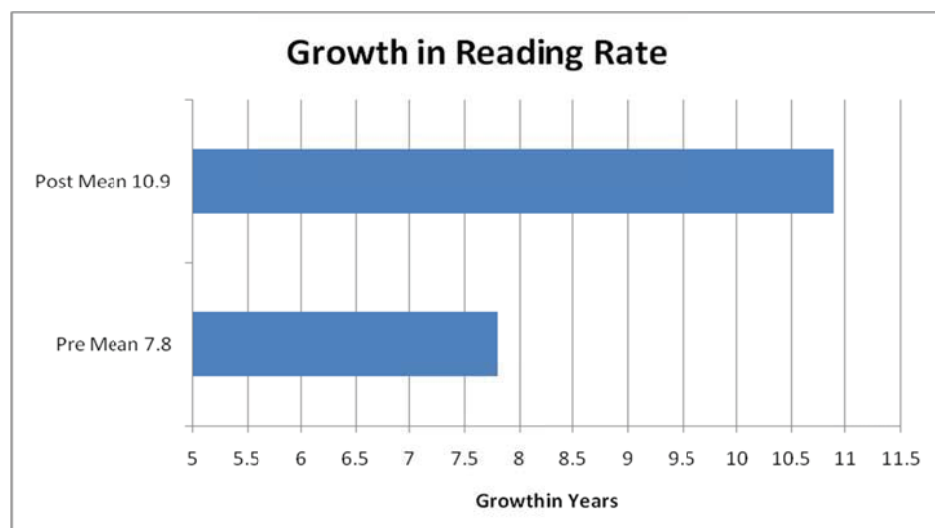
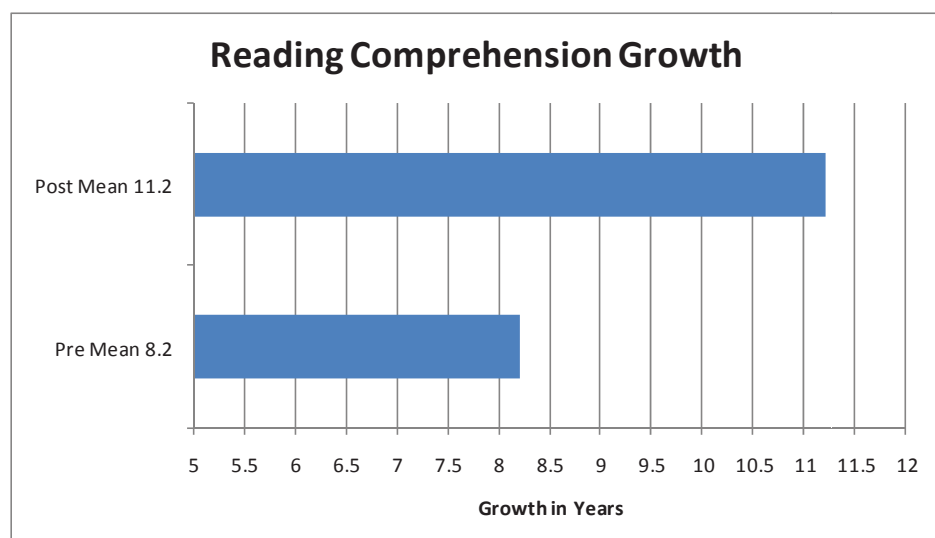
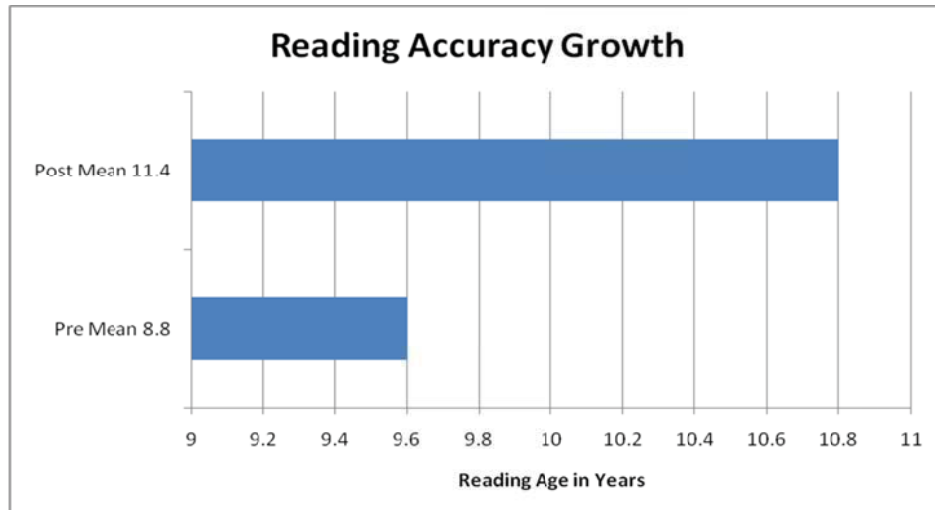
### **ACHIEVEMENTS:**

- Faculty strategies used to increase literacy rates included:
  - the provision of support for three Year 7 and four Year 9 students to consolidate literacy skills through individual and small group tutoring.
  - an average of eight students but regularly as many as fifteen junior students voluntarily attending and receiving assistance in the Homework Centre to consolidate classroom understandings and improve literacy skills through homework completion.
  - in English, implemented a NAPLAN unit which informed students of the style of the paper and the knowledge and skills to be tested and involved students completing sample questions and papers.
  - explained to students the marking criteria for the NAPLAN test which resulted in all Year 9 students understanding requirements.
  - in History, developed *Moodle* resources for Year 7 *This is Your Life* and Year 8 *Time Traveller* assignments to provide scaffolds for research, interviews and report writing. Creation of scaffolds on report and essay writing to give guidelines and model correct structures for Year 9 and Year 10 assignments and long response answers for all Year 10 topics, including review/revision for the SC exam



- developed explicit strategies to improve literacy through the Year 8 Literacy in Geography Program to be delivered once a week in 2011
- continued implementation of the Year 7 Literacy in Science Program, which was a major contributor to the excellent NAPLAN results. Nine staff working with small groups provided explicit literacy tuition to each Year 7 class for one period per week.

