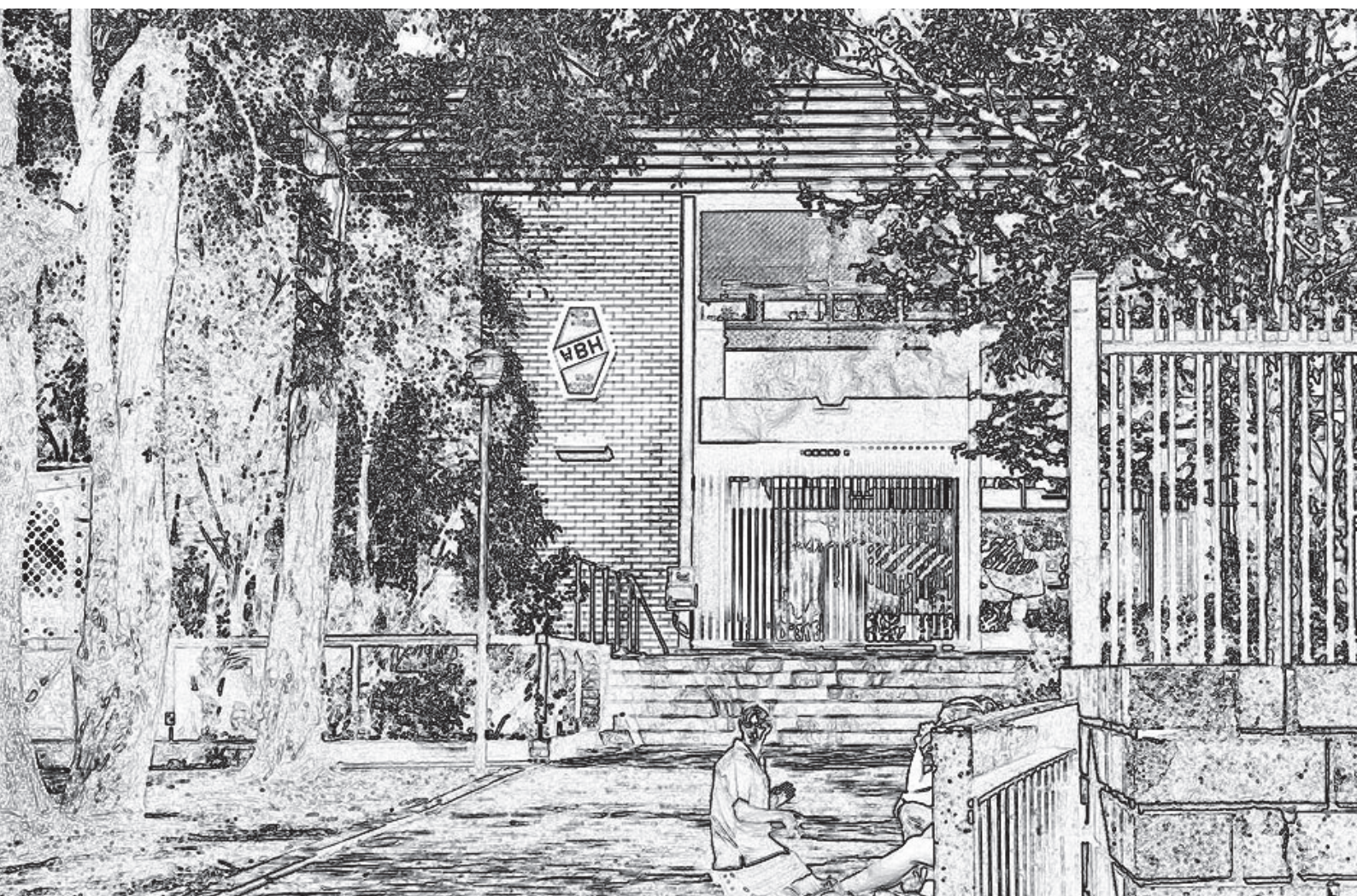




A SUMMARY  
of the  
ACADEMIC, SPORTING AND CULTURAL  
ACHIEVEMENTS  
at  
WARNERS BAY HIGH SCHOOL  
2012





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# WARNERS BAY HIGH SCHOOL

## ACHIEVEMENTS 2012

*as related to our Strategic Plan for School Improvement, 2012 - 2014*



**School Captains 2012**  
*Sophie Aged & Michael Thrower*



**Student Executive 2012:**

*Front Row: Rachel Holmes, Zoe Booth, Madison Braithwaite, Michael Thrower, Dr Sharon Parkes (Principal), Sophie Aged, Maddison Hull, Jade O'Mally, Samantha Fisher*

*Back Row: Isobel Cootes, Nick Holmes, Alistair Malcolm, Iona McNab, Luke Coleman, Ellen James, Abbey Bromley, Emma McKenzie-Low*

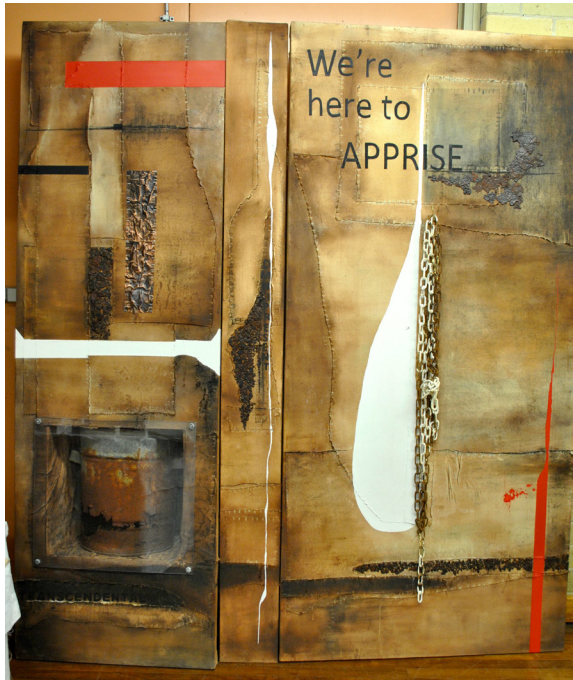


# School Priority Area

## 1.1 Continuous improvement in student learning outcomes achieved in HSC, NAPLAN - Literacy, NAPLAN - Numeracy and ESSA results

### ACHIEVEMENTS:

- Celebrated the pre-selection of three HSC Visual Arts students' Bodies of Work for ARTEXPRESS 2012. In 2012, 9568 students submitted Bodies of Works for Visual Arts examination and 412 students were nominated for ARTEXPRESS. From this, one WBHS student was selected to be included in ARTEXPRESS 2013. The student's artwork "Imagine" will be exhibited at the Maitland Regional Art Gallery.



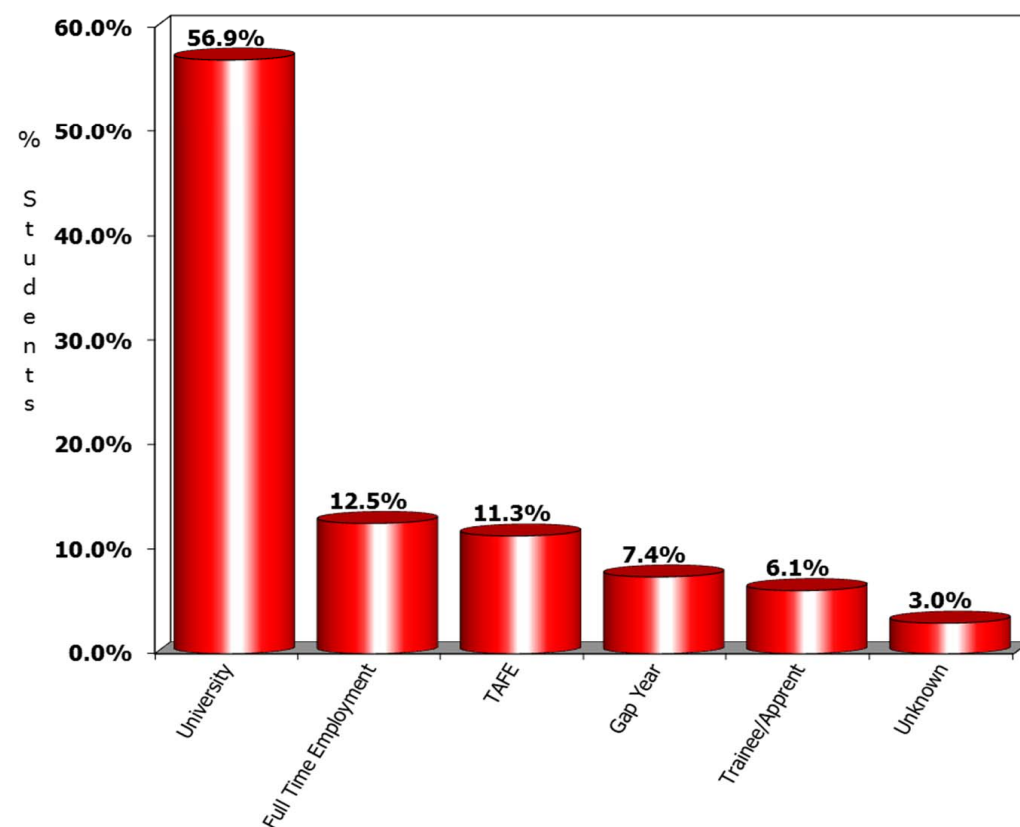
- Celebrated the nomination of one HSC Music student to pre-selection to ENCORE.
- Celebrated the nomination of one HSC student for consideration in InTech, the annual exhibition of outstanding Major Design Projects from HSC Industrial Technology students.
- Congratulated outgoing Year 12 students for their HSC results with 28 Band 6's and 230 Band 5's being awarded across 40 courses.

## 2012 HSC Results - 52.63% of courses above state average

Subject	Band 6	Band 5	Total Band 5/6 %	State Band 5/6 %	Comments
Ancient History	0	2	9.09	26.78	
Biology	2	8	26.31	26.76	
Business Studies	4	9	54.16	38.13	Above state average Band 6 1 student 2 marks from a Band 6 1 student 1 mark from a Band 6
Chemistry	0	3	20	42.6	1 student 1 mark from a Band 6
Community& Family Studies	0	4	26.66	36.08	
Design & Technology	0	2	22.2	39.66	
Drama	1	9	52.62	43.85	1 student 1 mark from a Band 6
Earth & Environ Science	0	5	50.0	39.03	2 students 1 mark from a Band 6
Economics	2	2	57.14	47.2	Above state average Band 6
Engineering St	0	2	33.3	35.43	
English Advanced	4	27	40.78	54.09	1 student 1 mark from a Band 6 2 students 2 marks from a Band 6
English Standard	0	0		15.75	
ESL	0	0	0	24.67	
French Continuers	0	2	66.66	64.59	
Geography	1	9	71.42	40.27	1 student 2 marks from a Band 6
Industrial Tech	1	4	35.71	30.43	Above state average Band 6 2 students 2 marks from a Band 6
Food Tech	0	4	50	31.13	1 student 1 mark from a Band 6
IPT	0	0			
Japanese Continuers	0	1	50	46.67	
Legal Studies	0	2	22.22	40.24	
Mathematics	1	11	32.42	52.5	
General Mathematics	1	12	14.44	22.05	1 student 2 marks from Band 6
Modern History	0	7	19.44	45.94	1 student 2 marks from a Band 6
Music 1	3	8	61.1	58.38	Above state average Band 6 2 students 1 mark from a Band 6
PDHPE	0	7	23.33	32.88	
Physics	0	1	4.54	34.05	
Senior Science	3	13	53.33	40.29	Above state average Band 6 1 student 1 mark from a Band 6 1 student 2 marks from a Band 6
Society & Culture	1	4	50	43.98	1 student 2 marks from a Band 6
Software Design & Dev	0	1	20	23.29	
Textile & Design	2	6	88.88	46.1	Above state average Band 6 1 student 2 marks from a Band 6 2 students 1 mark from a Band 6
Visual Arts	1	33	79.06	53.96	4 students 2 marks from a Band 6 5 students 1 mark from a Band 6
Chinese Beginners	0	1	20	43.89	
Hospitality Examination	0	2	50	28.07	
Retail services examination	0	1	25	13.4	
	E4	E3			
English Ext 1	1	4	83.32	87.11	
English Ext 2	0	3	60	78.43	
History Extension	0	1	20	65.98	
Mathematics Ext 1	0	9	75	84.98	1 student 1 mark from E4 1 student 2 marks from E4
Mathematics Ext 2	0	2	50	88.37	
Total	28	221			



