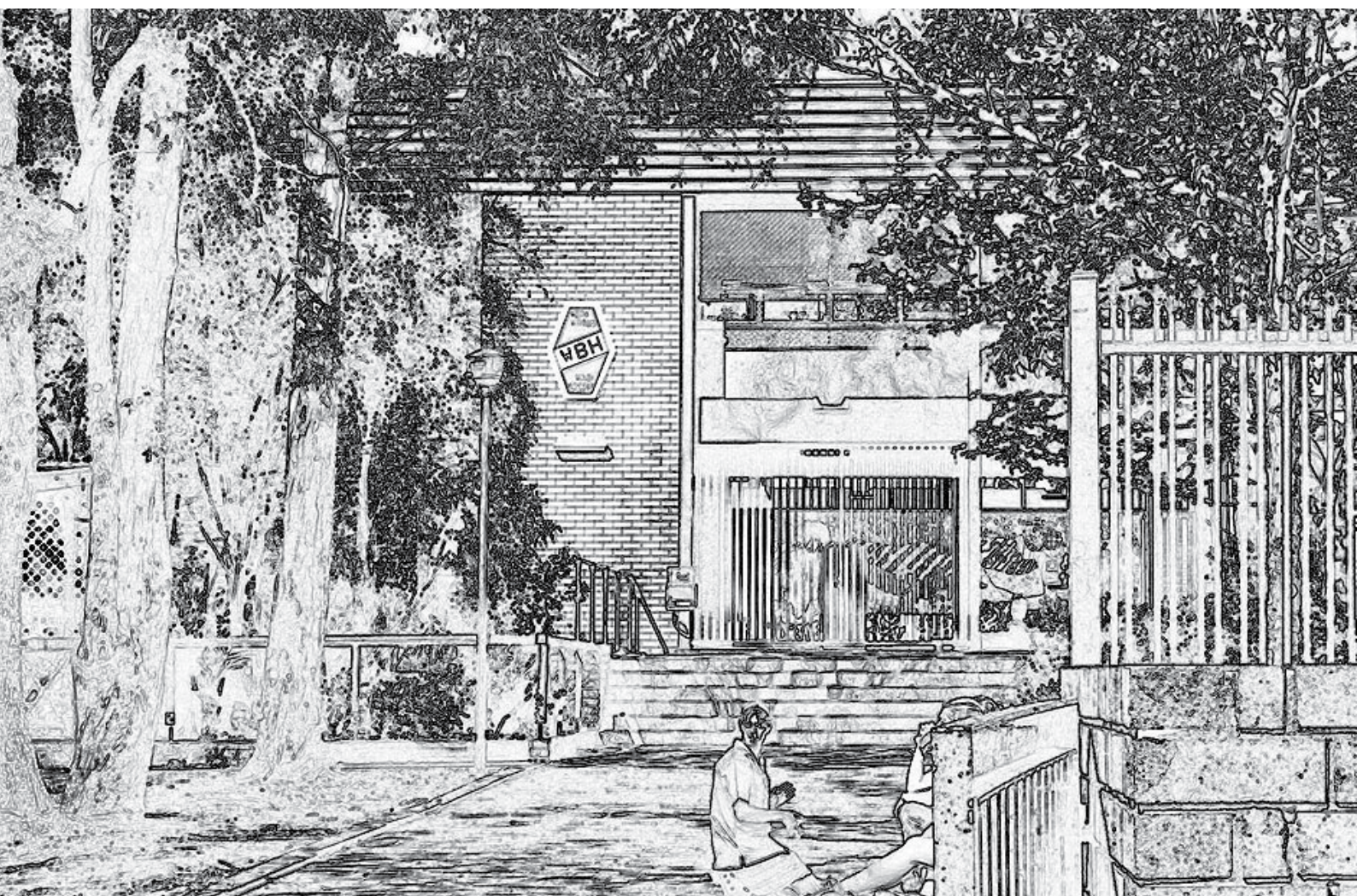




A SUMMARY  
of the  
ACADEMIC, SPORTING AND CULTURAL  
ACHIEVEMENTS  
at  
WARNERS BAY HIGH SCHOOL  
2014







# WARNERS BAY HIGH SCHOOL

## ACHIEVEMENTS 2014

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



### **School Captains 2014:**

Georgia Fisher and Mark Peters  
with Dr Sharon Parkes (Principal)