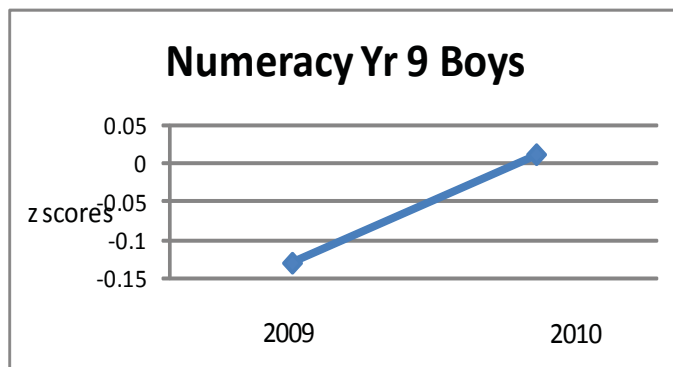
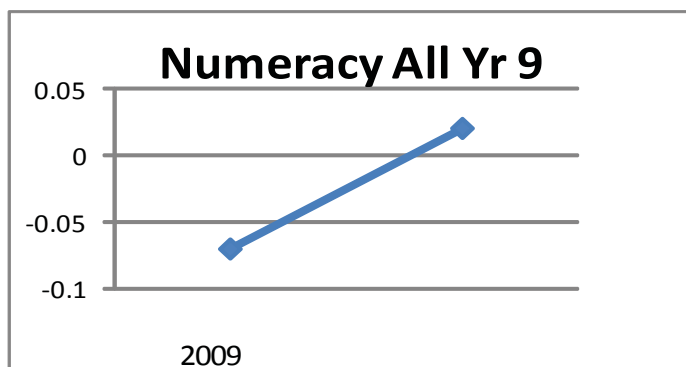
The Schools' Learning Support program has implemented intensive literacy withdrawal classes for targeted students through the school's NAPLAN results. The literacy programs have focused on developing students' word attack skills, phonemic awareness, grammar and punctuation, student comprehension and reading speed. Results have been extremely encouraging, with participating students averaging a 3 year growth in reading comprehension and fluency and a 1.5 year growth in overall reading accuracy.



**TARGET: Increased proportion of students scoring Bands 8 & 9 in NAPLAN results, Years 7 & 9 in numeracy**

**ACHIEVEMENTS:**

- In Year 9 Numeracy, 13% of the cohort achieved Band 10. This represented a 4% increase from the previous year
- Of the Year 9 cohort 18% of the boys scored in the top band (Band 10) compared with 5% in 2009 – a 13% increase in the number of boys scoring at this level.
- Of the Year 9 cohort 13% of the girls scored in the top band (Band 10) compared with 4% in 2009.
- Year 9 Numeracy ATSI mean was 1% above the state mean
- Year 9 students on the whole scored 1.5% above the state mean whereas the Year 9 boys were 13% above the state mean – an outstanding performance



