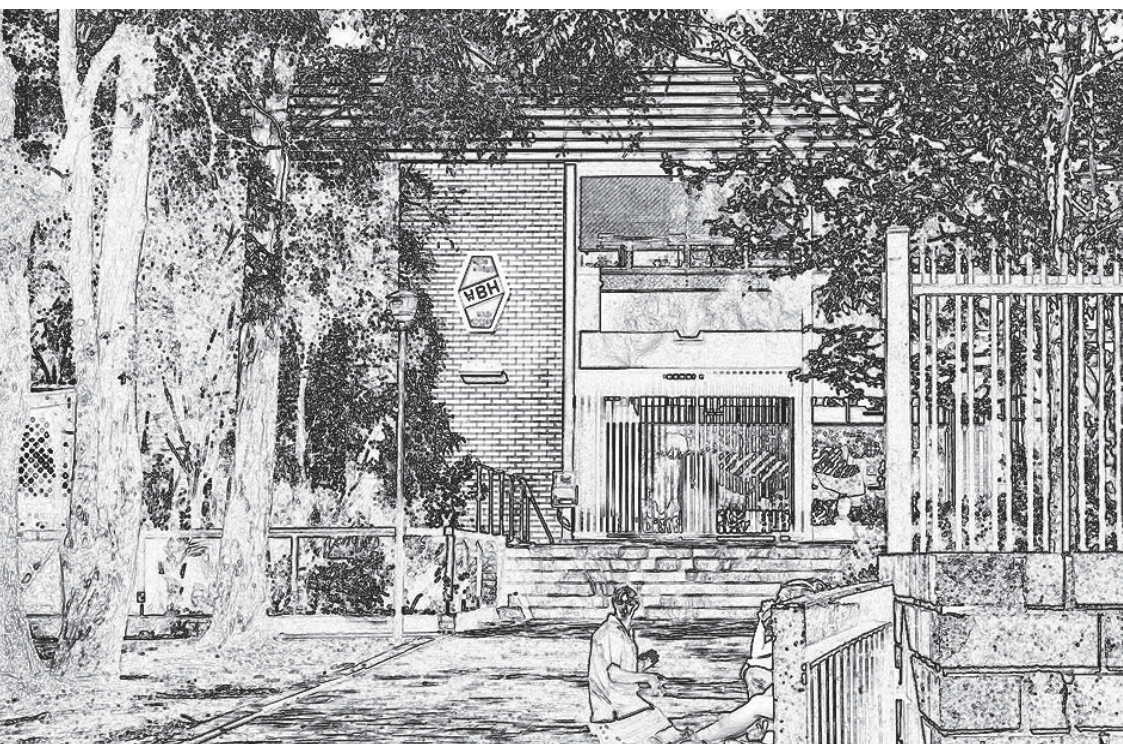




A SUMMARY  
of the  
ACADEMIC, SPORTING AND CULTURAL  
ACHIEVEMENTS  
at  
WARNERS BAY HIGH SCHOOL  
2009



# WARNERS BAY HIGH SCHOOL ACHIEVEMENTS 2009

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



**School Captains 2009 -**  
*Olivia Scully & Steven Strickland*



**Front Row:** Nathan Laing, Jane Evans, Guy Wagner (Captain), Dr Sharon Parkes (Principal), Kate Wright (Captain), Elyse Fisher, Wanagi Zable-Andrews

**Middle Row:** Gina Drew, Rikki Groen, Courtney White, Romany McGuffog, Jessica-Ann Matthews, Matilda Sheargold

**Back 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.

### Staff using SMART data to assess the literacy learning needs of students in their classes.

- Prepared and analysed the SMART data collated by the Literacy School Improvement Team for all faculties to use as a basis for the development of program initiatives to improve student literacy.
- Accessed and analysed data through faculty meetings and developed specific program strategies in English, History, CAPA, TAS to address needs and weaknesses.

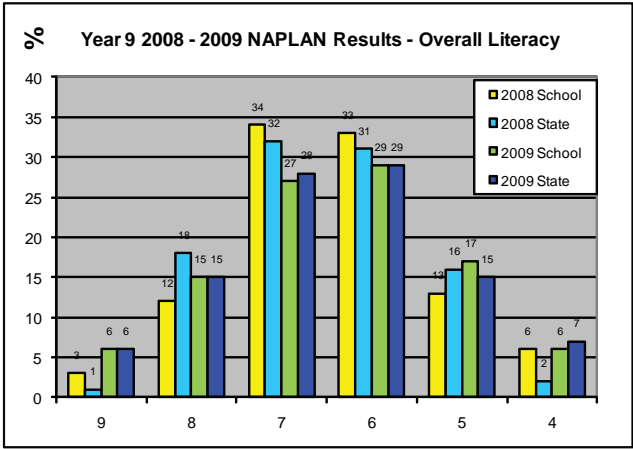
### Staff using the SMART data item analysis to inform their explicit teaching programs in literacy

- Developed a scope and sequence document for faculties to address literacy needs identified by analysis of NAPLAN data.
- Initiated explicit and creative programming within the CAPA faculty to develop an awareness of visual and verbal communications based on the literacy needs of students.
- Integrated SMART data analysis to alter programs in Social Sciences to meet the literacy needs of students.
- Created scaffolds and modelling of written tasks for Year 7 This is Your Life assignment, Year 8 Time Traveller assignment, Year 9 20th Century Australian History essay, Year 10 long responses for all units, Year 11 and 12 long responses and essays, to ensure students have the correct writing text and structure.
- Developed explicit teaching of identified areas of weakness in Years 7 to 10 in Showcasing English module.
- Implemented writing scaffolds and assessment feedback processes in Year 7 to 12 English.

## Increased proportion of students scoring

### Bands 8 & 9 in NAPLAN tests, Years 7 & 9 Literacy

- Improved NAPLAN results through the explicit teaching of literacy in the Year 7 Literacy in Science Program involving six staff working with small groups in all classes.
- Completed explicit teaching, modelling and scaffolds in History for essay structure and style prior to the major essay assessment task in Week 8, Terms 1 & 3.
- Revised the Year 9 Visual Arts and Music programs to develop strategies within units of work that focus on the literacy needs of the cohort.



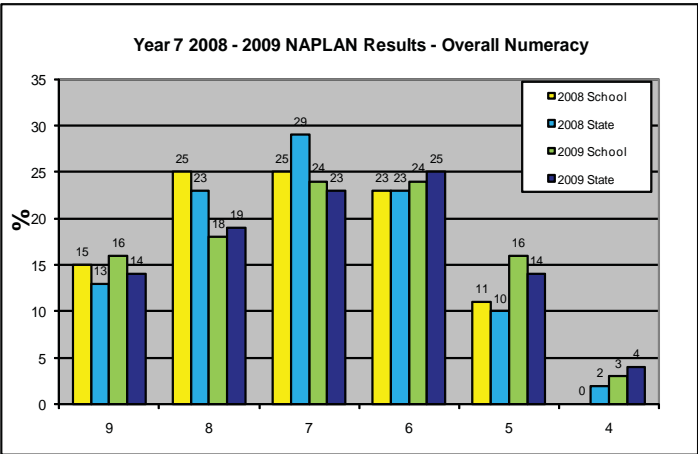
- Incorporated Literacy projects into the Year 7 Technology program.
- Integrated the use of DER computers in Year 9 Industrial Technology to improve literacy skills.
- Analysed NAPLAN data to alter programs in Social Sciences to meet the literacy and numeracy needs of students.
- There was an increase of 3% from 2008 - 2009 in the number of students scoring Band 9 (top band) in overall literacy in Year 9, matching the state average for Band 9 results.
- There was an increase of 3% in the number of students scoring Band 8 (second top band) in overall literacy.
- In the writing component there was an increase of 5 % in the number of Year 9 students scoring Band 9 and an increase of 1% in the number of students scoring Band 8.
- In the reading component there was an increase of 2% in the number of Year 9 students scoring Band 9.