### **Student Executive**

Principal : Dr Sharon Parkes

**Front Row:** Isabella Elsworth, Jackson Vaughan, Jordan Elliott, Jack Mihell, Georgia Fisher, Dr Sharon Parkes (Principal), Mark Peters  
India Monaghan, Luke McIvor, Siobhan Hull

**Back Row:** Hannah Moses, Amber Lawrence, Courtney Bell, Timothy Coleman, Drew Worthington, Ellen Richards, Kate Morris

## School Identified Priority

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

### 2014 HSC RESULTS

#### ACHIEVEMENTS:

- Celebrated the preselection of one HSC Visual Arts student's Body of Work for ARTEXPRESS 2014. 9,903 students submitted Bodies of Works for Visual Arts examination with 383 students' works nominated for ARTEXPRESS. From these nominations, 219 Bodies of Work were selected to create eight exhibitions representing schools from across NSW. Within this, one WBHS student's Body of Work was included in ARTEXPRESS 2015. The student's artwork *"My Softly Suffused Chiaroscuro"* will be exhibited at the Armory, Sydney Olympic Park and Maitland Regional Art Gallery.
- Celebrated the selection of four HSC Visual Arts students' Bodies of Work into the 2015 *"First Class"* exhibition at the Lake Macquarie City Art Gallery. The students' artworks include *"Time Revolution"*, *"Jye Citizen"*, *"My Sight Specific Work"* and *"At a Certain Time of the Day"*. *"First Class"* is an exhibition which focuses on celebrating the HSC Visual Arts Bodies of Work achievements of students in the Hunter geographical area.
- Celebrated the pre-selection of one student for consideration in *"ONSTAGE"* which showcases outstanding successes in HSC Drama.
- Celebrated the pre-selection of one student for *"ENCORE"* which highlights outstanding HSC Music performances.
- Celebrated the selection of one student's Textiles and Design Major Work for exhibition in the 2015 *"Textstyle"* Exhibition held by the Technology Educators Association.
- Congratulated the outgoing 179 Year 12 students for their HSC results with a total of 53 Band 6's and 236 Band 5's being awarded across 40 courses. This result equals the number of Band 6's awarded in 2013 but increases the number of Band 5's from 223 in 2013 to 236 in 2014.
- Celebrated the announcement of 53 mentions in the BOSTES *"Distinguished Achievers"* list. The *"Distinguished Achievers"* achieved outstanding success across 17 courses - Visual Arts (7); Senior Science (7); Music 1 (5); Drama (4); Mathematics General (4); Biology (4); English Advanced (4); Community & Family Studies (3); Textiles and Design (3); Business Studies (3); French Continuers (2); Earth & Environmental Science (2); Geography (1); Legal Studies (1); Society & Culture (1); English Extension (1); and PDHPE (1). A total of 32 students were mentioned as *"Distinguished Achievers"*.

- Celebrated a school ranking of 243 from 641 Secondary Schools in NSW resulting in WBHS being the highest performing Comprehensive High School in the Hunter geographical area. This is the sixth occasion that the School has achieved this status since 2005.