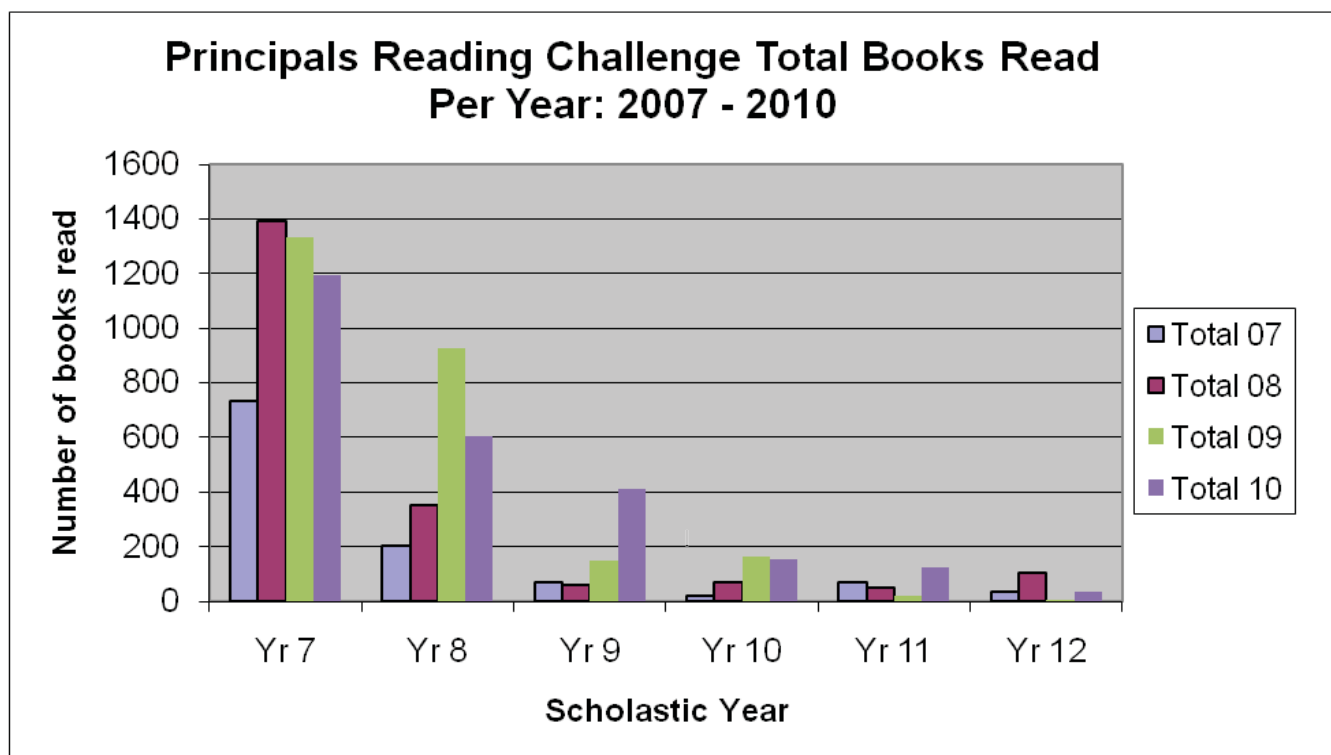
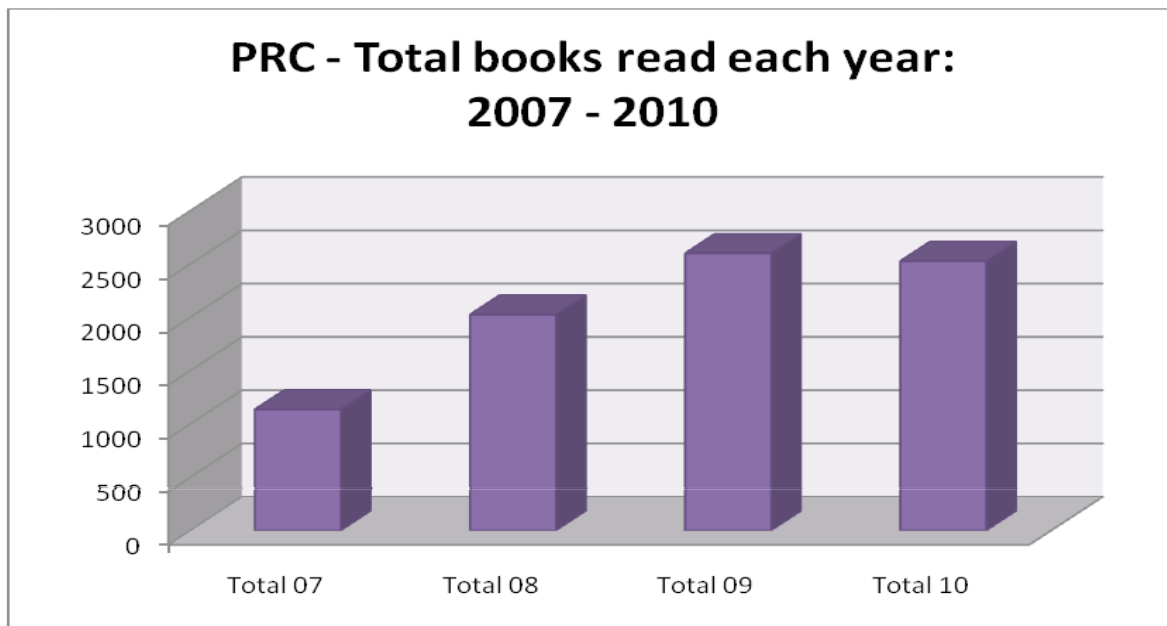
**TARGET: Increased performance of boys in NAPLAN, SC & HSC data**

**ACHIEVEMENTS:**

- Improved results for Year 9 boys as indicated by an increase in the mean scaled score in Reading relative to the 2009 cohort with significant improvements in Spelling(increase in the mean of 8.5), Grammar and Punctuation(increase of 3)
- Improved results for Year 9 boys as indicated by an increase in Boys Numeracy of 14.3% relative to the 2009 cohort.
- Achieved above state average results in Reading, Grammar and Punctuation for Year 9 boys

