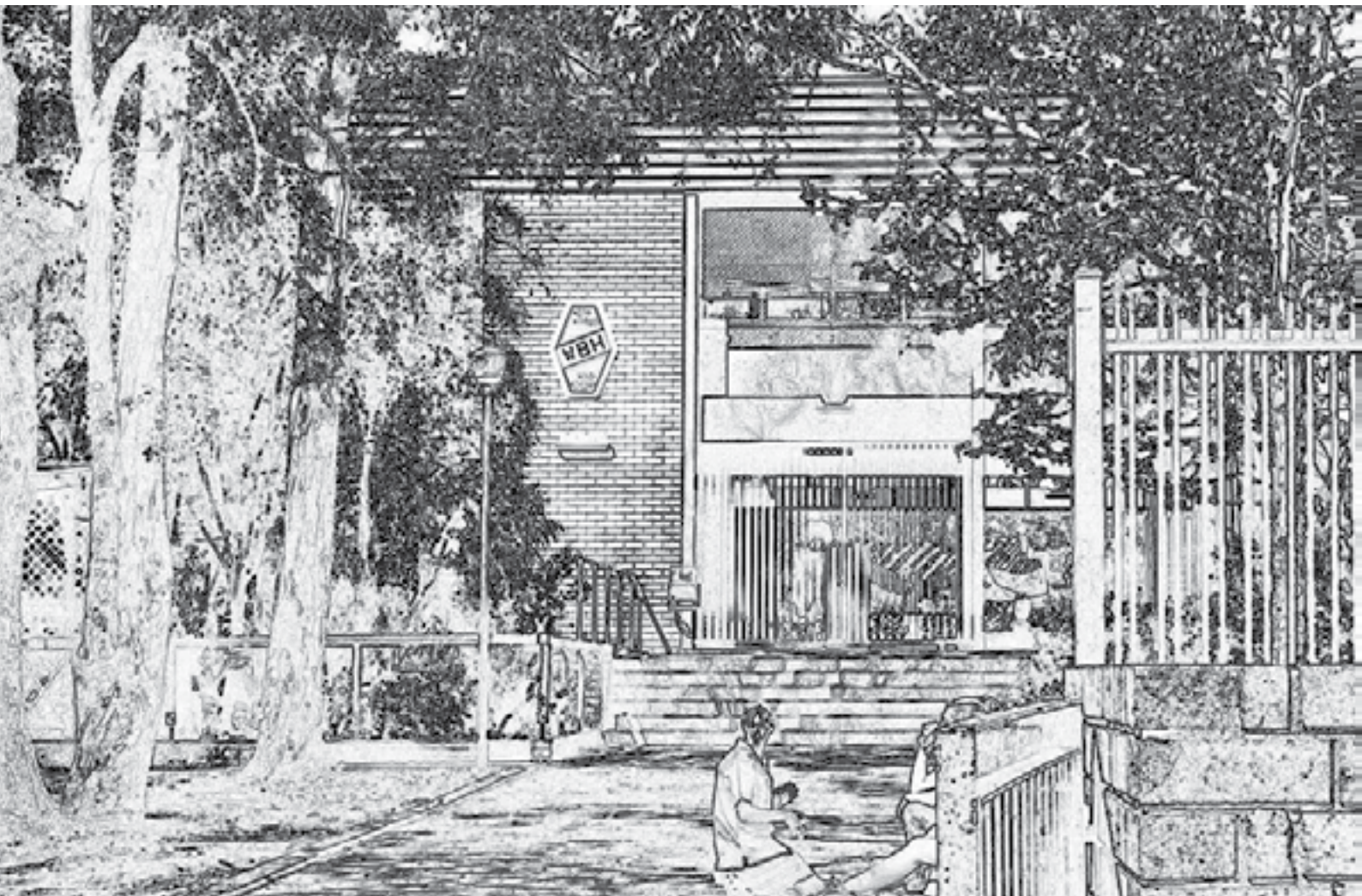




A SUMMARY  
of the  
ACADEMIC, SPORTING AND CULTURAL  
ACHIEVEMENTS  
at  
WARNERS BAY HIGH SCHOOL  
2013





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# WARNERS BAY HIGH SCHOOL

## ACHIEVEMENTS 2013

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



School Captains 2013:  
Iona McNab and Luke Coleman  
with Dr Sharon Parkes (Principal)



Student Executive 2013:  
Front Row: Abbey Bromley, Tanisha Brown, Iona McNab (C), Luke Coleman (C), Nick Holmes, Ellen James, Lauren Bryant and Emma McKenzie-Low  
Back Row: Mark Peters, Siobhan Hull, India Monaghan, Jackson Vaughan, Luke McIvor, Jordan Elliott, Georgia Fisher and Dr Sharon Parkes (Principal)

# School Identified Priority

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

## 2013 HSC RESULTS

### ACHIEVEMENTS:

- Celebrated the pre-selection of two HSC Visual Arts students' Bodies of Work for ARTEXPRESS 2013. In 2013, 9339 students submitted Bodies of Works for Visual Arts examination with 305 students' works nominated for ARTEXPRESS. From these nominations, 225 Bodies of Work were selected to create eleven exhibitions representing schools from across NSW. Within this, two WBHS students' works were included in Artexpress 2014. The student's artworks Melancholia and A line is a dot that went for a walk will be exhibited at the Hazelhurst Regional Gallery and Arts Centre, Maitland Regional Art Gallery and the Art Gallery of NSW.
- Congratulated the outgoing 177 Year 12 students for their HSC results with 53 Band 6's and 223 Band 5's being awarded across 33 courses.
- Celebrated the announcement of 53 mentions in the Board of Studies' "Distinguished Achievers" list. The Distinguished Achievers achieved outstanding success across 21 courses - Business Studies (5); Software Design and Development (1); Visual Arts (7); Mathematics Extension 1 (3); Community and Family Studies (3); Industrial Technology (4); Biology (2); Geography (2); Mathematics (2); English Extension 1 (1); Legal Studies (2); Modern History (3); Society and Culture (2); Senior Science (8); English (Advanced) (2); Entertainment Industry Examination (1); General Mathematics (4); English Extension 2 (1); Chemistry (1); Textiles and Design (1)
- Celebrated the nomination of two Industrial Technology - Automotive students' Major Design Projects into 'Intech'. Four students from 19 gained Band 6.



## 2013 HSC Results

Subject	Band 6	Band 5	Total Band 5/6 %	State Band 5/6 %	Comments
Ancient History	0	8	38.09	34.44	
Biology	2	15	34	32.93	1 student within 1 mark Band 6 1 student within 2 marks Band 6
Business Studies	5	6	40.73	34.85	
Chemistry	1	4	29.4	41.63	2 students within 2 marks Band 6
Community&Family St	3	11	56	33.74	
Design & Technology	0	1	11.11	37.02	
Drama	0	6	31.57	43.51	
Engineering St	0	2	28.57	30.27	
English Advanced	2	22	32.86	42.96	1 student within 1 mark Band 6
English Standard	0	5	7.14	6.83	
Food Technology	0	8	38.09	28.07	1 student within 1 mark Band 6 2 students within 2 marks Band 6
Geography	2	2	30.76	39.77	
Hospitality	0	0	0	30.06	
Industrial Technology	4	7	57.89	29.83	1 student within 1 mark Band 6 1 student within 2 marks Band 6
Japanese Continuers	0	0	0	54.62	
Legal St	2	3	50	42.57	
Mathematics	3	7	30.30	49.24	
General Mathematics	2	11	12.14	20.83	2 students within 2 marks Band 6
Modern History	3	11	45.15	47.17	1 student within 1 mark Band 6
Music 1	0	9	64.28	58.89	1 student within 2 marks Band 6
PDHPE	0	6	15.78	28.39	
Physics	0	4	16.66	33.36	
Senior Science	7	6	44.81	38.74	1 student within 2 marks Band 6
Society & Culture	2	5	70	47.54	
Software Design & Dev	1	2	60	29.52	
Textiles & Design	1	3	40	34.88	
Visual Arts	7	28	67.3	51.44	2 students within 1 mark Band 6 2 students within 2 marks Band 6
Chinese Beginners	0	1			
Tourism & Events	0	2			
Retail	0	3			
Entertainment	1	2			
Electrotechnology	0	1			
Business Services	0	1			
	E4	E3			
English Ext 1	1	4	71.42	88.34	1 student within 1 mark E4
English Ext 2	1	4	100	77.89	
History Extension	0	3	100	73.93	
Mathematics Ext 1	3	6	81.81	83.54	
Mathematics Ext 2	0	4	66.66	87.17	
<b>Total</b>	<b>53</b>	<b>223</b>			

**Above State Band 6/E4:** Business Studies, Community & Family Studies, Geography, Industrial Technology, Legal Studies, Senior Science, Society & Culture, Software Design & Development, Textiles & Design, Visual Arts

**Above State Band 5&6/E3&E4:** Biology, Business Studies, Community & Family Studies, English Standard, English Ext 2, Food Technology, Industrial Technology, History Extension, Legal Studies, Music 1, Senior Science, Society & Culture, Software Design & Development, Textiles & Design, Visual Arts