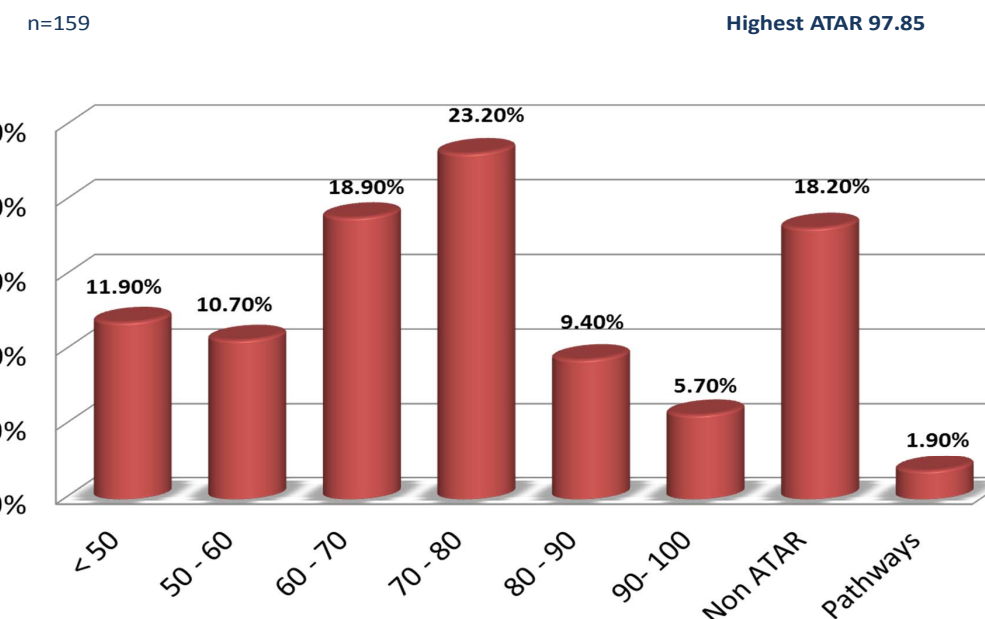
## Post School Destinations Year 12, 2012



## Post School Destinations Year 12, 2012

UNIVERSITY		TAFE / College	SERVICES	EMPLOYMENT
Arts x 2	Environ.Science	Business x 3	Army	Retail x 2
Arts / Music	Science x 4	Sports Nutrition	Police	Fitness Instructor
Commerce/Econ x 3	Occ. Therapy	Drama		Coach Basketball
Justice/Forensic Science	Podiatry	Sports Fitness		Professional Basketball
Newstep x 4	Computer Engineer.	Music Industry	<b>APPRENTICESHIPS</b>	Looking for Work x 7
Zoology	Engineering x 6	Digital Media	Building	Part time work
Psychology x 2	Internat. Studies	Fitness/Massage	IT	Bartender
Physiotherapy	Sports Science	Electronics	Chef	Fencing
Biotechnology x 1	Commun/Journalism	Graphic Design	Business	Administration
Commerce / Bus x 4	Arts / Science	Childcare	Mechanic	Bible College
Arts / Law x 4	Chemistry/Maths/Sci	Boat Building	Plumbing	Jillaroo
Town Planning	Teaching (Primary) x 9	Comm/Int Design	Boat Building	Photography
Art Design x 3	Graphics	Beauty Therapy x 2	Landscaping	
Visual Commun. x 3	Nursing x 4	Hairdressing	Metals	<b>UNKNOWN x 10</b>
Bionuclear Science	Social Science x 2		Electrician	
Biomedical Science	Political/ Economics	<b>OTHER</b>		<b>GAP x 13</b>
Teaching (Secondary) x 4		Newstep x 5		
		Rotary Exchange		
		USA Sch'ship x 3		

# WBHS 2012 HSC ATAR Ranks



### Record of Secondary Achievement (RoSA)

- Awarded percentages for Grade A's: 9% English; 12% in Mathematics; 10% in Science; 14% Australian Geography; 10% Australian History; 67% in Commerce; 37% French; 14% Japanese; 19% Food Technology; 26% Industrial Technology Auto; 17% Industrial Technology Timber; 30% Information Software Technology; 38% Textiles Technology; 24% Drama; 16% Music; 42% Photographic & Digital Media; 17% Visual Arts (100 hours); 47% Visual Arts (200 hours) and 7% PDHPE.

**ESSA**

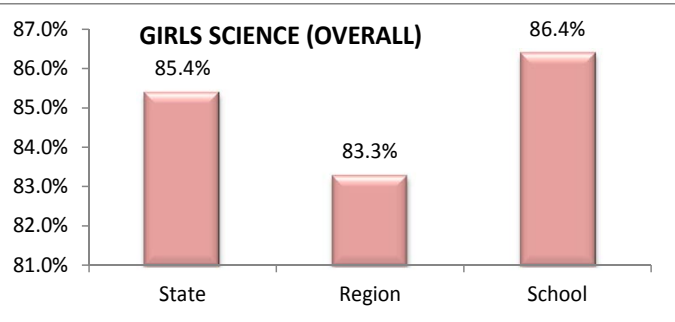
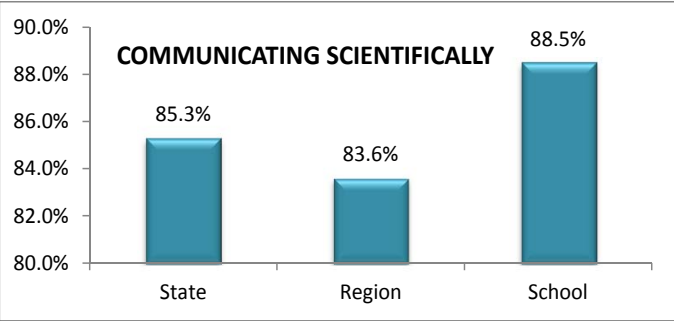
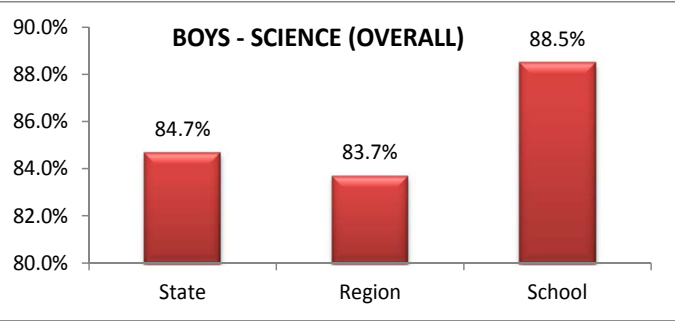
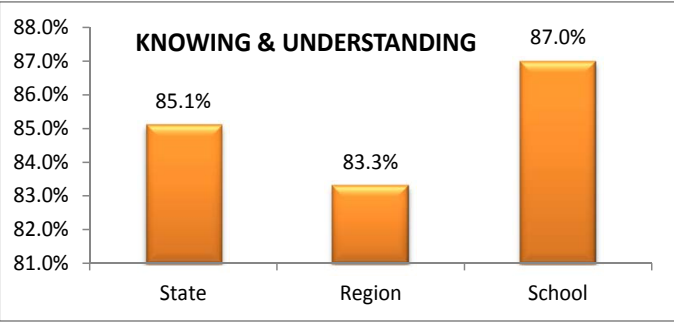
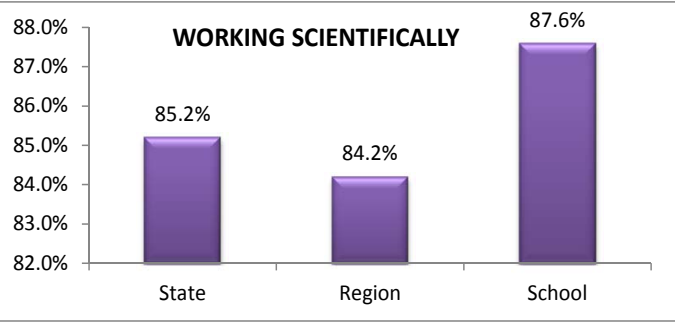
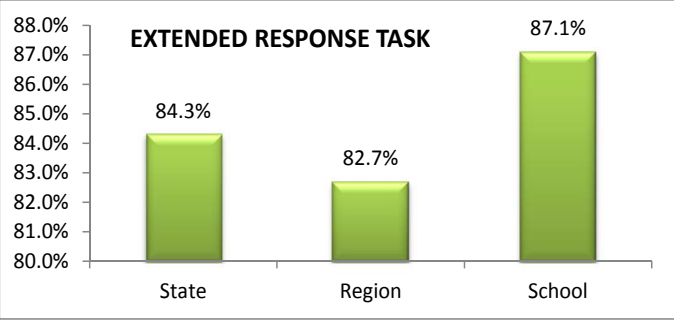
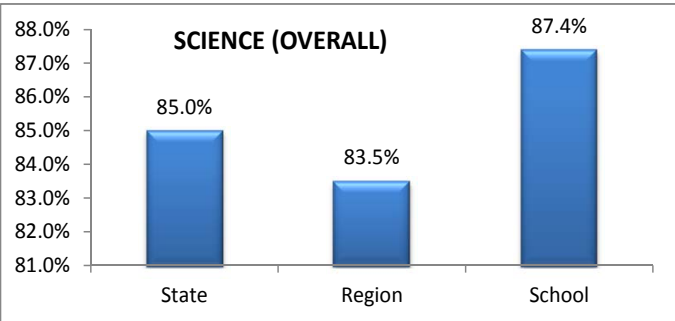
- The ESSA test was conducted online. There were three extended response questions and 82 multiple choice questions in the areas of Knowledge and Understanding, Communicating Scientifically and Working Scientifically. Warners Bay High School students achieved overall results 2.4% above state average and 3.9% above the regional average. This represented a 0.6% increase from 2010.
- Students achieved above state average results in all areas of the ESSA test: Extended Response 2.8%; Knowledge and Understanding 1.9%; Communicating Scientifically 3.2% and Working Scientifically 2.4%.
- 1.6% of students scored an achievement level of 6. This represented an increase from 2010.
- 75% of students scored an achievement level of 4 or above. This was 13.9% above the state average.
- No students scored in the achievement level 1.
- Students performed above the state average in 74/82 multiple choice questions.



• For Boys

- Overall performance was 3.8% above state average. Boys scored above the state average in all areas of the ESSA test. Communicating Scientifically was identified as a particular strength with the boys performing 5.1% above the state and 5.8% above the regional average.
- In the extended response questions boys achieved 7/10 of the top results.
- The boys outperformed the girls in all areas of the ESSA test.

ESSA ANALYSIS



• For Girls

- Overall performance was 1% above state and 3.1% above the regional averages. Girls scored above state and regional averages in all areas of the ESSA test.
- Strengths were identified in the extended response questions where they performed 2.3% above state and 4.5% above regional averages.

In Careers and Transition (CaT)

- Celebrated the Early Entry offers made to seven HSC students into the University of New England.
- Designed and implemented “Vocational Pathways” to allow students to access a pattern of study that allows for transition to the workplace whilst still engaged in schooling at WBHS e.g.
  - Supported 7 School Based Traineeships (1 Marine Engineering, 1 Office Admin, 4 Retail, 1 Transport and Distribution).
  - Implemented Special Pathways for Youth (SPY) programs with the TAFE Hairdressing Faculty to allow for acceleration of 2 students studying in the TVET course to achieve Cert II qualification in one year.
  - Developed a combination of part-time (Non HSC Credential) school curriculum, with structured workplace learning for 3 students within Work Studies to facilitate the development of specific “on the job ”employment skills in conjunction with school education.
  - Provided “Offline” Work Studies lessons to allow for flexibility of student subject selection to meet student vocational needs.
  - Registered and supported 144 TVET students at either Hunter Institute of TAFE, OTEN or private RTOs to accommodate Student Vocational learning interests or needs.