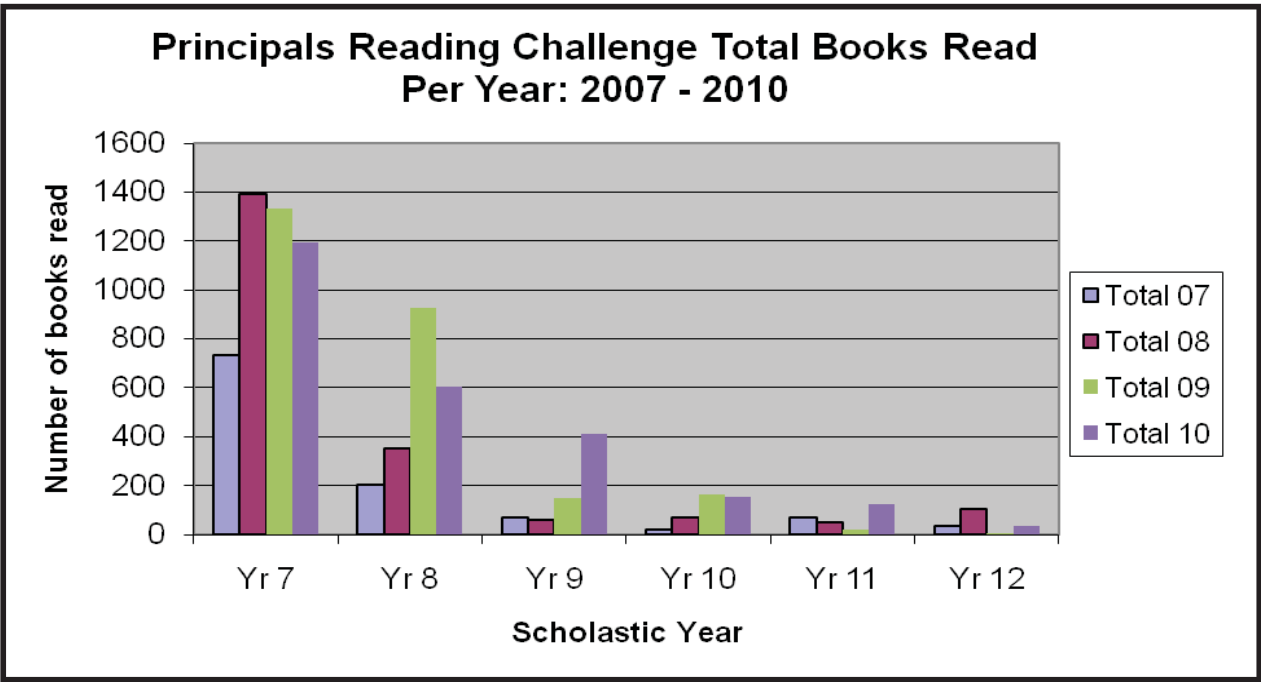
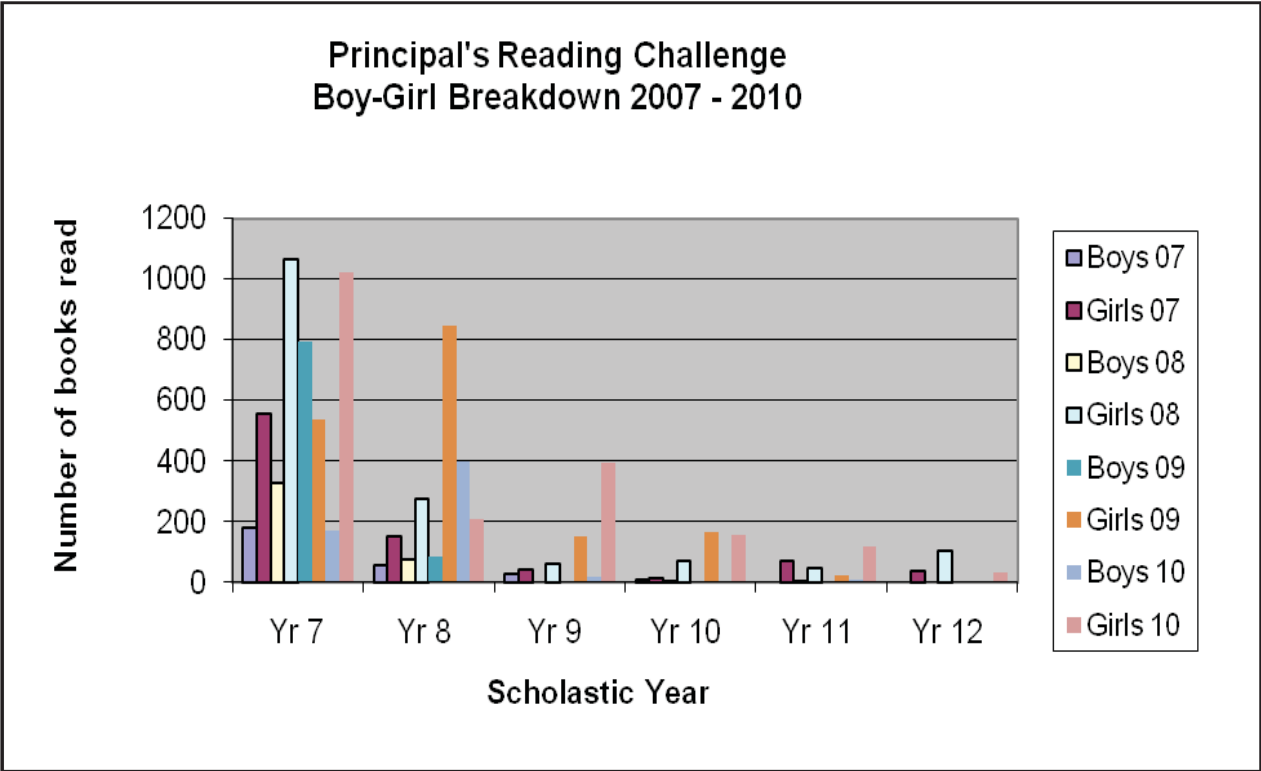


## TARGET: Increased number of boys participating in the Principal's Reading Challenge



- 149 students entered the WBHS Principal's Reading Challenge (PRC)
- A total of 2528 books were read in the Principal's Reading Challenge
- 109 girls and 40 boys entered the Principal's Reading Challenge
- 132 girls and 96 boys read books for the PRC.
- Purchased a variety of "Best selling" and biographical books to promote wide reading, especially books which would be of interest to boys
- Conducted Principal's Reading Challenge meetings each term for our keenest readers

- Analysed data for students involved in the Principal’s Reading Challenge to highlight the growth in student performance



## **TARGET: Aboriginal students achieve predominantly in the proficient and high Bands in NAPLAN, SC & HSC**

### **ACHIEVEMENTS:**

- Programs for Aboriginal students included:
  - 18 PLP's developed for Aboriginal students which included access to individualised tutoring and homework support provided by Norta Norta funding
  - three Aboriginal Year 9 students attended an excursion to Wollatuka to provide link between high school and University and to become aware of opportunities and support available
  - University of Newcastle Education students assisted in the homework centre, providing an awareness of the continuity of learning
  - Eight Aboriginal students attended the Indigenous Careers Day providing contacts and links specific to the support of Indigenous students entering the workforce, apprenticeships and further education.