- In the spelling component there was an increase of 3% in the number of Year 9 students scoring Band 9 and an increase of 1% scoring Band 8.
- In the grammar and punctuation component there was an increase of 4% in the number of students scoring Band 9.
- The 2009 Year 7 cohort achieved 4% more Band 9 performances in the writing component than the 2008 cohort.

**Students and staff teaching Year 8 & 9 regularly using the language of numeracy demonstrating knowledge and understanding of technical numeracy terms.**

- Conducted an audit under the auspices of the Numeracy School Improvement Team to determine target areas across all KLAs.
- Identified areas where the school performed below state average in Numeracy and provided KLA's with this data in order to facilitate the development of strategies to address these discrepancies.
- Developed a numeracy scope and sequence in KLAs for programs in Stages 4 & 5 which reflect direct and explicit classroom teaching.
- Developed a 2010 Mathematics initiative to target NAPLAN numeracy through the use of *Mathsmate* for one period per week in Year 9 to address NAPLAN style questions and associated syllabus outcomes.
- Incorporated explicit numeracy and literacy worksheets into Term 4 Year 7 & Year 9 LOTE programs.

**Increased proportion of students scoring Bands 8 & 9 in NAPLAN tests, Years 7 & 9 Numeracy**



- Whilst different cohorts presented for the NAPLAN tests in 2008 and 2009, there was an increase of 1% in the number of Year 7 students scoring Band 9 in overall numeracy.
- Whilst different cohorts presented for the NAPLAN tests in 2008 and 2009, there was an increase of 7% in the number of Year 9 students scoring Band 9 in overall numeracy. The number of Band 9 results was above state average. There was an increase of 3% in the number of students scoring Band 8 in overall numeracy.
- In patterns and algebra, there was an increase of 11% from the 2008 to the 2009 cohort in the number of students scoring Band 9. This was 6% above the state average.
- In measurement, space and geometry, there was an increase from 2008 to 2009 in the number of students scoring Band 9. There was also an increase of 2% in the number of students scoring Band 8 from the 2008 to the 2009 cohort.

**Increased number of students scoring Bands 5 & 6 at Higher School Certificate level across all courses**

**2009 HSC SUMMARY ANALYSIS**

- The following course results were significantly above the state average:  
Community and Family Studies, Economics, Engineering Studies, Business Studies, Standard English, Industrial Technology (Timber), Information Processes and Technology, Legal Studies, Maths Extension 1, Music, Visual Arts, Hospitality Examination and Retail Services Examination
- The following courses were also above the state average: Ancient History and Chemistry.
- Overall there were 42 Band 6 results and 196 Band 5 results.
- 50.6% of the Year 12 students were offered main round or early February University offers.
- One Aboriginal student was awarded the HSC Nanga Mai Academic Excellence Award for his strong HSC results. Only one HSC Academic Excellence Award was chosen from the Aboriginal students sitting the HSC in 2009.

**PD/H/PE**

- Community and Family Studies - 2 Band 6, 11 Band 5 representing 61.90% of the class.
- PD/H/PE - 6 Band 5 representing 17.1% of the class.

**CREATIVE AND PERFORMING ARTS (CAPA)**

- Five students’ Major Works preselected for ArtExpress
- Four students’ Major Works exhibited in ArtExpress
- Visual Arts - 5 Band 6, 25 Band 5 representing 88.22% of the cohort.
- Music 1 - 3 Band 6, 9 Band 5 representing 75% of the cohort.
- Drama - 2 Band 6, 2 Band 5 representing 40% of the class.

**ENGLISH**

- English Advanced - 3 Band 6, 21 Band 5 representing 43.63% of the cohort.
- English Standard - 6 Band 5 representing 6.59% of the cohort.
- English Extension 1 - 3 Notional Band 5, representing 75% of the class

**MATHEMATICS**

- Mathematics Extension 2 - 2 Notional Band 5 Representing 100% of the class.
- Mathematics Extension 1 - 2 Notional Band 6, 5 Notional Band 5 representing 88.8% of the class.
- General Mathematics, 2 Band 6, 11 Band 5 representing 14.27% of the class.
- Mathematics, 4 Band 6, 5 Band 5 representing 31.03% of the cohort.

**SOCIAL SCIENCE**

- Business Studies - 4 Band 6, 7 Band 5 representing 36.66% of the class.
- Economics - 2 Band 6, 4 Band 5 representing 66.66% of the class.
- Legal Studies - 1 Band 6, 3 Band 5 representing 57.13% of the class.
- Geography - 2 Band 5 representing 25% of the class.
- Accounting - 1 Band 6 (studied externally).
- Retail Services (VET) - 8 Band 5 representing 88.8% of the class.
- Business Services (VET) - 3 Band 4 Representing 100% of the class.
- Society and Culture – 2 Band 5 representing 22.22% of the class

**LANGUAGES**

- French Continuers - 1 Band 5 representing 20% of the class.
- Japanese Continuers – 1 Band 4 representing 14.28% of the class.

**SCIENCE**

- Physics – 1 Band 6, 5 Band 5 representing 30% of the class.
- Biology – 4 Band 5 representing 9.75% of the cohort.
- Chemistry - 4 Band 5 representing 66.66% of the class.
- Earth and Environmental Sciences – 6 Band 5 representing 46.66% of the class.
- Senior Science – 2 Band 5 representing 66.66% of the class.

**HISTORY**

- Modern History – 2 Band 6, 9 Band 5 representing 39.28% of the cohort.
- Ancient History – 1 Band 6, 11 Band 5 representing 41.37% of the cohort.
- History Extension – 1 notional Band 5 representing 40% of the class.

**TECHNOLOGICAL AND APPLIED STUDIES (TAS)**

- Design & Technology Multi-media Major Work selected for Design-Tech.
- Engineering Studies – 2 Band 6, 2 Band 5 representing 50% of the class.
- Textiles and Design – 1 Band 6, 1 Band 5 representing 100% of the class – (studied externally)



- Design and Technology (Multi-media) - 1 Band 6, 2 Band 5 representing 21.42% of the class.
- Industrial Technology (Timber) – 4 Band 5 representing 44.44% of the class.
- Information Process and Technology (ITP) – 3 Band 5 representing 33.33% of the class.
- Software Design and Development (SDD) - 6 Band 4.
- Metal and Engineering Exam (VET) – 1 Band 5, 1 Band 4 – (studied externally)
- Electro Technology (VET) – 2 Band 4 – (studied

externally)

- Construction (VET) -1 Band 4– (studied externally)
- Interviewed Year 11 students in Semester 1 resulting the implementation of a range of tutorials including Study Timetable / Time Management; Organisation; Memorising Techniques; ATAR; Reducing Exam Anxiety and Stress; Higher Order Thinking; and Literacy and essay writing.
- Organised follow-up careers interviews for 40 students.
- Provided tutorials for HSC students in Term 4 with 90% of students accessing these enrichment opportunities.
- Provided vacation seminars for Year 12 students in Mathematics and Languages.
- Provided mentoring for students identified as being at risk of not achieving to their potential in the HSC.
- Implemented strategies in History including:
  - review of programs with teacher input to ensure Quality Teaching is in all programs and all teachers’ ideas, resources and strategies are available to other members of the faculty.
  - team teaching across senior classes to ensure classes have similar resources, content and teaching strategies
  - participation of 70 students in Pompeii and Indo-China Study Days in May, July and November.
  - participation of 10 students in video conferencing on World War 1, Pompeii and requirements of answering the HSC Core Studies.
  - increasing the number of individual students undertaking extended overseas language exchanges to enhance future HSC performance.
- Continued use of CAPA staff in designated time frames for extra tuition and mentoring resulting in a decrease in student stress and tangible improvements in outcomes and results.
- Provided tutorials for 12 HSC students in essay writing in HSC English.
- Provided the opportunity for 58 students to attend the ETA HSC Area of Study Day.
- Provided training and development for staff including attendance at the annual English Teachers Conference, Hunter English Teachers Association Area of Study Day, various conferences addressing Advanced and Extension modules and HSC marking, where three staff participated in the marking process.
- Generated greater parent / student / staff contact through regular Body of Work reports that provide clear directions, resulting in an obvious improvement in outcomes

and the resolution of difficulties and results.