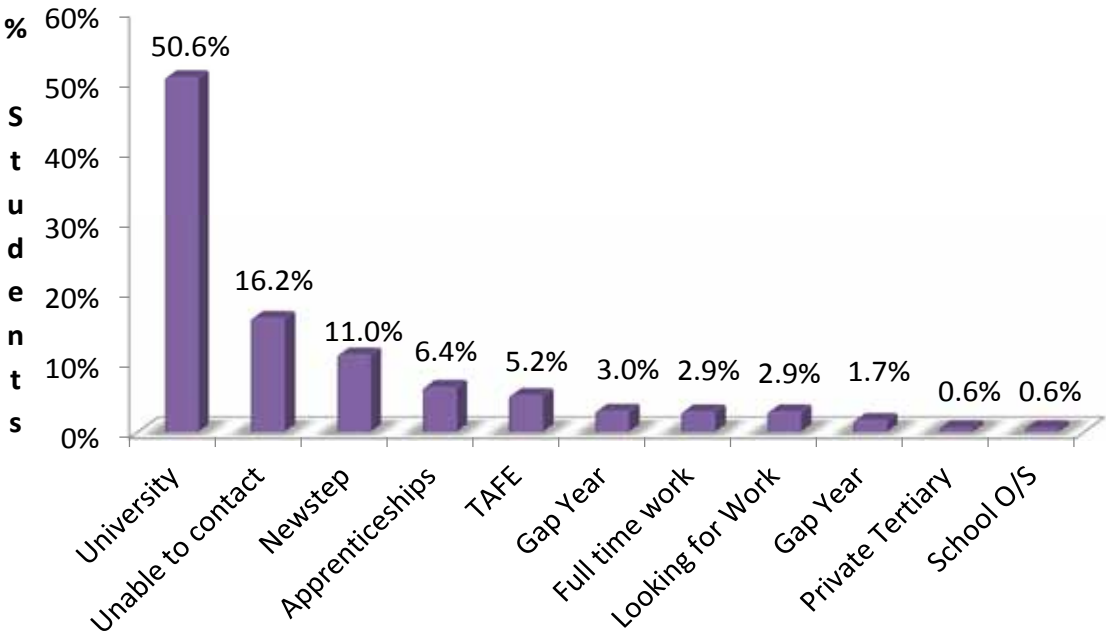
### 2014 HSC Results

Subject	Band 6	Band 5	Total Band 5/6 %	State Band 5/6 %	Students within 1 mark of Band 6	Students within 1 mark of Band 5
Ancient History	0	6	28.57	32.78	2	1
Biology	4	14	30.49	28.23	1	4
Business Studies	3	4	49.99	36.95	0	0
Chemistry	0	2	15.58	46.09	0	1
Community&Family St	3	10	56.51	36.68	1	1
Design & Technology	0	0	0	37.22	0	2
Drama	4	8	54.54	42.11	0	1
Earth & Envir. Science	2	5	49.99	39.79	0	1
Economics	0	5	66.66	44.53	0	2
Engineering St	0	2	28.57	32.76	0	0
English Advanced	4	29	51.56	59.30	1	4
English Standard	0	2	2.35	8.16	0	0
Food Technology	0	4	21.05	28.45	0	1
French Continuers	2	1	49.99	65.70	0	0
Geography	1	5	46.15	43.63	0	0
Hospitality	0	4	36.36	31.10	0	1
Industrial Technology	0	3	20.00	28.33	0	0
Legal St	1	7	72.72	39.63	2	0
Mathematics	0	9	28.12	53.74	0	2
General Mathematics	4	23	26.46	25.00	0	0
Modern History	0	13	52.00	42.28	3	1
Music 1	5	12	73.90	59.58	0	0
PDHPE	1	4	14.70	30.49	0	0
Physics	0	0	0	31.09	0	1
Senior Science	7	12	44.17	36.45	0	0
Society & Culture	1	4	55.55	45.00	0	1
Software Design & Dev	0	2	14.28	28.02	0	0
Textiles & Design	3	3	66.66	41.86	1	0
Visual Arts	7	28	71.42	48.60	1	1
	<b>E4</b>	<b>E3</b>			<b>Within 1 mark of an E4</b>	<b>Within 1 mark of an E3</b>
English Ext 1	1	3	100	92.99	0	0
English Ext 2	0	4	100	54.27	0	0
History Extension	0	1	50	77.7	0	0
Mathematics Ext 1	0	7	81.5	84.40	0	0
Mathematics Ext 2	0	0	0	86.39	0	0
French Extension	0	2	66.66	95.00	0	0
<b>Total</b>	<b>53</b>	<b>223</b>				

**School vs State:** above State in school group statistics Ancient History; Biology, Business Studies; Community and Family Studies; Drama Earth & Environmental Science; Economics; Engineering Studies; English (Standard); English Extension 1; English Extension 2; Food Technology; Geography; Industrial Technology; Legal Studies; Mathematics General; Modern History; Music 1; Senior Science; Society & Culture; Textiles & Design; Visual Arts; Hospitality Examination.

