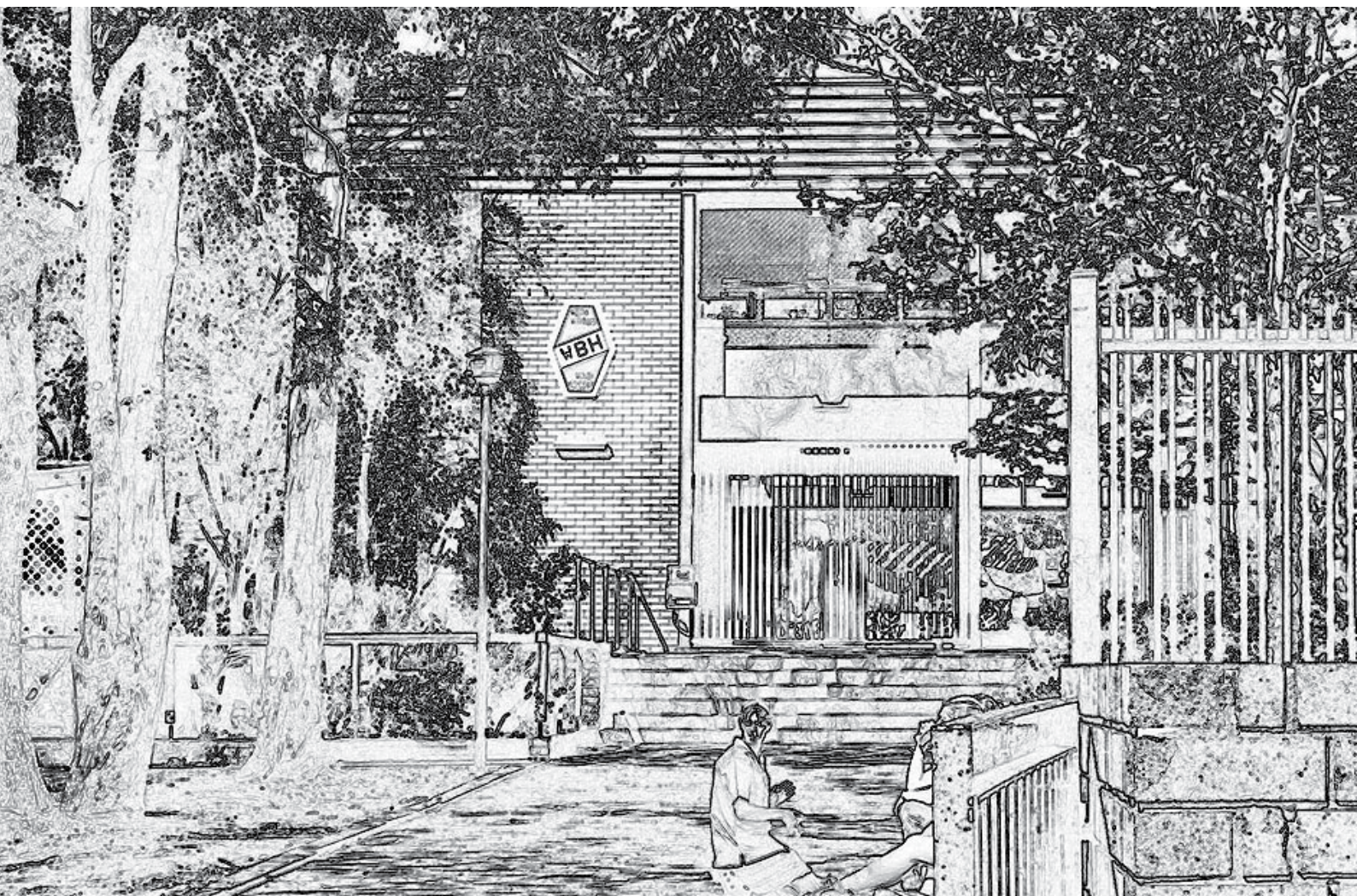




A SUMMARY
of the
ACADEMIC, SPORTING AND CULTURAL
ACHIEVEMENTS
at
WARNERS BAY HIGH SCHOOL
2011



WARNERS BAY HIGH SCHOOL

ACHIEVEMENTS 2011

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



School Captains 2011 -
Joshua Ryan Gill & Georgia Monaghan
with Principal, Dr Sharon Parkes




Student Executive

Principal : Dr Sharon Parkes

2011

Front Row: Courtney White, Laura Robertson, Drew Jarvis, Georgia Monaghan, Dr Sharon Parkes (Principal), Joshua Ryan Gill, Romany McGuffog, Jacob Reay, Zoe Booth
Back Row: Samantha Fisher, Jesica-Ann Matthews, Briana Ferguson, Fiona Webb, Sophie Aked, Sarah Coleman, Maddison Hull, Bianca Byrnes, Rachel Holmes



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:

2011 HSC Analysis

- Celebrated the selection of one HSC Visual Arts student Body of Work to receive one of five prestigious prizes awarded during the opening of ArtExpress 2012 to recognise outstanding artwork from the 2011 HSC. The “S&S Creativity Award” highlights a combination of technical skill and imaginative use of materials.

As a result of this award, the student was interviewed by the DEC Media Unit for an ABC documentary in relation to ArtExpress. The Minister for Education and Communities also interviewed the student and congratulated her and her teachers for her outstanding work.

Following this award, the student has been invited to participate in an art prize with the Australian Cricket Board.



2011 HSC Results

Subject	Band 6	Band 5	Total Band 5/6 %	State Band 5/6 %	Comments
Ancient History	0	8	44.44	37.42	
Biology	1	18	33.92	30.96	1 student 1 mark from a Band 6
Business Studies	3	6	39.12	31.97	Above state average Band 6 2 students 1 mark from a Band 6
Chemistry	0	1	7.69	39.98	1 student 2 marks from a Band 6
Community&Family St	4	6	62.5	31.73	Above state average Band 6 1 student 1 mark from a Band 6 1 student 2 marks from a Band 6
Design & Technology	0	7	53.84	38.28	1 student 1 mark from a Band 6
Drama	1	8	82.81	43.37	1 student 2 marks from a Band 6
Earth & Environ Science	0	0	0	41.89	
Economics	0	2	66.66	43.46	1 student 2 marks from Band 6
Engineering St	0	2	100	35.09	
English Advanced	4	29	55.92	58.15	5 students 1 mark from a Band 6 2 students 2 marks from a Band 6
English Standard	0	9	10.58	8.86	
French Continuers	0	1	25	63.78	
Geography	0	8	53.55	37.36	1 student 2 marks from a Band 6
Hospitality	2	2	49.99	34.29	Above state average Band 6 1 student 1 mark from a Band 6
Industrial Tech Auto	4	3	87.5	31.36	Above state average Band 6 2 students 2 marks from a Band 6
IPT	0	2	20	31.63	
Japanese Continuers	0	1	10	53.37	
Legal St	0	4	30.76	38.52	
Mathematics	2	7	39.12	34.22	1 student 1 mark from Band 6
General Mathematics	2	16	19.56	24.26	1 student 1 mark from Band 6 1 student 2 marks from Band 6
Modern History	0	12	30.76	45.32	2 students 2 marks from a Band 6
Music 1	4	6	71.42	59.91	Above state average Band 6 1 student 2 marks from a Band 6
PDHPE	2	7	31.02	34.10	1 student 2 marks from a Band 6
Physics	0	0	0	36.22	
Senior Science	3	12	75	38.67	Above state average Band 6 1 student 1 mark from a Band 6
Society & Culture	0	1	12.5	33.34	
Software Design & Dev	0	1	12.5	26.83	1 student 2 marks from a Band 6
Textile & Design	5	0	100	38.45	Above state average Band 6
Visual Arts	5	36	78.84	47.92	3 students 2 marks from a Band 6
Dance	1				
Construction		1			
Entertainment		1			
Information Technology		1			
Retail		1			
Tourism & Events		2			
	E4	E3			
English Ext 1	2	5	100	83.95	Above state average E4 2 students 1 mark from E4
English Ext 2	0	5	100	84.01	
History Extension	0	4	66.66	74.16	
Mathematics Ext 1	0	6	75	85.47	
Mathematics Ext 2	1	0	100	91.65	Notional Band 6; above state average E4
Total	46	241			

- Celebrated the nomination of four HSC Industrial Technology (Timber) students' Major Design Projects for consideration for inclusion in InTech 2012.
- Celebrated the pre-selection of five HSC Visual Arts students' Bodies of Work in ArtExpress 2012. Two students' Bodies of Work will be exhibited in three NSW venues in 2012.
- Celebrated the invitation from Lake Macquarie City Art Gallery for two Visual Arts students' HSC Bodies of Work to be hung in the gallery's "First Class 11" exhibition. The students' work was chosen from 56 nominations across 16 schools in the Hunter/Central Coast Region.
- Celebrated the selection of one Drama student to participate in Onstage which highlights the top Drama HSC performances from across NSW.
- Celebrated the nomination of one HSC Dance student to prepare for Callback which highlights outstanding performances in HSC Dance.
- Achieved public recognition of the Visual Arts staff at Warners Bay High School with the receipt of the Sir William Dobell Foundation Award for continual outstanding contribution to ArtExpress. The award and a cheque for \$1000.00 was presented to the Head Teacher at the Art Gallery of NSW by the NSW Minister for Education.
- Increased numbers of students producing digital media and time based works at the School Certificate and Higher School Certificate level as a result of the use of teacher expertise in these areas. Over two thirds of the HSC Cohort in Visual Arts in 2011 chose the expressive forms of Digital and Photographic media or Time Based works or included a work in these forms in their collection of work. This was a third more than 2010. The School Certificate Visual Arts students demonstrated an increase in these areas by half again on 2010. Students either used the expressive form as a whole or included it as a component of their works.
- Increased student engagement and understanding of the role of art in the contemporary world through art gallery visits to the White Rabbit Art Gallery, the NSW Art Gallery and Sculpture by the Sea.