- Utilised staff expertise in the CAPA faculty to provide students with contemporary skills and best practice as well as creating opportunities for staff mentoring, training and development.
- Organised student attendance at a variety of exhibitions and events such as ARTEXPRESS, ONSTAGE, ENCORE, Sculpture By The Sea, and The Archibald Prize, increasing student understanding and engagement.
- Facilitated HSC marking for one member of staff in Engineering Studies.
- Implemented a “Major Projects Day” for appraisal and modification of Personal Interest Projects in Society and Culture and co-ordinated student visits to Newcastle, the Wesley Centre in Sydney, and Callaghan College for Social Science students.





**Increased number of students scoring Bands 5 & 6  
at School Certificate level across all courses.**

**2009 SCHOOL CERTIFICATE SUMMARY ANALYSIS**

**MATHEMATICS**

- 4 Band 6, 30 Band 5 representing 16% of the cohort.
- Within the Band 5 group, 3 students were within 2 marks of a Band 6 and 2 students were within 3 marks of a Band 6.

**AUSTRALIAN GEOGRAPHY, CIVICS & CITIZENSHIP**

- 8 Band 6, 42 Band 5 representing 23.5% of the cohort.
- Within the Band 5 group, 4 students were within 1 mark of a Band 6, 4 students were within 2 marks of a Band 6 and 2 students were within 3 marks of a Band 6.

**AUSTRALIAN HISTORY, CIVICS AND CITIZENSHIP**

- 5 Band 6, 40 Band 5 representing 21.2% of the cohort.
- Within the Band 5 group, 2 students were within 1 mark of a Band 6

**ENGLISH – LITERACY**

- 5 Band 6, 89 Band 5 representing 44.3% of the group. These results are 3.7% above state average for the award of Band 6 & 5 results.
- Within the Band 5 group, 3 students were within 1 mark of a Band 6, 10 students were within 2 marks of a Band 6 and 6 students were within 3 marks of a Band 6.

**SCIENCE**

- 6 Band 6, 66 Band 5's representing 34% of the group.
- Within the Band 5 group, 2 students were within 1 mark of Band 6, 4 students were 2 marks of a Band 6 and 4 students were within 3 marks of a Band 6.

**COMPUTING SKILLS**

- 128 students were ranked as Highly Competent and 80 students were ranked as Competent. This represents 100% of the students who sat this examination.

**IN SUMMARY**

- 28 Band 6, 267 Band 5's across the 5 externally examined subjects.
- Across the 6 externally examined SC courses, 13 students scored 520 from a possible 600 marks. Twenty nine students scored 500 or more from a possible 600 marks.

**SCHOOL CERTIFICATE RESULTS 2005 – 2009 – Longitudinal Analysis**  
Across the externally examined subjects for Band 5 & 6 results  
Including the percentage of WBHS students scoring in the Top Two Bands

	2005	2006	2007	2008	2009
English – literacy Band 6 Band 5	4 57 } 27. 1%	9 63 } 32. 13%	10 57 } 34.2%	10 97 } 43. 3%	5 89 } 44. 3%
Maths Band 6 Band 5	5 52 } 25. 3%	5 28 } 14.79%	4 25 } 12.82%	8 53 } 24.6%	4 30 } 16%
Science Band 6 Band 5	6 61 } 29. 7%	5 55 } 26.9%	4 44 } 21.32%	5 89 } 38%	6 66 } 34%
Australian History Civic & Citizenship Band 6 Band 5	3 46 } 21. 7%	12 45 } 25.55%	21 35 } 24.88%	8 50 } 23.4%	5 40 } 21.20%
Australian Geog Civics & Citizenship Band 6 Band 5	4 50 } 23.99%	10 59 } 30.93%	11 57 } 30.21%	29 70 } 40%	8 42 } 23.5%
Computing Studies Highly Competent Competent	-	67. 26% 32.73% } 100%	60.61% 37.16% } 97.77%	65.58% 33.19% } 98.7%	60.37% 37.73 % } 100% 4 students did not sit the test
Overall Band 6 Band 5	22 – 1.94% 266 –23.53%	41 – 3.66% 250 – 22.32%	50 – 4.44% 218 –19.37%	60 – 4.97% 359 –29.79%	28 – 2.69% 267 –25.67%
Students sitting examination	226	224	225	241	208

- Addressed relevant and contemporary ideas and directions through programs and units of work in the CAPA faculty resulting in increased connectedness and engagement for students and staff.
- Achieved an increase of 12% of students achieving in Band 6 in Geography in the School Certificate and 23.5% in both Bands 5 and 6 representing a dramatic improvement from previous years
- Reviewed Commerce programs to place a greater emphasis on legal aspects of the course and integrate technology based activities

**The Quality Teaching model consistently underpins, and is evident in classroom practice**

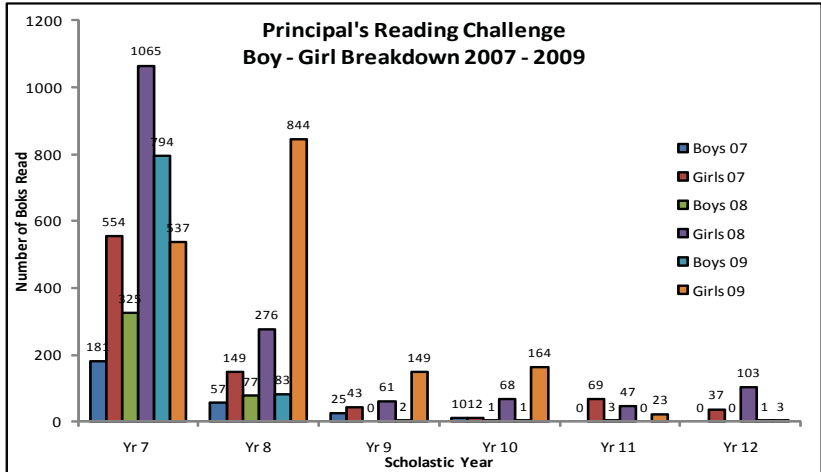
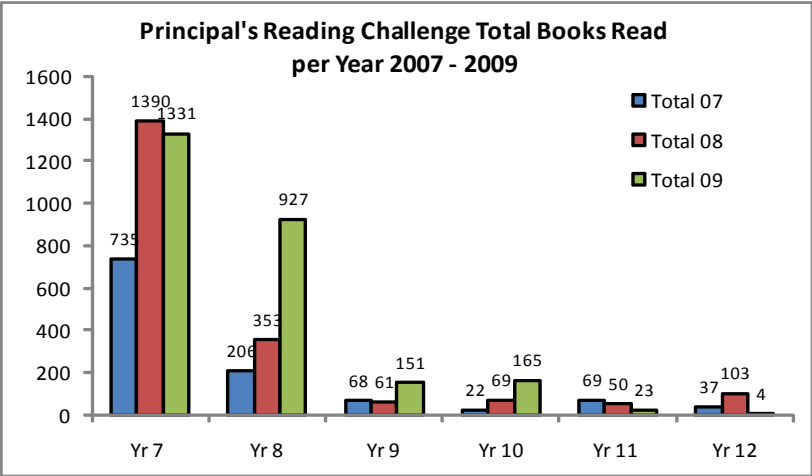
- Implemented strategies in History to better engage students including:
  - participation of 200 students in Medieval Day with students dressed in armour and medieval clothing re-enacting battles.
  - enhancing students knowledge of The Dismissal, the Whitlam government’s policies, the role of Sir John Kerr and Australian Civics through the 1975 Election Recreation. This allowed students to participate by making choices based on their own strengths.
  - hands on assessment tasks with 55 Year 11 students putting archaeological skills into practice through their mini archaeological digs.