# Post School Destinations 2014

N=172



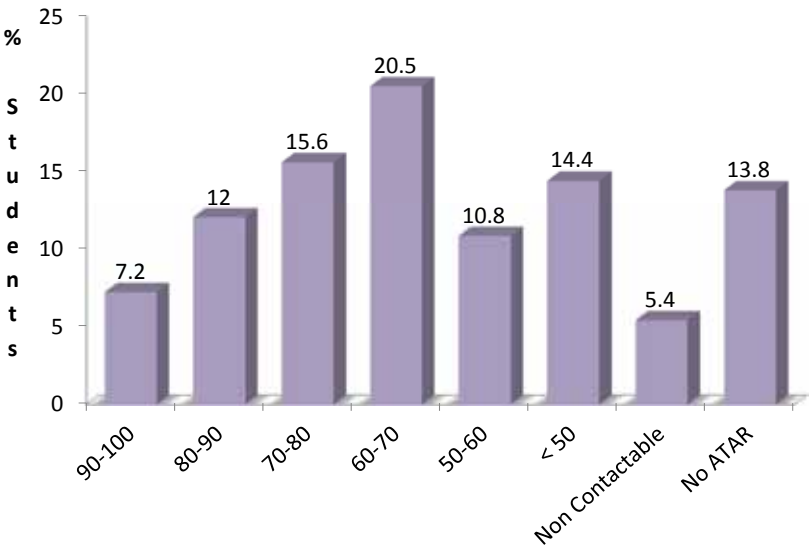
## Career Categories Year 12 -2014

### University Courses

- |                                |                          |
|--------------------------------|--------------------------|
| Law x 6                        | Biomedical Science x 3   |
| Psychology x 6                 | Food Science & Nutrition |
| Pharmacy                       | Info Tech / Business     |
| Teaching x 15                  | Social Science x 2       |
| Engineering x 9                | Computer Science         |
| Music x 3                      | B Environment Sc & Mgt   |
| Nursing x 3                    | Languages                |
| Science x 7                    | Construction Mgt         |
| Arts x 4                       | Podiatry                 |
| Communication x 4              | Dev't Studies            |
| Commerce x 3                   | Ex and Sport Science     |
| Business x 2                   |                          |
| Fine Arts / Vis Com Design x 3 |                          |
| Interior Design                |                          |
| Bio Tech x 3                   |                          |
| Occupational Therapy           |                          |
| Radiation x 3                  |                          |

### Year 12 2014 ATAR Ranks

Highest ATAR = 97.5 N=166



## **Year 12 Post School Destinations 2014 - Report**

- Significant changes noted from the past few years:
  - The vast majority of students are studying at the University of Newcastle, with only 2-3 students undertaking university study outside of Newcastle.
  - Fewer students are undertaking a gap year.
  - Approximately 6% of students are undertaking diploma or certificate courses at TAFE, in many cases with the intention of matriculating onto university, while a small group are studying degree and diploma courses through private colleges.
  - 6% of WBHS students have been successful in gaining full time traineeships and apprenticeships. Of the students who are still looking for work this year, 2/3 are also seeking apprenticeships.
  - Close to 5% of students are enrolled at TAFE and the students who were working part time were generally happy with the hours they are working and are keen to develop their work related skills.
  - The vast majority of parents and students praised the quality of teaching at WBHS and greatly appreciated the assistance given by staff at WBHS in preparing their children for the future.

*Ms Renee Sommer, Careers Adviser*

## **Preliminary Results**

- Awarded a total of 155 Grade A's and 329 Grade B results across 33 courses for the Year 11 2014 Preliminary students.

## **Record of Secondary Achievement (ROSA)**

- Awarded 386 Grade A's and 581 Grade B's across 23 courses for Year 10 ROSA students. The percentages of Grade A's are as follows: English 25| ; Maths 22| ; Science 21| ; Geography 28| ; History 30| ; PDHPE 38| ; Ceramics 9| ; Child Studies 7| ; Commerce 12| ; Drama 6| ; Food Technology 7| ; French 5| ; International Studies 6| ; Industrial Technology Auto 13| ; Industrial Technology Timber 6| ; Information Software and Technology 10| ; Japanese 13| ; Marine & Aquaculture Technology 6| ; Music 12| ; Physical Activity & Sport Studies 22| ; Photographic & Digital Media 24| ; Textiles & Design 4| ; and Visual Arts 47|.