These programs have enabled students to successfully combine career expectations and needs with school based education opportunities.



**In Creative and Performing Arts (CAPA)**

- Celebrated, for the third time in the past four years, a student winning a major prize in the National Moran Contemporary Photographic Prize. This student won the Year 11-12 category with his photo titled, "Introspection". The finalists for the 2012 Moran Prizes were drawn from 330 409 entries from Government, Non-Government Catholic and Independent schools across Australia. Three of the sixteen finalists in the Years 11-12 category came from Warners Bay High School.
- Celebrated the publishing of Warners Bay High School's ongoing success in the National Moran Photographic Competition in the Education Gazette - "Side by Side" October edition, Issue 21.
- Increased the number of students achieving in the higher bands in RoSA resulting in:
  - 29% increase in Photographic and Digital Media students achieving a Grade A and a 125% increase in the number of students achieving a Grade B from 2011 – 2012
  - 19% increase in Visual Arts students achieving a Grade A and a 27% increase in the number of students achieving a Grade B from 2011 – 2012
  - 11% increase in Music students achieving a Grade A and a 17% increase in the number of students achieving a Grade B from 2011 – 2012
  - 14% increase in Drama students achieving a Grade A from 2011 – 2012.
- Revised programs and implemented scaffolds in Music, Drama and Visual Arts to introduce specific and explicit teaching strategies for literacy concepts to address weaknesses identified in the 2012 NAPLAN data analysis.



- Incorporated real world artistic concepts with a greater focus on 21st century artistic practice and the role of South East Asian Art movements in senior Visual Arts, Music and Drama programs ensuring significance and relevance in student learning.
- Enriched student learning through participation in excursions and showcase

events such as "Picasso" and NIDA visits for students in Years 10, 11 and 12 Visual Arts, Photographic and Digital Media and Ceramics; experiential learning at the MCA; The National Art School; The NSW Art Gallery; The White Rabbit Gallery; The Armory; and The Brett Whiteley Studio .

- Realigned all tasks in Stage 5 and 6 to reflect the achievement of standards demonstrated in real-world creative practice, such as 4D and 3D art making.
- Implemented a revised Year 10 Bridging Course program for Visual Arts, Music and Drama to provide students with access to contemporary strategies in the arts which has resulted in increased engagement and skill development for the senior courses.
- Co-ordinated intervention strategies in HSC Visual Arts resulting in improved relationships between performance in theory and practical as evidenced by the Components Report for 2012.
- Utilised technology to develop creative practice such as iPhones, iPads, flatbed scanners, and contemporary work practices such as lomography, graphical communication software and 'jamhubs' in Music.



**In English**

- Incorporated a focus on short answer questions in the Preliminary HSC course and continued implementing foundational Area of Study and bridging courses in Year 10 to provide all Standard and Advanced students with explicit teaching of the skill requirements of senior English.
- Adjusted the junior scope and sequence to incorporate programming targeted at developing and extending upon literacy and exposition skills before NAPLAN assessment, and reinforcing skills to address 2012 NAPLAN analysis.



**In History**

- Identified a weakness in Part B of Personality Study in Modern History during the analysis the RAP package and embedded scaffolds to remedy this weakness in Preliminary and HSC Personality units.
- Changed Year 10 assessment task on People Power and Politics to teach and practice the required skills needed for HSC Personality Part B questions.
- Organised a TPL course for three Modern History teachers to analyse key words in HSC topics and explicitly teach these terms and what these terms require in assessment tasks. All Preliminary and HSC Modern History tasks were mapped for correct terminology.
- Analysed NAPLAN data and made changes to Literacy booklets for the Literacy program.
- Mentored senior students in study and organisational skills, a program involving three staff members.
- Provided vacation seminars for Modern and Extension History students.
- Provided HSC tutorials for students in Ancient History, History Extension and Modern History
- Entered one student's Extension History Project in the HTA Extension History Project
- Entered one Year 9 student in the Simpson Prize Competition on ANZACs and applied for the Premier's Scholarship.
- Organised visit of 5 Extension History students to Sydney University Library to access resources for completion of their major project and experience research work in a university atmosphere.



- Enrolled 50 Modern and Extension History students in the State Library to provide access to a larger number of resources than provided by the school library.
- Conducted lessons for 5 Extension History students with the school librarian to expand their knowledge of how to research for their major projects.
- Organised 43 Modern and Ancient History students to attend Seminars and HTA Study Days on

Pompeii, Speer and Germany.

- Embedded persuasive text type into Year 8 Time Traveller assignment.
- Commenced planning units for the introduction of the Australian Curriculum.
- Imbedded numeracy skills in Year 7 Introduction to History program and analysis of graphs in the Year 9 Skills Test.
- Reviewed and amended History programs to better report on Quality Teaching practices in the classroom.

**In Mathematics**

- Analysed NAPLAN data to develop a range of strategies and resources focused on improving the numeracy outcomes of students in Year 7 and 8.
- Adjusted teaching programs to address specific areas of weakness, in particular the Working Mathematically strand which was identified in the NAPLAN and HSC Analysis.
- Initiated strategies based on research to better engage boys in learning. This resulted in significant improvements in Year 9 Boys Numeracy; growth data indicated that WBHS students were 5.5 % above the expected growth for the state.
- Initiated parent workshops for Year 7 parents to provide a refresher course of Year 7 Mathematics Topics – specifically targeting areas of Patterns and Algebra – an area of weakness identified by NAPLAN Analysis.
- Initiated program of non calculator-based mathematical skills to enhance the results and value added data of Year 9 students in NAPLAN. Strong growth shown for Year 9 boys.
- Initiated a Numeracy Challenge via the Numeracy School Improvement Team to promote Numeracy across the school.
- Analysed a cross section of KLA Programs to ensure the incorporation of Numeracy Strategies in all teaching programs. This ensured all KLA's were incorporating Numeracy across the school.

**In Social Science**

- Co-ordinated the implementation of the National Geographic Competition for eighteen Year 10 and Year 11 students, with 2 students, achieving High Distinctions and 7 students achieving Distinctions.







- Analysed the Board of Studies RAP package in Geography to identify and target areas of improvement and the development of specific techniques and targeted preparation for Year 12 HSC students. This resulted in highly successful 2012 HSC results (6.83 above State mean; 71% of cohort scoring a Band 5 or 6).
- Analysed NAPLAN data to develop a range of strategies and resources focused on improving the literacy outcomes for students undertaking the Year 7 to 10 Geography courses. These strategies were integrated and glossary terms explicitly stated in new faculty programs.
- Provided opportunities for students to attend HSC lecture days to increase the depth of students' knowledge and understanding of course content and increase their awareness of examination techniques in Geography, Business Studies, Economics, Legal Studies and Society and Culture.

Utilised the expertise of two HSC markers (one Senior) in Business Studies to provide intensive individual, holiday, and Term 4 tutorials for HSC students on exam techniques. Tutorials in Term 4 were provided for Society and Culture, Geography and Legal Studies, involving 30 students.

- Organised faculty evaluation days to assist Year Co-ordinators and staff to create new faculty programs that explicitly reflect the Quality Teaching Model and refine assessment procedures and tasks.
- Provided opportunities for seven students to attend PIP days for Society and Culture to increase the depth of students' knowledge and understanding of the research and submission process.

**In Technology and Applied Studies (TAS)**

- Increased the profile of TAS within the school to promote student successes and achievements.
  - regular contributions to Bay Bulletin, School Magazine and 2 P & C visits across 2012.



- successful displays presentations at Subject Selection Nights.
- recognising student achievements of through Commendations, Chef's Awards and special competitions in IT.
- showcasing student projects and achievements in a safe manner.



- Organised an HSC Textiles and Design excursion to Strand Arcade for Year 11 students to view Australian Fashion Designers.
- Organised an HSC Food Technology excursion to Bibina for 40 students to evaluate the use of technology in the Australian food industry.
- Organised an HSC Industrial Technology Timber/Metals and Engineering excursion for 16 students to analyse industry practices.
- Conducted a Stage 5 and 6 Textiles excursion to Lake Macquarie Art Gallery for 25 students to view 'Frock Stars' exhibition showcasing 15 years of Australian Fashion Week.
- Co-ordinated a Textiles and Design excursion for 7 Preliminary HSC students to 'Textstyle' an HSC showcase and exhibition at Newcastle Showground to promote understanding of the standard of outstanding Major Textile Projects.
- Organised for 4 students to attend the Global Leadership Convention to support and understand the work of World Vision in working towards eliminating famine.
- Supported three students in the presentation of a highly engaging Triple T (Talent, Treasure, Time) project at Newcastle TAFE promoting the need for everybody to have access to clean, safe drinking water.
- Organised sponsorship of "Patience" a Ugandan child who corresponds with Stage 5 and 6 Food Technology students and highlights food inequities across the world.
- Organised 90 Year 7 Technology students to attend a Technology Focus Day, staffed by Newcastle University to emphasise the importance of design in today's society.
- Introduced a 'Letter of Congratulations' to acknowledge excellence, improvement and fine results in TAS.
- Participated in regular VET meetings to familiarise faculty with industry requirements and standards.



**In Science**

- Embedded ESSA questions into Stage 4 programs which resulted in students achieving 2.4% above the state and 3.9% above the regional averages for 2011. Students achieved above state and regional averages in all areas of the ESSA test. 1.6% of students scored in the top achievement level of 6 which represented an increase from 2010. 75% of students scored an achievement level of 4 or above. This was 13.9% above the state average. No students scored an achievement level of 1.
- Provided opportunities for Year 8 Triple E students to gain explicit understanding of the rigour required for extended responses. This resulted in students achieving 2.8% above the state average in the Extended Response section of the ESSA test.
- 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.
- Analysed the Board of Studies RAP package in Science to identify and target areas for improvement. This resulted in the development of specific techniques and targeted preparation of Year 12 students for the HSC examination.
- Analysed NAPLAN data to develop a range of strategies and resources focused on improving the literacy outcomes for students undertaking the Year 7 to 10 Science course. These strategies were integrated into faculty programs.
- Utilised the expertise of an HSC marker in Biology to provide advice and feedback to students on exam technique.
- Provided intensive individual, holiday and Term 4 tutorials for HSC students in Biology, Chemistry, Physics, Earth and Environmental Science and Senior Science.
- Provided opportunities for students to attend HSC Experimentfest days at the University of Newcastle to increase the depth of students' knowledge and understanding of course content in Chemistry and Physics.
- Students from WBHS have been commended for their outstanding effort in the Science division of the Australasian Schools Competition. 201 students entered the



competition, achieving 11 Distinctions and 55 Credits.

- Co-ordinated and competed in the annual Science & Engineering Challenge. 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. These included building a catapult, hovercraft, balsa bridge and electrical power lines in a small city.
- Co-ordinated and competed in the inaugural BuildMe Competition at the University of Newcastle. Two teams of 20 Year 8 students competed on the day in a range of activities such as building catapults, hovercrafts and electrical power lines in a small city. The teams were placed first and fifth on the day.
- Co-ordinated and organised three Year 9 students to compete in the Aurecon Bridge Building competition in Sydney.
- Participated in the Newcastle Electric Bike Challenge. Three students from Years 7 and 8 constructed, with assistance from staff, an electric bike and rode it around the competition track at Minmi.
- 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 to draw final conclusions about a scientific disaster.





In PDHPE

- Analysed performance of HSC PDHPE students in specific questions using the RAP package from the 2011 examination to determine strategies to address areas of lower performance
- profiled the 67 students entering the Preliminary PDHPE and CAFS courses , using SMART data capabilities, to determine the appropriate learning strategies to address the specific needs of male and female students.
- Modified PDHPE and PASS programs to address specific areas of student weakness identified by the NAPLAN testing
- Initiated an on-line evaluation survey delivered by MOODLE to gather feedback from students regarding their participation in all aspects of the PDHPE course in Years 7 – 10.