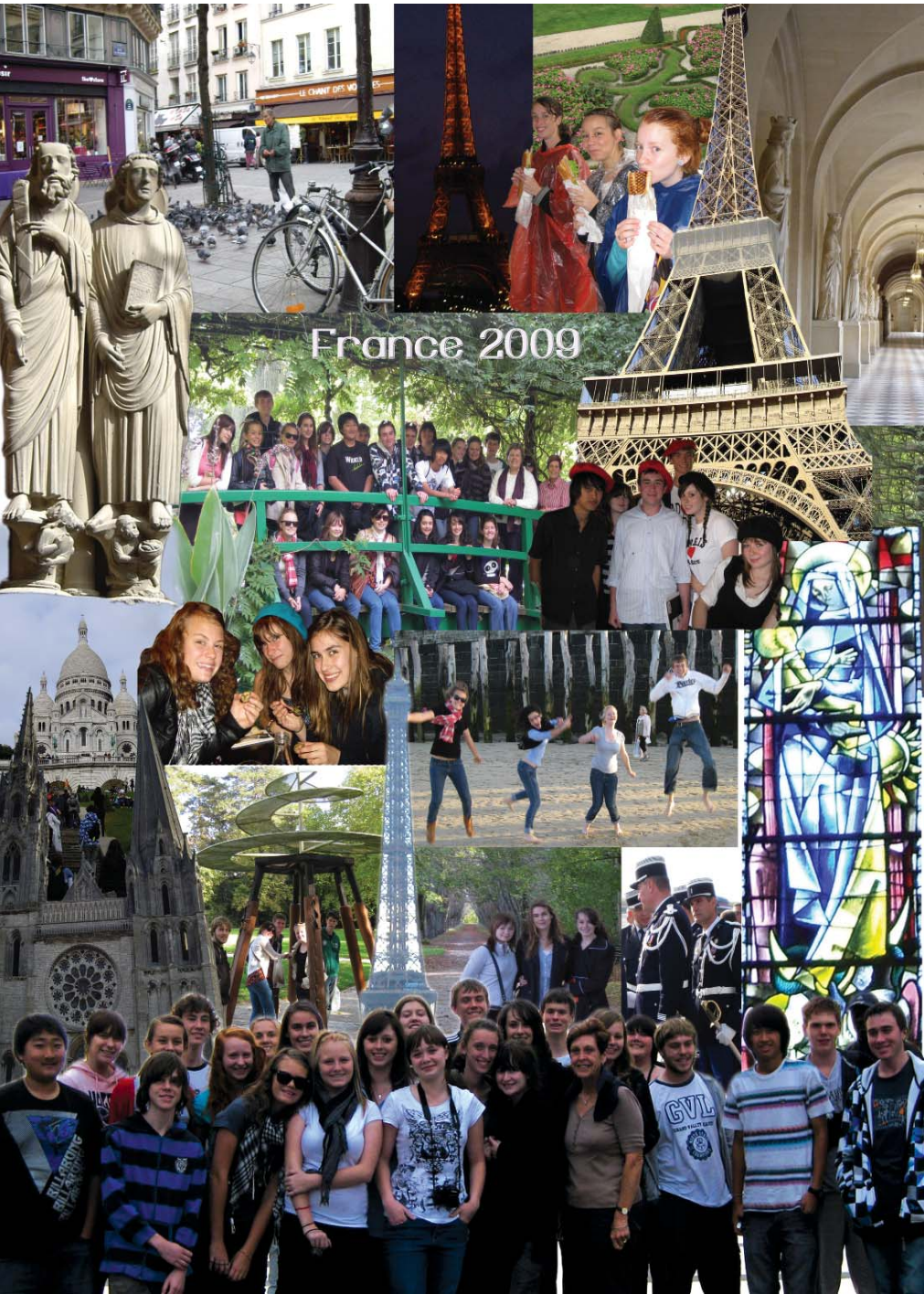
- 60 students from Year 8, 10 and 11 investigated the Vienna Museum display, *Living with the Pharaohs* at the Australian Museum providing an opportunity to view exhibits from Egypt previously seen only in text books.
- Finalised the inclusion of the Quality Teaching Framework into all English programs

**The number of extra-curricular programs offered extend, support and engage student participation in school life.**

- Implemented a range of extra-curricular strategies across faculties including:
  - The Principal’s Reading Challenge, with a significant increase in the total number of books read by students in Years 7, 8, 9 & 10 from 2008 to 2009.
  - Increased the number of boys participating in the Principal’s Reading Challenge from 2007 to 2009.
  - Increased the number of books read by boys from 406 in 2008 to 881 in 2009. The total number of books read increased from 2026 in 2008 to 2601 in 2009.







- Year 11 students participated in the Mathematics Association of NSW MathsSearch competition whereby they undertook a research project developed by the Sydney University.
- Improved the language acquisition across all language classes with the input of a native Japanese assistant teacher, two students from Hakodate, Japan and five students from France.
- Increased the level of language skills of twenty six students who spent two weeks in France in October.
- Competed in, and were highly commended for an outstanding effort in the Science division of the Australasian Schools Competition. 276 students entered the competition, achieving 1 High Distinction, 28 Distinctions and 87 Credits.
- Provided an opportunity for 56 Year 12 students to attend the HSC Experiment-fest Day at the University of Newcastle Science Laboratories. This program offered students the chance to complete some experiments that are difficult to resource in a school and also provided them with the opportunity to observe and work in a laboratory.
- Twenty students attended the Physics workshops.
- Six students completed the Chemistry tasks.
- Thirty students attended the Biology lessons. WBHS was one of only 4 schools offered the chance to complete the Biology workshops as a trial for 2010.
- Co-ordinated and conducted a Year 11 Biology field trip to Shortland Wetlands as part of the Preliminary course mandatory first hand investigations. 85 students and 4 staff carried out essential ecological data gathering activities. These included dip netting for various plant and animal





species, sampling of wind speed, turbidity, pH levels and temperature.