## **In Languages**

- Provided opportunities for 6 students to attend HSC Study days at Macquarie University to increase the depth of students' knowledge and understanding of course

content and exam technique in French Continuers and French Extension.

- Co-ordinated access to a native French and Japanese speaking program for junior and senior language students and weekly informal tutorial sessions (Café Blabla). This has resulted in an increased level of language proficiency and culture awareness for 140 students.
- Conducted four vacation and extra tutorial sessions for 6 HSC French Continuers and Extension students to further their skills in the French language and exam preparation.

## **In Social Science**

- Identified, through analysis of the RAP package, a weakness in the interpretation of, and response to, higher-order questions. Implemented a series of explicit scaffolds and provided sample responses to model best practice for 25 HSC Business Studies and Geography students.
- Provided opportunities for 41 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, Legal Studies and Society and Culture.
- Facilitated the participation of four teachers in HSC Review Days for Geography and Legal Studies to assist in the analysis of the HSC exams to strengthen areas of identified weaknesses which has led to modifications to HSC teaching practice including assessments, homework tasks and exam preparation.
- Provided individual, holiday and Term 4 tutorials for 44 HSC students in Business Studies, Legal Studies, Geography, Economics 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 Facebook page to HSC Society and Culture students to increase access to course resources. The effectiveness of this strategy was evident in 100% class usage for notifications, resource sharing and Q&A style forums.
- Implemented a structured team teaching program to reinforce perspectives on the cross-cultural component of the Preliminary Society and Culture course to ensure equitable access to teacher expertise.
- Implemented 8 fortnightly mentoring sessions for 46 Social Science HSC students to assist with time management, revision techniques and essay writing.
- Provided an opportunity for 19 Preliminary Society and Culture students to attend a study day to inform their practice and improve their execution of the Personal Interest Project (PIP).
- Co-ordinated the implementation of the National Geographic Competition for 34



students from Years 7-10, achieving 5 High Distinctions and 4 Distinctions.

- Utilised NAPLAN to inform development 15 teaching strategies based on 'Focus on Reading' resources aimed at improving the literacy outcomes of 256 Year 8 students.
- Analysed faculty assessment data for Stage 4 and 5 Geography, identifying key areas of weakness in student learning outcomes, resulting in changes to the structure, description, timing and marking criteria of 13 specific tasks for 2015.

## **In TAS**

- Conducted 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 extended responses which had previously been identified as areas for improvement.
- Used Social Media as a learning and communication tool for 30 HSC students to increase engagement with course material and exposure to industry practices.
- Fostered participation in the "Wool 4 Skool" competition, where one WBHS student was a finalist in NSW and received an Honourable Mention.
- Facilitated weekly tutorials provided throughout the year for 31 HSC students to improve the quality of work in Major Design Projects in Industrial Technology, Textiles and Design and Design and Technology.

## **In CAPA**

- Initiated individualised intervention strategies for 93 HSC CAPA students resulting in 16 Band 6 and 48 Band 5 results across Visual Arts, Drama and Music courses.
- Continued review of literacy, numeracy and ICT strategies in both junior and senior programs across Music, Drama and Visual Arts by all staff, resulting in a cohesive and unified approach to cross curriculum aspects of each syllabus. Programs and assessment were cohesive and consistent in the application of literacy and numeracy strategies as was evident in registrations and class work samples.
- Developed 3 new HSC Visual Arts case studies for students to access contemporary cultural experiences at both Regional and NSW Galleries.



- Developed Visual Arts, Drama and Music **Authentic Tasks** for the Year 8 **Visible Learning Expo** that reflect the philosophical approaches of both the faculty and the **Visible Learning Team** and provide meaningful learning and assessment experiences for all students.
- Co-ordinated classroom walkthroughs for staff reflection and to improve student learning and engagement.
- Co-ordinated Music, Drama and Visual Arts teachers to target specific aspects and structural components of their courses to improve overall results.

### **Literacy School Improvement Team**

- Analysed NAPLAN data to produce “Parts of Speech” and “Literary Techniques” summary support documents for students in Years 7, 8 and 9 to improve literacy outcomes for students.
- Produced a “Spelling Rules and Common Misspellings” document for use in English.
- Distributed laminated copies of the “Punctuation Summary Support Document” for display in English classrooms.