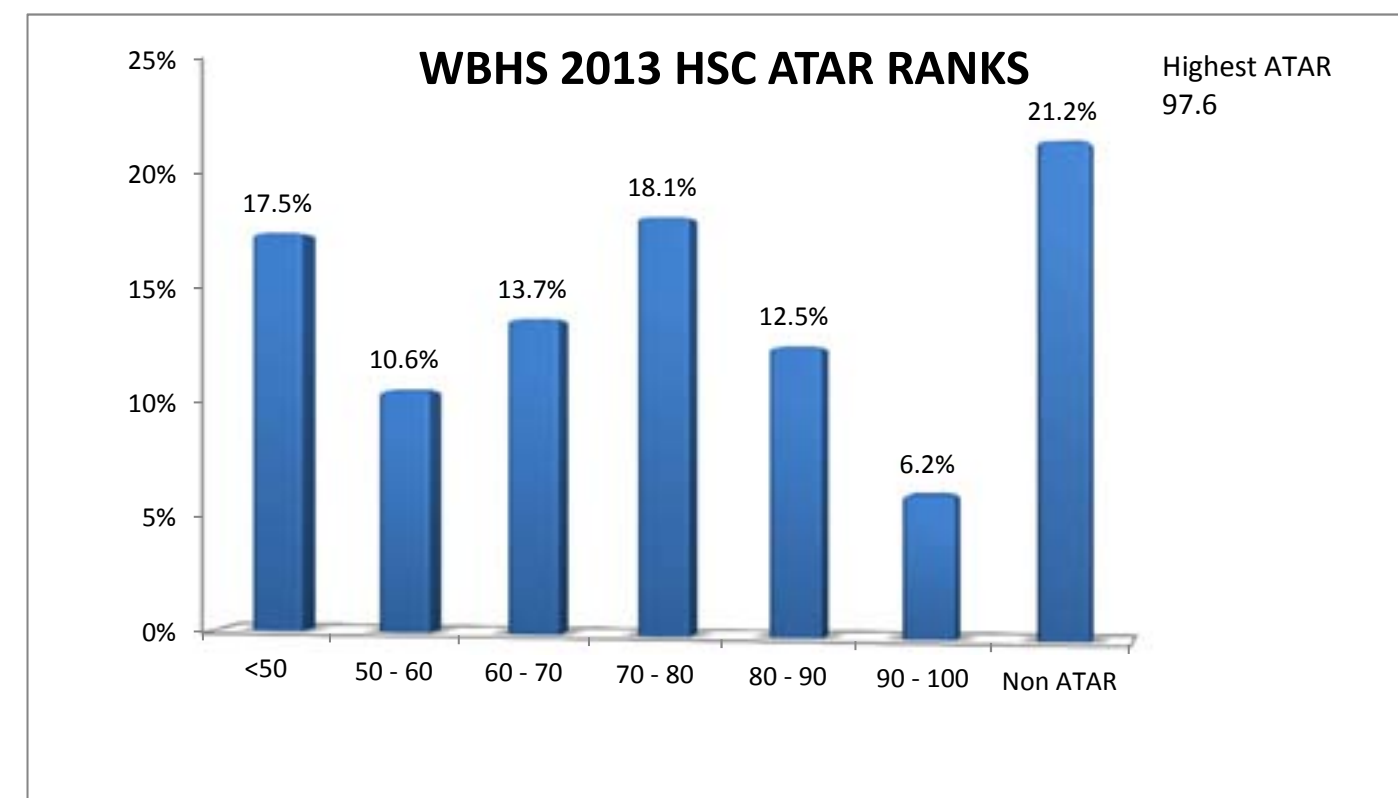
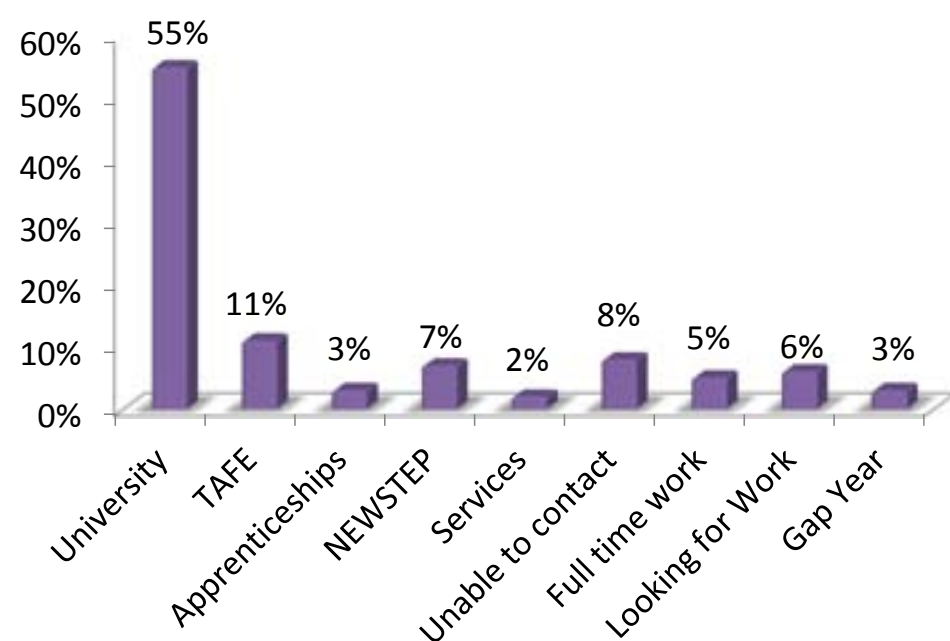
## Post School Destinations Year 12, 2013

UNIVERSITY		TAFE / COLLEGE	SERVICES / OTHER	EMPLOYMENT
Languages	Radiation	Vet nursing	Army x 2	Medical Receptionist
International Studies	Vet Science	Computing	Fashion Institute	Investment
Engineering x 14	Construction	Fitness	Navy	Part-time x 5
Teaching x 10	Justice / Policing	Childcare	Apprenticeship x 3	Dental assistant
Arts x 13	Science – Geology	Design	Plasterer	Marketing
Health/PE	Science	Animal Care	Drama College	Building
Newstep x 12	Social Work	Retail/Pharmacy	Traineeship	Photography
Psychology x 7	Occ. Therapy	WH&S		
Nursing x 3	Criminal Justice	Sound Production		
Marine Science	Biomedical Science	Industrial Design		
Business/Commerce x 5	Podiatry x 2	Early Childhood		
Business x 3	Environmental Science	Massage Therapy		
Audio	Industrial Design			
Communications x 4	Maths		GAP YEAR X 5	
Physiotherapy	Biotechnology		LOOKING FOR WORK X 9	
Fine Arts x 1	Food/Nutrition x 3		UNKNOWN x 10	
Law				
Social Science				
Medical Radiation				

### In summary

180 students sat the HSC in 2013. the post school destinations are very similar to the Year 12 2012 cohort with the percentages of students going to university and TAFE. In comparison to the 2012 group, less students undertook full time employment and a smaller number of students took a gap year. Interestingly, 13 students undertook NEWSTEP as an entry point for university studies.

Within the Bachelor of Engineering, students chose a wide range of options including civil, software, mining, electrical, mechanical and mechatronics.



### Record of Secondary Achievement (RoSA)

- Awarded percentages for Grade A's as follows: English 10.3%; Science 8.6%; Australian Geography 10.0%; Australian History 7.9%; Commerce 21.0%; French 19.4%; Japanese 45.4%; Food Technology 19.2%; Industrial Technology (Automotive) 12.5%; Industrial Technology (Timber) 19.1%; Information and Software Technology 21.2%; Textiles Technology 27.7%; Drama 27.7%; Music 23.9%; Photographic and Digital Media 46.6%; Visual Arts (200 hours) 48.3%; Visual Arts (100 hours) 50.0%; Mathematics (200 hours) 8.2%.

### In English

- Reviewed and aligned Stages 4 and 5 teaching scope and sequences and programs to the New Australian National Curriculum Stage 4 & 5 English syllabuses.
- Modified existing programs and created new teaching programs for the new Australian National Curriculum Stages 4 and 5 English Syllabus
- Adjusted the teaching cycle, compacting some modules to ensure more time for the explicit teaching of higher order synthesis responses for the Area of Study.
- Analysed the RAP package, identified weaknesses and adjusted the teaching cycle to extend the time spent on those units targeted for improvement.
- Modified junior programs to include the explicit teaching of literacy skills identified as areas of weakness in NAPLAN analysis.
- Implemented 40 individual weekly mentoring sessions for Extension I and 30 weekly

mentoring session for Extension II students to monitor progress, incorporating appropriate interventions, to consolidate foundation skills for the course.



- Provided vacation seminars for 20 HSC English Standard Course students
- Provided 13 HSC tutorials in Supporting Writing, Area of Study and Area of Study Creative Writing for 130 students.
- Provided professional development of 13 staff in the Area of Study modules through access to a range of written and online material, improving teacher competency.

### In Social Science

- Co-ordinated the implementation of the National Geographic Competition for 57 students from Years 7-12, achieving 4 High Distinctions and 6 Distinctions.
- Analysed NAPLAN data to develop a range of strategies and resources focused on improving the literacy outcomes of students undertaking the Years 7 to 10 Geography courses.
- Identified, through analysis of the RAP package, a weakness in interpreting geographical data. Changed the Year 10 Geography Yearly Examination and Preliminary Assessment Task 1 to incorporate a Broadsheet, and implementing a Stimulus Creation Project for the Geography Bridging Course to strengthen areas of identified weakness.
- Provided opportunities for 60 students to attend HSC lecture days to increase the depth of students' knowledge and understanding of course content and their awareness of examination techniques in Geography, Business Studies, Legal Studies and Society and Culture.
- Implemented a structured student feedback process on the Society and Culture PIP, incorporating a timetable with explicit completion dates. Identified areas of weakness in social and cultural research methodologies in the Preliminary Course and provided modelling, and fieldwork opportunities.
- Organised faculty evaluation days to assist Year Co-ordinators and staff to improve faculty programs and assessment tasks in Geography that explicitly reflect the Quality Teaching Model.
- Analysed faculty assessment data on Stages 4 and 5 Geography to identify key areas of weakness in student learning outcomes. Changed the structure, description, tim-

ing and marking criteria of specific tasks for 2014.

- Facilitated individual, holiday and Term 4 tutorials for HSC students in Business Studies, Legal Studies, Geography and Society and Culture.
- Utilised the expertise of two HSC markers in Business Studies to provide intensive individual mentoring for Preliminary and HSC students to improve exam techniques.
- Provided an easily accessible and timely source of information and advice to HSC Business Studies students through a Facebook page. The effectiveness of this strategy was evident in 100% class enrolment and usage for notifications, study summaries and Q&A style forums.

### In PDHPE

- Analysed student performances in the HSC and NAPLAN, using BOS and DEC software packages, resulting in the identification of areas of weakness and the development of strategies to address these areas, eg. extended writing.
- Developed an 'Enhancing Your Extended Writing' booklet to distribute to 38 HSC students to assist in improving their ability to construct longer responses in the HSC.
- Amended current Years 7 and 8 classroom activities to incorporate components of the 'Super Six Strategies', such as VIPs, summarising and predicting resulting in enhanced comprehension capabilities amongst students. These strategies are integral to the whole school literacy teaching approach
- Enhanced the functionality of the lower school oval by installing a 'pop-up' sprinkler system to ensure a consistent grass cover is maintained, resulting in access to a safer and more productive space for physical activities, utilising a funding grant from Lake Macquarie City Council.
- Added three new infant simulators, purchased through P&C funds, to enhance parenting outcomes in Child Studies

### In Languages Other Than English (LOTE)

- Merged current French programs with new ones, incorporating more ICT strategies and resources.
- Continued to strengthen the links between the local French community, the University of Newcastle French Department and Warners Bay High School with Café Blabla 19 students and 44 Year 10 French students were involved in the Activity Day; 400 students participated in Crepe Day, and many students gained access to native speakers/tutors and assistant teachers.





- Provided continuity and access to the tertiary study of French for 66% of the 2012 HSC French Continuers cohort.
- Provided continuity and access to the tertiary study of Japanese for 100% of the 2012 HSC Japanese Continuers class.

### In Numeracy

- Collated numeracy survey results from all KLA's to provide a scope and sequence for the teaching of numeracy across the school and to identify areas of weakness. This data will drive the National Numeracy Improvement Project in 2014.

### In History

- Analysed RAP package, targeting weaknesses, most notably Modern History Part One of the Personality question.
- Practiced, through a scaffolded structure in Year 10, this style of question in the first assessment task. This resulted in improved responses in this area.
- Improved This is Your Life and Time Traveller assignments through the use of scaffolded responses. This resulted in improved assignment outcomes.
- Participated in HSC Modern History marking, resulting in an increased understanding of assessment standards.
- Provided professional development for History staff in relation to the requirements of Source Analysis Skills based on HSC marking experiences.