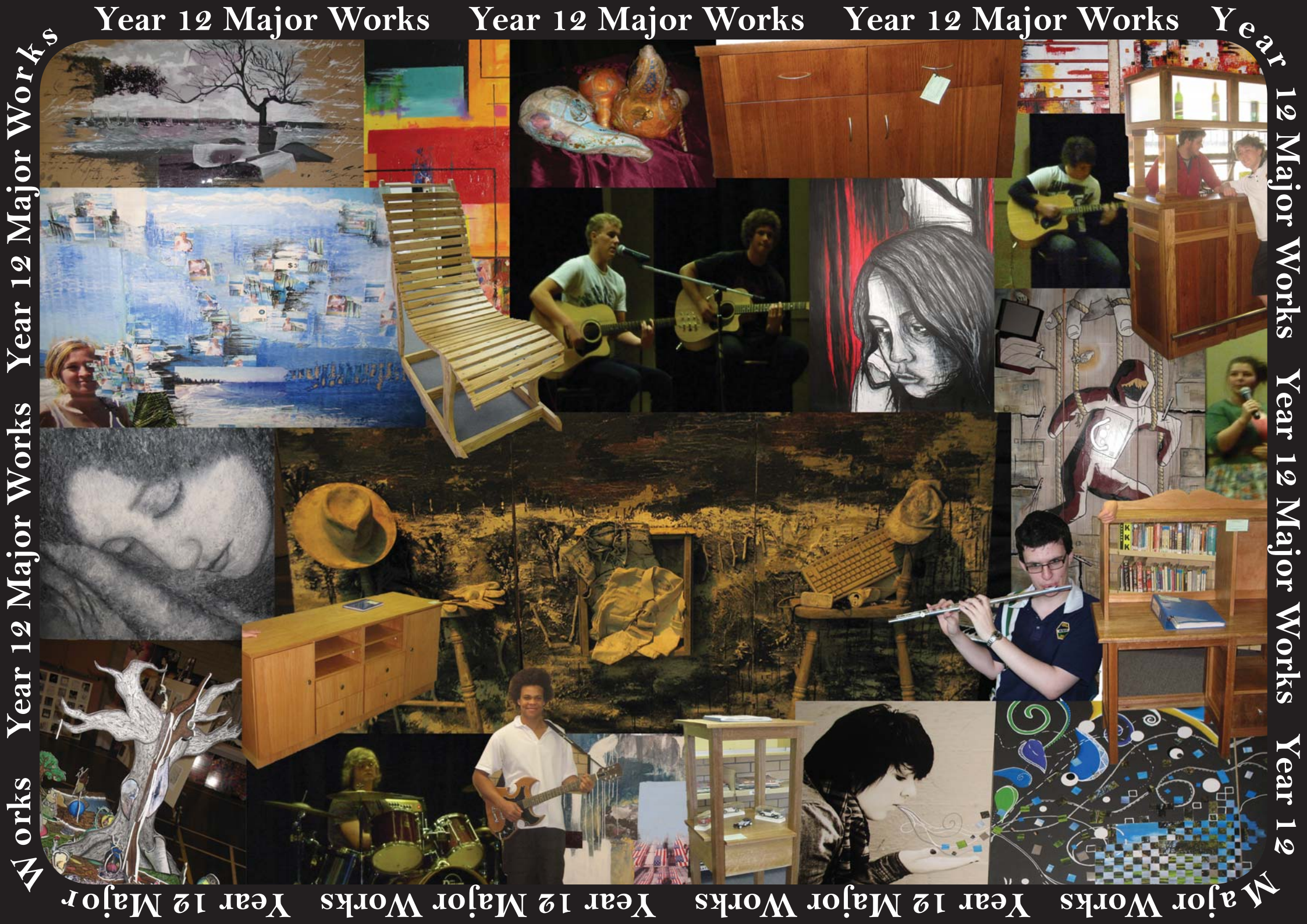
- Conducted a trip to the Maritime Museum for 6 Year 12 Chemistry students to support and enhance their knowledge of the HSC Chemistry *Shipwrecks and Salvage* Elective.
- Co-ordinated an excursion to Taronga Park Zoo. Thirty four Year 12 students and 3 staff participated in the Taronga Snooze program. The Taronga Snooze experience allowed the students to participate in a variety of activities including a nocturnal tour of the zoo; hands on exposure to snakes, frogs and other animal remains; a behind the scenes tour of the enclosures; and a feeding experience with the giraffes.
- Hosted one of Australia's leading astronomers, David Renke. Ninety Year 9 students, 70 Year 10 students and 20 Preliminary Physics students listened to a presentation addressing aspects of the Universe, Stellar Evolution and current theories related to the Universe.
- Co-ordinated a site visit for 21 HSC Physics students to the Hunter Imaging Laboratories, Cardiff. Students attended a 2 hour presentation to view the various pieces of medical equipment used and were provided with a first hand experience of the theoretical applications of MRI, CT, Ultrasound and Gamma radiation technologies.
- Provided opportunities for students to be involved and engaged in the creative world through visits to galleries and performances and entering competitions. This resulted in one student being selected for a Dobell Drawing workshop at the National Art School, selection of all year 10 Ceramic students to be the only school to exhibit in the annual Morpeth Tea Pot exhibition, raising awareness of the value of specialist tuition and the importance of display and involvement in the public arena.
- Celebrated the selection of 3 students as finalists in the Moran Photographic Portrait Prize, a national competition. This resulted in one Year 10 student achieving 1st prize and winning \$3,000.00 prize money for himself and a further \$3,000.00 for the school.
- Celebrated the selection of 2 Year 10 Photographic students from 80 students worldwide to exhibit in the "Sister and Friendship City Children's Art and Calligraphy Exhibition" at Nagoya City Museum.



- Celebrated the selection of 3 students as finalists in the "Smile" Schools photographic exhibition.
- Celebrated the selection of 4 Visual Arts students in the TAFE "Showcase" exhibition 2009.
- Encouraged the participation of two school rock bands in the finals of the state wide DET YOUTHROCK competition.
- Participated in the Lake Macquarie Bandfest 2009, receiving a commendation from the Bandfest committee.
- Increased participation in the school concert band due to a more rigorous program and an increase in performance opportunities culminating in the achievement of 1st place in the Regional Bandfest competition.
- Established a senior vocal group called *Wolfgang*.
- Increased participation in the junior vocal group through the creation of performance opportunities.
- Provided opportunities for students to be involved in local productions and initiatives such as STARSTRUCK, Hunter Singers, Scriptwriting workshops and Mental Health Plays.
- Provided practical projects for students in Industrial Technology such as scooters (Auto) and mirror housings (Timber) to enhance skill development.
- Expanded the International Students Program to include three students from China intending to present for the Higher School Certificate, as well as two students from Brazil, two students from Japan, one student from Italy and one student from Germany who undertook cultural visits ranging from three to six months in duration.









- Nominated four of our gifted and talented Year 11 students to attend the Hunter Central Coast High Achievers' Camp where they represented the school with distinction.
- Facilitated the undertaking of Independent Research Projects by the Years 7 and 8 Triple E classes which addressed the theme The History of Warners Bay High School. This generated a wealth of information for inclusion in the school's archive. Thirty Year 8 students contacted ex-students and ex-teachers and linked historical film footage to produce video of the School's history.
- Conducted two very successful days of presentations showcasing the achievements of our Year 7 and Year 8 Triple E students in Term 4.
- Facilitated the participation of four of our Year 8 students in a regional workshop for gifted and talented mathematicians.
- Promoted participation in the WBHS Chess Club which continued to thrive with record numbers joining the ranks of students participating in lunchtime competitions and fine performances from our students in regional and state knockout competitions. Forty two players entered our School Championships which were played in 4 divisions.
- Participated in the NSW Junior Chess League Knockout Competition with the school team placing 4th in the region.
- Conducted highly successful Visual Arts workshops for gifted and talented artists from our feeder primary schools during Term 4



- Hosted teachers from three separate schools who wished to examine our gifted and talented program with a view to implementing a similar model in their own schools.
- Provided a variety of field studies to extend the knowledge and understanding of students in the Social Sciences – Coastal Management, Whale Watching, Maritime Museum and Snowy Mountains.
- Provided opportunities for students to

- participate in extra curricula activities through Law Week and the Mock Trial Competition
- Organised the cultural exchange program "G'Day USA" (Kendall Stevens of the Social Sciences faculty).
- Raised funds for the victims of the Victorian bush fires.
- Achieved "short listed" status in the Newcastle Herald Newspaper Competition through the efforts of 14 students.
- Participated in the Premier's Debating Challenge Senior and Junior divisions with students from Years 8 & 10 reaching the semi finals.
- Participated in the Hunter Legacy Public Speaking Competition.
- Participated in the Sydney Morning Herald Public Speaking Competition with one student competing in the state finals.
- Participated in the National Novel Writing Month activities, with 15 out of 21 students winning certificates of completion.
- Participated in the WBHS Creative Writing Club.
- Promoted an appreciation of Shakespeare and its accessibility to 120 Year 9 students through attendance at productions and workshops
- Continued to enhance student engagement with the subject matter of English through a range of excursions including poetry performances for Years 7 & 9, and 25 HSC Standard English students attending a performance of *Pygmalion*.
- Participated in the National Westpac Mathematics Competition with one student selected to attend the prestigious National Mathematics Summer School. Three other students achieved High Distinctions.
- Competed in the annual Aurecon Bridge Building Competition. Four Year 9 students gained an understanding and appreciation of the demands of scientific problem solving. Students improved the de-



sign of their bridge from the previous year and impressed the judges with a very creative design.