School Priority Area

2. Information Communication Technology engages, extends and deepens student learning and understanding.

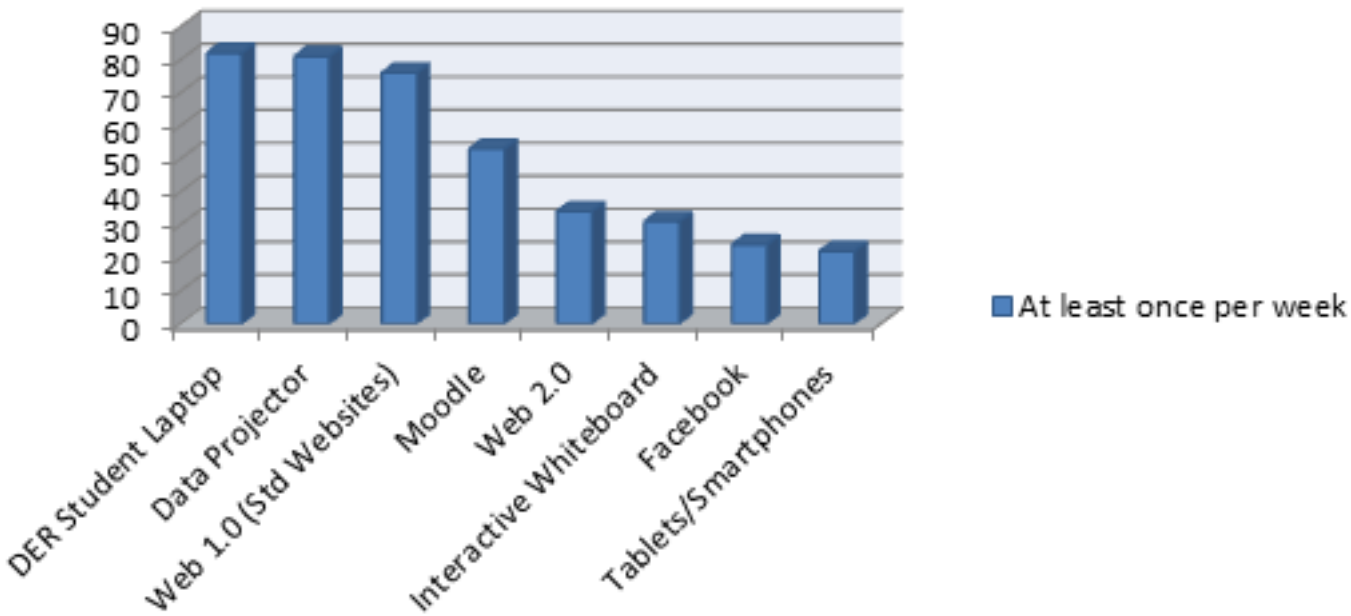
**TARGET:** An improved ICT focus is embedded into Teaching and Learning programs and implemented in every KLA to engage the full range of learners.

ACHIEVEMENTS:

At the Whole School Level

- Implemented Online Roll Marking in Term 3 providing instant access to student attendance patterns throughout the day and improving the accuracy of roll data.
- Conducted the 2012 WBHS Technology Staff Survey. Results showed that 86% of staff feel they have sufficient access to technology to effectively deliver ICT components of their courses.

Use of ICT in Course Delivery



- Purchased and installed additional wireless units to cover staff rooms and physical learning spaces.
- Inserviced staff on the creation and use of secure social networking sites such as Ed-



modo and Facebook “Groups”.

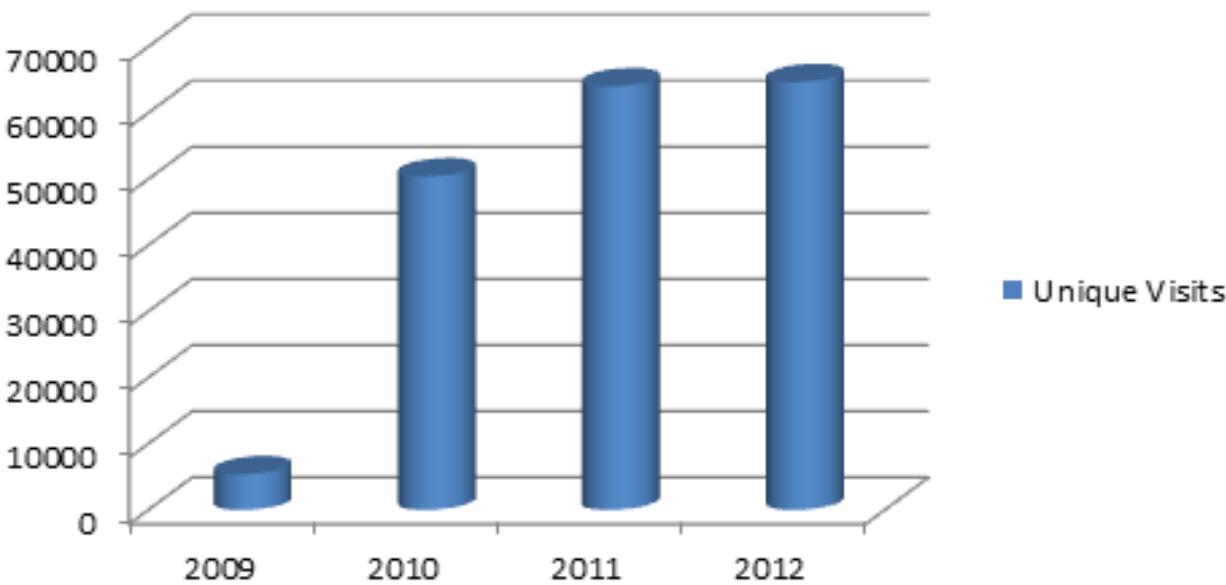
- Purchased and installed 4 additional smartboards across LOTE, Social Science, Science and TAS.
- Facilitated Teacher Professional Learning in Adobe, Smartboard Software, MOODLE as well as general ICT development days.



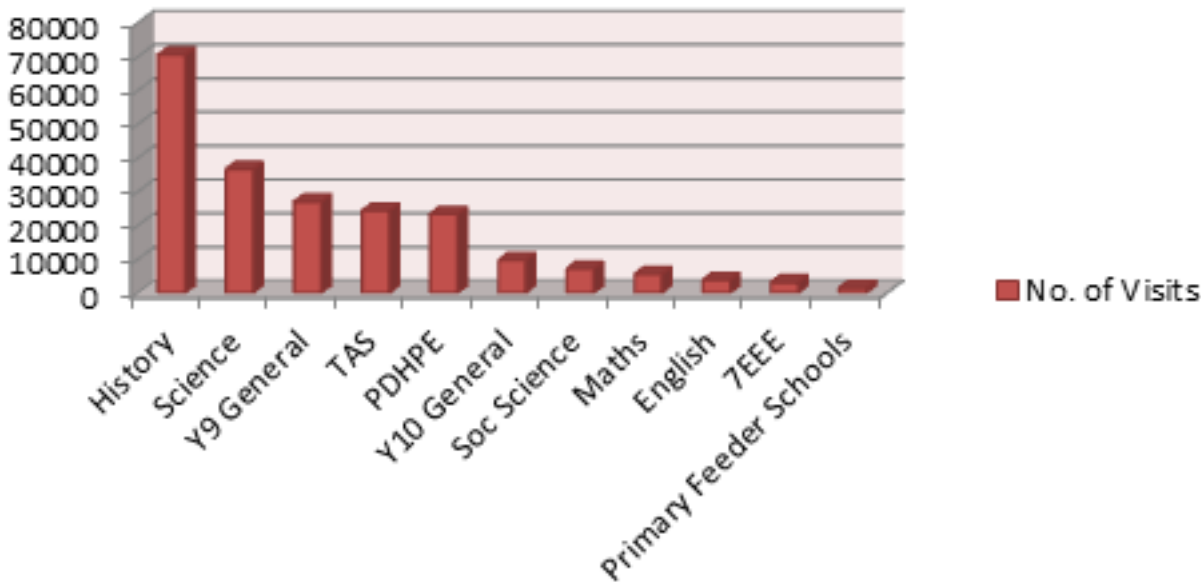
Warners Bay High Official Website Visits

- Generated up to 8000 page views per month over a 12 month period of the official Warners Bay High School Website with 117465 views since January 2010. The sharp rise in page views supports the efforts of the Website Team in improving the quantity and quality of content added by the school.
- Installed the Sentral Markbook program as a replacement for manual mark storage. Over fifty percent of all staff have converted their paper based mark collection to the Sentral Server as part of a digital centralisation of data improving access, reliability and security of marks.

### MOODLE Unique Visits 2009-2012



### No. of Visits to Moodle Pages



- Consolidated the use of MOODLE online learning across all KLAs with 64656 unique visits in 2012.
- Established a technology partnership through the use of MOODLE with local feeder school Valentine Public for Year 6 students to assist in the transition into Year 7.
- Utilised SBSR Software for the production of all reports, Years 7-12.
- Acquired ten Android tablets and three iPads to assist in the introduction of tablet based technology.
- Developed WBHS App for Android for Casual Teachers working at Warners Bay High. This includes daily organisation, map, rolls and instructions.
- Commissioned netbooks for 250 Year 9 students as part of a two week roll-out program including intensive training and awareness development for students. This brings to 842 the number of active DER netbooks currently being used at Warners Bay High.
- Conducted WBHS and LMG workshops containing ICT activities through a range of options meeting a variety of needs of teaching staff.
- Utilised MOODLE to conduct sport choices for Years 9 and 10. This has led to an equitable access to sport through DER laptop access.

### In Creative and Performing Arts

- Established student centred learning through the use of technology in the Music classrooms. Introduced ‘jamhubs’ for group and individual learning in the Music classroom.



- Facilitated the use of Social Media through Facebook in Music and Visual Arts to develop contact, promote student engagement and provide information.
- Utilised iPads and flat screen displays, resulting in evidence of improved delivery of theoretical components in Visual Arts particularly in the processes of Case Study work. Student results in this area have improved significantly due to immediate access to high resolution imagery from galleries around the world sourced from the travel experiences of the Visual Arts staff.
- Utilised iPad Applications in Visual Arts and Music to teach theoretical aspects of the curriculum providing students with access to worldwide galleries such as the MOMA in NY and MONA in Tasmania and iconic artworks.

**In English**

- Increased the use of data projectors in English lessons through the development of digital presentations such as Power Point and Prezi, increasing student engagement.
- Development and implementation of Year 9 Webquest “Dangerous Machines” enabling a self-paced “guided search” learning environment.
- Administered Creative Writing elective tasks involving digital presentations which allowed for the assessment and enhancement of student ICT skills.
- Integrated a study of genre with an ICT focus in Year 9 programming.
- Integrated ICT into Staff Development Days with staff sharing ICT skills such as Prezi and ICT resources to support the transition to the National Curriculum.

**In History**

- Increased the usage of MOODLE across all year groups in History through the implementation of assessment tasks, online tests and homework.
- Purchased and installed a digital board to enable students to connect with activities happening in History, sample work units and highlight student achievement.

**In Library**

- Installed a second formal digital presentation space through the acquisition of a mounted projector and screen. The new generation projector is facilitating the use of new technology such as wireless connections, iPad/tablet screen displays as well as conventional desktop/video usage.
- Hosted 54 periods of video conferences in the Library. This included periods by students studying various external courses, staff and classes from 8 faculties.
- Developed and implemented the WBHS Digital Literacy Plan matrix, to include Information and Digital Literacy skills to be taught progressively across all school years.
- Inserviced all staff in the online development of bibliographies using Web 2.0 tech-

nology.

- Collaborated with teachers and classes in the development and application of various Information and Digital Literacy skills.
- Organised Phase 1 of the School Digital Literacy Plan implemented in 2012. This plan aims to have responsible digital citizenship practised by all students at all times.

**In Mathematics**

- Increased the use of MOODLE in classrooms enabling self-paced guided online learning in Mathematics.
- Consolidated the use of online Mathematics websites such as Geogebra and Wolfram Alpha for graphing.
- Installed Data Projectors in all Mathematics Rooms to enable ICT tasks to be incorporated into teaching programs. This has resulted in all Mathematics lessons addressing ICT components.
- Facilitated the use of interactive (Web 2.0) websites through the increased utilisation of data projectors.