### In TAS

- Celebrated the nominations of two HSC Industrial Technology students' Major Design Projects into 'Intech'. Four students from 19 gained Band 6.
- Provided individual mentoring sessions for 30 HSC students to improve knowledge retention, as well as, improve the quality of project work and long answer exam responses.
- Provided individual mentoring sessions and holiday tutorials for 50 HSC students to improve knowledge retention and examination technique. This resulted in an improvement in the quality of project work and long answer exam responses which had previously been identified as areas for improvement.
- Provided additional weekly tutorials throughout the year for 25 Software Design and Development, Engineering Studies, Textiles and Design and Industrial Technology HSC students to improve the quality of project work and extend computer programming skills.
- Provided 30 weekend and holiday tutorials to provide HSC students with greater access to workshops and staff expertise.

- Utilised a previous HSC student as a mentor for current students in Textiles. This resulted in a greater understanding of successful processes in the subject.
- Used Social Media as a learning tool for 12 HSC students to increase engagement in course material and improve links to industry practices.
- Collaborated with the Science faculty to facilitate a Tournament of the Minds team; this involved lunchtime and weekend mentoring and supervision of seven students.

### Whole School

- Initiated and implemented a Year 12 Boys' Mentor Program involving 15 male HSC students whose School Certificate results indicated that they could perform in the top 10% of NSW HSC students and Preliminary Year 11 results indicated that additional support could maximise their potential. The program focused on the use of competition to drive student improvement. From that group there were:
  - 17 Band 6 results (24% of the group scored a Band 6)
  - 38 Band 5 results (54% of the group scored at least one Band 5)
  - 3 out of 15 students gained ATARs greater than 90 (94.45; 93.95; 92.35)
  - 11 out of 15 students gained ATARs greater than 80.
  - 70% of students either improved or maintained their course rank of first or second from their Preliminary results to their final HSC results
  - 52% improved their ranks by more than 5 places.
- Surveyed the mentored boys to determine that they had:
  - found the program beneficial (100%)
  - improved their assessment marks
  - improved their organisational skills, study notes and assessment preparation
  - more thorough preparation and study prior to exams and assessment tasks
  - improved their ability to reflect on their strengths and weaknesses as a learner
  - improved confidence in their abilities



and capacities as learners

- Entered students into ICAS Maths, Spelling, English, Writing and Computer Competitions resulting in: Maths: one High Distinction, one Distinction, 10 Credits and 13 Participation Certificates. Spelling: one UNSW ICAS medal. English: one Distinction, eight Credits and 13 Participation Certificates. Writing: seven Credits and nine Participation Certificates. Computers: one Distinction, four Credits and nine Participation Certificates.
- Implemented holiday seminar programs for 173 HSC students to attend school to strengthen their study program. Tutorials were held for English Standard, Mathematics, Mathematics Ext 1 and 2, General Mathematics, Biology, Physics, Chemistry, Senior Science, Modern History, Ancient History, PDHPE, Community and Family Studies, Business Studies, Geography, Japanese Continuers, Drama, Engineering Studies, Textiles and Design and Software Design and Development.
- Implemented HSC Term 4 tutorial workshops for students to undertake additional support workshops in study periods. Tutorials were held for English, Design and Technology, PD/H/PE, Legal Studies, Engineering Studies, Ancient History, Modern History, all Mathematics courses, Industrial Technology, Senior Science, Textiles and Design, Software Design and Development, History Extension, English Extension, Business Studies, Music, Food Technology, Hospitality, Chemistry, Japanese, Physics, Community and Family Studies, Biology, Society and Culture, Geography and Visual Arts. This resulted in outstanding HSC achievements across all courses.
- Organised the Bridging Course for Year 10 students during the final four weeks of Term 4. Students were placed into their Preliminary courses and provided with the foundation skills for success in the senior year. The average student attendance rate during this successful program was 90%.



## School Identified Priority

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

#### In English

- Continued to facilitate and access informal support within the faculty to develop ICT skills and increase the use of MOODLE.
- Implemented technology-based assessment presentations in the Senior English Studies course.
- Extended the use of digital presentations in the Creative Writing Course.

#### In Social Science

- Facilitated the online submission of the Year 7 and Year 9 Geography projects resulting in increased engagement and ICT skill development.
- Increased the use of data projectors in Social Science lessons through the development of digital presentations utilising Powerpoint and Prezi thereby, increasing student engagement.
- Facilitated the delivery of engaging lessons using ICT with a student-centred focus. Discrete units on Smartboard are evaluated, updated and shared amongst staff.

#### In History

- Incorporated ICT requirements into Year 10 assessment tasks with online activities for the Personality and Event task, Multiple Choice Knowledge task, homework tasks and Migrants task on Moodle including task notification, requirements and resources. Homework tasks and Migrants tasks required the uploading of completed responses.
- Developed new Years 7 and 9 Australian National Curriculum assessment tasks for implementation in 2014 based on ICT skills including the Museum Box for Year 7 on World Heritage Sites and Convicts Slaves in Movement of Peoples Year 9 topic.
- Purchased 5 iPads to help with access to internet resources
- Increased resources on MOODLE





## In Maths

- Developed a stage based ICT task where students in Year 9 were required to complete course work through the use of ICT.

## In PDHPE

- Enhanced the capacity of the PDHPE teaching spaces by installing interactive whiteboards creating the opportunity for greater student engagement and increasing the range of teaching strategies available to deliver lessons.

## In Creative And Performing Arts (CAPA)

- Maintained the development of ICT in classrooms across CAPA with the introduction of iPads for all members of staff and the development of ICT resource sharing amongst CAPA teachers to provide all students with equal and exciting visual and verbal opportunities.
- Introduced Facebook pages for Visual Arts, Music, Concert Band and Choir to increase the visual image of the faculty and individual subjects, and to create a more 21st century form of communication for the reminding students of homework, tutorials, assessment tasks, deadlines, excursions and relevant industry based events that would be of interest. This has resulted in a more responsive approach to all of the items posted.
- Promoted the CAPA faculty consistently on the school website resulting in a very strong visual profile for the school and in turn raising the profile of the faculty and its individual components and events.
- Developed explicit ICT components in all aspects of CAPA programming in both the junior and senior school. Students are able to use a variety of ICT strategies in the development and resolution of all work in CAPA resulting in confident and successful student outcomes across technology and increased engagement measured through classroom observations and work samples.
- Maintained and revised explicit ICT scaffolds across all programming in CAPA, increasing staff confidence and involvement.
- Revised programs in Photography and Digital media to reflect current technological advances which has in turn maintained and strengthened student engagement and success.
- Introduced 'jam hubs' in the Music rooms to maximise space and student engage-



ment in the learning environment. This has provided students with multiple learning centres in the one room.

- Increased the number of boys taking Visual Arts in the senior school by 30% through the application of contemporary digital practice in the Photographic and Digital Media course. This has been transferred into the Stage 6 Visual Arts course. Students have been exposed to a wider scope of artmaking that includes short films, the use of go-pro's, Iphone photography and animation.

## In TAS

- Organised peer coaching and support to increase familiarisation and use of MOODLE amongst faculty staff.
- Organised peer coaching and frequent support sessions on the use and integration of emerging technology tools and skills for successful implementation in learning programs and the overall improvement of teacher confidence in delivering new ICT skills in practical lessons.
- Co-ordinated team teaching of digital media and ICT based lessons to improve teacher's knowledge and skills bases.
- Incorporated meaningful excursions and extension activities to improve learning outcomes, establish a quality learning environment and provide links to industry:
  - 25 students attended the interactive AIE workshop in Sydney to develop 3D models and obtain tertiary/ career information for the interactive entertainment industry.
  - 24 students attended the Game Train incursion to learn computing programming and 3D game development skills; an advanced session was added for Gifted and Talented students.





- 40 students regularly participating in lunchtime Robotics club
- 30 students supervised and encouraged at Computer Club, which is run on a weekly basis at lunch time in the computer lab.
- Implemented and maintained a TV display in E Block to showcase students' achievements and digital project work.
- Used Facebook and Instagram as a communication tool to enhance learning outcomes.
- Secured commercial sponsorship and/or support for students' free access to industry quality software (Jetbrains, Lucid Charts, Unity 3D, Portal for Schools and Bitstrips).
- Procured and initiated the use of new equipment for computing courses to address and explicitly teach emerging technology and 21st century learning skills across all year levels (Robotics, Graphics Tablets, Tablets, Laptops and video cameras).
- Continued use and facilitation of MOODLE with a 15% increase in student participation and online submission of assessment tasks.
- Extended the use of Smart Board technology based lessons in Textiles and Food classrooms.
- Increased use of Web 2.0 and Cloud Computing solutions in learning programs and lessons for computing classes in Years 9, 10 and 11.
- Consistently used social media as a learning tool for HSC students in Textiles Technology and Food Technology to increase engagement in course material and improve links to industry practices.

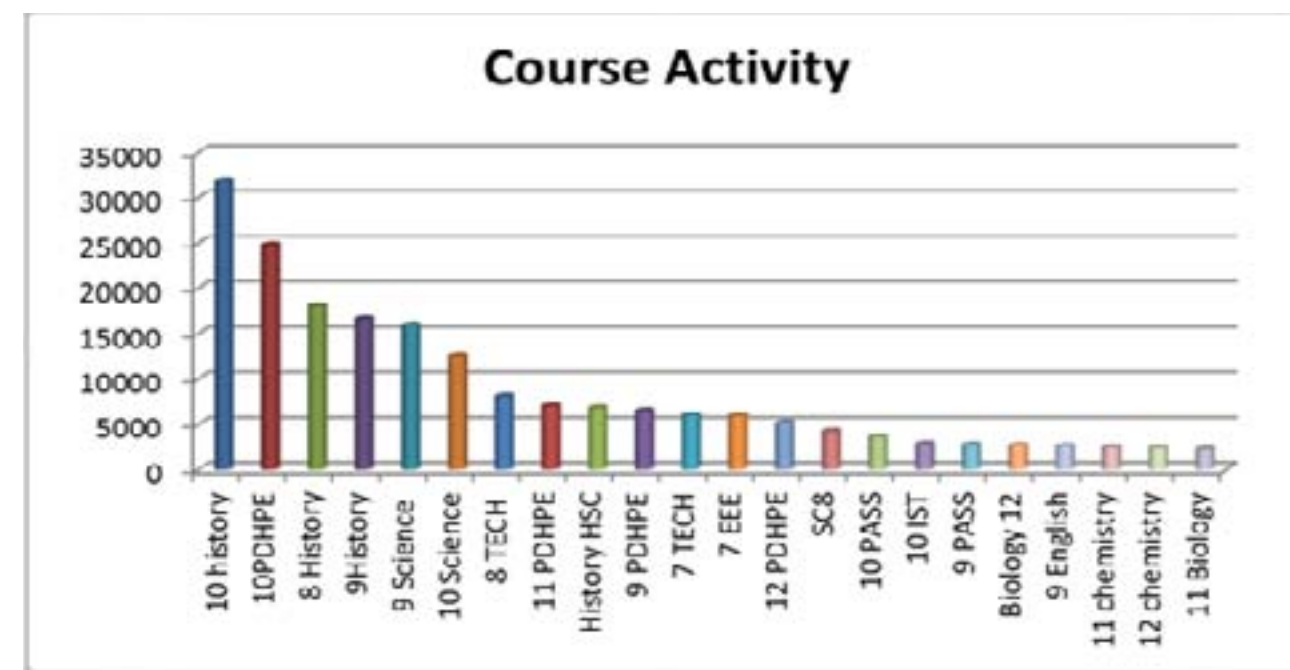
## In Technology

### At the Whole School Level

- Utilised social media to share information via Facebook groups.
- Implemented a Warner's Bay High App on iTunes and Android platforms. 120 downloads have occurred in the first month of use.
- Installed new wireless units in A, F & D Blocks to strengthen existing wireless units. This has increased our capacity to service the internet needs of BYOD devices.
- Upgraded MOODLE to enhance the speed and breadth of courses delivered on line. This allows greater access to online lesson delivery as well as a more engaging interface for students.
- Customised Sentral to include a centralised source of important school links. This includes links for the wider school community.
- Delivered new software additional to the regional images to teacher and student computers through regular updates. This has put us ahead of other schools in terms

of up-to-date licensed software.