### **In PDHPE**

- Compiled profiles of 46 students entering the Stage 6 PDHPE courses using NAPLAN data and developed a portfolio of literacy tasks provide scaffolded and modelled responses to HSC short - answer and extended response questions, an area consistently targeted for improvement in evaluations of RAP packages.
- Facilitated the analysis of HSC data with 6 members of the PDHPE Faculty, both individually and as a group, which resulted in enhanced understanding of the specific aspects of the syllabus that require ongoing focus to improve student outcomes.
- Analysed faculty assessment data on Stage 4 and 5 PDHPE, changing the structure, description, timing and marking criteria of 4 tasks to enhance the reporting of outcomes to parents.

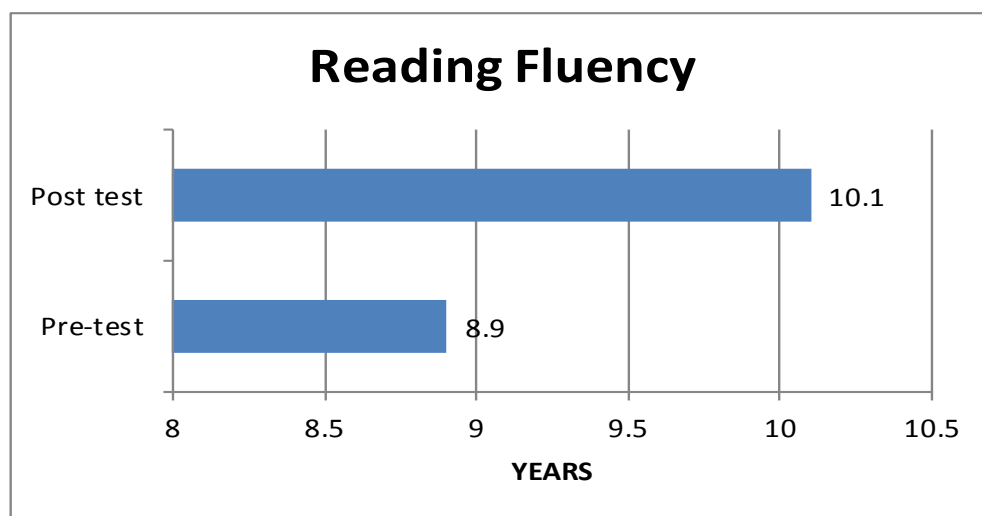
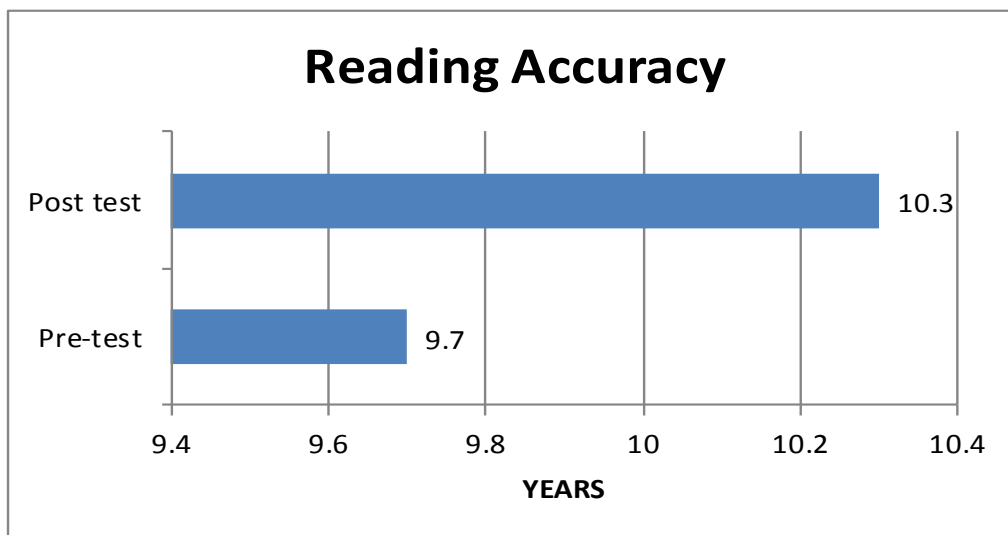
### **In Science**