**In Social Science**

- Developed the Business Studies Facebook group. This facilitated online collegiality between students and encouraged group questioning and responses in a collaborative learning environment.
- Inserviced staff on the use of Smartboard Technology and Notebook 11 software for use in lesson planning to facilitate the use of a new Smartboard.
- Installed data projectors in all Social Science classrooms and a SMARTboard for teachers to use in the delivery of their lessons to enhance course delivery.
- Facilitated training of Social Science staff to develop skills in the use of the interactive whiteboard, document camera and MOODLE.
- Implemented the use of Bibme to generate online bibliographies for Year 7 and 9 Geography research tasks.





**In Science**

- Established online topic testing through MOODLE, including the Year 10 “Evolution” test utilising authentic assessment.
- Continued implementation and delivery of all Year 11 and Year 12 Biology and Chemistry resource information through MOODLE improving accessibility and currency. Student work booklets and practical tasks are downloaded and utilised throughout all lessons.
- 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.
- Facilitated the online delivery and submission of the Year 8 and Year 10 student independent project resulting in increased engagement and ICT skill development.



**In TAS**

- Revitalised Faculty MOODLE course pages with up-to-date lessons and resource material and extra information to support student learning.
- Integrated Social Media through Facebook groups, Facebook pages, YouTube tutorials and Instagram competitions. This was a successful initiative to inspire and motivate students in a medium that is relevant to them.
- Utilised a wide range of Web 2.0 and cloud based solutions in learning programs such as Xtranormal, Prezi, Bitstrips, Bubblus and Quizlet.
- Facilitated the creation of mobile device applications using newly acquired tablets as test beds for product design.
- Introduced technology and digital media based incursions such as game training and a Short Film Festival.
- Updated the school website to promote TAS with the use of subject information and photographs of student work.

- ICT component included in all Stage 5 and 6 assessment tasks to encourage greater use of laptops and technology in TAS.
- Increased use and promotion of MOODLE to assist in school and community partnerships and communication.
- MOODLE activities used on a weekly basis with Year 7 EEE, to ensure that feedback is provided to every student.
- Developed videos for Graphics and Software Design and Development, with accompanying worksheets which support new syllabus changes.

**Web Site Team**

- Received significant positive parental and community feedback regarding the communication established through the school website.
- Promoted and analysed staff and student frequency and regularity of use the WBHS website to access the school calendar and assessment task information.
- Developed and initiated strategies for professional development of staff to access and contribute to the website independent of the SIT leaders.
- Installed more sophisticated software to allow easier access for faculty use.
- Increased participation with most faculties celebrating successes and achievements on the school website.
- Analysed evidence through overseas exchange commentary that the school website has become a valuable window into the attributes of Warners Bay High School.
- Rated by parents and community members as an excellent promotional tool for excursions, subject selection and major projects within faculties and the whole school, as well as an excellent promotional medium of student academic achievements and successes.

**PDHPE**

- Initiated the use of Edmodo to deliver a range of tasks that may be completed by students using Smartphone or tablet technology.







# SCHOOL PRIORITY AREA

3. The curriculum and school programs position students for post school employment opportunities with Asian countries and / or culture.

## Creative and Performing Arts

- Enhanced student understanding of the relationship between 21st century Chinese Art and contemporary social commentary as evidenced in Case Study work. This is explored through experiential learning and visits to contemporary galleries such as the Museum of Contemporary Art and The White Rabbit Gallery.
- Increased student and staff awareness of the role of Australasia in global political and social agendas through the exploration of social commentary in Visual Arts, Photographic and Digital Media and Ceramics assessment tasks.
- Facilitated a greater understanding of contemporary art and how it can be applied to students own art-making practice. This was evidenced in both Visual Arts Process Diaries and HSC Bodies of Work across all art disciplines.

## English

- Incorporated fiction and non-fiction from Asia to support the transition to the Australian National Curriculum, particularly during Year 8's 'Difference and Diversity' focus. New texts included Chinese Cinderella, Mao's Last Dancer, Mahtab's Story, Parvana and Camel Rider.

## TAS

- Implemented the study of Japanese textile art mediums and culture as well as consideration of the offshore manufacturing of textile pieces in Stage 6 Textiles and Design.
- Generated an assessment task in Year 8 Mini Elective of Food Technology to explore Asian cultures and culinary techniques.
- Implemented Hospitality units focused around Japanese tourism and service.
- Designed a unit of work for Stage 5 Food Technology based on food equity around the globe. This was complemented by the extension of this topic into Stage 6 Food Technology. To highlight areas of food inequity around the world, Andrew Cornwall MP for Charlestown discussed the issue of refugees in Australia with 46 Year 10 Food Technology students.

## Social Science

- Successfully incorporated International Studies into the Social Science curriculum with strong elective class numbers for Years 9 and 10 for 2013.
- Created and implemented International Studies programs and resources that have an Asian focus, including a unit of work developed as a result of the visit to Japan through Teacher Education Program by the Head Teacher Social Science.
- Introduced the first celebration of Harmony Day at Warners Bay High School. 15 Year 9 International Studies students and the Social Science staff organised festivities in the MPC featuring international food vendors, music and a Cultural Dress Competition.



- Developed an appreciation and understanding of China's culture through the Principals' and Educators' trip to China in September 2012 in order to embed Asian perspectives into future classroom experiences.
- Organised an overnight excursion to the Nan Tien Temple in Wollongong for 30 students from Year 12 Society & Culture and Year 9 International Studies. This developed an appreciation of Vietnamese culture through a range of activities such as Tai Chi, calligraphy, meditation and specific Dharma talks.
- Provided opportunities for students to immerse themselves in the Asian food culture through excursions to Sinofood and Bay of India. These visits increased awareness of the diversity of Asian culture and the widespread influence on Australia today.



History

- Designed and taught a unit on China in ancient times in Year 7 to develop an understanding of the importance and tradition of Chinese History given Australia’s increasing engagement with Asian cultures.
- Amended the Chinese History unit in line with the Australian National Curriculum syllabus to be taught in 2013 to Year 7 classes.

Languages

- Established three senior Asian Language classes, offering Chinese Beginners and Japanese Continuers to expand the language opportunities for students at Warners Bay High.
- Strengthened the post school options for 7 HSC students with the successful completion of an Asian language at the HSC.
- Utilised the skills and expertise of Japanese and Mandarin tutors in weekly tutorials for 18 senior students to strengthen language acquisition in the Preliminary and HSC courses.
- Offered an Asian language to every Year in order to extend the school’s focus on becoming more Asia literate which resulted in at least one class in each year studying an Asian language.



- Raised the profile of Japanese language and culture by running a successful two week trip to Japan for 20 students. This resulted in increased motivation and as well as opportunities to apply language skills.
- Liaised with the Confucius Institute (Chinese Language and Cultural Centre) with a view of providing future opportunities for staff and students to immerse themselves in Chinese language and culture.

SCHOOL PRIORITY AREA

*4. The WBHS community of schools reflect a strong and connected learning community in curriculum, student welfare, staff professional learning and ICT*

In Creative and Performing Arts (CAPA)

- Designed and implemented a range of activities to facilitate the effective transition of students from Year 6 to 7.
- Provided extension courses for partner primary schools resulting in creative, transitional links between the stages in the Creative and Performing Arts.

In TAS

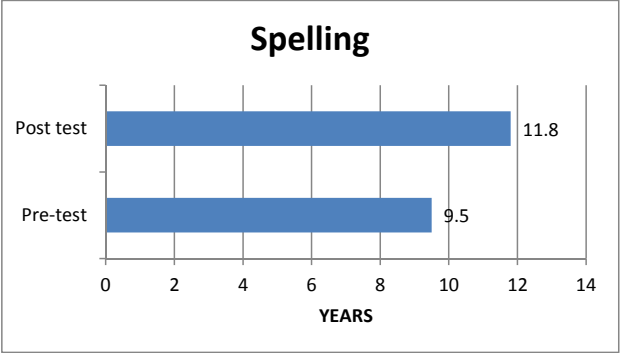
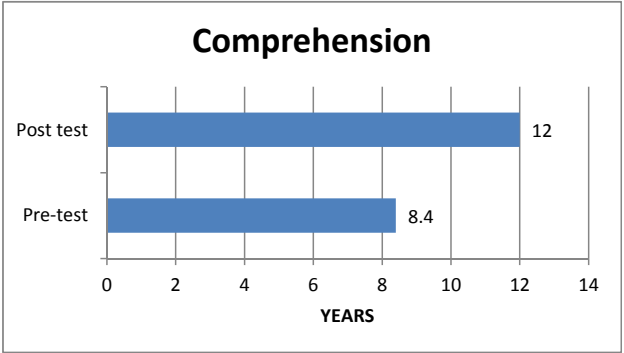
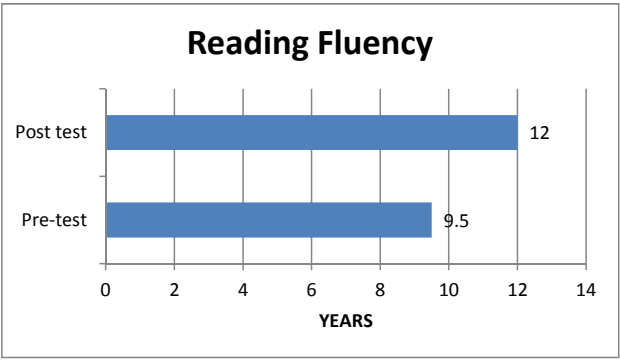
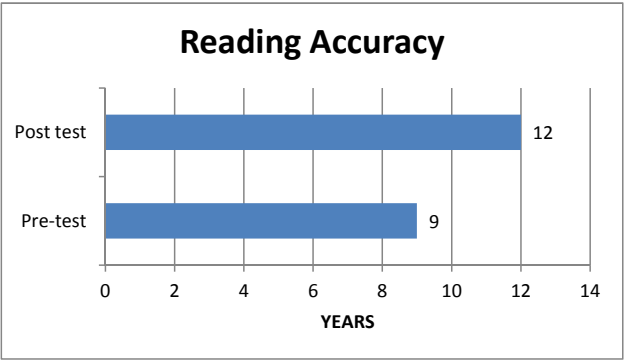
- Presented Quality Teaching Revisited at Staff Development Days to improve teaching practice.
- Improved the Mandatory Technology unit of work which introduces Year 7 students to this course. New features include literacy tasks, designer case studies and a mini design brief.

In Student Learning Support

- Co-ordinated Individual Transition Meetings for 45 students with special needs resulting in individualised goal setting and educational plans developed and implemented for each student. Individual education plans have detailed strategies and adjustments to cater for the student’s individual needs.
- Administered literacy pre- and post-assessments for 48 students with identified literacy difficulties. Assessments facilitated the development of individualised education programs for targeted students on a withdrawal basis.
- Delivered a broad range of literacy programs targeting specific literacy difficulties which included grammar and punctuation, spelling and word attack skills, reading and comprehension.
- Succeeded in improving student ability in reading accuracy for all students involved in the literacy program for phonemic awareness with an average improvement of 3 chronological years in ability.
- Increased student ability in reading fluency for those participating in the withdrawal reading programs with an average improvement of 2.5 years in chronological years.
- Achieved an average improvement of 3.1 chronological years in comprehension for students participating in the Reading for Understanding program through the Learn-



WELFARE LITERACY ACHIEVEMENT GRAPHS



ing and Support Teacher initiative.

- Succeeded in improving student spelling through the withdrawal Literacy Spelling program with an average improvement in ability of 2.3 chronological years.
- Launched a learning support mentoring initiative through the Department's restructured Learning and Support Teacher program, resulting in the participation of 8 students at risk of not achieving their ROSA in 2012.
- Expanded the Learning and Support Team with the appointment of an additional 0.5 Learning and Support Teacher resulting in an increase in specialised teacher availability to cater for students with learning support needs.
- Analysed the 2012 Literacy NAPLAN data and provided specific recommendations for implementation in 2013 for all KLA areas to improve student achievement of literacy outcomes and to reach expected benchmarks.