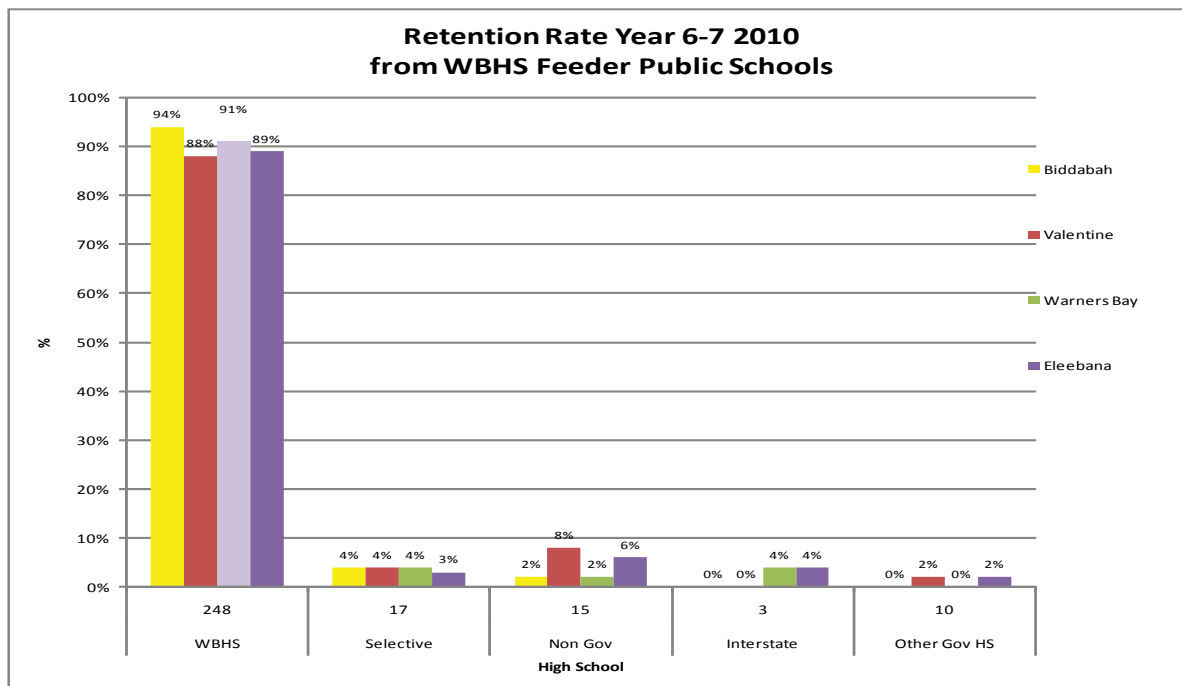
## **TARGET: Increased retention Years 7 – 10**

### **ACHIEVEMENTS:**

- Three Indigenous Year 10 students at risk of not obtaining the School Certificate were retained through implementation of flexible timetable options and specific programs to increase engagement.
- Programs for students at risk included:
  - successful application for, and delivery of, Skills Pathways for the Youth Construction program at Belmont TAFE for 5 Stage 5 and two Stage 6 boys
  - participation of 9 male and 6 female students in the "Youth Connections" program run by JobQuest.
  - specific targeting and interviewing by CATS teacher and Careers Advisers of Year 10 students who identified as being unsure of returning to Year 11 to develop action plans and appropriate subject selections.



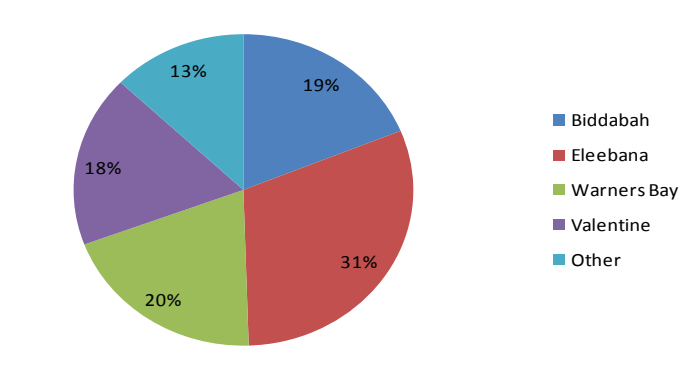
## TARGET: Improved student retention Years 6 -7 of local placement students in feeder primary schools



## ACHIEVEMENTS:

- Maintained a consistently high retention rate for local students enrolling in their local comprehensive high school, with only a small percentage choosing enrolment in other non-government schools.

### Year 7 Enrolment 2011 Breakdown



- Received 64 applications for the Year 7 Triple E 2011 program from Year 6 students enrolled at 17 different primary schools
- Local Management Group (LMG) NAIDOC Day celebrations were attended by student and teacher representatives of WBHS, our four partner primary schools and community members
- Plan created and funding applied for to facilitate a Jnr AECG comprising of student representatives from WBHS and the four partner primary schools.

- Co-ordinated two parental meetings for approximately 160 parents in Terms 1 and 4 to help new Year 7 parents adjust to high school, providing workshops on Bullying, Cyber bullying, Rock and Water (from Yr 7 Focus Day) and Moodle. Presentations by 7 staff members. Parents foreshadowed an interest in hands on MOODLE workshops in small groups in 2011.
- In Languages, provided lessons to Year 6 to help inform appropriate choice of language to study in Year 7.
- Implemented a GATS program in Visual Arts and Music for Years 4/5 students from partner primary schools, resulting in an increase in transition strategies for students coming to WBHS and improved creative links with students and staff in the areas performance and visual literacy.
- Provided a Gifted and Talented workshop in the areas of Music and Visual Arts for students in Year 4 and 5 from Warners Bay, Eleebana, Valentine and Biddabah Primary Schools .This provided an opportunity for students who have displayed talent in these areas to be involved in an intensive programme of study within the Creative and Performing Arts KLA .Students involved in these workshops were able to experience creativity within the framework of specialist teaching as well as being part of the wider community of the high school. This reinforced existing transition links and gave students an insight into the role of the Creative and Performing Arts in the high school context.
- Involved students from partner primary schools as audience members for the school musical "Rockin' Robin", providing students with opportunities to engage in the Creative and Performing Arts at high school level.
- Conducted highly successful *Year 7 for a Day* sessions for each of the four partner primary schools, exposing approximately 200 Year 5 students to the realities of life in a secondary school.
- Conducted Science and Technology sessions for Year 6 students in each of the four partner schools.
- Carried out a comparative analysis of policies operating within our feeder schools with a view to aligning our expectations of Year 7 students with those of our primary partners.
- Hosted 12 International Students: two students from China, one successfully com-



pleting HSC studies and the other successfully completing his School Certificate; five Year 11 students from Brazil; one Year 11 student from Germany; one Year 11 student from the United States of America; and three Year 10 students from Hakodate, Japan.