- Analysed DEC SMART data and Board of Studies RAP package in Visual Arts and Music to develop strategies for answering specific aspects of these HSC examinations. This resulted in a re-alignment of assessment task and targeted preparation of Year 11 and 12 students for the HSC examinations.
- Identified students capable of achieving Band 6 results in Visual Arts in the HSC and provided intensive tuition based on their strengths and areas for improvement.
- Provided performance and exhibition opportunities for Visual Arts, Music and Drama students to view best practice in HSC works.
- Provided a systemic approach to better prepare students for the HSC through tutorials during the school holidays and Term 4 in Ancient History, Biology, Business Studies, Chemistry, Community and Family Studies, Design and Technology, Drama, Earth and Environmental Science, Economics, Engineering Studies, English Standard and Advanced, Geography, Industrial Technology, Information Processes and Technology, Legal Studies, Mathematics, General Mathematics, Mathematics Extensions 1 & 2, Modern History, History Extension, Music, Senior Science, Society and Culture, Software Design and Development, Textiles and Design, Visual Arts, French Continuers, Japanese Continuers and Hospitality attended by 130 students.
- Organised three History staff members to mentor six HSC students working on organisation and exam skills. Three staff members provided holiday tutorials in Modern and Extension History, 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, Legal Studies, Geography and Society & Culture.
- Organised a mentoring program to assist 42 HSC students in time management, study and exam techniques, and developing a workable study timetable.
- Provided access to extra tuition weekly, through an external tutor for all HSC Chemistry students
- Co-ordinated and provided the opportunity for ten Biology students to attend weekly tutorial seminars run by staff members at lunchtime for 30 weeks.
- Organised additional tutorials during Term 3 for 40 students in Advanced English and Term 4 in Mathematics which provided support to 30 students.
- Ensured the participation of students in HSC Study Days and specific HSC events which contributed to increased student confidence and improved results.
- Provided native speaker conversation classes for five Year 12 French students (Café Bla-Bla), ten Preliminary Chinese students and ten Continuers Japanese students.
- Supported organisation for two Year 12 French students to be hosted in France during December and January.
- Supported organisation for one Year 12 Japanese student to be hosted in Ja-



pan during December and January.

- Provided support for senior Japanese classes with an assistant teacher who provided team teaching and individual and group tutoring.
- Encouraged teachers of senior students to participate in HSC marking with staff from English, Social Science, Drama and Visual Arts involved in HSC marking for NSW HSC students.



- Implemented a program of explicit teaching of skills for the short answer section of the English HSC paper in the Preliminary Year.
- Implemented a new English Studies syllabus in Stage 6. Identified students appropriate for course and developed teaching programs and assessment for students not progressing to university and needing workplace literacy skills.
- Continued to provide Careers Adviser support to student interviews in Years 11 and 12 (and 34 follow up interviews) to assist with student focus on the need to perform well in subjects to maximise options in identified tertiary courses/employment situations.



- Implemented planned focus on TPL opportunities by the Careers and Transition Team (CATs) to increase knowledge of course requirements and support programs provided by tertiary institutions to increase student learning opportunities and also increase student awareness of appropriate course choices to achieve the entrance requirements for tertiary courses.

- Developed and implemented a case management approach by the CATS team to mentor identified un-engaged /disengaged students so as to facilitate the achievement of better results

- Celebrated the offering of University places by UAC to 61% of WBHS HSC graduates

- Interviewed and collated data from 122 post Year 12 students via phone thereby enabling the Careers Adviser to provide students with targeted support and ad-



vice as required.

- Presented post school destination data at a Year 10 Subject Information Night and Year 11 and 12 Information Evenings to inform students and parents of the range of viable options available at University, TAFE and in the Services.
- Co-ordinated delivery by Hunter TAFE of 30 separate TVET and/or OTEN VET courses to 74 Stage 6 students, with students achieving VETAB accredited Statements of Attainment or Certificate II in addition to Preliminary or HSC qualifications.
- Celebrated the success of Hospitality VET students with 50 % of Year 12 Hospitality students on Work Placement offered casual/full-time work.



- Extended the school's focus on becoming more Asia literate through a Teacher Education Program visit to Japan resulting in Asia focus units of work being developed and incorporated into Social Science lessons.
- Strengthened the post school options for senior students by implementing the teaching of Chinese as a Beginners Course in Year 11.
- Linked with an Ambassador to China through the National Asian Languages and Studies in Schools Program to provide authentic tuition for Chinese Beginners students.
- Utilised the skills and expertise of a Japanese tutor and Mandarin tutor to strengthen language acquisition for senior students to enhance HSC language outcomes.
- Provided weekly tutorials for five HSC French students with native French speakers.



2012 WBHS Year 12 Destination Survey

Report

This year 150 students completed their HSC and as usual our Destination Survey highlighted a wide range of career interests. The number of students enrolling in university courses this year is 86 (57.3%), an increase on previous years (49.5% last year) with an additional 14 students (9.3%) choosing a gap or exchange year. A higher percentage were offered places by the University Admissions Centre, but for a number of reasons deferred or declined.

The courses being undertaken are diverse, with increased numbers of student choosing Science related courses. Communications and Arts remained strong while fewer students chose to study Architecture. There was also an increased interest in Engineering degrees and combined degrees. Nursing and Teaching remain popular. Other fields included Speech Pathology, Digital Media, Fine Arts, Visual Communications in Design, Business, Social Science, Sport and Tourism, Music, Psychology, Medical Radiation Science, Biotechnology/Medical, Construction Management, Marine Science, IT, Law and Architecture.

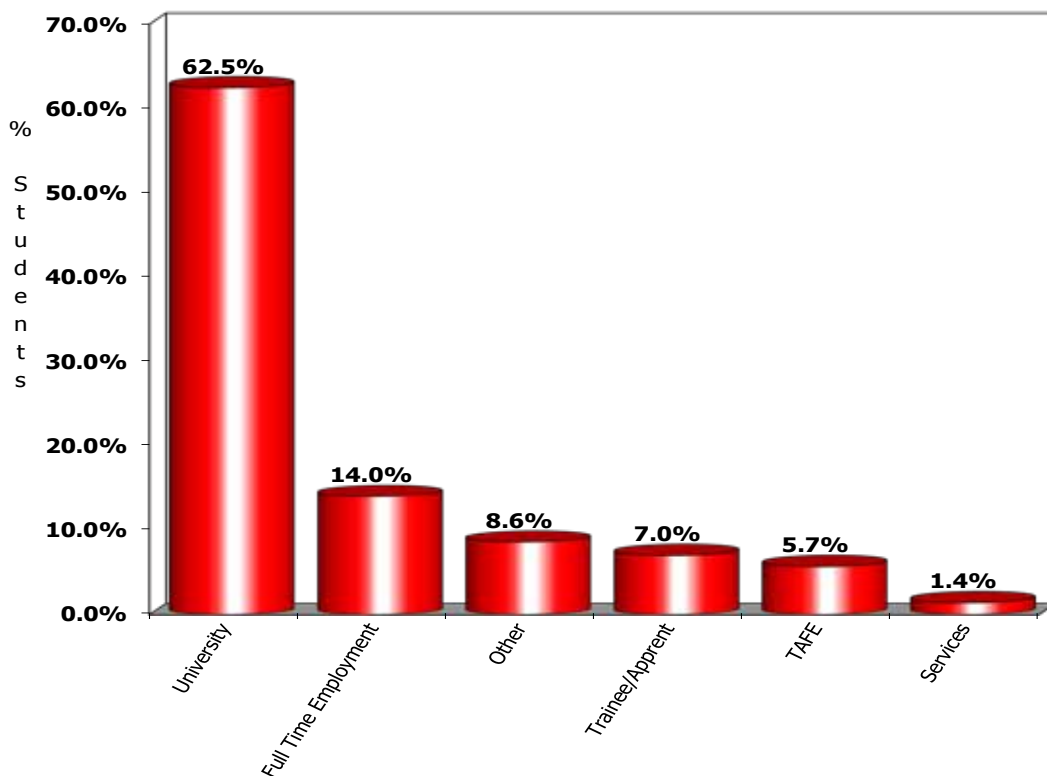
An interesting trend has been the increase in the number of people studying in the local area. Only four (2.6%) of our students chose to study at other NSW Universities, while several are studying in American Universities. Only two of our students are studying interstate.

This year a much smaller number of students has opted for Certificate and Diploma TAFE courses, 8 students (5.3%) while 7 (4.6%) have undertaken apprenticeship-linked TAFE Trade Certificate careers.

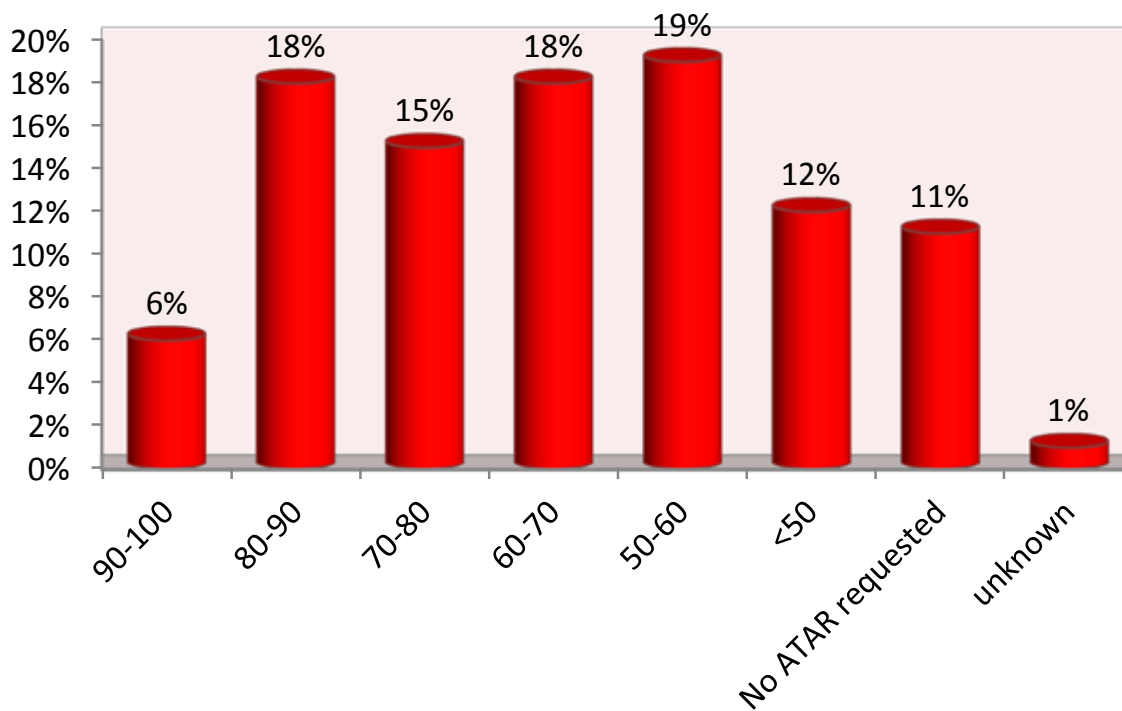
Many of the students who are not studying are working full time or part time, while others are still looking for work or apprenticeships. The job market is probably most competitive in the building industry with more apprenticeships being advertised in areas like Hospitality and Hairdressing. Parents commented positively, as they have done in the past, on the support given to their children by teachers at the school.