In Student Welfare

- Received recognition from the State Minister for Youth for implementing the Eastlakes Mentoring Programs. 25 students participated in the program throughout the year with all students demonstrating improved educational and emotional resilience.



- Increased student self-esteem and confidence by implementing the Shine For Life program for 135 students. In 2012, Warners Bay High School received a \$700 donation from the Newcastle Rotary Club in support of the Shine For Line initiative.
- Co-ordinated the Year 6 - 7 Warners Bay High School 'Leapfrog' program for the early transition of nominated students. All students gained confidence in locating areas around the school, recognising staff that they can see for assistance, along with experiences in various practical classrooms. Students also participated in team building exercises, social role playing and skill development to enhance their ability to adjust to a large comprehensive High School setting.
- Implemented the Plan-it-Youth program for four students who each had a community mentor.
- Implemented Welfare Focus Days for Years 7-11 addressing issues relevant to each age group to enhance student well being, self-esteem and protective behaviours. All days were highly successful with student surveys providing positive anecdotal feedback to assist with the future organisation of our welfare days.
- Re-designed the Warners Bay High School Learning Support Team, ensuring positive student outcomes for all referred students requiring individualised management plans. The Learning Support Team now consists of the School Counsellor, Head Teacher Welfare, Deputy Principal Welfare, Learning and Support Staff and Student Welfare Worker, creating a whole school approach to the management of student welfare and discipline.
- Enhanced the social skills of students who attend the Warners Bay High School 'Green Room' within the library. This program attracted a large number of students who prefer small social support networks. Students engage in a range of social games and activities with 2 new games being purchased and added to the available activity choices for attending students.
- Developed Health Care Plan Booklets for each faculty with clear colour-coding and referencing to individual health care needs and action plans where applicable. The up-graded medical booklets have made it easier for staff to identify and locate indi-





vidual health care plans for students and manage student medical needs more effectively.

- Provided anaphylaxis training to all staff at Warners Bay High School using practice Epi-pens. All staff members have the knowledge and skills needed to deal with a crisis anaphylactic reaction and are aware of all students with anaphylaxis.
- Informed Warners Bay High School teachers about student mental health and child protection issues. Additional professional development has been provided in understanding the neurobiology of complex trauma, abuse and neglect on childhood behaviour and strategies to manage challenging behaviours in the classroom.
- Equipped 22 staff members on a Staff Development Day to use the 7 steps to effective communication with parents and colleagues in Term 3, 2012. Training provided staff with strategies to manage difficult conversations of a welfare nature while maintaining positive and open communication which is solution focused.
- Implemented the 2012 student Executive Leadership Training in communication at the Student Executive Conference. Student leaders gained skills in non-verbal and verbal communication which contributed to the overall cohesiveness of the newly selected Student Executive team.
- Completed training and development in 'Autism Awareness' for Warners Bay High School Staff with



strategies to cater for students with learning difficulties within the classroom during Staff Meetings in Term 1, 2012. This resulted in greater awareness and capacity of teachers to differentiate the curriculum and meet the needs of students with autism and learning difficulties.

- Attended a 'Mental Health' Conference for Young People in Sydney during Term 2, 2012. This conference addressed key issues confronting young people, teachers and parents. Year Advisers who attended the conference disseminated the information through the Welfare meeting via a written summary with advice and strategies to manage students experiencing difficulties.
- Delivered the Peer Support program to the 2012 Year 7 cohort resulting in increased student self-esteem, confidence and group cohesiveness.
- Facilitated the Year 6-7 Orientation Day for students beginning Year 7 in 2013. 255 in-coming Year 7 students successfully completed the introduction to High School program and became acquainted with their classmates for the following year, enhancing student confidence and transition into Year 7 in 2013.
- Co-ordinated the Year 6-7 Parent Information Evening for 120 parents with guest speakers including the Immunisation Co-ordinator, P&C President and incoming Year Advisers. Parents gained access to information about up-coming events in 2013 and a greater awareness of the roles and responsibilities of key personnel within the school.
- Invited researcher and Social Justice Advocate, Celia Lashlie, to share her research from the Good Man Project which was undertaken in 25 boys' schools in New Zealand with 90 parents and staff. The theme of the two hour seminar was "The World of Adolescent Boys and What They Need From Us, The Adults in Their Lives."
- Organised Celia Lashlie to talk to 130 Year 9 boys in relation to taking responsibility for their decisions and the impact that poor decision making can have on their lives.
- Celebrated the selection of one male student to attend the University of Newcastle's "LIVE IT" summer school.





# SCHOOL PRIORITY AREA

5. Other significant initiatives: staff and students build a strong culture of success, innovation and participation within the school.

## Leadership

### Whole School

- Designed the Faculty Planner, a framework for faculty evaluation, supporting continuous improvement in learning outcomes and achievement for students.
- Analysed areas for improvement in each faculty through analysis of faculty data drawn from the Faculty Planner to provide future direction and support , particularly in the area of programming and classroom management so as to improve student learning outcomes.
- Guided 90 staff members through the process of a faculty review, analysis of data, identifying priorities in the areas of: programming, learning outcomes, student welfare, resource management, school and community partnerships and leadership.
- Collaboratively developed a 3 year strategic plan in each faculty with targets and strategies identified.

### RoSA

- Implemented the transition from School Certificate to Record of School Achievement (RoSA) using BOS guidelines on the use of historical data to assist the school in determining the grades awarded to students.

### Transition

- Conducted Year 7 For a Day sessions with each of our four feeder primary schools involving 251 Year 5 students acquainting students with the structure, curriculum and organisation of High School. Lessons were conducted by 51 different staff members.

### In Boys Leadership

- Initiated workshops for 28 boys wanting to improve their skills in application writing and interview techniques to enhance their capabilities in seeking nomination to leadership positions.

### New Scheme Teachers and all staff

- Provided support for the accreditation of four New Scheme Teachers at Professional Competence with the NSW Institute of Teaching.

- Engaged in professional networks to enhance teaching and lifelong learning.
- Successfully co-ordinated Teaching and Learning Network Meetings by Head Teacher Teaching and Learning.
- Participated in Head Teacher meetings to facilitate planning across the region.
- Implemented and applied the Visible Learning course to improve effect sizes gained through quality teaching. Implemented feedback strategies from Visual Learning walkthroughs and student interviews.

### In Teaching and Learning

- Developed a Staff Professional Development Survey to be implemented in 2013. The purpose of this survey was to establish Professional Learning requirements of individual staff members, identify staff interest and expertise, provide direction for the planning of Staff Development Days and inform the allocation of TPL funds.
- Expanded professional development opportunities through the introduction of tutorial sessions focusing on the application of technology in the classroom during Focus Meetings
- Developed and implemented a structured Professional Learning Program for nine New Scheme Teachers who are currently in the maintenance phase of their professional accreditation, making extensive use of materials developed by the DEC and online interactive learning.
- Acquainted eight new members of staff with the programs, policies and priorities of Warners Bay High School via a structured Induction Program delivered by members of the school's executive. This program operated during Terms 1, 2 and 3.
- Facilitated the operation of ten School Improvement Teams tasked with planning and implementing strategies to address the priorities identified in the School Plan. Cross-curriculum teams specifically targeted the areas of Literacy, Numeracy, Technology, Aboriginal Education, Sport and Recreation, Workplace Health and Safety, Leadership, Staff Welfare, Website Development and the Environment.
- Contributed to the professional development of 41 students from the University of Newcastle, the University of New England, Southern Cross University, Charles Sturt University and Avondale College, undertaking professional experience placements ranging from one to ten weeks duration in the English, Mathematics, Science, Social Science, LOTE, TAS, PDHPE and CAPA faculties.
- Successfully conducted Year 7 for a Day sessions for each of our four feeder primary schools and students from our immediate drawing area, exposing approximately 251 Year 5 students to the mechanics and experiences associated with life in a secondary school.
- Produced and distributed a Punctuation Rule sheet that was used as a reference by