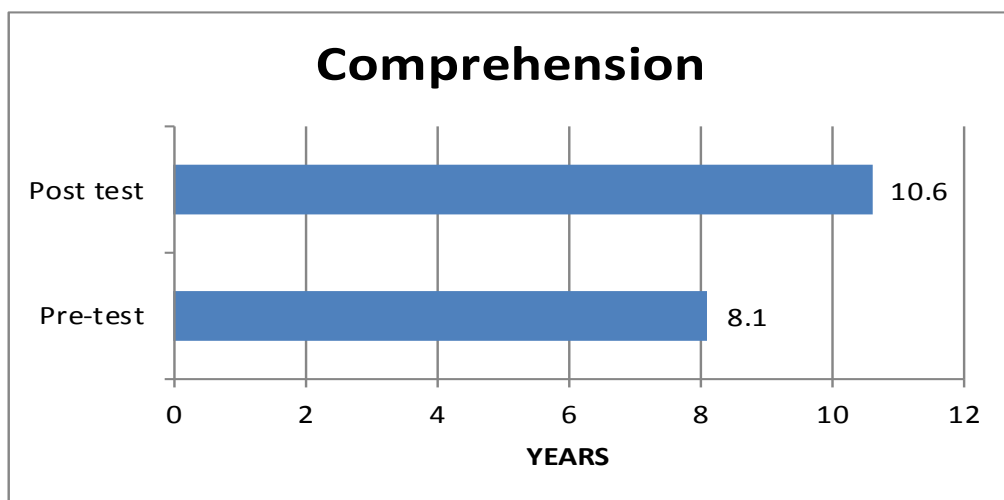
- Facilitated students entries in ICAS Maths, English, Writing, Science and Computing resulting in Maths: two Distinctions, five Credits, one Merit and six Participation Certificates. English: one Distinction, one Credit and four Participation Certificates. Writing: two Credit, one Merit and one Participation Certificate. Science: one High Distinction, three Distinctions, four Credits and two Participation Certificates. Computers: one Distinction, two Credits and one Participation Certificate.
- Developed new teaching programs in Stages 4 and 5 to meet the requirements of the new Australian Curriculum. Embedded in these new programs the explicit teaching of verbs.

- Analysed ESSA data and identified extended response questions as an area for development. Embedded the teaching of longer responses in all programs and re-designed all assessment tasks to include longer response questions.

## In Learning and Support

- Implemented withdrawal programs focusing on literacy and numeracy support for 38 students in 2014, which is an increase in student participation from 2013 of 8 students.
- Achieved an average improvement of 0.6 chronological years in reading accuracy, phonics and phonemic awareness for students who participated in the Withdrawal Literacy Program through the Learning and Support Program.
- Increased students' reading fluency in the Withdrawal Literacy Learning and Support Program by 1.2 chronological years.
- Succeeded in improving students' comprehension in the Withdrawal Literacy Learning and Support Program by 1.7 chronological years.





- Delivered the Withdrawal Numeracy Learning and Support Program in 2014. The program followed content covered in each student's Mathematics class using an individualised approach which has contributed to each student's end of year results in this subject.
- Increased students' mathematical skills through participation in the Individualised Numeracy Program as demonstrated in the Progressive Achievement in Mathematics results. Pre- and post-assessment data for individual students indicated positive growth for every student.
- Delivered a broad range of support programs for 10 Year 10, 5 Year 11 and 2 Year 12 students completing the HSC and ROSA focusing on organisation, study skills, time management and management of student anxiety. Anecdotal feedback from students and families indicated positive outcomes, with several students overcoming their personal educational obstacles.
- Conducted 58 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, adjustments and accommodations to cater for the complex needs of each student and are reviewed regularly throughout the year.
- Participated in the Nationally Consistent Collection of Data - School Stu-





dents with Disability 2014. This initiative collects data on the number of students who meet the definition of disability under the Disability Discrimination Act to better support the educational needs of students with a disability. The needs, goals and strategies required for 44 individual students with a disability were monitored, assessed and evaluated through the Nationally Consistent Collection of Data initiative. Results demonstrated the professional capacity of teaching staff to cater for and meet the needs of students with a disability at Warners Bay High School.