## **TARGET: Increased retention of students through appropriate VET options with SVET and TVET**

### **ACHIEVEMENTS:**

- Vocational Education activities and initiatives included:
  - implementation of VET worksheet in Term 2 Careers lessons on Pathways and HSC structures. Use of SBATsinNSW website in careers lessons
  - active participation of WBHS Careers Adviser and 9 students in Hunter Central Coast initiative - "Careerlinks SBAT Information Night" at Club Macquarie
  - promotion and attendance by Careers Adviser and approximately 36 students and parents at "Plan your Career" evenings run by HCC Region.
  - active participation of WBHS Careers Adviser on Information Panel at "Plan your Career" and "SBAT Information Night"
  - attendance of 212 Year 10 students and 5 teachers at Newcastle and Lake Macquarie Careers Expo.



- co-ordination of WBHS Year 11 2011 Subject Information and Mini Career Expo. VET subjects presented by WBHS faculties and Hunter TAFE representatives.
- participation of 24 Year 10 students in Work Experience programs in skills shortage areas.
- attendance of 33 Year 9 students at Eastlakes "Try a Trade" day at Windale PCYC



- Social Science Vocational Education included:
  - application of Hunter Central Coast prescribed LAS in addition to the required competency events
  - receipt of an Excellence Award in Retail Operations by a Year 12 student for her outstanding efforts during workplacement at Borders, Westfield Kotara.
  - visiting to Retail Services students whilst on workplacement at Borders, Pet Barn, Good Guys, Coles, Rockmans.
  - sourcing of retail industry expertise and professional publications and attendance of retail functions.
- Vocational Education initiatives included:
  - 4 SBATS at WBHS in 2010 (2 hairdressing, 1 Sport and Recreation, 1 Automotive)
  - Work Studies reintroduced into WBHS curriculum
  - 4 students studying Industry Based Learning courses at WBHS
  - mandatory parent interview before SBAT EOIs lodged. SBAT application and support was much more prescriptive in 2010, especially with regard to curriculum support and employer expectations. 2 SBATS on Statement of Attainment Vocational Program via Pathways mode of delivery
  - successful participation of 3 Hospitality teachers in online upgrade of qualifications *“Participate in Environmentally Sustainable Work Practices”*
  - conduct of 7 VET Focus meetings in 2010
  - conduct of HCC online VET program feedback surveys by stage 6 VET students

## **TARGET: Increased number of staff accredited with the NSW Institute of Teachers**

### **ACHIEVEMENTS:**

- Facilitated four TAS staff becoming mentors to beginning teachers via Teacher Professional Learning (TPL) funding.
- Provided regular scheduled meeting times for beginning teachers and Head Teacher in the CAPA faculty to develop relationships and mentoring strategies and assist in the establishment of protocols and best practice.

- Involved staff in the professional development of student teachers through:
  - 28 students from the University of Newcastle, including four Interns, in English, CAPA, LOTE, Mathematics, Science, PDHPE, History and Geography.
  - 26 Colleague Teachers hosting students
  - 2 students from the University of New England completing practicum placements
  - Hosting a University of Newcastle Technological and Applied Studies Day with approximately 20 student teachers developing and trialling learning activities with Year 7 students
- Inducted nine New Scheme Teachers via a structured professional development program which operated during Terms 2 and 3.
- Successfully applied for accreditation of Professional Competence with the NSW Institute of Teaching for three temporary staff with a further five applications pending in 2011.

**TARGET: Number of students engaged in SRC and Student Executive programs.**

**ACHIEVEMENTS:**

- 60 students regularly attended SRC meetings to raise awareness of the major environmental issues.
- Planned and applied for funding to facilitate a Junior AECG comprising of student representatives from WBHS and the four partner primary schools.
- Provided the opportunity for four students to attend the World Vision Global Leadership Convention in June.



- Provided the opportunity for 5 students to participate in Regional SRC meetings at the school level.
- conducted successful fundraising activities including Jeans for Genes Day (\$650), World Vision 40 hour Famine (\$4530) and the NSW Cancer Council Relay for Life (\$1910)
- 16 Student Executive attended a Young Leaders Forum in Sydney with 2 700 other young Leaders from across NSW