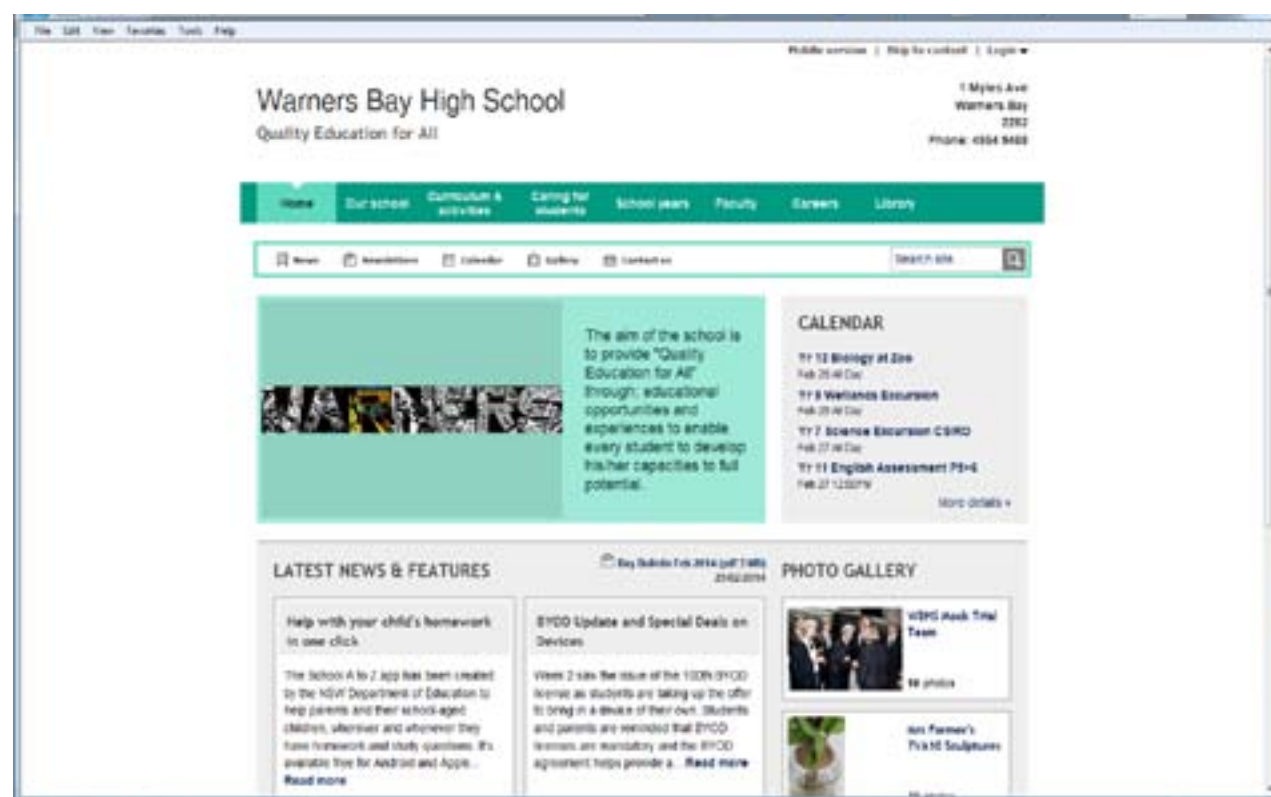
- Articulated the WBHS BYOD policy for implementation in 2014. Students will be allowed to bring their own device and use pooled devices provided by the school as needed.
- Consolidated Warner's Bay High MOODLE as the main source of online learning. MOODLE currently manages 307 digital courses consisting of 465 assignments, 3594 resource files, 172 online quizzes, 27 wiki's, and other activities including journals, workshops, surveys, databases and photo gallery.



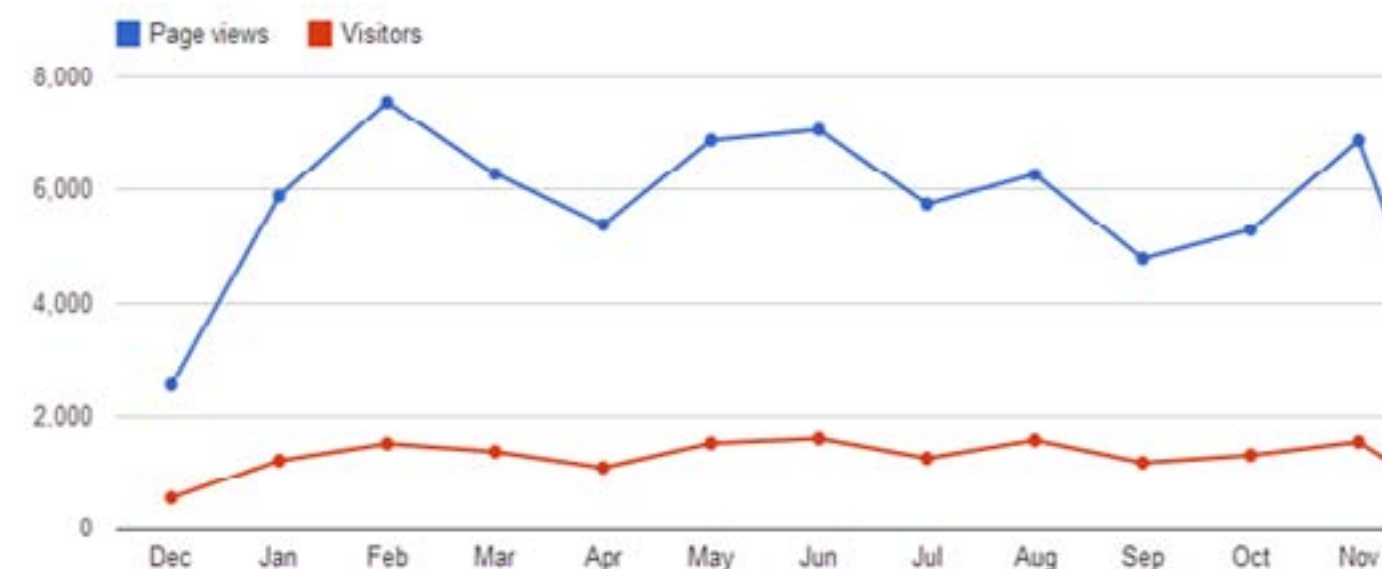
## School Web Page

- Provided a visually successful 'face' for the school in the form of the school webpage, resulting in a measurable increase in positive reinforcement of school structures, events, successes and policies.
- Updated essential information on a regular basis to provide staff, students, parents and the wider school community with immediate access to what is happening within the school.
- Improved the visual quality of photographic imagery on the webpage through personal and efficient editing of photos using Adobe Photoshop resulting in a sophisticated quality of visual presentation. This involves the cropping, resizing and rotation of imagery and at times the correction of colour balances so that the user is provided with an image that is engaging and informative. Resizing always results in blurring and this is corrected with sharpening, colour touch up and tonal balance resulting in a strong visual quality, and in turn a more visual engaging webpage.

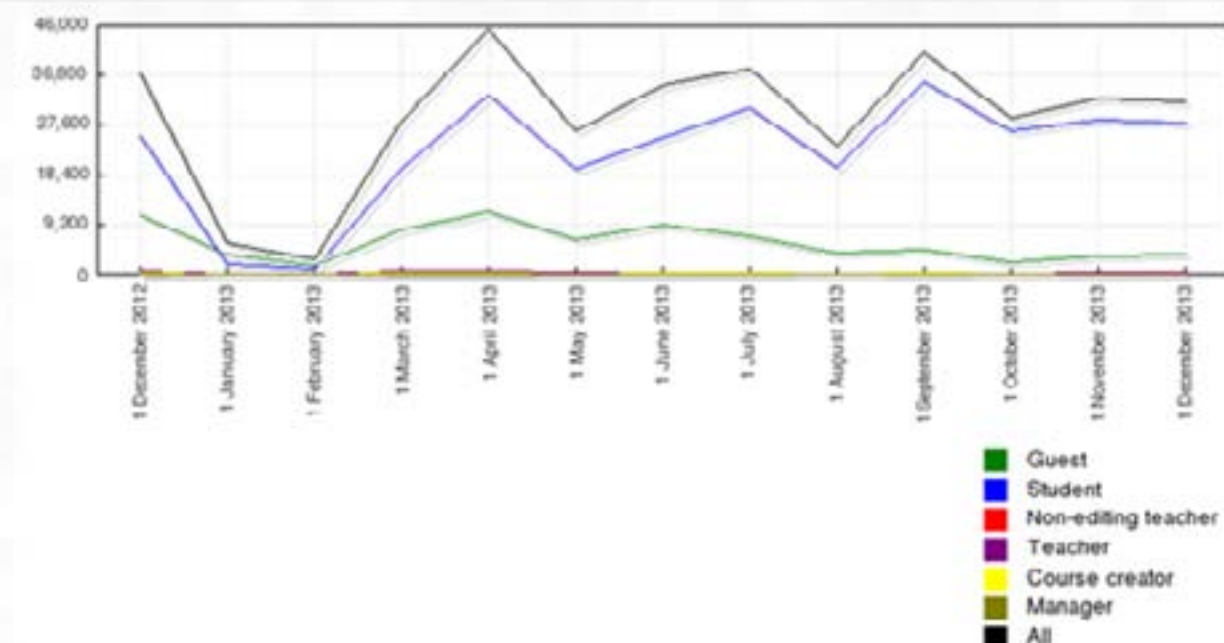
- Provided an automation of images through batch processing resulting in the ability to handle larger numbers of images.
- Provided a successful system within the school intranet for staff to 'deposit' photographic material and script for uploading onto the webpage. This has resulted in a more comprehensive representation of faculty information and achievements.
- Developed the features of the webpage this year to include the ability to embed media and video which will further enhance the viewer's experience and provide a sophisticated technological tool for the school to promote its core values.
- Established a working and collegial relationship with the technicians of the website and the DEC School Website Service Team, resulting in a healthy webpage and efficient responses to problems and requests.
- Provided qualified photographic staff to document and record as many whole school activities as possible such as NAIDOC Day and the Year 12 Graduation Ceremony, resulting in industry quality imagery for presentation on the school webpage.
- Created a webpage for Warners Bay High School that continually attracts compliments and recorded over 1900 page views received from our school community in one week during Week 6, Term 4, 2013. This is a significant increase on past years and provides evidence of the changing role of the webpage in the communications, management and celebration of the school ethos in the public arena.
- Managed a School Improvement Team based around the webpage and successfully engaging representation from most faculties allowing for a more diverse and comprehensive webpage.