Chris Alexander
Careers Adviser

Post School Destinations Year 12 2011



Year 12 2011 ATAR Ranks



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

ACHIEVEMENTS: SCHOOL CERTIFICATE 2011

Analysis 6.12.11

In NSW 84,862 students sat the School Certificate. (SC).
At Warners Bay High School 234 students sat the School Certificate.

AUSTRALIAN GEOGRAPHY, CIVICS & CITIZENSHIP

18 Band 6, 50 Band 5 representing 29.05% of Year 10.

This is 3.98% above the state average.

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

**5.29% of students in the state were awarded a Band 6 – 7.69% at WBHS students were awarded a Band 6. This is an increase of 0.2% from 2010.*

AUSTRALIAN HISTORY, CIVICS & CITIZENSHIP

8 Band 6, 59 Band 5 representing 28.62% of Year 10.

Within the Band 5 results, 2 students were within 1 mark of a Band 6, 8 students were within 2 marks of a Band 6, 3 students were within 3 marks of a Band 6.

**5.32% of students in the state were awarded a Band 6 – 3.41% of WBHS were awarded a Band 6. This is an increase of 1.7% from 2010.*

SCIENCE

19 Band 6, 50 Band 5 representing 29.6% of Year 10.

Within the Band 5 results, 2 students were within 1 mark of a Band 6, and 8 students were within 2 marks of Band 6, 1 student was within 3 marks of a Band 6.

**8.97% of students in the state were awarded a Band 6 – 8.15% at WBHS were awarded a Band 6. This is an increase of 3.5% from 2010.*

MATHEMATICS

15 Band 6, 33 Band 5 representing 20.51% of Year 10.

Within Band 5 results, 3 students were within 1 mark of a Band 6 and 6 students were within 2 marks of a Band 6, 1 student was within 3 marks of a Band 6

**8.89% of students in the state were awarded a Band 6 – 6.41% of WBHS students were awarded a Band 6. This is an increase of 2.9% from 2010.*

COMPUTING SKILLS

Highly competent 60.85%

Competent 37.87%

98.72% of students were graded as Highly competent or competent.

**52.47% of students in the state were deemed as "Highly Competent" – 60.85% of WBHS students were deemed "Highly Competent". This is an increase of 2% from 2010.*

ENGLISH

10 Band 6, 86 Band 5 representing 41.19% of Year 10.

This is 2.26% above state average.

Within the Band 5 results, 3 students were within 1 mark of a Band 6 and 8 students were within 2 marks of a Band 6, 2 students were within 3 marks of a Band 6.

**5.02% of students in the state were awarded a Band 6 – 4.29% of WBHS were awarded a Band 6. This is an increase of 0.3% from 2010.*

OVERALL

- 20 students scored more than 520 points from a maximum of 600
- 46 students scored 500 or more from a maximum of 600
- 2 students scored Band 6 results for all of their subjects
- 56 students scored 90 or more from a possible 100 in the Computing Skills Test
- 70 students scored a Band 6 result
- 278 students scored a Band 5 result

SCHOOL CERTIFICATE RESULTS 2005 – 2011 – 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	2010	2011
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%	9 90 } 43.8%	10 86 } 41.19%
Maths Band 6 Band 5	5 52 } 25.3%	5 28 } 14.79%	4 25 } 12.82%	8 53 } 24.6%	4 30 } 16%	8 47 } 24.3%	15 33 } 20.51%
Science Band 6 Band 5	6 61 } 29.7%	5 55 } 26.9%	4 44 } 21.32%	5 89 } 38%	6 66 } 34%	11 79 } 39.8%	19 50 } 29.6%
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%	4 30 } 15.0%	8 59 } 28.62%
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%	17 63 } 35.4%	18 50 } 29.05%
Comput 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	58.84% 39.82% } 98.66% 3 students did not sit the test	60.85 37.87 } 95.89% 3 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%	49 – 4.33% 309 – 27.34%	70 – 5.98% 278 – 23.76%
Students sitting examin	226	224	225	241	208	226	234

- Increased the number of students scoring Band 6 in SC Mathematics with the number of students being doubled from 2010.
- Achieved SC results higher than the State average from 2009 - 2011 in English Literacy, Science, Australian History, Civics & Citizenship, Australian Geography, Civics & Citizenship and Computing Skills.
- Co-ordinated through the Careers and Transition programs:

- 239 Year 10 students to participate in QLE interviews, where they discussed their learning via four assessment tasks and also outlined their Learning Pathways Plans.
- 187 Year 10 students completed the NSW DET Pathways surveys online
- continued the successful “Tertiary awareness Program” excursion to Newcastle University by 136 Year 10 students in Term 4
- 90 Year 9 students interviewed by Transition Adviser to provide data for planning to support needs of disengaged students



- Utilised 13 parent tutors to provide remediation in literacy and comprehension for 25 Year 7 and 12 Year 8 students and one Year 9 student.
- Analysed NAPLAN data to identify boys requiring Literacy support in writing, comprehension, fluency and reading rate. Small groups of boys were given access to a range of STLA developed programs to meet individual needs. Programs included: Gail Brown Comprehension, Reading for Understanding and Fluency Through the Dolce Method.
- Introduced the explicit teaching of Non Calculator skills in Year 8 which led to an increase of 8.9% of students scoring Band 9 in the NAPLAN Numeracy test.
- Evaluated the numeracy practices of each KLA to ensure all aspects of Numeracy were being met. The most significant improvement was Year 9 Girls achieving a 5% increase in the mean score.

- Tailored teaching and learning programs to improve student results in the ESSA Science Tests which positioned students for improved Science results in the School Certificate. Analysis of data indicated:
 - 50% of students scored above Level 4, compared to 44% in the state. This includes Extended Responses, Knowing and Understanding, Communicating Scientifically and Working Scientifically.
 - Trend data for 2008-2010 indicates that State results have shown consistent scaled scores of 84, and WBHS has consistently scored above the scaled scores by an average of 1.8%.
 - Strengths can be seen in Extended Responses (+3.2%), Communicating Scientifically (+2.4%) and Working Scientifically (+2%) all above state averages.
 - On average WBHS students scored 1.8% better than the state in all areas of achievement.
 - 79% of students achieved Level 3/4 as compared to 69% in the state
 - Boys performed best in Knowledge & Understanding and Communicating Scientifically.
 - Girls performed better in Extended Responses and Working Scientifically.
 - Overall boys performed 2.1% above the state average and girls performed 1.3% above the state average.
- Implemented a Bridging Course for 247 Year 10 students to “taste test” the courses they selected for Year 11. Courses were run in English, Mathematics, Biology, Chemistry, Physics, Senior Science, Modern and Ancient History, Geography, Business Studies, Society and Culture, Legal Studies, PDHPE, Community and Family Studies, Engineering Studies, Software, Design and Development, Design and Technology, Textiles and Design, Industrial Technology, Food Technology, Hospitality, Japanese Continuers, Visual Arts, Drama, Music, Exploring Early Childhood, Sport, Lifestyle and Recreation, Work Studies and Fundamentals of English. The average attendance during the Bridging course was 90%.



Textiles and Design, Industrial Technology, Food Technology, Hospitality, Japanese Continuers, Visual Arts, Drama, Music, Exploring Early Childhood, Sport, Lifestyle and Recreation, Work Studies and Fundamentals of English. The average attendance during the Bridging course was 90%.

- Increased number of students in Stage 5 choosing Photographic and Digital Media. This elective has been a popular choice in past years with 3

classes running in both Year 9 and Year 10. In 2011 all three classes were on maximum numbers and there were as many students studying this subject as there was studying the Visual Arts course in Year 10.

- Restructured Year 10 History Assessment tasks to include structured scaffolds for source analysis and summary notes for students to better practise SC style questions.

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

ACHIEVEMENTS:

- Encouraged student representation in Combined High School (CHS) sporting competitions with:
 - 500 students representing WBHS in CHS sports
 - 24 teams participating in CHS Knockout Competitions as well as the Eastlakes Zone and Hunter Area Swimming, Athletics and Cross-Country carnivals



- Encouraged students in Year 7 to compete in the Premier's Sporting Challenge with 58 students competing representing an increase from 2010 of 80%.
- Encouraged students to participate in outdoor education experiences as part of the Physical Activity and Sports Studies course, with 156 students from Years 8-10 actively involved in the programs.
- In **English**
 - continued the Creative Writing Club with 15 students meeting on a regular basis to write original stories.
 - participated in the Junior NANOWRIMO – National Novel Writing Month.
 - stimulated student interest in literacy through:
 - ♦ 102 Year 9 students attending a performance of Romeo and Juliet
 - ♦ 140 Year 10 students attending a performance and workshop entitled "Heroes"

- ◆ 90 Year 8 students attending a workshop by Aboriginal author Monty Prior.
- ◆ 59 Advanced HSC students attending a performance of Julius Caesar
- ◆ participating in the Year 8 Debating competition
- ◆ Entering a Year 9 and a Year 10 team in the Premier's Debating Challenge, The Year 10 team were regional semi-finalists, defeating the Year 9 team to reach this level.
- ◆ two Stage 6 English Studies classes undertaking community service projects: CEC1 volunteered at Warners Bay Primary School, CEC2 organised a fundraising day (Boardies Day) for the Royal Life Saving Association.

• **In Science**

- Year 8 Triple E students participated in a whole day immersion of Stage 4 Science in preparation for their ESSA test. Activities were designed and delivered to extend and enhance student understanding of the rigor for extended responses.