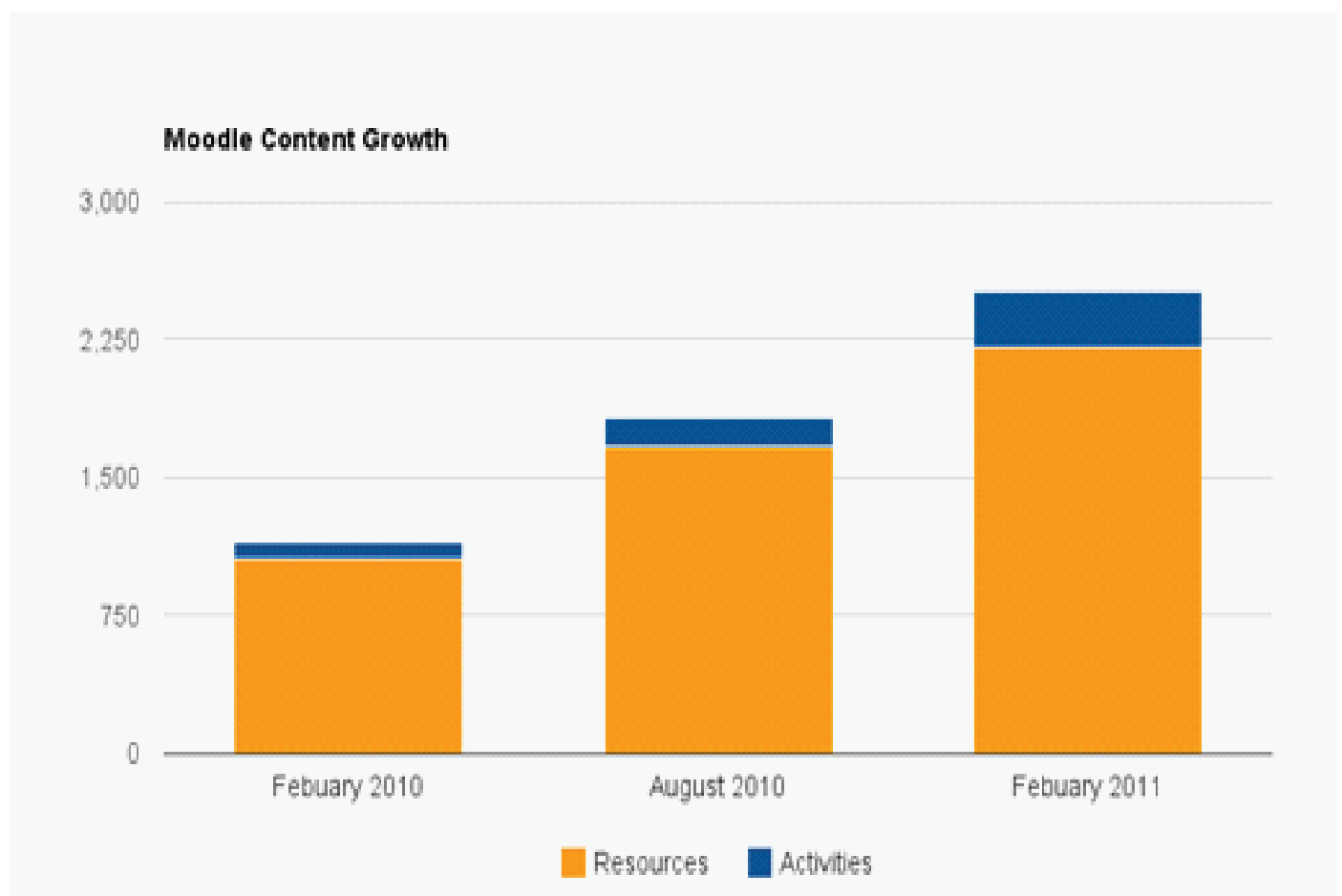
## School Priority Area

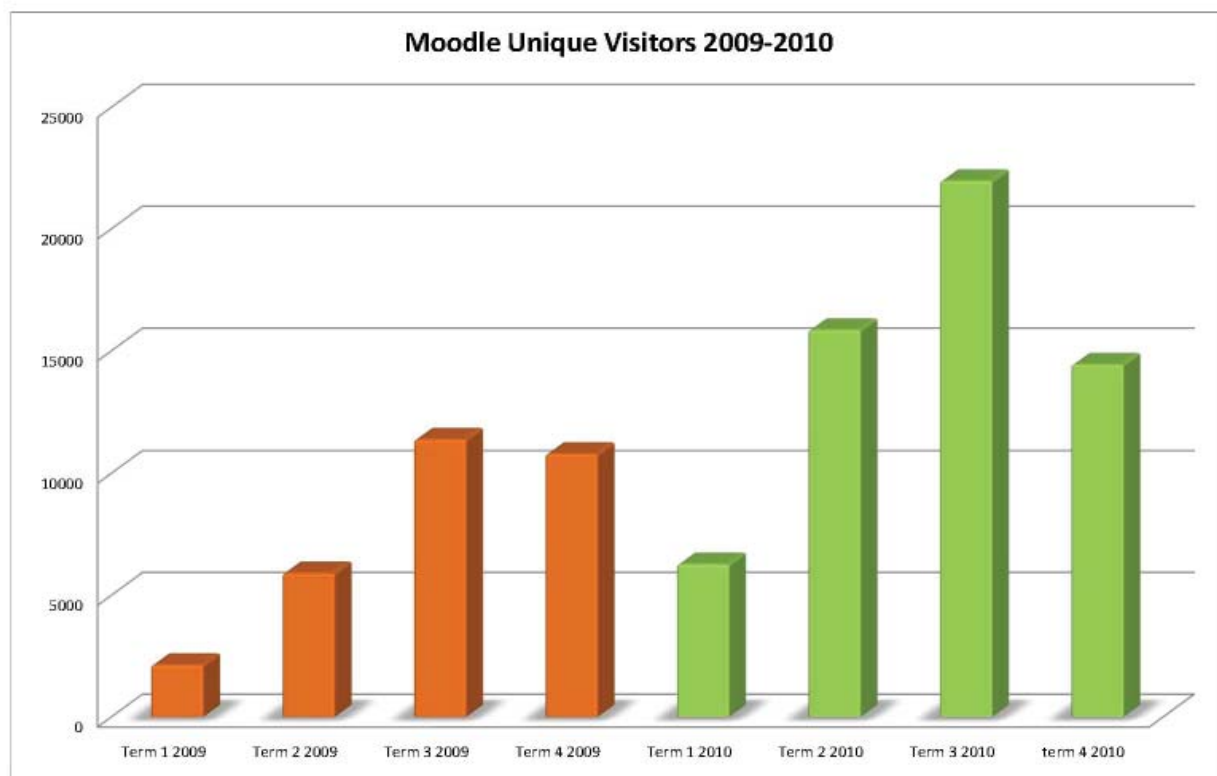
*2. Information Communication Technology engages and extends student learning.*

**TARGET:** An improved ICT focus is embedded into Teaching and Learning programs and implemented in every KLA to engage the full range of learners.