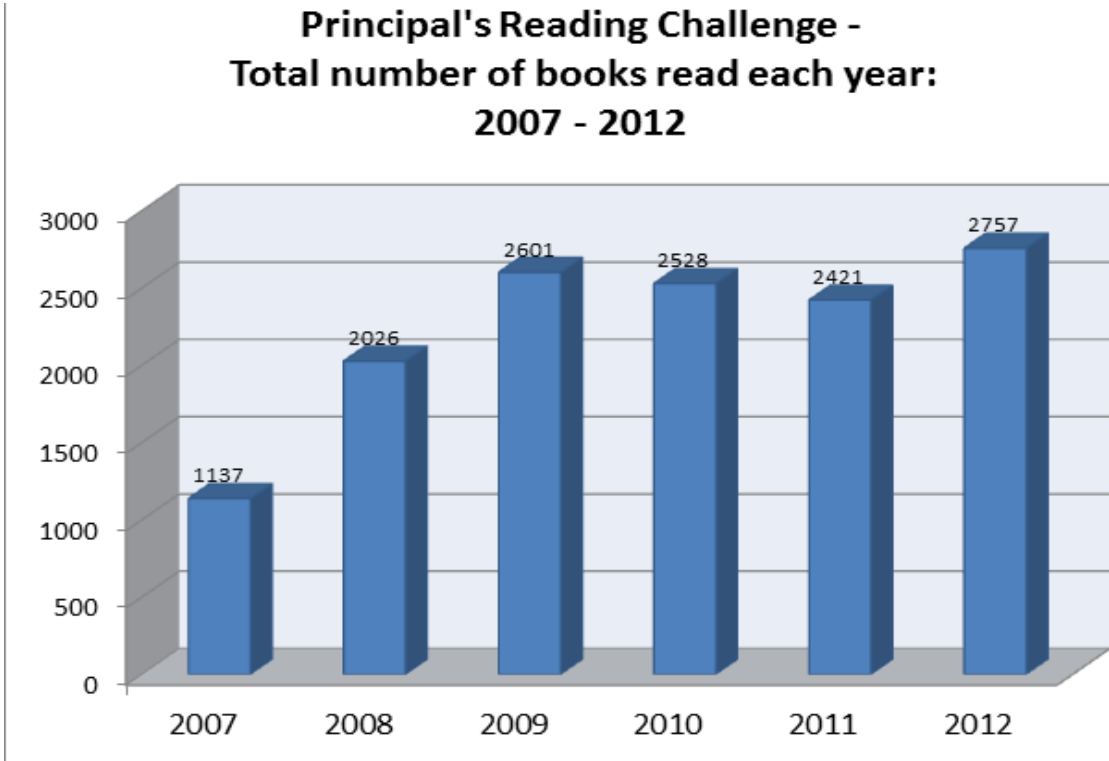
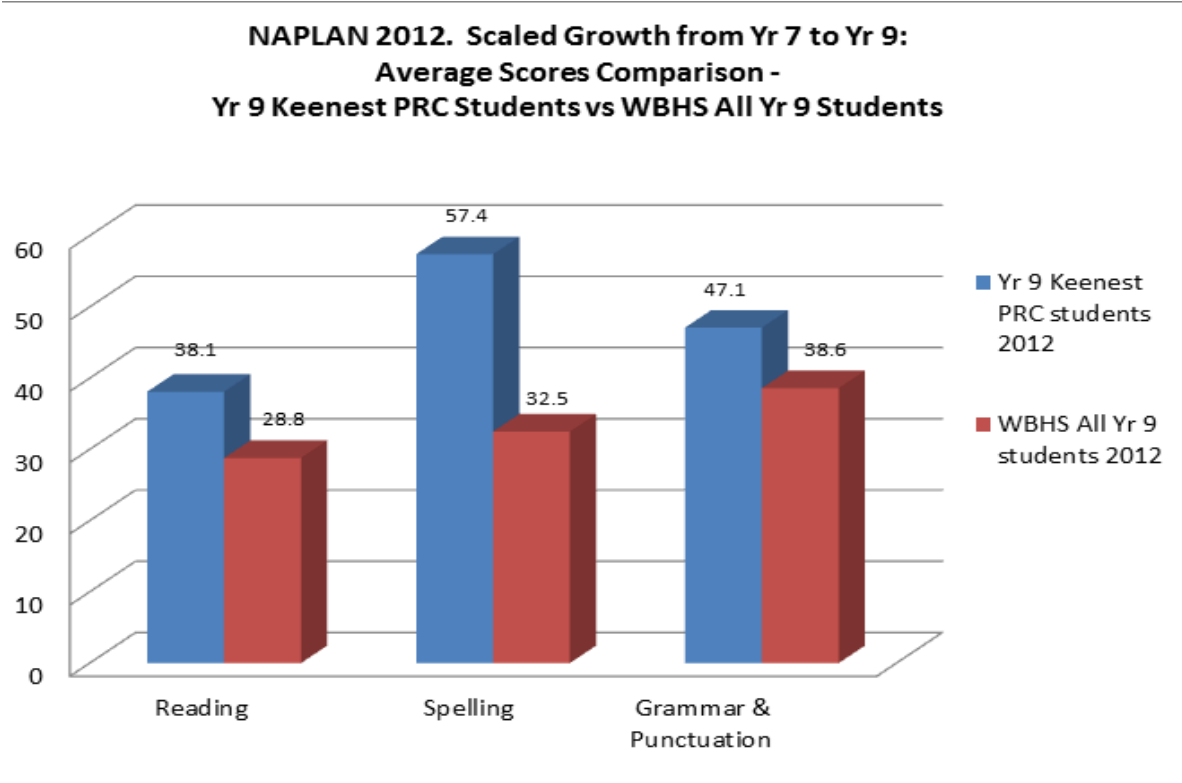
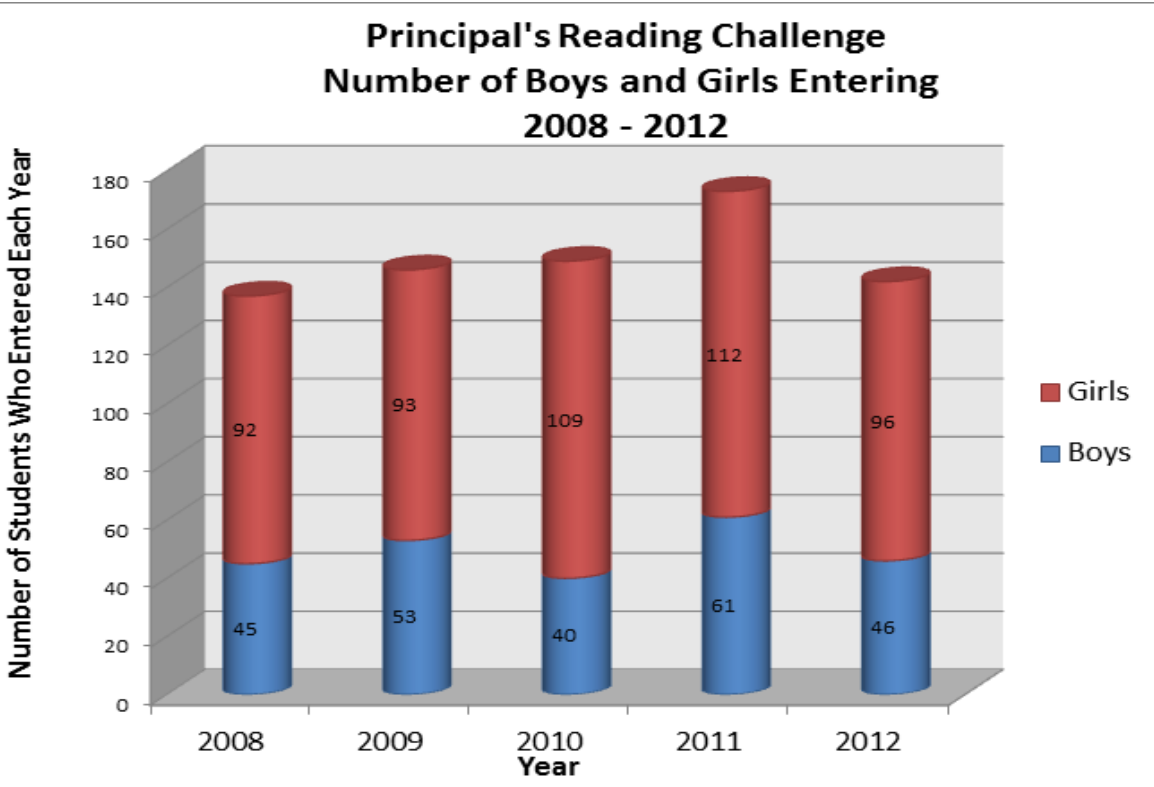


all Year 9 students across all subjects;

- Conducted a comprehensive evaluation of the Year 8 Literacy Program that resulted in a range of recommendations for modifications and improvement that will be implemented in 2013. Feedback was received from 75% of the program’s participants.
- Utilised NAPLAN data to inform the development of a differentiated Literacy Program to be embedded in the Year 8 Science program in 2013.

**In Library & Digital Literacy**

- Implemented the Principal’s Reading Challenge with 46 boys and 96 girls 7-12 involved in this initiative.
- SMART data analysis of the fifteen most prolific Year 9 readers in the 2012 Principal’s Reading Challenge demonstrates growth for this group compared to the rest of Warners Bay High School’s Year 9 students:
- In Reading - the PRC keenest scored an average of 38.1, and WBHS Year 9 scored 28.8
- In Spelling - the PRC keenest scored an average of 57.4, and WBHS Year 9 scored 32.5
- In Reading - the PRC keenest scored an average of 47.1, and WBHS Year 9 scored 38.6
- A total of 2757 books were read and entered by students in the Principal’s Reading Challenge. This is the highest number of books ever entered, and is an increase from the 2011 tally of 2421 books.



**Focus on Reading**

- Received a \$20000 grant to implement the Focus on Reading Program across the Local Management Group as part of the Years 3-8 Middle Years Project. As part of this process the Focus on Reading Project:
  - Delivered 20 hours of training in Modules 1, 2 and 3 of the Focus on Read-



ing 3-6 program to 67 staff across the five schools in the LMG.

- Formulated a timetable for Term 3 for the five schools in the LMG to implement the Super 6 Strategies.
- Gathered data from 90 students in Years 7 and 8 students via a reading survey and presented the results of this survey to the WBHS staff involved in the Focus on Reading program.
- Taught explicitly the Super 6 Strategies to 90 students in Science, History and Geography with the Year 7 EEE, Year 8 EEE and Year 8 Advanced Studies classes.
- Designed and implemented a range of activities to facilitate the effective transition of students from Year 6 to 7.

**Staff Welfare**

- Continued organisation of weekly faculty driven morning teas for the whole staff resulting in increased staff interaction and engagement and improvement of morale.
- Continued organisation of annual Football Tipping competition resulting in staff interaction, socialisation and the development of opportunities to encourage staff relationships.
- Staged the World’s Biggest Morning Tea to raise money for the Cancer Council and raise awareness of social and community responsibility.
- Continued organisation and provision of luncheons for the whole staff at the end of term giving staff opportunities to socialize, farewell colleagues and relax.

**Co-Curricular**

**Sport**

- Celebrated the awarding of two CHS Blues Awards for Softball and Trampoline sports, one CHS Sports Award for diving and two CHS Special Mention Awards for Diving Official and Gymnastics Official.
- Concluded 2012 with a very successful year in Combined High Schools (CHS) sports with state medals being awarded to the 500 participating students across 28 school teams.
- Celebrated the awarding of eighteen Regional Blues - 3 Football; 2 Swimming; 2 Basketball; 3 Softball; 2 Athletics; 1 Trampolining/Aerobics; 1 Netball; 2 Water Polo; 1 Sailing and 1 Touch Football.

**Creative and Performing Arts**

- Encouraged the development of areas of responsibility within the CAPA faculty with regard to the implementation and communication of information to each other and to the wider community via the school website, Bay Bulletin and Communicator.
- Reviewed assessment tasks and programming to include creative opportunities such as theatre performances and exhibitions.
- Provided opportunities and encouragement for students to enter competitions in Visual Arts. This resulted in:
  - a Year 12 Visual Arts student winning the National Moran Photographic prize of \$5,000.00.
  - Year 10 Photography and Digital Media students placing first and second in the state wide Face Art photographic competition.
- Facilitated student entry into the Annual Morpeth Tea Pot exhibition, providing Year 10 Ceramics students with the opportunity to exhibit alongside practising artists in a commercial gallery.
- Entered 21 Drama students in the Mental Health initiative, Mind Play.
- Entered Year 7 Visual Arts students into the Art Attack Artmaking competition, with 7 WBH students having their work published in the annual Art Attack journal.
- Entered 20 Year 10 students in the regional Dance Festival and Starstruck.
- Entered the School Concert Band and Stage Band in the Regional Band Fest and numerous playouts at Warners Bay Foreshore.
- Entered the Senior and Junior Choir in Choral Fest achieving 1st place, and IN Concert, and facilitated the participation of individual students in Hunter Singers.
- Continued Twilight Concerts at Warners Bay Performing Arts Centre to provide opportunities for best practice and to allow students and the community to engage in performance.
- Staged the School Musical Mad Teen Revue which involved over 80 students and 15 members of staff.
- Conducted three Music/Art/Drama evenings and one Soiree Evening involving over 150 performers that was watched by over 600 parents and community members.
- Introduced the first short film festival with 55 entries being submitted across the categories of Narrative, Stop Motion, Computer Animated and Music Parody.
- Organised the film festival to showcase the shortlisted films with 150 students attending the awards presentation for the finals in each category.



English

- Supplemented the teaching programs and class work activities of the faculty by facilitating the following activities:
  - 52 Year 7 students attending a performance of Hitler’s Daughter
  - 60 Year 8 students attending the Monty Pryor performance
  - 48 Year 8 students attending a performance of Honey Spot
  - 102 Year 9 students attending a performance of Romeo and Juliet
  - 140 Year 10 students attending a performance and workshop entitled “Heroes”
  - 52 Year 10 students attending a performance of Macbeth
  - 52 Year 12 Standard students attending a performance of Pygmalion
- Participated in the 2012 International Competitions and Assessments for School Writing resulting in 6 Distinctions, 7 Credits and 6 Participation certificates for the 19 students who entered the competition from Years 7,8 and 9.
- Participated in the 2012 English International Competitions and Assessments for Schools. 29 Students from Years 7, 8, 9 and 10 entered the competition resulting in 4 Distinctions, 9 Credits and 16 Participation certificates being awarded.
- Participated in the NSW Premier’s Debating Challenge with the Year 8 and Year 10 teams qualifying for the regional semi-finals.



Social Science

- Participated in the NSW Law Society Mock Trial Competition with successful rounds against St Edwards College, Gosford, Lake Macquarie High School and Newcastle High School.
- Organised 30 Year 8 Commerce students to undertake a guided tour of McDonald’s to assist them in gaining a deeper understanding of the workings of a successful franchise.
- Co-ordinated a visit to Newcastle Court House during Law Week for 22 Year 10 Commerce students where they had an opportunity to watch a criminal trial in the Supreme Court with a Supreme Court judge and jury.
- Organised a visit to Maitland Gaol and a trip to the Police and Justice Museum, Sydney for 39 Years 9 and 10 Commerce students to enhance their knowledge of crime, punishment and court procedures.
- Facilitated the annual Bizfair day where the Year 9 Commerce cohort were responsible for the production, marketing and selling of goods to the school’s staff and students.
- Provided regular opportunities for Marine Studies students in Years 8 and 9 to visit the foreshore area of Warners Bay to collect marine specimens and conduct swim tests at Coughlan’s pool.
- Co-ordinated an excursion for 50 Year 8 students to fish at Newcastle Foreshore and visit the Maritime Museum.
- Provided an opportunity for 45 Year 8 Marine Studies students to visit the Sydney Aquarium and IMAX theatre to watch ‘Under the Sea’.
- Organised an excursion for 29 Years 9 and 10 Marine Studies students to the Shark and Ray Centre and the Tailor Made Fish Farm to enhance their understanding of aquaculture.
- Provided an opportunity for 20 Year 9 Marine Studies students to undertake snorkelling lessons and apply their skills at Swansea Heads.
- Co-ordinated and conducted a Year 9 Marine Studies fieldwork trip for 20 students to the Hunter Wetlands to gather ecological data and participate in canoeing activities.
- Conducted fieldwork trips for Year 10 Geography students to Merewether and Blacksmiths Beach as part of their investigation of the geographical issue: Coastal Management. Students collected data on coastal processes, applying a range of techniques such as measurement, observation and surveying.
- Initiated and conducted a 3 day excursion to Port Stephens for 14 HSC Geography students where they undertook essential fieldwork for the Ecosystems at Risk case study, Stockton Bight, and participated in a range of activities to enhance their



knowledge and appreciation of the local environment. They undertook a National Parks tour of Tomaree Headland, a full day 4WD tour of Stockton Bight; which included sand-boarding and the collection of primary data, as well as undertaking activities such as kayaking, snorkelling, dolphin watch cruising and a visit to the Shark and Ray Centre.