- Students from WBHS have been commended for their outstanding effort in the Science division of the Australasian Schools Competition. 221 students entered the competition. There was one High Distinction, 13 Distinctions and 66 Credits achieved.



- Provided an opportunity for 60 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 school and also gives them a chance to observe and work in a laboratory.

- ◆ 9 students attended the Physics workshops
- ◆ 13 students completed the Chemistry tasks
- ◆ 40 students attended Biology lessons



- Co-ordinated and conducted a Year 11 Biology and Senior Science field trip to Shortland Wetlands as part of the Preliminary course mandatory first hand investigations. 60 Biology, 14 Senior Science students and 5 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 12 Year 12 Chemistry students to support and enhance their knowledge of the HSC Chemistry Shipwrecks and Salvage elective. This has given students the opportunity to develop essential knowledge and practical skills.
- Conducted an extension activity to IMAX theatre for 10 Senior Science students to view a presentation on the HUBBLE telescope. This was linked to part of their Option study of Space Science for the HSC.
- Co-ordinated an excursion to Taronga Park Zoo. 57 Year 12 students and six staff participated in the Taronga Snooze program. This 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 then a feeding experience with the giraffes.
- Co-ordinated a site visit for 20 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-ordinated and conducted site visits for 15 Year 11 Earth & Environmental students along the Newcastle coast line. As part of their Preliminary studies, five locations were visited along the coast to observe and record geological formations and changes.

- Co-ordinated a site visit for Year 11 Earth & Environmental Science students to the Blackbutt Reserve – Ritchley Park Area. Students conducted soil management observations and chemical testing as part of their Preliminary studies.
- Co-ordinated and conducted a site visit to Sydney Children’s Hospital for 50 Year 12 Biology students and two staff. A guided tour allowed students to gain a deeper understanding of disease and human body functions
- Co-ordinated and competed in the annual Science & Engineering Challenge, placing second on the day. The team was invited back to the Grand Challenge Day as one of the top eight Regional finalists, where they finished fourth. 30 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. These included building a catapult, hovercraft, balsa bridge and electrical powerlines in a small city.
- Co-ordinated and hosted two presentations from CSIRO: Young Australian Scientist Workshop. 60 Year 10 students were involved in a practical Genetic Extraction of DNA activity that allowed them to have access to and use professional technologies to demonstrate and enhance their understanding of Genetic Engineering.
- Co-ordinated a presentation from the CSIRO: Young Australian Scientist Workshop in the area of ‘Cool Stuff’. 80 Year 7 students were involved in a hands on demonstration of a variety of Stage 4 scientific concepts. This included the properties and characteristics of chemicals such as Liquid Nitrogen and Dry Ice. Students were able to discuss the relevance of their learning to real world applications.

• **In Social Sciences**

- Participated in the NSW Law Society Mock Trial Competition with successful rounds against Belmont Christian College and Charlton Christian College.
- Participated in the Australian National Geographic Competition with three students achieving High Distinctions and six students achieving Distinctions.
- Conducted fieldwork trips for 15 Year 12 Geography students to the Hunter Valley vineyards and Pymont, Sydney to enhance their understanding of the HSC topics on viticulture/wine making and urban dynamics.
- Conducted an excursion for Year 11 Society and Culture students to the Wesley Centre in Sydney to provide students with valu-



able information and advice on constructing their PIPs.

- Year 9 Commerce students participated in a Bizfair day where they purchased, sold and marketed goods to develop their management and organisational skills



- Co-ordinated a visit to Belmont Court House for 28 Year 9 Commerce students to see a demonstration of judicial procedures in action and discuss the roles and responsibilities of various court personnel.
- Provided opportunities for Commerce and Legal Studies students to listen to a range of guest speakers (police officer, representative from the Office of the Director of Public Prosecutions and the Senior Managing Solicitor of the Newcastle Office of the Aboriginal Legal Service) on their experiences within the legal system.
- Organised visits by Year 8 Marine Studies students to Coughlan's Pool to undertake swimming and water safety testing, as well as trips to Warners Bay foreshore to catch and collect marine specimens.
- Conducted a Marine Studies excursion for 48 Year 8 and 9 students to the Sydney Aquarium and the IMAX theatre to see 'Under the Sea in 3D'.

- **In History**

- Organised 25 Year 12 Modern History students to visit the Holocaust Museum to meet and listen to a Holocaust survivor, ensuring that the students' study does not just remain in the textbook
- 200 Year 8 students participated in a hands on exhibition of Medieval weapons
- 200 Year 10 students participated in a Vietnam Day as part of their assessment tasks, visiting the Nam Bus and listening to and questioning Vietnam Veterans on conditions in Vietnam

- **In Creative & Performing Arts**

- Included 16 Year 10 students in STARSTRUCK providing them with valuable performance opportunities and positive learning environments in the Creative and Performing Arts.
- Facilitated the involvement of three soloist performers in STARSTRUCK giving students opportunities for extension and immersion in creative performances.



- Supported 20 students in the STARSTRUCK Choir giving students opportunities to perform and be important contributors to a regional performance.
- Entered the School Concert Band and Stage Band in community and DEC initiatives such as The Hunter Valley Electric Wheel Festival and The Hunter Region DET competition, BANDFEST .

- Co-ordinated the involvement of two school rock bands in the NSW DET initiative, YOUTHROCK, providing valuable performance opportunities for our rock bands.
- Entered 30 school vocalists from the senior and junior choir in performance opportunities such as the Hunter Valley Gardens Choir competition, HSPA Choir competition, Elee-bana Spring Fair, Charlestown Square performances, MADD Nights, Twilight Concerts and Soirees.
- Facilitated student entry into photographic and digital competitions resulting in a Year 12 Visual Arts student having her work published as the cover of the magazine “Un-leash”
- Assisted Year 11 Drama students to enter the Hunter New England Health Mind Play Competition resulting in our 22 students competing in the Grand Final ,placing second and receiving a prize of \$1000.00



- Assisted over 40 Year 9 students to enter the Indi-Fest School competition. The school subsequently won this competition and a prize of over \$3,000.00 in sporting and technology equipment.
- Presented three school based performance and exhibition evenings, MAD Nights, giving students, staff and the wider school community the opportunity to par-





ticipate in cultural extensions of their school curriculum.

- Provided performance opportunities for Music students in the form of Soiree and the school's Band Tour of the mid north coast. This created opportunities for performance development and the establishment of links with other schools within the state.
- Successful provision of Stage 3 Gifted and Talented Workshops in Visual Arts and Music allowed for the development of creative skills and transition links with the feeder primary schools.
- Exhibited the Year 10 Ceramic students' pottery in the Annual Morpeth Teapot exhibition and the Charlestown Library, allowing the public to view innovative examples of students' artwork.

- **In Languages Other Than English**

- Hosted 19 students from Sugunami High School (Tokyo) for two weeks; four students from France for four weeks; three students from Heian High School (Kyoto) for 6 weeks; and two students from Hakodate (Japan) for 14 weeks – to foster language acquisition and cultural understanding.
- Participated in the Hunter Region Year 10 French Activity Day at the University of Newcastle and won the Star Academy competition.
- Co-ordinated local study and cultural excursions to the Kitami and Nagisa Japanese restaurants and the Coco Monde and The Little Frog French restaurants.
- Organised the Crepe Day for all students of French at Warners Bay High School
- Assisted with the organisation of four students of Japanese to travel to Japan in December for two weeks under the Jenesys Program.
- Established links with the Confucius Institute at the University of Newcastle to



provide opportunities for students and professional learning for teachers.

- Provided GATS workshops in Japanese and Chinese to 35 students from all four feeder primary schools as part of the Asian Literacy Program

- In **PDHPE**

- Provided the opportunity for over 500 students to represent WBHS in Hunter Area and Combined High Schools Carnivals, which allows many of our talented students to be selected into higher level teams and display and develop their talents.



- Developed the skills of 148 students in the outdoor education components of the elective Physical Activity and Sport Studies courses in Years 8, 9 and 10, to allow them to undertake challenging excursions in a variety of settings.
- Facilitated the data collection that allowed 32 students to complete the Premier's Sporting Challenge and receive accomplishment certificates to recognise their success

- In **Technological & Applied Studies**

- Encouraged Food Technology students to sponsor a 5 year old child from Uganda. Students enjoyed receiving correspondence from her and learning about her lifestyle including the foods she eats and her family's cooking styles.

This has assisted students to understand that the world's food share is not divided equally.

- Raised money for the SIDS charity fundraiser by baking cupcakes. This earned the students recognition in the SIDS newsletter.
- Participated in the Relay for Life campaign which raised over \$1500 for cancer research.

• **In Careers & Transition**

- Trained three teachers to plan and implement the Premier's Student Volunteering Program to encourage and recognise student participation in extra-curricular volunteering / service learning activities



- Registered 90 Year 9 students to participate in the Premier’s Student Volunteering program
- Created a “Careers and Transition” Focus Meeting group to effectively use 7 teachers to plan, create and review Careers and Transition programs at WBHS to assist with disengaged/unengaged students in Years 9 -12
- Collated data from 122 post Year 12 students via phone interviews by the Careers Adviser.
- Presented post school destination data at the Year 10 Subject Information Night, Year 11 and 12 Information Evenings.
- Co-ordinated the delivery by Hunter TAFE of 30 separate TVET and/or OTEN VET courses to 74 Stage 6 students for 2011 year, with students achieving VETAB accredited Statements of Attainment or Certificate II in addition to Preliminary HSC or HSC qualifications
- Refined Term 2 careers lessons on Pathways and HSC structures. Used SBATS in NSW website in careers lessons
- WBHS Careers Adviser and 11 students actively participated in Hunter Central Coast initiative- “Careerlinks SBAT Information Night” at Club Macquarie
- Careers Adviser promoted and attended, with approximately 40 students and parents, “Plan your Career” evenings run by HCC Region.
- 241 Year 10 students and 5 teachers attended Newcastle and Lake Macquarie Careers Expo.
- Co-ordinated WBHS Year 11 Subject Information and Mini Career Expo on 7 June this year. VET subjects were presented by WBHS faculties and Hunter TAFE repre-



sentatives.