Page views for a year: December 2012 – December 2013



WBHS - Views (all roles)

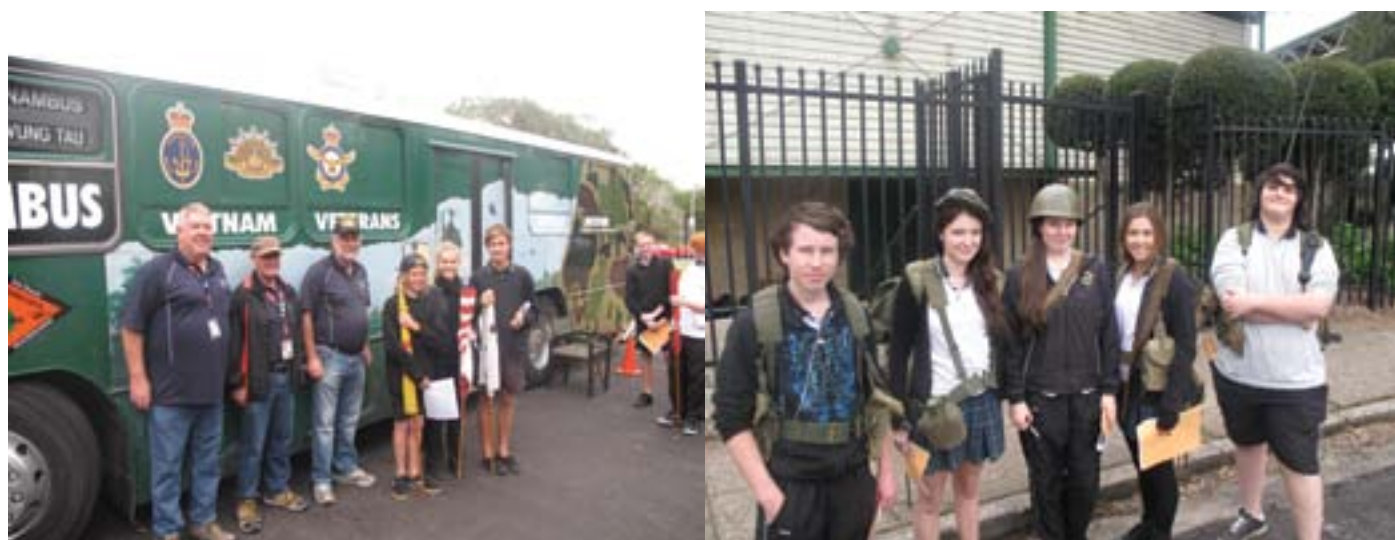


## In History

- Programmed a Year 7 unit on China in response to the Australian National Curriculum for implementation in 2014 which will provide students with current curriculum direction.
- Practised source analysis skills in both Ancient and Modern History which has improved the results in multiple choice sections in the first Term 4 assessment task.
- Completed more structured written responses to HSC style questions as homework tasks.



- Conducted on excursion to Sydney University Library for three students
- Organised Study Days for 22 Year 12 Ancient and Modern History students to HSC Seminars on Pompeii and HTA Modern History. Improved understanding of modern historians' theories noted in assessment tasks and class discussions.
- Completed Bridging Courses on The Liners and The Tomb of Tutankhamun for 80 students to highlight the world at the beginning of the 20th Century and archaeological practices in Egypt.
- Included Super Six vocabulary into the program structure of new Years 7 and 9 Australian National Curriculum programs for implementation in 2014.
- Increased the explicit teaching of time lines and graphs in class tasks on source analysis.
- Developed overall scope and sequence, assessment tasks and programs for the new Australian National Curriculum in History for implementation in 2014.
- Implemented QT requirements into all History programs including new Years 7 and 9 Australian National Curriculum programs for implementation in 2014.



### In Careers and Transition

- Facilitated and interpreted the "Tell Them From Me" online survey of all Years 7 and 8 students and a representative sample of Years 9 and 10 students. This data was used by the Visible Learning SIT to further investigate identified issues and compile student focus groups.
- Co-ordinated training of three Head Teachers in interpreting and responding to the "Tell Them From Me" online survey data
- Enlisted direct and focused Careers Adviser support for students who acknowledged unclear post school destination goals in Years 11/12 interviews.
- Facilitated participation of 31 male students ranging from Years 9 - 12 in Plan-IT

Youth, Blue Star Citizenship Program, Jobquest, and Castle Personnel Workonekt programs. Student qualifications gained include: White Card, First Aid and Certificate 2 in Community Services.

- Activated the CATS Transition Adviser specialist Individual Intervention and Support Program for 12 male students in Years 10 -12

### In Science

- Increased achievement in 2012 ESSA test with overall results 0.5% above the state average and 2% above the regional average.
- Presented 2012 HSC data and 2012 ESSA data to executive and faculty staff for discussion and evaluation.
- Continued increase in trend data for Biology (5 scaled score marks above state average), Earth and Environmental Science (5.6 scaled score marks above state average) and Senior Science (5.5 scaled score marks above state average).
- Implemented weekly homework tasks in all HSC subjects for 100 Science students.
- Developed a handout for 100 Senior Science students on how to write summary notes.
- Continued growth in Biology (value added 1.45), Earth and Environmental Science (value added 2.97) and Senior Science (value added 0.46).
- Increased number of Band 6 results in Biology(100% increase) and Band 5 results in Chemistry (100% increase), Earth and Environmental Science (from 0% of cohort in 2011 to 50% of cohort in 2012) and Physics (100% increase).
- Developed an 18 week Year 8 Literacy program for the 258 students which integrated Essential Secondary Science Assessment (ESSA) style questions and longer responses, Focus on Reading activities and persuasive and narrative writing tasks.
- Delivered HSC Tutorials in Biology for 25 students, Physics for 12 students and Senior Science for 8 students.

### In Mathematics

- Improved results in NAPLAN Numeracy with a 5% increase in the number of students achieving Band 10 (the highest band.)
- Analysed NAPLAN Numeracy data. Developed a specific program aimed at looking at the questions from previous years in Numeracy where Warners Bay High School results were significantly different from the State Percentages.
- Developed a Numeracy Program for 258 Year 8 students to specifically target identified concepts matched against the Numeracy Continuum, which resulted in a 4.3% increase from the previous year, of the number of students achieving the top band.



- Planned for 13 Mathematics staff in 2014 to participate in an open forum at the University of Newcastle to discuss current research in Mathematics Education in order to reflect on their current teaching practices.
- Arranged for all Warner's Bay High students to have online access to a tutor program to provide alternative instruction in all stage-based concepts in Mathematics.

### In Creative and Performing Arts (CAPA)

- Co-ordinated the analysis of HSC data with all members of the CAPA Faculty, both individually and as a group, which resulted in specific understanding of areas for development.
- Modified programming and assessment strategies to reflect the inferences of data, resulting in an awareness of needs and areas for development within senior and junior programs.
- Implemented a range of Critical and Historical intervention strategies with individual students in Visual Arts. This has resulted in improved theoretical results in particular sections of the HSC Visual Arts examination.
- Implemented literacy, numeracy and ICT strategies by all staff in a competent and relevant manner. Programs and assessment are cohesive and consistent in the application of literacy and numeracy as evidenced in registrations and class work samples.
- Co-ordinated Music, Drama and Visual Arts teachers to target specific aspects and structural components of their courses to improve overall results.
- Revised time allocations for theoretical components of senior CAPA courses to provide direct responses to student need.



## SCHOOL IDENTIFIED PRIORITY

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

#### In English

- Programmed new modules for 2014 and the implementation of the new Stage 4 and 5 English syllabus for the Australian National Curriculum for NSW in Years 7 and 9 incorporating the Asian across curriculum focus.
- Continued to incorporate fiction and non-fiction texts from Asia to support the transition to the Stage 4 and 5 English syllabus for the Australian National Curriculum for NSW.

#### In Social Science

- Created and implemented International Studies programs, assessments and resources that have a strong Asian focus. As a result there has been a 50% increase in student numbers in Stage 5 International Studies and Stage 6 Society and Culture.
- Organised a successful cultural immersion trip to Japan for 14 students which resulted in an increased appreciation of, and motivation towards learning about Asian cultures.
- Facilitated the celebration of Harmony Day with Years 9 and 10 International Studies students and staff organising festivities in the MPC featuring international food vendors, music and a Cultural Dress Competition which resulted in increased awareness of diverse cultures, tolerance and acceptance of others for the 22 elective students who participated in the program.



- Provided a range of diverse opportunities for students to immerse themselves in Asian food culture and other cultural experiences. For example, students attended the China Festival at the Confucius Institute at the University of Newcastle. These op-



portunities increased awareness of the diversity of Asian culture, cultural similarities and differences and the widespread influence of Asian culture in Australian society today.

### In Languages Other Than English (LOTE)

- Motivated 100% of students studying HSC Japanese in 2012 to continue their language study at a tertiary level in 2013 as a result of studying Japanese in Stage 6.
- Provided a Japanese assistant teacher to all classes studying Japanese in 2013 which extended their cultural and linguistic awareness of an Asian country.
- Welcomed 23 Japanese students into the school raising cultural awareness across the school and its community and increasing the linguistic acquisition of the students studying Japanese.



### In History

- Programmed a Year 7 unit on China for the Australian National Curriculum for NSW for implementation in 2014 which will provide students with an Asian perspective to their historical studies.

### In CAPA

- Explored current social and political issues in China and South East Asia through the development of a Case Study focusing on 21st century Asian art which included a visit to the White Rabbit Gallery in Glebe. This resulted in students gaining a deeper understanding of both political and social issues in Asia today and their relevance to contemporary Australia.



## 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)

- Acknowledged both staff and student success and initiatives through the use of school communication devices such as the Bay Bulletin and the Web-page resulting in raising of the profile of the faculty and public celebration of achievements.
- Introduced the concept of Artist of the Month to highlight the successes of individual students in Visual Arts, Ceramics and Photography and Digital Media classes in order to celebrate individual learning outside the assessment and reporting frameworks.
- Continued to develop creative partnerships with our feeder Primary Schools through a Visual Arts Gifted and Talented program with Year 5 students, resulting in the participants' increased awareness of the creative process and the development of valuable links between schools.
- Encouraged indigenous students to apply for the Bunga Barrabugu Summer Art Program resulting in two students successfully gaining positions in this course which helped to raise the artistic profile of our indigenous students.
- Developed Stage 5 Public Art programs in the Visual Arts classroom where students were immersed in the development of public art works in the form of 'Paste Ups', a contemporary street art practice, resulting in visually engaging artworks across storerooms and walls around the art rooms.
- Continued beautification of the school in the form of ceramic murals resulting in a visually engaging entrance to the school and an artistic connection from one block to the next.