- Co-ordinated and competed in the annual International Science & Engineering Challenge, placing second on the day. Thirty two Year 10 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.
- Competed in the annual Hunter Region Envirothon, conducted by the Shortland Wetlands Centre. Four Year 11 Biology students participated in a full day of activities including recording significant biological measurements and interviews with interested parties as well as assessing and reviewing critical support documents.
- Participated in the Mock Trial Competition and the National Geographic Competition.



- Ensured that all successes in the CAPA faculty were acknowledged through school signage, assemblies and classroom visits by the Head Teacher.
- Conducted successful exhibition and performance evenings resulting in continued pride and value within the faculty as a whole and in the individual successes of students.
- Increased community participation and awareness of CAPA faculty initiatives.
- Continued the QLE process for Year 10 students co-ordinating 212 interviews for students to articulate and evaluate their learning to a panel comprised of a Year 9 student, Community member and classroom teacher. Twenty nine community



members, 30 Year 9 students and 55 staff assisted with the process. Students achieved 91 High Distinctions (42%), 64 Distinctions (29%).

- Entered State sporting competitions and was represented by twenty eight sporting teams with Open Boys Soccer coming 2nd in the State and the Year 10 Rugby team winning their competition for the 3rd year in a row.
- Presented over 40 State sporting medals to our students including the Pierre de Coubertin Award presented to Matt Gawthrop; Year 12 Sportsman 2009 Award to Petrisse Herbert; and Sportsman of the Year presented to co-winners Ray Cooper and Matt Gawthrop.

***Staff skills, expertise and interest utilised to the best possible advantage***

- Facilitated staff participation in the NSW Minister for Education & Training Teaching Awards with one member of staff being selected to receive one of only 37 awards across all educational government and non government sectors (Early Childhood, Primary, Secondary, TAFE, University).
- Utilised TAS and Science staff to conduct net book training during the School Development Day.





**Post school destination data collected and used to prioritise  
VET objectives and planning**

- Contacted 98% of the 2008 Year 12 cohort to gather post school destination data to present at parent and student meetings over the year.
- Analysed and reviewed student TVET course applications for future school planning for a move towards an Entertainment TVET course in 2011.

**Increased retention of students through appropriate  
VET options with SVET and TEVET**

- Encouraged student participation in VET courses with one student awarded a Careerlinks Workplace Excellence 2009 Award for Structured Workplace Learning in the category of "Excellence in Electro technology" and one student participating in the winning Retail Skills Showcase team.
- Supervised the qualification of twelve students in Certificate II Retailing Services, representing a course completion rate of 92%.
- Supervised the qualification of students in Certificate II Hospitality Food and Beverage.
- Facilitated the completion of two traineeships, one in Certificate III Construction and one in Certificate II Automotive.
- Implemented strategies including:
  - the incorporation of post school options into Year 10 Careers lessons and the Year 10 Focus day
  - 32 students attending *Try a Trade* on 6 November.
  - negotiating and then facilitating the attendance of ten students at a Pre Auto course at TAFE for 8 hours.
  - Obtaining the services of guest speakers from 5 Universities, Hunter TAFE, Apprenticeship Centres, Centrelink, Defence Force recruiting and Careerlinks.
  - Attending the Newcastle /Lake Macquarie Career Expo with 240 students.
  - Conducting the WBHS Year 11 Subject selection and Career Expo night, an event which attracted 260 participants.



**School based Apprentices and Traineeships  
are encouraged and supported to meet  
student needs**

- Increased SBATS by 62% from 2008
- Facilitated the qualification of one School Based Apprentice in Certificate III Electro technology.
- Assisted SBATS through mentoring by three teachers.
- Interviewed all prospective SBATS with their parents before SBAT Expression of Interest forms were submitted in order to assist parents and students to fully understand the commitment and expectations of the SBAT program.



**Teacher planning and assessment is constantly validated to ensure  
RTO compliance and maximised students learning outcomes in an  
appropriate environment**

- Attended regional network meetings and Head Teacher network meetings for Retail and Hospitality teachers and VET Coordinators.
- Utilised Teacher Professional Learning funds to cover 6 days of Professional development for VET teachers in Retail and Hospitality
- Presented for an external VET audit with all aspects of the VET program given excellent feedback and compliance accreditation for Retail Operations and Hospitality. The Learning Assessment Strategies (LAS) reviewed as part of the audit were restructured in order to meet identified student needs and reflect the practical focus of VET courses.
- Organised teacher accreditation to deliver Retail, Hospitality (Food & Beverage) and Business Services.

**VET learning and assessment  
schedules reflect client needs**

- Celebrated the successful work placements of students of Retail Operations with some students obtaining part and full time work.





## School Priority Area

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

### ***Improved performance of boys in NAPLAN, SC & HSC data***

- Modelled and practised appropriate literacy structures in all years, including the use of relevant scaffolds and focus areas to ensure high levels of engagement amongst males.
- Incorporated a range of hands-on activities including Worst Jobs in History, Weird Weapons and *The Trebuchet* to engage boys in their learning.

### ***Monitor staff implementation in the “Engaging Boys”***

#### ***Lillico classroom teaching principles.***

- Developed and implemented a special social program to increase the participation rates and levels of engagement of boys enrolled in Years 7 and 8.
- Conducted *Rock and Water* program for twelve Year 7 students at the Hunter Valley Martial Arts Centre
- Introduced single sex classes in Year 9 Stage 5.3 Mathematics
- Implemented a Year 10 Geography fieldwork program for male students



## ***Increased number of boys participating in the Principal’s Reading Challenge***

- Increased the participation rate of boys in Principal’s Reading Challenge to 48, representing approximately one third of the total number of participants
- Promoted interest in the program via addresses to Year 6 at Orientation Day, meetings, commendations and prizes.
- Purchased international best sellers to expand student interest and further stimulate reading.



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

- Analysed value-added data to establish that our small number of Aboriginal School Certificate students achieve well above average for Australian Geography, Civics & Citizenship, Computing Skills, English - literacy and Science.
- Students achieved above the state mean in English - literacy, Science, Australian Geography Civics & Citizenship, Computing Skills and Australian History, Civics & Citizenship.
- At the HSC level, Aboriginal students performed above state average for English, Mathematics, TAS (Hospitality & Industrial Technology), Visual Arts and PDHPE. Value-added data was particularly strong for PDHPE, Visual Arts, TAS, Science, Mathematics and English-literacy.
- One Aboriginal student was awarded the HSC Nanga Mai Academic Excellence Award for his strong HSC results. Only one HSC Academic Excellence Award was awarded to Aboriginal students sitting the HSC in 2009.