- 62 Year 10 students participated in Work Experience programs in skills shortage areas.
- 23 Year 9 students attended Eastlakes “Try a trade” day at Broadmeadow Racecourse
- Integrated TAFE option “Tertiary Awareness Program” excursion in term 4 to include visit by 41 students to Glendale and Belmont campuses of the Hunter Institute of TAFE
- Careers Advisers attended TAFE Careers Advisers information day at Ultimo TAFE, and also Hunter Valley Careers Advisers Association meetings to increase Career Adviser knowledge base of up to date contemporary information.
- Transition Teachers attended Transition Teacher Network meetings to share knowledge on current programs for disengaged / unengaged students
- Collected data to support the application for DET funded training for delivery of the Entertainment VET package.
- Conducted meetings with Regional VET Coordinator and commenced planning for training of Music Staff member for the Entertainment Industry VET Qualification.
- 3 SBATS at WBHS in 2011 (1 hairdressing, 1 automotive – Paint /Panel, 1 Marine Engineering)
- Work Studies expanded into “on timetable” as well as “offline” WBHS curriculum for Years 11 and 12
- 3 students studying Industry Based Learning course at WBHS
- SBAT application and support was much more prescriptive in 2011, especially with regard to curriculum support and employer expectations. Mandatory parent interviews were before SBAT EOI’s were lodged.
- Hospitality assessment tasks were validated through Network meetings utilising Regional VET funding.
- Prepared for VET audit in 2012
- Hospitality staff completed GAP training.
- Certificate IV updates for all VET Teachers were successfully completed.



- Applied and delivered Skills Pathways for Youth in Construction at Belmont TAFE for three Stage 6 boys
- Attended the “Bounceback” program, run by Broadmeadow PCYC
- Attended the “Youth Connections” program run by JobQuest
- Identified and conducted interviews of Year 10 students, unsure of returning to Year 11, with CATS Delegates and Careers Advisers developing action plans and recommending appropriate subject selections.
- Re-introduced Plan-It-Youth by the Transition Co-ordinator to enable the development of action plans and appropriate subject selection advice for 7 dis-engaged students

• **In Welfare**

- Mentored 16 students through the East Lakes Youth Program to improve educational engagement resulting in improved attendance and retention for targeted students
- Enhanced student engagement and appropriate friendship building for 35 ‘at-risk’ students through the Shine Program, run by a Community group.
- Provided one to one mentoring for students at-risk of expulsion, repeated suspensions and early school leavers
- Facilitated Year group Focus Days addressing issues of concern for each cohort to enhance student wellbeing and educational resilience. Preventing and Responding to Bullying has been a major focus in 2011
- Delivered Parent Information Nights for parents and carers of each year group to increase knowledge of a range of issues including Cyber Bullying.
- Promoted WBHS through the Welfare Transition program including Year Adviser visits, the Leap Frog Program for at risk students and Parent Planning Meetings for 14 at-risk students.
- Facilitated individual transition planning meetings and education



plans for students with special needs.

- Provided a Parent Information Evening led by Senior Executive and the Welfare team as an introduction to the various roles of staff and expectations of high school.
- Conducted the Year 6 to 7 Orientation Day for 222 students to assist students in their transition to high school, supported by 65 Year 9 Peer Support students.

- The **Library** staff:

- Coached and sponsored the School Chess Team as they competed in the NSW Junior Chess League Knockout Competition and made it to the last three undefeated teams in the Hunter Region. This is the furthest our school team has progressed in this competition in the four years in which we have participated.
- Organised and hosted the School Chess Competition which had 28 students enter, from Years 7 to 12. It was played in four divisions: Championship, Intermediate, Girls and Beginner Boys. Twenty boys and eight girls competed.
- Co-ordinated the School Checkers Competition which was run for the first time. 34 students competed in mixed divisions for the rounds. The play offs were in four divisions: Senior Boys, Girls, Year 8 Boys and Year 7 Boys. 22 boys and 12 girls competed.



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

ACHIEVEMENTS:

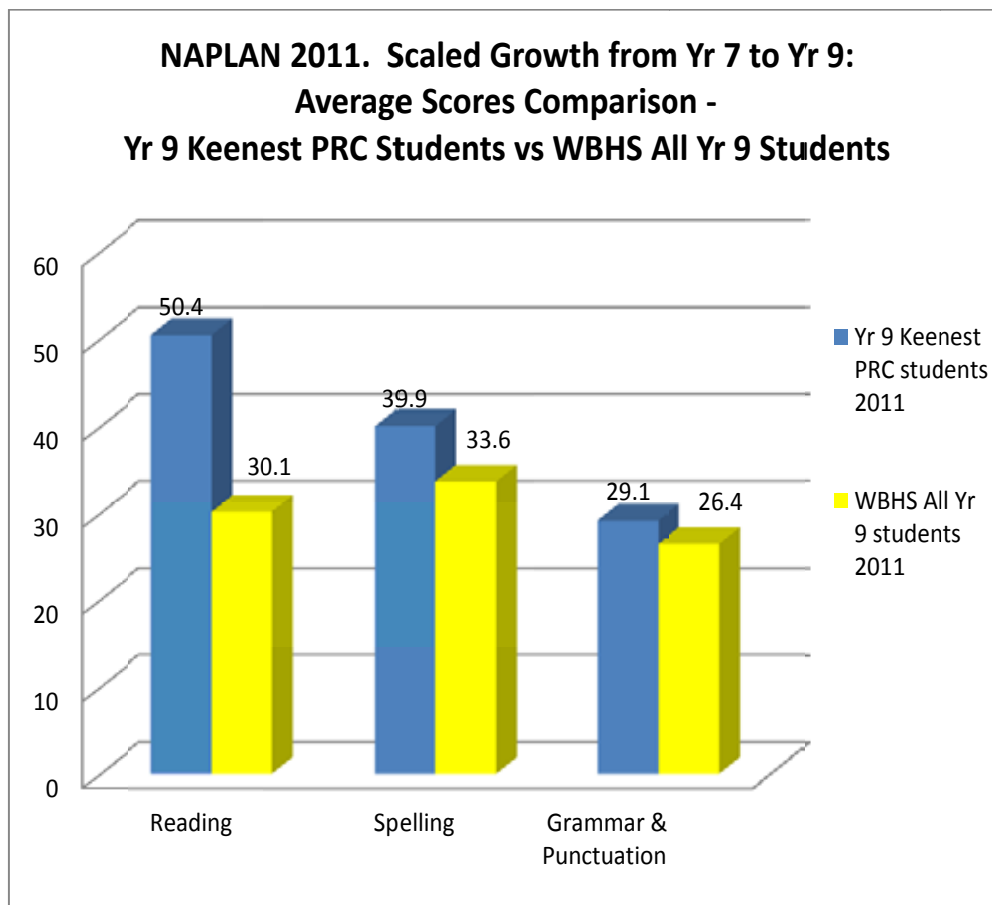
- Supported the accreditation of five members of the teaching staff to “Professional Competence” level with the NSW Institute of Teachers.
- Ensured all Head Teachers participated in two Head Teacher Network Days which extended knowledge of their KLA areas, teacher efficiency issues and procedures, future directions in education and leaving age implications for schools
- Organised ECC and CPR training opportunities for staff via the OHS committee to obtain for staff accreditation to allow for Field trips/ excursions for students.
- Organised for professional development for two staff members in developing and implementing drug and alcohol policies and programs.

- Facilitated SLSO training and development in Behaviour Management, Curriculum Modification and Scaffolding Techniques for more effective student learning.
- Assisted the school Concert Band teacher to develop conducting skills through participation in the regional “Craft of Conducting” workshop.

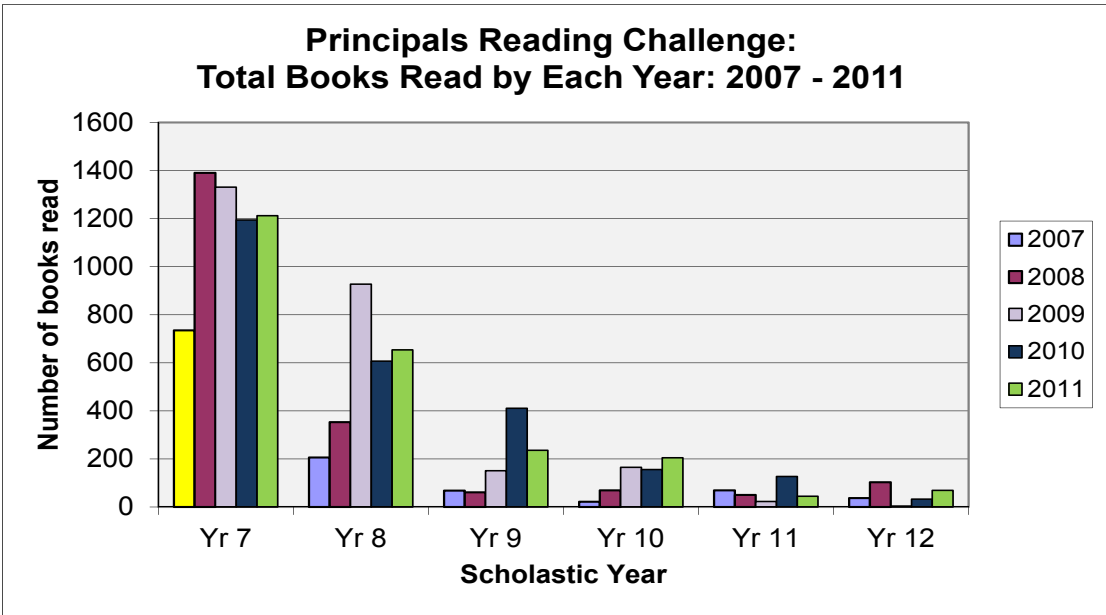
TARGET: Increased proportion of students scoring Bands 8 & 9 in NAPLAN results, Years 7 & 9 in literacy

ACHIEVEMENTS:

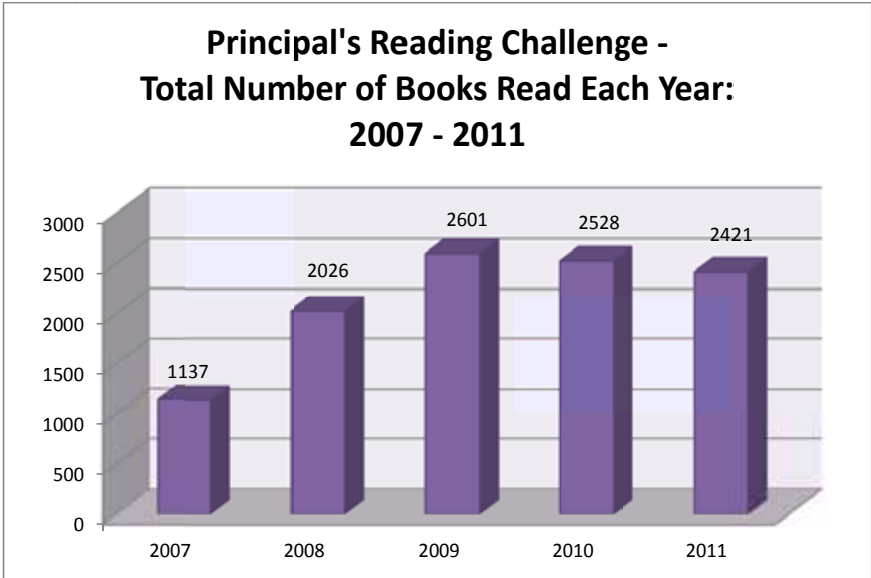
- Encouraged students to participate in the School’s Principal Reading Challenge (PRC) to strengthen reading and comprehension skills.