- Developed opportunities for Year 7 students to create a group artwork from each Visual Arts class that reflects class work and is resolved as a mural permanently on display in the school canteen area. Over 9 murals have been completed so far. The area has been substantially enhanced by the placement of these works and the students have created a personal and lasting record of their art making.

### In Vocational Education and Training (VET)

- Continued a partnership with Career Links to place students in suitable work placements resulting in 24 successful student work placements.
- Facilitated the delivery of a First Aid course to 15 Hospitality students by Surf Life Saving NSW, resulting in the students meeting course competencies.

### In Welfare / Support

- Organised a successful Year 6-7 transition program which included a parent information evening for 233 incoming students, an orientation day and an early transition program for 28 students with special needs resulting in a smooth transition to high school reflected in positive student evaluations.
- Organised Peer Support Training for 5 teachers and 60 Year 9 Leaders which contributed to a successful Orientation Day and transition of 230 students to Warner's Bay High School.
- Delivered a broad range of literacy programs targeting specific literacy difficulties which included grammar and punctuation, spelling and word attack skills, reading fluency and comprehension. An increased number of students participated in the withdrawal Learning Support Program for literacy with all 36 students achieving positive outcomes.
- Achieved an average improvement of 3 chronological years in comprehension for students participating in the Reading for Understanding program through the Learning



and Support Teacher initiative.

- Succeeded in improving students' spelling skills in the withdrawal Learning and Support Teacher program by 3.5 chronological years in ability.
- Succeeded in improving skills in reading accuracy for all students involved in the literacy program, developing 'word attack' skills with an average improvement of 3.2 chronological years in ability.
- Increased reading fluency for those participating in the withdrawal reading programs with an average improvement of 3.3 chronological years.
- Implemented a Numeracy withdrawal Learning Support Program assisting 18 students during Semester 2. The program followed content covered in each student's Mathematics class using an individualised approach and contributing to each student's end of year results in Mathematics.
- Increased student's mathematical skills through participation in the individualised Numeracy Program as demonstrated the Progressive Achievement in Mathematics (PAM) results. Pre and post-assessment data for individual students indicated positive growth for each student.
- Implemented the Science Literacy program for the Year 8 cohort, using 1 period per week for each class in small groups. The literacy program contributed to students' overall achievement in Science.
- Implemented Learning and Support Teacher time management programs for 18 targeted students. Students were able to demonstrate on-going efficiency in time management and organisation throughout the year.
- Continued the Learning and Support Teacher 'mentoring' program for 12 students at risk. Each student demonstrated commitment and perseverance throughout the year, overcoming their personal educational obstacles to achieve their RoSA.
- Analysed the 2013 Literacy NAPLAN data and developed recommended strategies for implementation across KLA's in 2014 to improve student achievement of literacy outcomes and to reach expected benchmarks.
- Implemented a targeted student roll call for students with a disability requiring daily modelling of organisation, time management and management of school workload. Seventeen students participated in this roll call throughout 2013, with 23%



of students achieving their individual goals and returning to their regular roll call class.

- Co-ordinated 52 Individual Transition Meetings for students with special needs resulting in the development of individualised goal setting and educational planning for implementation by class teachers. Individual Education Plans have detailed strategies and adjustments to cater for each student's individual needs.
- Administered literacy pre- and post-assessments for 36 students with identified literacy difficulties. Assessments facilitated the development of Individualised Education Programs for targeted students on a withdrawal basis.

### In TAS

- Mentored 3 at risk Year 10 students and 10 HSC students
- Mentored 12 Gifted and Talented students for the EEE program
- Participated in school transition program hosting
  - 210 Year 5 students attending Year 7 for a Day
  - 60 Year 6 students attending the Year 7 Orientation Day
- Completed Professional Development specifically designed to facilitate improvement in student welfare
  - Autism and Asperger's Inclusivity Workshop
  - Visible Learning Workshops
  - Rock and Water program
- Strengthened the "Focus on Reading" network through attendance/delivery at meetings; presentation at Callaghan College to aid implementation; and presentations at WBHS.



## SCHOOL PRIORITY AREA

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

### (i) LEADERSHIP - Faculties

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

- Devised and implemented a bi-weekly e-newsletter to maintain regular contact with faculty issues, events and successes within the three disciplines.

#### For Workplace Health and Safety

- Organised for 16 staff to complete completed CPR training to enable overnight excursions to proceed in 2014. 70 staff members completed the Emergency Care training so that these teachers could organise and participate in excursions.
- Streamlined reporting process for WH&S issues. One report was made and steps to eliminate the safety issues raised have already commenced.
- Conducted two Emergency Procedures; an evacuation rehearsal on 16/3/13 and a Lockdown procedure on 3/12/13. Both rehearsals proceeded smoothly, with minor adjustments to procedures being implemented as a result of staff evaluations.

### (i) LEADERSHIP - Students

#### At the whole school level

- Conducted a Leadership Training Day for the 16 incoming Student Executive culminating in an excursion to the Young Leaders' Day in Sydney attended by 2,700 student leaders from across NSW.
- Raised \$4,522 through the Student Representative Council (SRC) fund-raising for "World Vision".
- Raised \$1,471 for cancer research through the Student Executive and "Shave for a Cure"
- Raised \$924.60 for the Lake Macquarie Rural Fire Service through the Year 12 English Studies class organising a barbeque, car wash and raffles.
- Contributed \$3,253 to the "Father Riley, Youth off the Street" Charity through Year 12 fundraising and senior Community and Family Studies class donating \$504 in goods.
- Raised \$1,471 in response to the Cancer Council NSW's "Do your own thing" cam-



paign as a result of Year 12 fundraising activities. This was recognised as being among the "top fund raisers in NSW" (CEO Cancer Council NSW).

### (i) LEADERSHIP - Staff

#### At the whole school level

- Initiated a Visible Learning School Improvement Team comprising 14 staff members. The team organised and participated in two whole day and several mini workshops on the work of Professor John Hattie. This contributed to an increase in teacher professional dialogue about pedagogy and factors which influence student achievement
- Designed protocols and procedures for walkthroughs as a model for lesson observations. Twelve walkthroughs were conducted by the Visible Learning Team with the focus being 'learning intentions and success criteria'. This successful strategy facilitated an open door policy to the classroom within and across faculties, created substantive conversation about classroom practice, and developed a deep understanding of the pedagogical metalanguage. Teacher reflection and student comments on learning intentions and success criteria indicated that it created a focus for the lesson by eliminating confusion and increasing 'on task' behaviour.
- Organised a mini workshop for 15 teachers across two schools on the impact of a 'growth mindset' on student achievement. Developed by Professor Carol Dweck, the workshop enabled participants to reappraise their approach to student achievement and progress.
- Devised strategies to assist students to develop their capacity as assessment capable learners. Initial discussion centred on incorporating the research conducted by John Hattie and Carol Dweck. As a result, two programs were developed for students in Stage 4. In 2014, Year 7 will participate in an 8 week 'Brainfood' program and Year 8 will participate in authentic assessment projects across all subjects.
- Refined the Year 11 group interviews with the Principal, Year Adviser and Careers Adviser to include a focus group discussion on feedback.
- Conducted three recorded focus groups with selected Year 7, Year 10 and ex Year 12 students which promoted the significance of student voice in providing feedback on the teaching and learning process.

#### In History

- Released three staff members fortnightly and two TPL days to develop Australian National Curriculum scope and sequence for Years 7 to 10, assessment tasks and programs for implementation in 2014
- Contributed to the Visible Learning school program through the conduct of staff workshops and participating in the aitsl National Innovative Project Symposium in Melbourne.

- Attended a four day Australian HTA National Conference in April and De Bono Day in Sydney to access resources and seminars on Australian National Curriculum.

#### In Science

- Contributed articles to five Bay Bulletins.
- Provided the opportunity for two staff to attend a Senior Science Study Day at the Australian Museum of Disease.
- Provided the opportunity for two staff to attend a Laboratory Assistants' Course.
- Organised for two days of TPL to begin development of new Australian National Curriculum programs.
- Provided the opportunity for one staff member to attend a workshop on teaching Sustainability in the new Australian National Curriculum.
- Provided the opportunity for one staff member to attend the Oxford Australian Curriculum workshop.
- Attended Head Teacher Network meeting.



#### The School Environment Team

- Completed habitat gardens which involved
  - collaborating with environmental scientists to select plant species
  - consultating with ecologists in regards to canopy development and ecological succession of the garden
  - beautification of the school grounds to improve aesthetics and increase biodiversity

sity and wildlife

- hosting an opening ceremony to publicly thank ecobiological environmental consultants for the construction of the gardens
- Maintained the completed habitats through regular watering, weeding, pruning and rubbish removal. This has involved further consultation with botanists to identify native and invasive species.
- Consulted with the Hunter–Central Rivers Catchment Management Authority for implementation of the sustainability across the curriculum. Proposed plans include:
  - Environmental SIT members identifying opportunities across Faculties to utilise the gardens as outdoor learning environments.
  - the development of signage that will encourage use of the areas by both students and teachers, using QR codes to identify and gather information regarding plant species and habitat characteristics and plaques to provide information about the area of the selected habitat and the significance of these environments to local Aboriginal culture.
- Applied for and received funding from Lake Macquarie City Council for the Lake Macquarie Environmental Sustainability Grants to the value of \$2200.00.
- Initiated and planned a series of future environmental projects that ensures whole-school involvement; these include:
  - a boardwalk through North Creek that will be used as an outdoor learning environment that will allow all faculties to address sustainability throughout the curriculum
  - relocating and improving the frog habitat so that it is in closer proximity to North Creek and away from disturbances such as the Year 7 area
  - identifying other areas of the school to be improved in terms of beautification and wildlife habitat
  - sustainable school maintenance including an audit of the school's current electricity, water use and recycling programs

### The Staff Welfare Team

- Maintained organisation of weekly faculty-driven morning teas for the whole staff resulting in increased staff interaction and engagement and improvement of morale.
- Guided cross faculty understanding and collegiality through discussion and socialisation opportunities.
- Conducted the World's Biggest Morning Tea raising \$414 for the Cancer Council to help raise awareness of social and community responsibility for community support
- Organised and implemented luncheons for the whole staff at the end of each term

giving staff opportunities to network, farewell colleagues and relax.

- Promoted post-school functions at the completion of each term, which encouraged cross faculty collaboration and improved staff morale.

### In TAS

- Developed and delivered SIT and Staff Development Day Professional Development sessions (6 TAS staff)
- Targeted staff members participated in Professional Development specifically designed to develop educational leadership skills
  - Teachers Aspiring to Leadership Workshops & Conference
  - Board of Studies Consistent Teacher Judgement Workshop
  - Relieving Head Teacher roles (Faculty Head Teacher & Head Teacher Administration)
- Implemented central distribution and storage of digital resources and learning programs.
- Increased promotion of faculty activities through the Bay Bulletin, School Website and School Magazine.
- Initiated the Retired Laptop Program, which specifically aims to make use of graduated DER laptops to increase laptop availability in TAS classrooms for all students.
- Revamped elective course selection books to reflect changes in learning programs and the addition of new courses in TAS.
- Presented workshops at TAS HT network meetings.
- Instituted an Induction Training proforma to enhance W H & S in the TAS faculty.
- Organised frequent peer marking sessions to establish and improve consistency in teacher marking of RoSA and HSC assessment tasks.
- Developed a grading process for Year 11 RoSA reporting. This allowed for more effective reporting of school achievement.
- Planned and implemented Bridging Courses for students in Industrial Technology, Engineering Studies, Hospitality, Information Processing Technology, Software Design Development and Design & Technology. This resulted in 150 Year 10 students gaining insight into Year 11 courses for 2014.