### ACHIEVEMENTS:

- Increased across the school, student and staff use of MOODLE for assignments, revision and course resources. In 2010, there were 58,200 student visits and almost 500,000 page views. There were 116 assignments, 51 quizzes and 2017 resources posted onto MOODLE for student access. The most active MOODLE courses were Years 10 & 11 PDHPE, Year 10 History, Year 9 & 10 Science, Year 8 Mathematics, Year 9 Physical Activity & Sports Studies, Year 10 English, Year 10 Geography and Year 11 Biology.





- Installed data projectors in two English classrooms during 2010
- Upgraded the wireless network through the installation of 59 wireless points. The network is now available in every classroom
- Renovated 7 Science laboratories, including installation of fully integrated data projector, DVD/Video player, sound system and wireless points.
- Facilitated extensive use of MOODLE across all Faculties to upload and access information, tutorials, lessons, worksheets, assessments, photos, maps, links and tasks for students
- Enhanced communication and interaction between teachers and students through the DET email system
- Provided increased opportunities for students to access data and information via MOODLE in Stage 5 Geography classes
- Skill sharing in TAS ICT via Focus group meetings directed toward specific ICT skills
- TAS staff used as ICT mentors to Triple E students to enhance major project work
- Completed the annual ICT survey of staff re technology skills and competence to evaluate progress and identify areas for further consolidation
- From the results of the staff ICT surveys December 2008 - December 2009, staff competence and confidence greatly increased in relation to the use of MOODLE, One-Note, standardising and scaling marks, Office 2007, interactive whiteboard, video

conferencing, SmartNotebook, TeacherTube and YouTube.

- Trained English, Mathematics, History, Science, Social Science and PDHPE staff in Moodle Quizzes, OneNote, MSWord, Web 2.0 tools, digital cameras, Maths on-line, "Laptops for Learning" and Publisher.
- Used a variety of software in Music, such as Sibeklieu, digital keyboards and netbooks to develop compositions.
- Designed 3 online Physical Activity and Sport Study units delivered through MOODLE for YearS 9 and 10 students that resulted in 90% of the classes completing the required tasks and submitting through the MOODLE workspace.
- Increased the number of PDHPE units in Years 9 and 10 that are delivered through MOODLE and completed on the DER laptops by 50%.
- Completed online sports choices through MOODLE for all Year 9 and 10 students
- Successfully planned and implemented online assessment through MOODLE interface. All Year 9 students completed their 'Space – Universe' assignment using the internet. Students downloaded and then uploaded a variety of components over a 5 week period.
- Continued implementation and delivery of all Year 11 and Year 12 Biology resource information through MOODLE. Student work booklets and practical tasks are downloaded and utilised throughout all lessons.
- Co-ordinated participation of 194 Year 8 Science students in ESSA online pilot test, using netbooks extensively in Science lessons
- Produced a book "A History of Warners Bay High School", using MOODLE and email as communication media through the whole process
- Facilitated student participation in online Maths homework program, accessed Maths online, and utilised Excel, GeoGebra, OneNote for lessons
- Completed the School Certificate Computing Skills Test online
- Implemented in English the Cancer Council webquest in Year 9, interactive worksheets on the Heroes unit in Year 10, integrated video clips in Year 9 poetry and song unit and YouTube support for Year 12 prescribed texts.
- Used CD Roms in Languages to enhance course programs in Japanese and French. Introduced online programs in Chinese. Added Language assignments, HSC listen-





ing exams and Japan Trip 2010 photos to MOODLE.

- Devised and implemented a laptop wrap for Year 10 “The Dismissal” assessment task in History.
- Utilised subject specific software in Drama, such as Premiere Suite to develop and edit film projects. Used netbooks daily in lessons to access email and internet facilities.
- Increased usage of netbooks in Visual Arts in the artspace to develop critical and historic tasks, and store and manipulate photos.
- Increased by 35% computer generated Visual Arts in Senior School, with 20/62 HSC works submitted in the Technology Expressive Forms. Almost all Senior students used digital cameras and Art based software, such as PhotoShop and Illustrator to develop their Body of Work.
- Completed an Art based unit of work for Years 9 and 10 Visual Arts students using only ICT. The Digital Photographic course involves 80% use of technology and 20% use of analogue techniques.
- Commissioned netbooks and trained an additional 16 WBHS staff in the NSW Digital Education Revolution rollout of Netbooks. Staff were given ½ day training in the use of the Netbooks.
- Commissioned netbooks and trained 251 Year 9 WBHS students in the NSW Digital Education Revolution rollout of Netbooks. All students were given ½ day training in the use of the Netbooks. This training was implemented by a team consisting of the DER co-ordinator, Computer technician, Technical Support Officers and School Technology Support Teachers.
- Increased use of technology for students’ presentations and assessment tasks
- Increased integration of ICT into teaching and learning programs including web based webquests.
- Development of research tasks which need to be supported by access to the internet and include correct referencing and acknowledgement of authentic sources.
- produced and distributed over 18 000 individual course reports for the 1300 students enrolled at WBHS
- Implemented business rules for the writing and production of reports
- Utilised SBSR software for the production of all reports, Years 7 -12
- Increased use of netbooks and data projectors in Science to implement lessons. Year 9 Topic test completed and submitted via MOODLE.
- Established links to websites in Social Science, including virtual court tours and City of Newcastle Council.



- Ensured greater use of computers in Graphics Technology assignments
- Improved technology usage and understanding by students as demonstrated in creative applications of ICT in Visual Arts, in particular, the increased number of students producing 4D and digital artworks at HSC level.
- Received \$35 058.05 funding from the P&C to purchase technology resources for staff to use to support student learning through Information Communication Technology (ICT). Faculties purchased seven Data Projectors (\$12 235.14), one IEC Standard Powerpack for Science (\$5 088.00), two Cam Corders (\$792.71), ten Electronic Janome Sewing Machines (\$3 000.00), two Electronic Whiteboards (Mathematics and TAS), (\$11 907.00), and one Long Throw Projector (\$2 035.20)
- Received \$980,353 State Funding to refurbish seven Science laboratories featuring State of the Art facilities for students.