2011 NAPLAN Growth Figures	Reading	Spelling	Grammar & Punctuation	Writing
Yr 9 Keenest PRC students 2011	50.4	39.9	29.1	NA
WBHS All Yr 9 students 2011	30.1	33.6	26.4	NA



Total books read by Each year	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Totals
2007	735	206	68	22	69	37	1137
2008	1390	353	61	69	50	103	2026
2009	1331	927	151	165	23	4	2601
2010	1194	607	411	156	127	33	2528
2011	1212	654	236	205	45	69	2421



Total number of books read each year	Totals
2007	1137
2008	2026
2009	2601
2010	2528
2011	2421

- Analysed Year 7 NAPLAN data with Principals from the Local Management Group (LMG) to determine strengths and areas for improvement in student literacy. The data indicated that students had difficulty with some of the higher order literacy (inter, analysis, interpretation) skills. The review resulted in a successful request for DEC funding (\$10,000) to implement an across-school Year 5-8 comprehension program.
- Trained two facilitators for the Focus on Reading 5-8 Comprehension program for implementation in 2012-2013.
- Developed a collaborative strategic plan for continuity in the teaching of comprehension across the five schools in the LMG. We anticipate significant improvement in student literacy outcomes with an increase in the number of students scoring in the top literacy NAPLAN bands in Years 5 and 7.
- Improved Year 9 girls' spelling results by 6 scale scores from the 2010 test aspect of Spelling.
- Improved Year 7 boys' Grammar & Punctuation results with their results being 13 scale scores above the state average.
 - 31.4% of Year 7 students demonstrated Proficiency in the Reading component of the NAPLAN test.
 - 32% of Year 7 students demonstrated Proficiency in the Spelling component
 - 30.3% of Year 7 students demonstrated Proficiency in the Grammar and Punctuation component
 - 30.6% of Year 7 Girls demonstrated Proficiency in the Writing component of the NAPLAN test.



- 24.5% of Year 9 students demonstrated Proficiency in the Reading component of the NAPLAN test.
- 31.7% of Year 9 Girls demonstrated Proficiency in the Spelling component
- 18.3% of Year 9 students demonstrated Proficiency in the Grammar and Punctuation component.
- Achieved above state average results from Year 7 students scoring Band 8 in reading, writing, spelling, grammar & punctuation.
- Achieved above state average results for Year 9 students scoring Band 8 (from a scale Band 5-10) in writing.

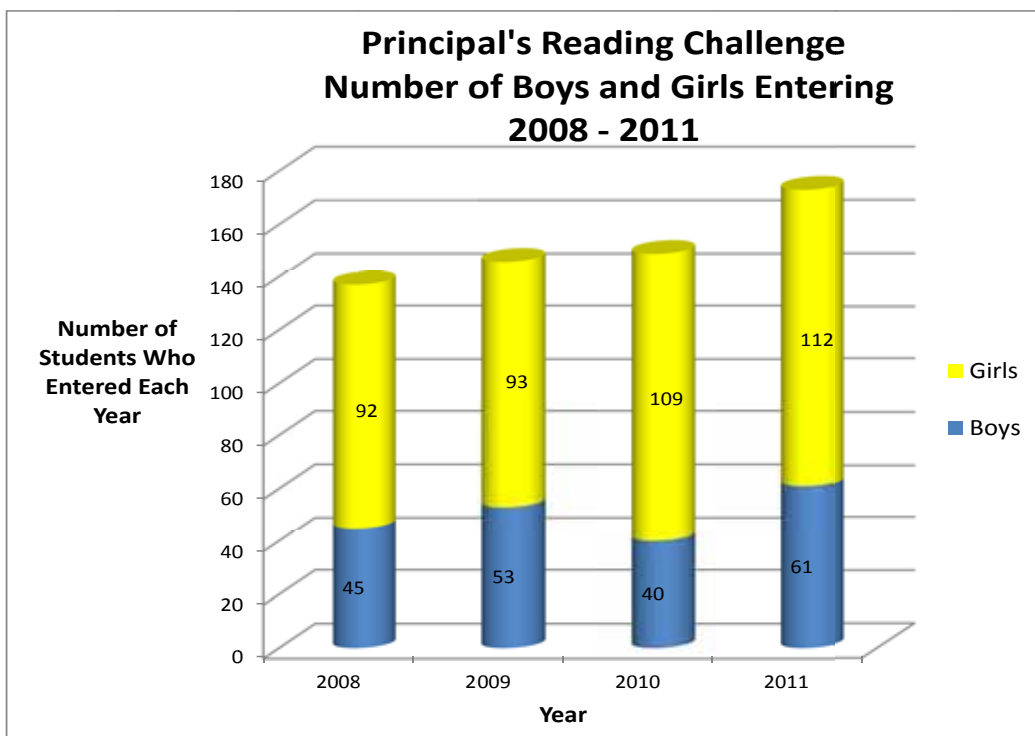
TARGET: Increased proportion of students scoring Bands 8 & 9 in NAPLAN results, Years 7 & 9 in numeracy

ACHIEVEMENTS:

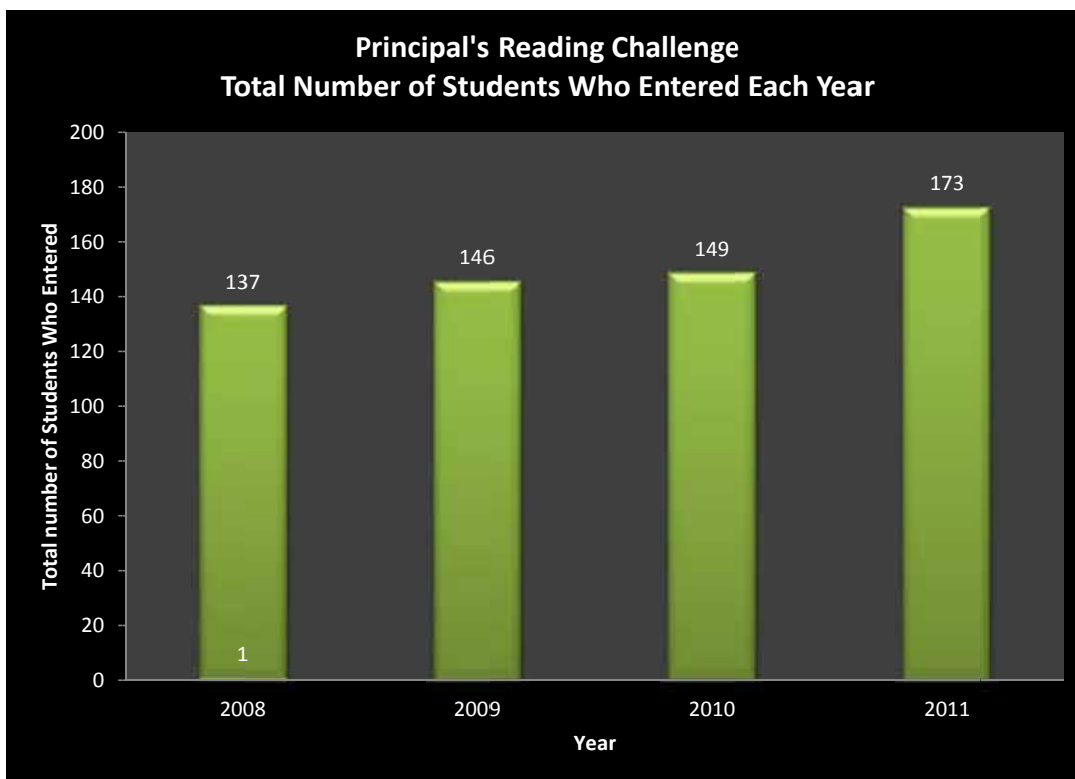
- Achieved above state average results for Year 7 students scoring Band 8 in overall Numeracy, Data, Measurement, Space and Geometry, Number Patterns and Algebra.
- Achieved above state average results from Year 9 students scoring Bands 8 & 9 (from a scale Band 5-10) in overall Numeracy, Data, Measurement, Space & Geometry, Number Patterns and Algebra.

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

- Analysed NAPLAN scores of our Top 10 Year 9 Readers in the Principal's Reading Challenge (PRC), for Average Scaled Score Growth:
 - Reading - PRC Top 10 was 50.4, compared to 30.1 for WBHS Year 9 students
 - Spelling – PRC Top 10 was 39.9, compared to 33.6 for WBHS Year 9 students
 - Grammar and punctuation - PRC Top 10 was 29.1, compared to 26.4 for WBHS Year 9 students
- The number of boys participating in the Principal's Reading Challenge (PRC) increased from 40 in 2010 to 61 in 2011.
- The total number of students who participated in the PRC increased from 149 in 2010 to 173 in 2011.