**Parents of Aboriginal students report effective relationships with WBHS**

- Conducted 16 Learning Support Team meetings with parents and Aboriginal students to prepare Personalised Learning Plans to assist students achieve success at school.
- Received \$17 878 through the Norta Norta Senior Program to provide 74 hours of tutorial support for Year 12 Aboriginal students and 148 hours of tutorial support for Year 11 students.
- Received \$5 946 through the Norta Norta Junior program to provide 86 hours of tutoring/mentoring support for Aboriginal students in Years 7-10 employing 12 Aboriginal and non-Aboriginal tutors in small group Learning Hubs in the library and in individual tutoring.
- Organised for tutoring support through the University of Newcastle Wollatuka Aboriginal Enclave acknowledging the importance of tutoring going hand-in-hand with personnel with relevant cultural backgrounds.
- Received positive feedback from the parents of the four Year 10 students who attended the Wollotuka Year 10 University Insight Day at the University of Newcastle with the School Careers Adviser.

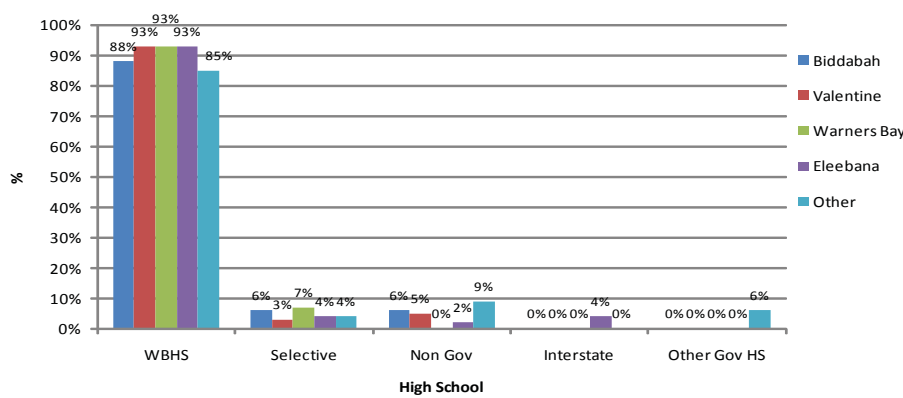
**School Priority Area**

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

**Improved student retention Years 6 to 7 of local placement students in feeder primary schools**

- Implemented an extensive Transition program incorporating Year 7 for a Day, staff visits to feeder schools, Information Evenings and orientation activities.
- Implemented a Youth Pathways Program for sixteen Year 9 students deemed to be at risk of not completing their School Certificate studies.
- Implemented creative relationships and fostered creativity and primary school links through the Visual Arts GATS program with 24 Year 5 students

**Retention Rate Year 6-7 2009**



**Parents in primary schools report effective relationships with WBHS**

- Conducted four Year 7 for a Day activities to familiarise Year 5 students from our feeder schools with the demands of high school. This program was expanded to include students from Mount Hutton PS, Jewells PS and Floraville PS who live in the feeder area. The total number of participants exceeded 260.
- Conducted specialist visits to our feeder primary schools with LOTE, Science and Technology teachers.
- Revised the Transition pamphlet for distribution to our feeder schools.
- Successfully introduced the Department of Education and Training's School Based Student Reporting System in Term 1.
- Generated 2600 electronic reports commenting on the academic achievements of students in more than fifty subjects

**Warners Bay Learning Community K – 12 values platform articulated evidence of coherence and alignment of school policies and procedures with the values platform**



- Conducted values workshops for the Student Leaders of our four partner primary schools, WBHS Student Leaders, WBHS SRC students and WBHS staff. A set of common values was published in preparation for further action to align the agreed high priority values to school policies and practices in 2010.

## School Priority Area:

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

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

- Conducted two eight week Induction Programs for new members of staff in Terms 1 and 2 co-ordinated by a School Improvement Team and delivered by various members of the school's executive and teaching staff.
- Facilitated a year-long professional development program for 11 New Scheme teachers preparing them for accreditation with the Institute of Teachers.
- Mentored beginning teachers through classroom visits and weekly meetings across all KLA's.
- Hosted 28 students from the University of Newcastle, the University of New England and the Australian College of Physical Education, including five interns, all of whom satisfied the exacting requirements of their courses.

### ***Number of staff engaged in professional learning to maintain accreditation***

- Supported staff though:
  - participation of VET teachers in Hunter Central Coast VET Network meetings.
  - Attendance of University Information Days, Vocational Education Training Days and CAA NSW accredited activities by Careers Advisers to maintain professional status.
  - Training two teacher mentors for Careers and Transition activities
  - Training two teachers to implement *The Real Life Game* with Year 8 in 2010
  - Training targeted staff in the use of Netbooks and MOODLE.
  - Inservicing staff in relation to syllabus changes and implementation.
  - The completion of an accredited leadership course by a member of the Social Science faculty.
  - The participation of two teachers in inservice activities addressing the Mathematics Extension 2 course.

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

- Conducted regular fortnightly meetings for 17 Student Executive Leaders to develop student leadership capacity and skills.
- Facilitated the participation of 18 student leaders in the national Young Leaders Conference at Darling Harbour, Sydney.
- Facilitated regular meetings for 53 SRC students. Raised \$136 sponsorship for the school's sponsor child and contributed \$3842 towards the school's chosen charities.

## School Priority Area:

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

### ***Each KLA effectively uses Information Communication Technologies***

- Evaluated the NSW DET Teaching and Learning Exchange (TaLE) site for the relevant lessons in TAS and English for use in Year 9 courses, completing lesson plans based on sites and uploading to MOODLE for student usage.
- Embedded ICT in Mathematics Teaching Programs
- Facilitated the use of MOODLE and the development of related resources for Social Science , English and Science staff by two staff members. This has resulted in a variety of educational classroom materials that are both informative and interactive.
- Utilised staff expertise to provide Professional Learning (PL) for staff and small groups and develop a PL "How to" guide in relation to the use of ICT.
- Surveyed all staff on-line to develop the PL program for staff based on identified needs.

### ***Increased teacher participation in professional learning in ICT.***

- Conducted workshops for all staff with the interactive whiteboard. The session demonstrated the use of the whiteboard which was used as a tool to evaluate available resources from the NSW DET Teaching and Learning Exchange(TaLE).
- Enhanced the quality and consistency of reports by reporting to outcomes. This has been achieved by devising a comment bank for reports for all years







based on past report comments, and completing a workshop on reporting and how to use the comment bank to provide more positive and meaningful reports on students' progress according to course outcomes.

- Uploaded a series of lesson plans and resources to MOODLE for student access, including all major assignments and scaffolds for bibliographies based on the school's bibliography sheet.
- Trained four staff members in the use of the Microsoft OneNote program at the Digital Education Revolution Regional Support day.
- Accessed professional learning activities through Video Conferencing – Mathematics Extension 2, a Science Head Teacher Network meeting, Year 12 Mathematics Meet the Marker, Year 6 students and partner primary schools, Maths Consultant from Western Region.
- Utilised the expertise of a local Architect to provide training for TAS staff in the use of AutoCAD in the classroom
- Developed a Help File of Frequently Asked Questions relating to the use of MOODLE.

***Evidence that students are participating in curriculum activities based on ICT***

- Modelled and practised appropriate History skills through word processing prior to School Certificate ICT exams. Completed ICT tasks in Years 8, 9 and 10.
- Supported student use of Netbooks through the appointment of two Technical Support Officers.
- Produced a Newcastle Herald Newspaper Competition entry using appropriate word

processing skills and digital image manipulation. Fourteen students produced this Newspaper entry which was published in November 2009.