- Conducted fieldwork trips for 14 Year 12 Geography students to the Hunter Valley vineyards and Pyrmont to enhance their understanding of the HSC topics on viticulture and urban dynamics.

**History**

- Facilitated a real life History experience for 200 Year 10 students as part of the Nam Bus and Vietnam Veterans Day
- Organised the visit of James Adams for 200 Year 8 students as part of a Medieval Day
- Witnessed the reality and horror of war from the perspective of a Holocaust survivor at the Holocaust Museum attended by 28 Modern History Students

**Careers and CAT**

- Co-ordinated the involvement of 7 Year 10 boys in the 5 week Participation Pathways that Work course at Belmont and Glendale TAFE colleges during Term 2. Students found the course to be very relevant to them and helped them with planning for participation in TAFE trade and TVET courses in future. This course reinforced the successful apprenticeship application of one student and successful Port Waratah Scholarship application of another.
- Fostered the mentoring of 63 students via the following CATS programs:
  - Bounceback (11 students 5 boys, 6 girls);
  - Stepup (3 girls);
  - Plan-IT youth (26 students - 24 boys and 2 girls);
  - Youth Connections (6 students:5 boys and 1 girl)
- Co-ordinated the involvement of 220 Year 10 students in the QLE program. Students gained career information and planning skills as well as successfully participating in a personal interview with a 3 member panel. Students combined reflection on their learning with an awareness of how this learning assists them in gaining employment-related skills and opportunities.
- Designed and implemented “Vocational Pathways” to allow students to follow a pattern of study that allows for transition to the workplace whilst still engaged in schooling at WBHS, for example:
  - 7 School based Traineeships (1 Marine Engineering, 1 Office Administration,

4 Retail, 1 Transport and Distribution).

- 2 Special Pathways for Youth (SPY) programs with the TAFE Hairdressing Faculty to allow for acceleration of student study in the TVET course to achieve a Certificate II qualification in one year.
  - Combination of part-time (Non HSC Credential) school curriculum, with Structured workplace learning for 3 students which have been coordinated in Work Studies subject to gain specific “on the job ”Employment skills in conjunction with school education.
- Participated through membership and attendance by both Career Advisers, the Hunter Valley Careers Advisers Association meetings once per term and TPL activities. Attendance of both Career Advisers at NSW CAA Annual Conference workshops and activities / visits. Attendance of Transition teacher at CATS Conference during Term 4. Participation of Career Advisers in Regional TPL days. Attendance at 3 University Careers Adviser Information Days. These activities have meant that the CATS team is current with new programs and trends in careers education and also current with information for students and staff. These activities have also allowed CATS team members to establish, maintain and foster important networks needed to ensure students have access to courses and program on offer.
  - Received \$1000 funding from Lake Macquarie Council for a gardening project which involved nine students at risk of not completing a full secondary education and three local Landcare Community workers.

**Teaching and Learning**

- Utilised a new reporting program (SBSR) for 1342 students distributing more than 18000 individual course reports.
- Hosted six International Students: two students from China, one of whom successfully completed his studies for the HSC in 2012; two Year 11 students from Brazil; and two Year 10 students from Hakodate, Japan.
- Enhanced staff knowledge and understanding of giftedness and talent, and their capacity to challenge students appropriately, through participation in professional development workshops and regional conferences;
- Received 81 applications for the Year 7, 2013 Triple E program from Year 6 students enrolled at 14 different primary schools.
- Developed and successfully implemented a GATS Immersion Day to further inform the selection process for the Year 7 2013 Triple E program.
- Successfully conducted the Year 7 2012 Triple E program as a cross-curriculum undertaking with the direct involvement of fourteen members of staff who provided instruction and acted as mentors, and the support of many more.



- Successfully conducted the Year 8 Triple E program with the direct involvement of four members of staff and the support of many more, using the production of the Warners Bay High School Magazine as a vehicle for teaching and learning a range of academic and computing skills.
- Celebrated the achievements of our Year 7 Triple E students with a Presentation Evening that attracted the support of 108 members of the broader school community.
- Celebrated the achievements of our Year 8 Triple E students with a Presentation afternoon that was attended by 88 family members, friends, staff and students.
- Utilised SMART data to confirm the efficacy of the Year 7 Triple E selection process. Established that the Triple E students scored a mean 92.2 points above the State average in Reading; 64.6 points above the State average in Writing; 59 points above the State average in Spelling; 87.6 points above State average in Grammar and Punctuation; and 108.9 points above State average in Numeracy.
- Utilised SMART data to monitor the progress of former Year 8 Triple E students. These students continue to comprise approximately 70% of the top performers in the Year 9 Literacy and Numeracy NAPLAN tests. Of the 29 former Year 8 Triple E students, 72.5% exceeded expected growth in Numeracy; 65.5% exceeded expected growth in Spelling; 65.5% exceeded expected growth in Grammar and Punctuation; and 59% exceeded expected growth in Reading.
- Facilitated the successful participation of 69 students in the Reading, Writing and Science categories of the International Competitions and Assessments for Schools (ICAS) run by the University of New South Wales.

Languages

- Organised ESL and other support for two students from Hakodate, Japan using the skills of our native Japanese tutor.
- Raised the profile of Asian Literacy and inter-cultural awareness by hosting: 22 students from Suginami High School, Tokyo for two weeks; 3 students from France for four weeks; and 2 students from Hakodate, Japan for one term.
- Immersed 34 students of French in language and culture study by travelling to France for two weeks.
- Immersed 20 students of Japanese in language and culture study by travelling to Japan for two weeks.
- Continued attendance by the HSC French students at Café Bla-bla to extend their linguistic skills.
- Facilitated tutorial sessions for HSC students of Japanese and Chinese to extend their linguistic skills and prepare them for their HSC language exams.

- Organised and participated in the Hunter Region Year 10 French Activity Day to encourage further study and enjoyment of the French language.
- Assisted with the organisation of one student to spend time in France in a host family situation during the Christmas vacation.
- Provided all French classes with immersion and cultural awareness opportunities with the presence of a French assistant teacher.
- Provided all senior students with weekly tutorial opportunities through Café Jagaimo.

Extra Curricular

English

- Entered a Year 7 and Year 8 team in the Premier’s Debating Challenge. The Year 8 team qualified for regional semi-finals
- Entered a Year 9 and Year 10 team in the Premier’s Debating Challenge. The Year 10 team was regional semi-finalist.
- Co-ordinated 50 Year 12 students attending a Creative Writing workshop.
- Co-ordinated 17 Year 10 students attending a Creative Writing workshop.

Science

- Provided an opportunity for 35 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 first year laboratory. 20 students attended the Physics workshops and 15 students completed the Chemistry tasks.
- 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. 75 Biology and 15 Senior Science 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 12 Year 12 Chemistry students to support and enhance their knowledge of the HSC Chemistry Shipwrecks and Salvage elective. This has given students the ability to develop essential knowledge and practical skills.
- Co-ordinated an excursion to Taronga Park Zoo. 32 Year 12 students and 3 staff participated in the Taronga Snooze program. The Taronga Snooze experience allows the students to participate in a variety of activities including a nocturnal tour of the zoo, hands on exposure to snakes, frogs and animal remains, a behind the scenes tour of the enclosures and a feeding experience with the giraffes.



- Co-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 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.

Whole School

- Organised a Term 1 meeting attended by 70 Year 7 parents to welcome parents to the school, hear from Year Advisers as to how their students have settled into High School, discuss the school's bullying policy and experience some of the activities planned for the Year 7 Focus Day.

Careers and CAT

- Published Year 12 (2011) post school destination data and report on trends from that data with 98% of students contacted by the Careers Adviser. Data was used at Student Information Evenings in Careers lesson and during Year 10 subject selection information evenings and student interviews.
- Registered 7.41% of students enrolled at WBHS in the Premiers Volunteering Challenge, leading to the award of 29 Certificates ( 1 Black Opal, 1 Diamond, 1 Gold, 3 Silver, 23 Bronze). Students have been recognised for their involvement in volunteering activities both within the school and in the broader community.
- Organised the attendance of WBHS students in a variety of activities:
  - 274 Year 10 students attended Newcastle Career expo (Term 2),
  - Approximately 350 people attended the Year 10 Subject Information and Mini Career Expo Evening (Term 2)
  - 35 Year 9 Students participated in the Newcastle Try a Skill day (Term 3)
  - 22 Year 10 students visited the Central Coast Career Expo (Term 2)
  - 198 Year 10 students attended the Tertiary awareness excursion at either UoN or Hunter TAFE (Term 4)
  - 63 Year 12 students participated in the Newcastle University Year 12 Day
  - 9 indigenous students participated in the Indigenous Student's Career Expo (Term 4)
  - Year 10 classes received 16 periods of Career Pathway planning lessons through Careers lessons and QLE sessions.

- 74 students ( 62 Year 10, 7 Year 11, 2 Year 12) participated in Work Experience activities during the year
- 19 TVET students undertook 35 hours of Structured Workplace Learning with employers over the year to gain practical skills to complement theory.
- 14 Year 11 Work Studies students undertook Workplace Learning during Term 2 in lieu of classroom lessons, to gain practical employment related skills.

All of these activities allowed students to investigate and refine their career aspirations, plans, skills and pathways needed for their chosen career. Student and parent anecdotal evidence, combined with Workplace evaluations by employers, TVET and Work Studies teachers, showed that the Careers program is both useful and meaningful to students.



Library

- Reached Round 3 in the NSW Junior State League Chess Competition and Round 3 of the State Knockout Competition.
- Reached the State Semi Finals in the Sydney Academy of Chess One Day Tournament. This was the first year WBHS has entered this competition.
- Organised the School Chess Championships Round Robin Competition with 28 students entering the competition.
- Co-ordinated the School Checkers Championships with 39 students competing.
- Conducted a Swiss style Speed Chess Competition using chess clocks for the first time. 30 students entered this competition.





Aboriginal Education

- Organised the purchase of sixteen fictional and four graphic novels covering Indigenous issues such as identity and culture.
- Succeeded in having one student selected into the Girl’s Choices Residential Summer School Program at Newcastle University.
- Organised five Junior AECG meetings with up to 20 Indigenous students attending each meeting. Elected Executive members across all Year groups to co-ordinate meetings and activities.
- Organised for two students to attend the Regional Aboriginal Student Leadership Forum.
- Facilitated the continuation of the Homework Hub with an employed tutor and twelve student volunteers.
- Succeeded in having 8-10 Aboriginal and Non-Aboriginal students attend the Homework Hub each week.
- Provided the opportunity for 22 Aboriginal and Non-Aboriginal students to be involved in the production of a music video for the Gen1 Video Competition.
- Organised for 10 Aboriginal students from WBHS and 5 Aboriginal students from our feeder primary schools to visit the Lake Macquarie Art Gallery.

Creative and Performing Arts

- Continued investigation of indigenous concepts through the Creative and Performing Arts through programming and cultural experiences
- **Careers and CATS**
- Facilitated 9 Indigenous students participating in the Newcastle Indigenous Student Career Expo (Term 4)
- Arranged for 2 Indigenous students to become engaged in School Based Traineeships through the Aboriginal Employment Strategy.