- Attended a Leadership Alliance event in November, with two teachers participating. This enhanced the capacity of the staff to understand leadership styles and to appreciate contemporary research studies.
- Updated the qualifications of two Hospitality Teachers to institute syllabus changes (Certificate 2 in Kitchen Operations and Food and Beverage).
- Updated senior programs in Design and Technology. This led to improved design theory, practical projects and assessment tasks for the 15 students.



## (ii) CO-CURRICULAR

Whole School • Received \$52,000 in P & C Funding

- PD/Health/PE sponsorship for school representation; 2 Interactive Whiteboards; and 3 Baby Packs for Child Studies
- CAPA Starstruck costumes: 3 Digital Video Cameras; 3 Cameras; 1 Apple Macbook Pro; 2 Overhead Projectors; and 3 iPads
- Welfare: financial support for the Homework Help Program
- English: textbooks for Years 7, 8, 9 and 10
- Science: Newtonian Reflector Skywatch Telescope; and a chemical drying oven
- TAS: 12 quicklease sash claps; 6 gas and 6 electric upright convection fan-forced ovens and grills; 10 Robotics Base Kits and data logging software; short throw projector; flat screen TV; and an overlocker for Textiles Technology
- Mathematics: 130 Pearson Year 7 Mathematics texts for the new Australian National Curriculum
- Whole School: 300 Student Wall Planners for senior students; assistance with the posting of the Bay Bulletin; Grounds maintenance; awards for student achievement; and an air conditioner for the library quiet study area.

- Social Science: 30 textbooks for Geography; Geotool Kit software package; 15 texts for International Studies; and workbooks for China, India, Indonesia and Japan

## In English

- Enhanced the teaching programs and class work activities of the faculty by facilitating the following activities:
  - 60 HSC students attended a Creative Writing workshop
  - 140 Year 10 students attended a performance and workshop entitled Heroes
  - 70 Year 9 and Year 10 students attended an interactive Macbeth presentation
  - 100 Year 9 students attended a performance of Romeo and Juliet
  - 60 Year 8 students attended a workshop Ideas of Poetry Writing presented by Stephen Herrick
  - 50 Year 8 students attended a performance of My Girrandundgi
  - 50 Year 7 students met Jackie French (author of Hitler's Daughter) and toured the Jewish Museum in Darlinghurst.

## In Social Science

- Celebrated the outstanding achievements of the School Mock Trial team who were runners-up in the very competitive NSW Law Society Mock Trial Competition.
- Celebrated the awarding of The Law Society Advocate Prize to one WBHS student.
- Planned and co-ordinated a Year 11 Business Studies, Geography and Earth and Environmental Science field trip to Jindabyne Sport and Recreation Centre for 30 students to engage in field studies and recreational activities. Students enthusiastically participated in a number of structured learning experiences to complement their studies of Business Studies and Geography.
- Organised an informative presentation by guest speaker "Dr Rip", Australia's best known surf scientist, from the University of NSW to enhance 160 Year 10 Geography students' understanding of coastal processes.



- 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 for 50 Year 8 Legal Studies and Year 9 Commerce students to enhance their knowledge of crime, punishment and court procedures.
- Facilitated the annual Bizfair Day where the Year 9 Commerce cohort was responsible for the production, marketing and sale of goods to the school's staff and students.
- Provided regular opportunities for Marine Studies students in Years 8, 9 and 10 to visit the foreshore area of Warner's Bay to collect marine specimens, and conducted swim tests at Coughlan's pool.
- Provided an opportunity for Year 8 students to visit the Sydney Aquarium and IMAX theatre to watch Under the Sea. Thirty Years 9 and 10 students also had the privilege of attending a Whale Watching cruise at Nelson Bay in Term 2.
- Conducted two fieldwork trips for Year 10 Geography students to Stockton 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 2 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, the collection of primary data and undertaking activities such as kayaking.
- Conducted fieldwork trips for 14 Year 12 Geography students to the Hunter Valley vineyards and Charlestown to enhance their understanding of the HSC topics on viticulture and urban dynamics.
- Organised a class visit for Year 11 Legal Studies students to the State Library of NSW and the Downing Centre Court Complex (NSW District and Supreme Courts)

### In Languages

- Raised intercultural awareness by hosting 22 students from Japan and four from France.
- Improved the speaking skills of eight senior French students by continuing Café Blabla. Speaking test results increased by 20%.

- Provided access to a Japanese Assistant Teacher for senior students of Japanese, thereby increasing motivation and enhancing linguistic skills.
- Motivated junior students to continue their studies of French by providing a French Assistant Teacher for Semester 1.
- Introduced Language Perfect, a national language vocabulary digital competition, to Stages 5 and 6 students of language. This has enhanced and increased the breadth of the acquired vocabulary of these students.
- Facilitated the organisation of two students to spend time in France in host family situations during the Christmas vacation period in order to develop linguistic skills.

### In History

- Facilitated the participation of three Year 10 students and one Year 11 student in the Model United Nations Assembly, thereby enhancing their understanding of the role of the United Nations in world affairs and improving public speaking, problem solving and decision making skills.
- Conducted School ANZAC Day and Armistice Day commemorative ceremonies hosted by School Captains and selected Years 9 and 11 History students in order to recognise and appreciate past and continuing military efforts.
- Co-ordinated a visit by the Nam Bus and Vietnam Veterans for 210 Year 10 students to complete a Source Analysis Immersion Day.
- Co-ordinated a visit by James Adams to demonstrate Medieval weapons and lifestyle for 200 Year 8 students.
- Facilitated excursions to the Alexander the Great Exhibition and the Sydney Police and Justice Museum for 90 Year 11 Ancient History, Year 9 Elective History and Year 8 Myths and Legends and History Mystery students. This exposed students to primary source material and contextualised classroom learning.
- Presented Children's Myths story books developed by 20 Year 8 Myths and Legends students to Years 5 and 6 students at Biddabah Primary School, acquainting students with the concepts and metalanguage of History.
- Facilitated the creation of a Year 8 Museum of Mythical Objects, which built upon experiences gained at the Australian Museum in Sydney and highlighted their interpretation of Myths and Legends.

### In Careers and Transition

- Promoted, co-ordinated and maintained TVET (TAFE delivered Vocational Education and Training) programs that integrated School Based and TAFE delivered patterns of study for HSC certification and ASQA accreditation.
- Co-ordinated the involvement of 256 students in the Year 10 Quality Learning Expo



program. Students gained career information and planning skills and successfully participated in personal interviews with three member panels.

- Maintained 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 through:
  - nine school based apprenticeships and traineeships ( seven Retail and two Business Services)
  - three Special Pathways for Youth (SPY) TVET programs in Hairdressing
  - A part-time (non HSC credential) school curriculum with structured workplace learning for two students, resulting in the acquisition of specific on-the-job employment skills in conjunction with school education.
- Developed a Pathways to Preliminary, course in English Studies and Work Studies for seven Non-RoSA students. This allowed students to combine education with workplace training despite not achieving a Record of Student Achievement certification in Year 10.
- Co-ordinated Participation Pathways that Work with the Hunter Institute of TAFE Outreach Program for seven Year 10 students in Carpentry and Manufacturing engineering skills for 10 weeks in Semester One to assist with career path planning, skills acquisition and engagement in learning.

### In Creative And Performing Arts (CAPA)

- Continued to create successful links with real world opportunities in the form of competitions and events for both the CAPA staff and students. Successful involvement in events such as the Moran Photographic Prize, Youth Rock, Lake Macquarie Bandfest, Choral Fest and the Hunter Region Mental Health play provided our students and staff with extra curricular experience and success at regional and national levels, and in turn enhanced the outcomes of students
- Provided students with the opportunity to perform, exhibit and manage equipment at regular events such as MAD nights, Soiree, formal assemblies and school exhibitions. This enhanced teaching and learning in the classroom and gave students ownership of their work across the CAPA KLA



- Celebrated the achievements of our fourth winner of the Moran National Photographic prize. This further raised the profile of both the school and the faculty with regards to artistic achievement and

consistently high standards within the faculty.

- Provided CAPA students with regular opportunities to exhibit and perform resulting in explicit examples of success, high expectations and pride.
- Continued the culture of selection in ARTEXPRESS by two HSC Visual Arts students in the areas of drawing and photography, thus maintaining the high standard and reputation of success that is embedded in the Visual students at WBHS.
- Expanded the engagement of students and staff in the processes of teaching and learning through high participation in extra-curricular activities in the CAPA area.
- Aligned Case Studies and assessment tasks to actual events to provide explicit teaching strategies within the HSC Visual Arts course. Students visited Anish Kapoor, White Rabbit Gallery, ARTEXPRESS, Sculpture By The Sea, Brett Whiteley and a variety of artist discussions.

### In TAS

- Reviewed and conducted preliminary planning for the proposed Technology Mandatory 2015 syllabus changes to incorporate 50% Digital Media and Computational Thinking skills in learning programs.
- Modified existing computing programs for Stages 4, 5 and 6 courses and wrote new programs and assessment tasks for Technology Mandatory Computing, Information Software and Technology and Software Design and Development.
- Assessed and modified junior programs to explicitly address Numeracy outcomes.
- Assessed and modified junior programs to explicitly address indigenous and cultural inclusivity outcomes.
- Established two new junior elective courses in response to student interest: Year 8 Animation and Game Design, and Years 9 and 10 Design and Technology
- Established and programmed a new Jewellery Design unit for Year 7 Technology Mandatory students. This unit expands the variety of technology skills taught and explicitly teaches sustainability and cultural outcomes.
- Upgraded Stage 6 Industrial Technology Programs.
- Conducted 14 lessons for Year 5 students in the Year 7 for a Day program. This assisted with the transition process.
- Facilitated faculty-wide contributions to the second annual Viral Short Film Festival where 100 students entered a film producing contest.

### In PDHPE

- Facilitated the data collection and management that allowed 283 students ( a 200% increase on 2012) to complete the Premier's Sporting Challenge and receive accom-



plishment certificates. 86 students received Diamond Awards representing involvement in 560 minutes of physical activity per week.

## In VET

- Participated in Professional Network Hospitality training focusing on the new training packages with two staff each completing 97 hours of mandatory assessment to qualify to teach the new syllabus.
- Implemented a Work Placement Program for 12 students ranging from casual work to apprenticeships
- Delivered teaching and learning programs that assisted 15 students to successfully achieve Certificate II Hospitality
- Revised school procedures for the provision of Recognition of Prior Learning (RPL), leading to the more effective and efficient reporting of student achievement in competency-based subjects.
- Continued our partnership with Career Links placing students in suitable work placement to ensure the achievement of course competencies.