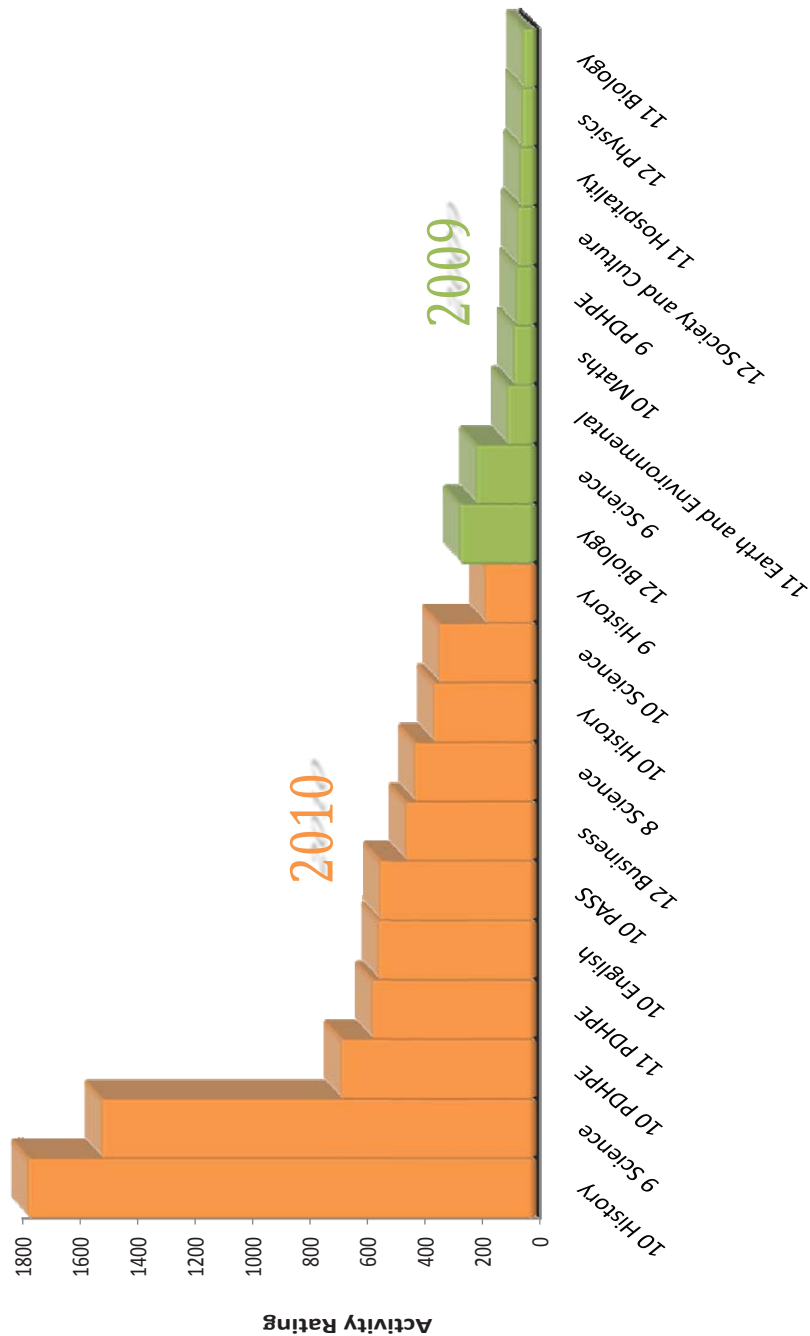
- Participated in International Writing Month activities conducted online via the Internet. Twenty one students were each required to complete an 8000 word novel within a month. Fifteen received certificates of completion.
- Increased the number of student and staff account holders on MOODLE from 672 (Jan. '09) to 1003 (Nov. 09)
- Increased the number of visits to active courses on MOODLE from 560(1-7 April, 2009) to 2147(9-16 Nov.,2009)
- Increased the number of active courses available on MOODLE from 5 (April 2009) to 20 (Nov. 2009).
- Analysed website statistics to determine that there were 1,486 visitors to the WBHS MOODLE site in November. Each visitor viewed approximately 13 pages.
- Developed activities enhancing students' abilities in the use of Geographic tools as listed in the syllabus.
- Designed and implemented an online self-directed learning task for all Year 9 students for the Stage 5 Space topic. 98% of all students downloaded and completed both homework and research tasks; Approximately 20% utilised email systems to submit the task.
- Engaged students of varying levels of motivation and ability with online tasks. 100% of the Creative Writing students submit tasks electronically which are marked and edited online

***As of 16/2/2010 Current MOODLE statistics***

Warners Bay High School MOODLE is hosting online:

- 180 interactive activities
- 33 current assignments
- 12 online choice scenarios
- 5 interactive quizzes
- 27 full online tests
- 14 Wiki's (multiple user editable online documents)
- 1049 downloadable resource files, (e.g., Word documents, PDF documents and photos)
- 200 forums for subject news, information and discussion
- 1181 users (58% of users have been active within last 20 days, i.e. during Term 1)

Moodle most active subjects 2 week sample comparison  
February 2nd - 16th Term 1 2010 - 2009



**Term 4 2009 Visitor Statistics**

- 10,847 visits representing 2,165 unique visitor locations
- 31,597 page views
- 67% of all visits originating from DER Netbooks
- 24 visits from Mobiles

**Partial Term 1, 2010 visitor statistics**

- 27th January- 16th February 3 weeks
- 1983 Visits from 841 unique visitor locations
- 6635 page views
- 33% of all visits originating from DER Netbooks
- 25 visits from mobiles

**Interesting facts:**

- **30% of our visitors are from non-school locations.**
- **7% of off school locations use dial-up internet connections.**

**Increased integration of ICT into teaching and learning programs**

- Commissioned and trained 28 WBHS staff in the NSW Digital Education Revolution rollout of Netbooks. All members were given a ½ day of training in the operation and application of the Netbooks.
- Commissioned and trained 210 WBHS students in the NSW Digital Education Revolution rollout of Netbooks. All students were given a ½ day of training in the operation and application of the Netbooks. Training was implemented by a team consisting of the DER Co-ordinator, Computer technician, Technical Support Officer and Regional co-ordinator.
- Upgraded the Year 7 French course by introducing an ICT component. 15 units of work in the new interactive CD ROM “Mini Vol” were used to enhance listening and speaking skills.



## Strategic Priority 3

### *School Facilities and Aesthetics*

- Received \$200 000 through the Federal Government *Building the Education Revolution* program to construct a covered outdoor learning area (COLA) over the basketball court.
- Received \$30 000 in Federal Funding to install six rainwater tanks to harvest 4570 litres of rainwater from the Senior Shelter, COLA and MPC roofs.
- Attracted \$20 000 in Federal Funding to install solar panels to produce energy for school usage and/or return extra energy to the grid. The software attached to the solar panels installation provides extensive data for staff and students to access in relation to energy consumption and CO2 emissions for WBHS and other schools and businesses across the world.
- Contacted local businesses and received \$4 242 sponsorship to support school activities including the P&C Year 12 Trivia Night and funds to commence the process for the purchase of a 32 seater school bus.
- Received \$40 265 support from the WBHS P&C for the purchase of the following resources to support students and improve school aesthetics - monetary prizes \$1054; school representation at State and National level \$600; improvement of grounds \$7000; postage of the Bay Bulletin \$900; support for Starstruck costumes \$500; Mathematics textbooks \$3626; improving school facilities \$3000; support for Drama film/video unit \$5694; Geography books \$3083; TAS AutoCad site licenses \$2509; PDHPE software \$1023; Science microscopes \$3266; Visiting author workshop \$650; site licence for student welfare software \$649; Visual Arts colour printer; data projector and digital cameras \$5740; English data projector \$1000.
- Raised funds through the SRC to support the school's chosen charities - \$136 to support Shedrack, the school's sponsor child; \$423 for the RSPCA Victoria Bushfire Appeal; \$423 for the Victorian Country Fire Authority; \$2227 for World Vision; \$407 for Jeans for Genes Day; \$362 for the Melanoma Foundation. Year 12 raised \$1000 for the Hunter Breast Cancer Cardiff Mothers Unit.