PRC - Number of Students Who Entered - Boys and Girls	Boys	Girls
2008	45	92
2009	53	93
2010	40	109
2011	61	112



Number of Students Who Entered - Totals	Total
2008	137
2009	146
2010	149
2011	173

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

ACHIEVEMENTS:

- Achieved an 80% increase in the number of Aboriginal Year 9 students scoring Band 8 (from a scale Band 5-10) from 2010 to 2011 in NAPLAN overall Numeracy, Data, Measurement, Space & Geometry.
- Achieved outstanding results for Aboriginal Year 9 students with 100% of students scoring Band 8 in NAPLAN Number, Patterns & Algebra. In 2009 and 2010 no Aboriginal students scored Band 8,9 or 10 in NAPLAN Numeracy.
- Achieved a 60% increase in the number of Aboriginal Year 9 students scoring Band 8 (from a scale Band 5-10) from 2010 to 2011 in NAPLAN Spelling.
- Achieved outstanding results for Aboriginal Year 9 students with 100% of students scoring Band 8 NAPLAN Grammar & Punctuation. In 2010, no Aboriginal students scored Band 8, 9 or 10 in NAPLAN Grammar & Punctuation.
- Celebrated results of Year 7 Aboriginal students with 12% of students scoring the top Band, Band 9, in NAPLAN Grammar & Punctuation and Spelling & Reading. No Aboriginal students scored Band 9 in 2009 or 2010.
- Increased the number of Aboriginal Year 7 students scoring Band 8 (from a scale Band 4-9) from 2010 in NAPLAN Writing with 13% of students scoring Band 8 in Writing.
- Increased the number of Aboriginal Year 7 students scoring Band 8 (from a scale Band 4-9) from 2010 in NAPLAN Reading. No Aboriginal students scored Band 8 in 2010 in NAPLAN Reading with 12.5% of students scoring Band 8 in 2011.
- Increased by 10% the number of Year 7 Aboriginal students scoring Band 8 (from a scale Band 4-9) in overall Numeracy from 2010. In 2009 and 2010, no Aboriginal students scored Band 8 or 9 in Numeracy.
- Celebrated the achievement of 10% Aboriginal Year 7 students scoring the top band, Band 9, in Data, Measurement, Space & Geometry. No Aboriginal students in 2009 or 2010 scored Band 8 or 9 in Data, Measurement, Space & Geometry.
- Increased by 22% the number of Year 7 Aboriginal Students scoring Band 8 in NAPLAN Number, Patterns and Algebra. In 2009 and 2010 no Year 7 Aboriginal students scored Band 8 or 9 in this category.
- Provided 486 hours of individual and small group tutoring assistance to 17 Aboriginal students, funded by the Norta Norta funding scheme aimed at 'close the gap'.
- Achieved specific improvements in Mathematics: one student who improved 12% and 23 places in the grade from the last Maths test. A second student improved 19% and 5 places in the group. A third student improved 10% and 14 places in the grade.

- Achieved significant improvements in English by 2 HSC students. (Quantitative data not available until HSC results are out).
- Established a Junior AECG across the LMG and conducted one meeting per semester. Students have elected a President, Vice President and Secretary.
- Conducted 18 Personalised Learning Plan (PLP) interviews and planning sessions with available parents and carers, the Head Teacher Welfare, Norta Norta Co-ordinator and the Norta Norta Tutor
- Created 5 Message Sticks to celebrate Youth Week. Obtained \$600.00 funding from Lake Macquarie Council to facilitate a group of 16 Aboriginal students and 5 special needs students to work with a local Aboriginal artist, teacher and educational consultant. The project involved the students in creating their own interpretations of local Aboriginal Dreaming stories and translating them onto the poles.
- Erected 5 Message sticks along the fence line of Myles Avenue for display to both the school and the community. The Message Sticks are the first step in creating an Aboriginal garden space, for students and the community and an extended learning space to assist the inclusion of Aboriginal perspectives across all KLA's.



- Initiated the inaugural AGM of the WBHS Junior Aboriginal Educational Consultative Group (Jnr AECG) which was attended by 11 Aboriginal and 6 non-Aboriginal students from WBHS, 3 Aboriginal students from partner primary schools, Senior AECG supporters Callan Nickerson and Kim Newburn, Dr Parkes, Di Shearman, and members of the WBHS Aboriginal Education SIT. Jnr AECG provides students with

the opportunity to have a voice in their own education, leadership roles and easier transition to high school for the primary students involved. It also provides a vital link between the school and the community for the sake of the greater school population.

- Established a mentoring relationship with an ex-student of Newcastle High School AECG and their first Aboriginal school captain, who attended AECG meetings and provided support to members of WBHS AECG.
- Instigated a Facebook Page as a communication channel for Jnr AECG
- Supported one student to be awarded a Future Leaders education scholarship worth \$1000.00
- Assisted 8 Aboriginal students to experience panel style interviews and gain considerable insight into, and advice on, strategies to enter the workforce through attendance at the Indigenous Careers Expo. Attendees sat mock interviews, polished their resumes, and were given actual potential job links. All who attended responded very positively to the day.
- Initiated a process to form and comply with the Reconciliation Action Plan. Identified areas of current compliance and established strategies to address areas of shortfall.
- Organised attendance of 9 Indigenous students at the Indigenous Jobs Market in October
- Co-ordinated links with WBHS CATS team and students with the Aboriginal Employment Strategy to increase awareness of Careers/Training options for Indigenous students
- Established the Homework Help program to support Aboriginal students. Between 10 & 15 students regularly attended each session. The program is organised by the SLSO and staffed by senior students and volunteer education students from the University of Newcastle Teach Outreach Program. Feedback for the program from students, parents, tutors and teachers has been positive.
- Extended, with the assistance of P & C funding, the Homework Help Program to accommodate all students.
- Established mentoring relationships between tutors and participants in the Homework Help program to support students in their pathways from school to university and the workplace.
- Increased number of students scoring Bands 5 & 6 at SC level across all courses.

School Priority Area

2. Information Communication Technology engages and extends student learning.

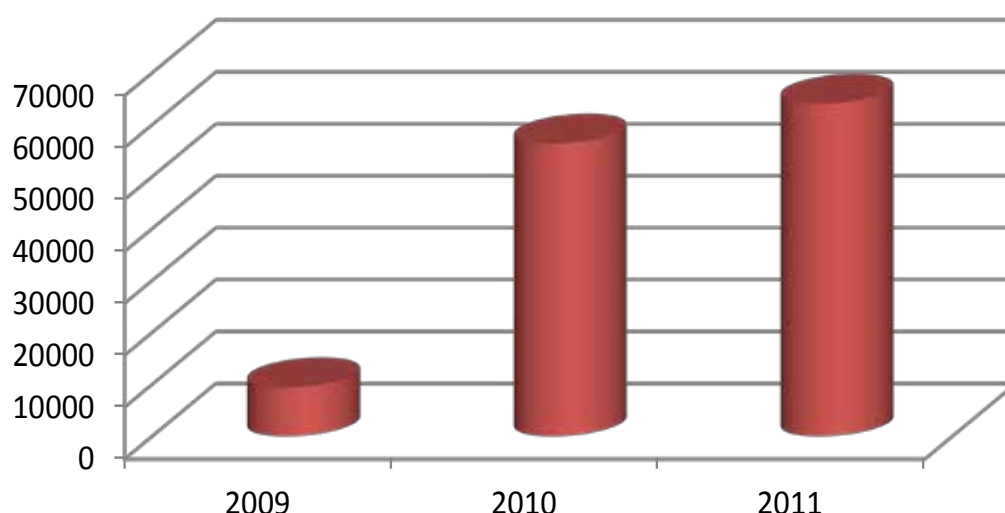
TARGET: An improved ICT focus is embedded into Teaching and Learning programs and implemented in every KLA to engage the full range of learners.

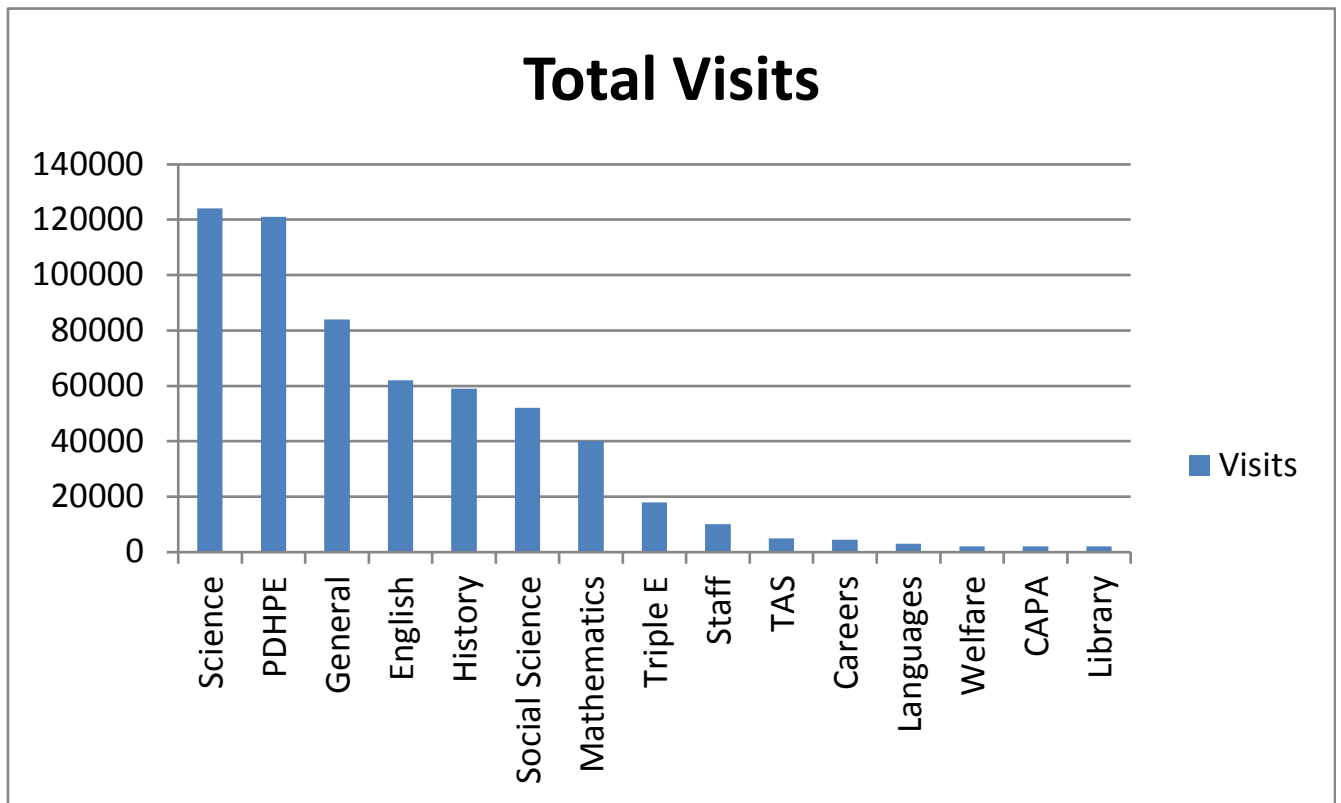
ACHIEVEMENTS:

- **In Technology**

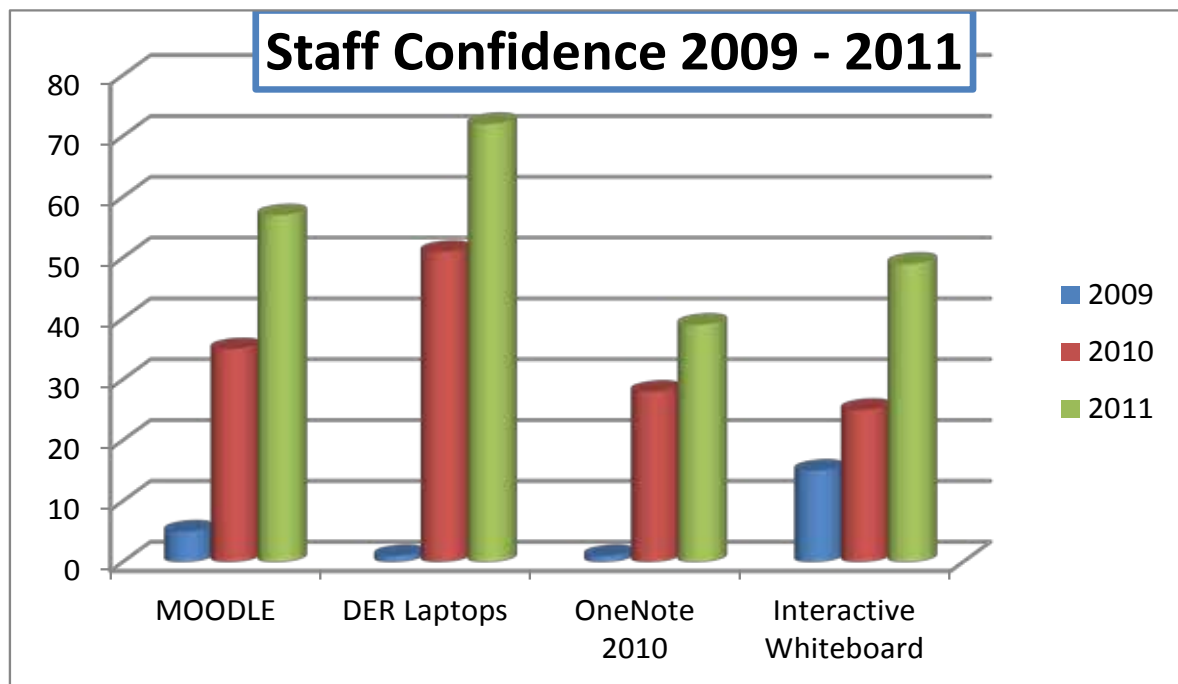
- Conducted in-school ICT Training and Development for staff according to need and skill deficits determined by the 2010-11 ICT Survey.
- Continued student, staff and wider school community use of MOODLE. 2011 saw a total of 64,018 unique visits, up 14% over same period last year and 308 784 page views, up 18% over the same period last year. Assignments set by teachers have doubled to 265 across all subjects. Over 3400 separate resources were made available to students, as well as 134 quizzes and 28 wikis.
- Improved the utilisation of MOODLE as evidenced by Science (126315 user visits), PDHPE (124046) and English (66964).
- Developed interactive activities based on Adobe Captivate SCORMS, Blogs and Game activities to improve student engagement with syllabus content.

MOODLE Unique Visitors 2009 - 2011





- Extended the DER wireless system to include coverage of all portables and permanent learning spaces.
- Installed additional WBH wireless network support to A Block completing full coverage to all teaching spaces.
- Installed mounted short throw projector into H1 using funds provided through the P&C
- Installed an additional 4 Smartboards to make a total of 6 across the school.
- Increased coverage of rooms with mounted projectors to 80% with 8 units purchased in 2011.
- Purchased, installed and set up a new MOODLE server to match its growth in usage.
- Facilitated the teaching of Computing Skills to Year 10 students through elective classes in preparation for the School Certificate using MOODLE, with the course receiving over 4900 student interactions.
- Determined that 30% of staff are currently using Web 2.0 tools at least once a week in lessons. (ICT Survey)
- Implemented DET developed “BlogEd” websites used for submission of works and general class activities to complement to MOODLE.
- Provided training to develop skills in Web 2.0, MOODLE and the use of DER laptops to all Warners Bay High teachers.



- Commissioned netbooks of 194 Year 9 students as part of a two week roll-out program including intensive training and awareness development for students. Two more teachers were trained for the rollout to join the three already proficient in DER rollout delivery.
- Designed and implemented a new Warners Bay High School website that reflects the contemporary learning environment and provides the audience with a constructive and positive view of the School framework, environments and events.
- Acquired two interactive tablets and in-serviced staff to better enable their use with DER laptops and mounted projectors.
- Sourced a new network server and Academy Attendance software to be installed over the 2011-12 break to enable online roll marking from Term 1, 2012. This will complement the Academy Attendance swipe unit in the main office and provide live student attendance data throughout the day.
- In-serviced staff on the use of mobile phone applications in an educational setting.
- Utilised Virtual Conferencing an average of two periods per week.
- In-serviced key staff in the use of Adobe Captivate software
- Utilised SBSR software for the production of all reports, Years 7-12.
- Collected and submitted CAPA works on a CAPA blog for marking and peer review.
- Conducted WBHS and LMG workshops containing ICT activities through a range of options meeting a variety of needs in teaching staff.

- Utilised MOODLE to register LMG Training and Development day participants and allocate training sessions in Term 3 2011. LMG teachers also participated in a MOODLE survey.
- Collated the results of the 2010-2011 ICT survey on staff competence and confidence to reveal continued strong growth in the use of MOODLE, DER Laptops, One Note 2010 and Interactive Whiteboard technology. Results included a 42% increase in resources available on MOODLE and 23% increase in confidence in MOODLE usage by staff.
- Introduced a whole school trivia quiz on MOODLE as a means to encourage student participation on the MOODLE site.
- Completed the School Certificate Computing Skills Test online using computer rooms with a 99.1% completion rate.

- In **Science**

- Planned and implemented online assignment 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 and participated in "Murder Under the Microscope" competition. 30 Year 7 students from the Triple E class investigated and researched a progressive task through an online interactive web-task. Students worked collectively together to establish final conclusions of a scientific disaster.
- Planned and co-ordinated the implementation of the ESSA (Essential Science Skills Assessment) test. 248 Year 8 students completed the mandatory test over two days. Students completed a 100% online interactive test requiring visual aids from video and flash animations.

- In the **Library**

- Facilitated the participation of teachers in 33 periods of Video Conferences. These staff were from 9 Teaching Areas.
- Delivered specially created MOODLE familiarisation sessions to Parents of Warners Bay High students in order to provide more effective delivery of on-line learning in the home environment.

- In **Social Science**

- Increased use of data projectors in Social Science to conduct lessons. Lessons include the incorporation of Powerpoint slideshows, clips and weblinks to

demonstrate and deliver material.

- Increased use of technology for students' presentations and completion of assessment tasks. Years 7-9 Geography assessment schedules were changed to include ICT based tasks.



- **In Technological & Applied Studies**

- Increased the use of netbooks so that a significant proportion of the Industrial Technology folio work is completed on school netbooks.
- Upgraded teaching and learning programs in all years to include the Technology based activities placed on MOODLE.
- Utilised social media for communication and networking in Textiles and Design.
- Increased the use of email as a medium for submitting homework for both senior and junior students.
- Utilised the network drive in Design and Technology, IPT, IST and Years 7 and 8 Technology to provide students with access to valuable learning resources and assessment tasks.

- **In PDHPE**

- Designed three online Physical Activity and Sport Study units delivered through MOODLE for Year 9 students that resulted in 90% of the students completing the required tasks and submitting through the MOODLE workspace.
- Designed three online Physical Activity and Sport Study units delivered through MOODLE for Year 10 students that resulted in 90% of the students 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%.

- At the **Whole School** level
 - Created a website that is visually and verbally reflective of the values and beliefs of the school and the individual components of the school. This website generated an average of 1500 “hits” per week.
 - Developed a service that communicates information, values, achievements and future directions and events both within the school and beyond and provides for faculties, parents and the broader community to engage in the school.
 - Extended student access to educational tools and information through the new school website.
 - Provided opportunities for staff to learn how to publish information on the website resulting in increased faculty usage and access that in turn provides a more holistic view of the school.

www.warnersbay-h.schools.nsw.edu.au

The screenshot shows the homepage of the Warners Bay High School website. At the top, there is a navigation bar with links for Home, Our school, Curriculum & activities, Caring for students, School years, Faculty, Moodle & Blogs, and Careers. Below this is a secondary navigation bar with icons for News, Newsletters, Calendar, Gallery, and Contact us, along with a search box. The main content area is divided into several sections: a mission statement on the left, a central image gallery, a calendar of events on the right, a 'Latest News & Features' section with two articles, and a 'Photo Gallery' section with two photo thumbnails. The mission statement reads: 'The aim of the school is to provide "Quality Education for All" through educational opportunities and experiences to enable every student to develop his/her capacities to full potential.' The calendar lists events such as 'HSC Chemistry Task' and 'Y12 Interviews Periods 1-2 & 5-8'. The 'Latest News & Features' section includes articles about a 'Newcastle Herald Summer Photo Competition' and 'Back-to-school support'. The 'Photo Gallery' shows 'Yr 8 Beach Sculpture' and 'Herald Summer Phot'.