## In Library

- Implemented the Principal's Reading Challenge (PRC) with 58 girls and 18 boys across Years 7 to 12 participating. Analysis of NAPLAN results demonstrates Year 9 participants in the PRC display higher than the state average in Reading, Writing, Spelling and Grammar with 42% achieving a Band 10 in at least one area. 57% achieve a Band 9 in at least one area. SMART data reveals that in the areas of Reading, Writing, Spelling and Grammar PRC participants exceed the expected growth in these areas to a far greater degree than the Year 9 cohort as a whole.





## Library Chess & Checkers

- Conducted a school Chess Competition involving 18 students.
- Encouraged peer chess tuition, creating opportunities for leadership for experienced students and a friendly, supportive environment for learners.
- Instigated a School Checkers competition providing similar opportunities.
- Participated in the State League Chess Competition reaching Round 4 thereby improving on last year's result.

### (iii) EXTRA CURRICULAR

## In Careers and Transition

- Conducted a Post-School Destination survey for 2012 HSC students, gaining a 98% response rate. Data was used to inform Careers Faculty planning and budget expenditure as well as tracking past student school subject: resultant employment trends and tertiary study: Employment trends.
- Promoted, co-ordinated and maintained TVET (TAFE delivered Vocational Education and Training) programs that allowed for the integration of school Based and TAFE based study patterns that allow for HSC certification as well as VTAB accreditation at either Certificate I, Certificate II or Certificate III level for 132 Year 11 and 12 students in 28 TAFE delivered courses at 6 Hunter Institute, 1 Western Institute, 1 New England Institute and OTEN campuses.
- Developed the Pathways to Preliminary course in English Studies and Work Studies for seven Non-RoSA students. This allowed for students to combine education with workplace training despite not achieving Record of Student Achievement certification in Year 10.
- Co-ordinated the involvement of 256 Year 10 students in the QLE program. Students gained career information and planning skills while successfully participating in personal interviews with a 3 member panels. Students combined reflection on their learning with an awareness of how this learning assists them in gaining employment-related skills and opportunities.
- Maintained vocational pathways to allow students to follow a pattern of study that allows for transition to the workplace whilst still being engaged with education at WBHS: through:
- Facilitated 9 school based apprenticeships and traineeships ( 7 Retail, 2 Business Services)
- Facilitated 3 special pathways for youth (SPY) TVET programs in Hairdressing
- Administered a combination of part-time (non HSC Credential) school curriculum

and structured work place learning for two students within Work Studies allowing students to gain specific employment skills in conjunction with a school-based education

- Participated in Careers-focused Teacher Professional Learning through membership and attendance at Hunter Valley Careers Advisers' Association meetings once per term and associated TPL activities, attendance at the CATS Conference during Term 4, participation in regional TPL days; and attendance at 3 university Careers Adviser Information Days. These activities have also allowed CATS team members to establish, maintain and foster the important networks needed to ensure students have access to the courses and programs on offer
- Conducted Year 10 Careers lessons for 256, students addressing goal setting, career pathways, job search skills and career interest surveys
- Consolidated Careers seminars within Years 9 and 10 Focus Days.
- Integrated individual and small group Careers interviews into teachers' timetables
- Negotiated guest speakers and mentoring from Australian Apprenticeship Centres and other NGO's to expand students' career planning options.
- Scheduled work experience for 101 students in Years 10, 11 & 12
- Co-ordinated the attendance of 242 Year 10 students at the Newcastle and Lake Macquarie Career Expo, increasing their post school destination awareness
- Expanded 30 targeted Year 9 students' knowledge of various trades and occupations through hands-on activities at Newcastle Try a Skill Day.
- Promoted informed subject selection processes through an Information Evening attended by approximately 410 parents and prospective Years 11 & 12 students
- Promoted tertiary awareness through:
  - Attendance of 210 Year 10 students at the Newcastle University and Hunter Institute of TAFE campuses
  - Co-ordination of the Year 12 Going to Uni night for approximately 120 year 12 students and their parents
- Facilitated participation of 31 male and 19 female students ranging from Years 9 - 12 in Plan it Youth, Blue Star Citizenship Program, Job Quest, Food and Friendship, Honey Bee programs and Castle Personnel Workonekt. Student qualifications gained include: White card, First Aid and White card, First Aid and Certificate 2 in Community Services and Statement of Attainment in Community Services
  - Blue Start Citizenship – 9 boys
  - Job Quest – 6 boys
  - Food and Friendship – 7 girls



- Honey Bee – 3 girls
- Plan it Youth – 6 boys and 7 girls
- Workonekt – 4 boys
- Co-ordinated Participation Pathways that Work with the Hunter Institute of TAFE outreach program for seven Year 10 students in Carpentry and Manufacturing engineering skills for 10 weeks in Semester 1 to assist with Career path planning, skills acquisition and engagement in learning.

### In Science

- Co-ordinated an excursion to Taronga Park Zoo. Forty-nine Year 12 Biology students and four staff participated in the Zoo Snooze program. The Taronga Zoo Snooze experience allowed the students to participate in a variety of activities including a nocturnal tour, hands-on exposure to reptiles and mammals, a behind the scene tour of the enclosures, and a bird and seal show experience.
- Co-ordinated and conducted an excursion for 220 Year 7 students with the CSIRO Travelling Science Workshop. Students participated in the Energy and Motion Show which allowed them to gain hands-on experience with electricity and sound tubes.
- Co-ordinated and conducted a field trip for Year 11 Biology and Senior Science students to Shortland Wetlands. Ninety students and four staff participated in a mandatory first hand investigation involving ecological data collection. Students carried out dip netting for various plant and animal species, sampling of wind speed, pH, temperature, turbidity and humidity.
- Co-ordinated and conducted an excursion for 29 Year 10 students and one staff member to visit the Newcastle Museum as part of the Materials topic. Students learnt about BHP and coal mining in the region.
- Co-ordinated and conducted an excursion for 15 Year 11 Earth and Environmental Science students to visit sites along the Newcastle coastline. The excursion provided students with an idea of the geological history of the Newcastle area as well as observing first-hand structures that are formed as geological processes occur.
- Arranged for representatives from the UTS Women in Engineering program to speak to 25 female Year 9 students. The students were involved in constructing a boat from limited materials. The most successful boat was the one which held the greatest mass without sinking.
- Co-ordinated and conducted an excursion for 39 Year 12 Biology students and two staff to visit the Sydney Children's Hospital. Students were involved in workshops where they viewed blood products and renal dialysis membranes, watched a video of an IOL transplant, listened to a presentation by a genetic counsellor and learnt about infection control.

- Co-ordinated and conducted an excursion for Year 11 Earth and Environmental Science students to the NSW snow fields. Students were involved in first hand investigations as part of their Preliminary course. They conducted soil analysis, tests and observations of an alpine environment.
- Co-ordinated and conducted an excursion for Year 12 Chemistry students to the Maritime Museum. Fifteen students and one staff member visited the museum to support and enhance their knowledge of the HSC Shipwrecks and Salvage Option.
- Provided an opportunity for Year 12 Chemistry and Physics students to attend the University of Newcastle HSC Experiment Fest Day. Fifteen Chemistry students and 17 Physics students were able to complete difficult experiments that can not be resourced in schools. They were also able to experience working in a first year university laboratory.
- Provided an opportunity for 32 Year 10 students to participate in the Science and Engineering Challenge. This challenge is held at the University of Newcastle and involves teams working together to construct bridges, catapults and hovercraft. Teams compete against other schools. This year the students finished as 2nd runners-up on the day.
- Co-ordinated and conducted an excursion for Year 11 Biology students to visit the Australian Museum. Sixty nine students and three staff participated in the Evolution of Australian Biota study day where students were able to increase their knowledge of the Preliminary Course through hands-on activities about megafauna and fossils.
- Co-ordinated and conducted an excursion for Year 7 students to visit the Newcastle CSIRO Facility. Thirty students and two staff were given a tour of the facility and were able to gain a greater understanding of the importance of science outside the classroom.
- Co-ordinated and conducted an excursion for Year 9 students to the Powerhouse Museum. One hundred students and four staff participated in the Ultimo Science Festival where students attended two workshops and toured the museum exhibitions.
- Provided the opportunity for ten Year 9 female students to attend the UTS Women in Engineering Day in Sydney. Students were given a tour of the University and participated in workshops which increased their knowledge of careers in the science and engineering fields.
- Organised and conducted the inaugural Science Film Festival to celebrate Science Week. Five hundred students from Years 7-10 watched Sleek Geek Video entries, built spaghetti towers, watched a rocket demonstration and participated in a plane throwing competition. The festival increased student engagement in Science.



## In Sport

- Provided the opportunity for over 500 students to represent Warner's Bay High School in Hunter Area, NSW Combined High Schools and School Sport Australia competitions resulting in many of our talented athletes gaining representation in higher level teams to display and develop their skills.
- Competed in 19 knockout competitions resulting in; second in Boys Open CHS Water Polo, second in the Boys' 15s Water Polo, fifth in the Girls' 15s Netball; eighth in the Girls' Open Netball; quarter-finalists in the Open Boys CHS Cup; and quarter-finalists in the Bill Turner Cup (one of the world's largest school sport competitions).



## At the Whole School Level

- Conducted the second annual Viral Short Film Festival with 47 short films submitted including 15 computer generated 'Digi Bytes', 20 'Laugh out Loud', 6 'Real Life' and 6 'Narratives'. Six staff and 25 students co-ordinated the program with seven local businesses providing the prizes and 198 students attending the Festival and raising \$548 for World Vision.

## (iv) ABORIGINAL EDUCATION

### In Careers and Transition

- Monitored career path planning and provided advice to all 31 Aboriginal and Torres Strait Islander students at WBHS through the involvement of Careers Advisers in Personal Learning Plan meetings.
- Strengthened communication and procedures between WBHS Careers Adviser and Aboriginal Employment Strategy personnel resulting in 2 SBATS for ATSI students being completed, and a third position being offered.
- Reorganised liaison between WBHS Careers Advisers and Wollotuka through the Central Coast campus of Newcastle University, leading to specific mentoring and seminar support for Year 12 students seeking scholarship and enrolment assistance for 2014 courses at University of Newcastle.

### Aboriginal School Improvement

- Conducted PLP meetings with 25 students each with at least one parent or carer in attendance. All PLP's were updated and placed onto the network drive for staff to access and implement.
- Organised seven Junior AECG meetings with an average of 15 students attending each meeting. Conducted an AGM where new office bearers were elected. Invited the President of the Local AECG to attend the AGM and provide information to students.
- Organised and co-ordinated whole school celebrations for NAIDOC Day. These included a traditional welcome and smoking ceremony, morning tea with parents and invited guests, a performance by an Aboriginal Dance Group and traditional painting by Junior AECG students.
- Organised a guest speaker to address the whole school on Sorry Day.
- Organised and co-ordinated six students to attend the Regional NAIDOC Day Ceremony at HSPA.
- Organised and co-ordinated eight students to attend the Local AECG Fun Day at Yumaloong.
- Organised and implemented a Junior AECG Fun Day at school for 16 high school students and 4 primary school students.
- Supported the academic improvement of two Indigenous students through the Galuwa Scholarship program, in which two teachers from within the school were employed to tutor these students.
- Supported two student delegates to attend each local AECG meeting to deliver a school report.