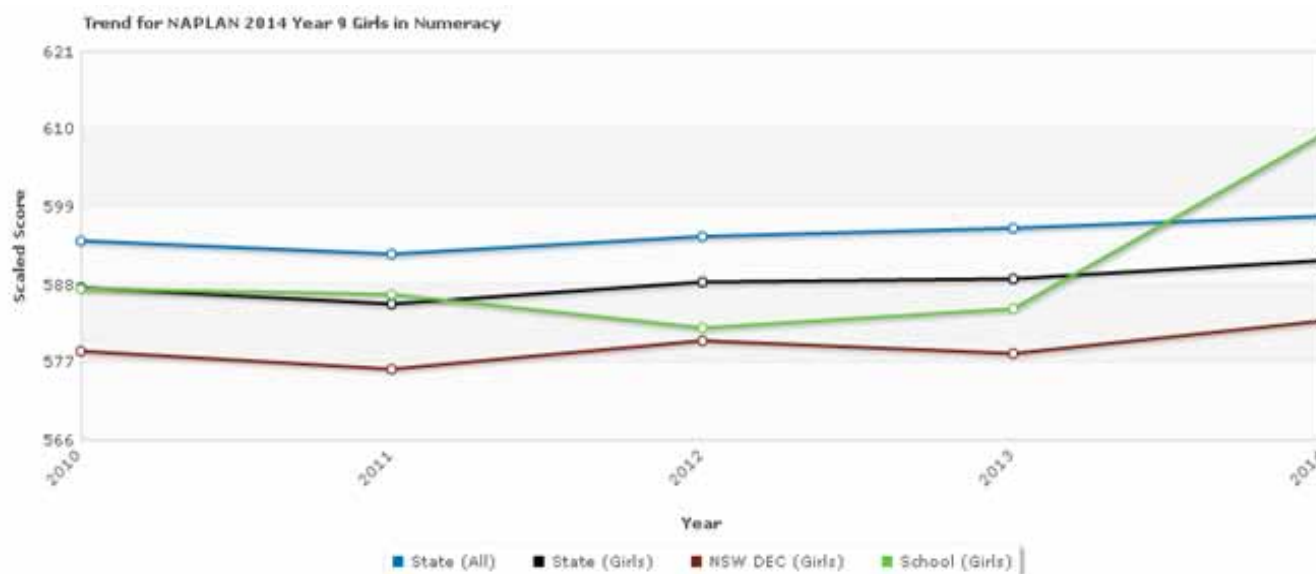
## **In English**

- Adjusted the teaching cycle to allow for further development of higher order thinking skills and synthesised essay response writing.
- Facilitated HSC Trial Mentoring meetings in school holidays to guide students to incorporate feedback from work samples into future practice.
- Conducted ongoing tutorial sessions during lunch breaks and study periods to assist Senior Students.
- Implemented new Australian National Curriculum Stage 4 and 5 in both Years 7 and 9.
- Accessed funding for staff to improve their content knowledge on: HSC New Prescriptions professional learning, Extension 1 Comedy Genre day, Extension 2 Study Day – Newcastle and Sydney. Two staff attended the ETA Conference returning to inservice staff on contemporary issues in English teaching. Participation in Extension 1 Study Day by both staff and students.
- Participated in professional development activities for New Scheme Teachers - iPads in the English classroom.

## **In Numeracy / Mathematics**

- Analysed SMART data within the Numeracy SIT so staff across the different KLAs were better informed on explicit numeracy needs. Staff are now more proficient at accessing NAPLAN results and engaging in item analysis, as well as being able to review student growth.
- Compiled a scope and sequence from all KLAs showing where numeracy is currently embedded and opportunities for further development within different subjects.
- Implemented numeracy programs within Mathematics in Years 8 and 9. School Plan targets included:
  - Year 9 having at or above expected growth improving from 55% in 2012 to 60% in 2014. This goal was achieved, with 77.1% of Year 9 students achieving or exceeding expected growth.

- Increasing Band 10 results in Year 9 NAPLAN from 6.2% in 2012 to 12% in 2014, this goal was achieved.
- Improved NAPLAN Numeracy results for Year 9 girls were achieved, significantly exceeding the state average for girls as well as combined gender results.

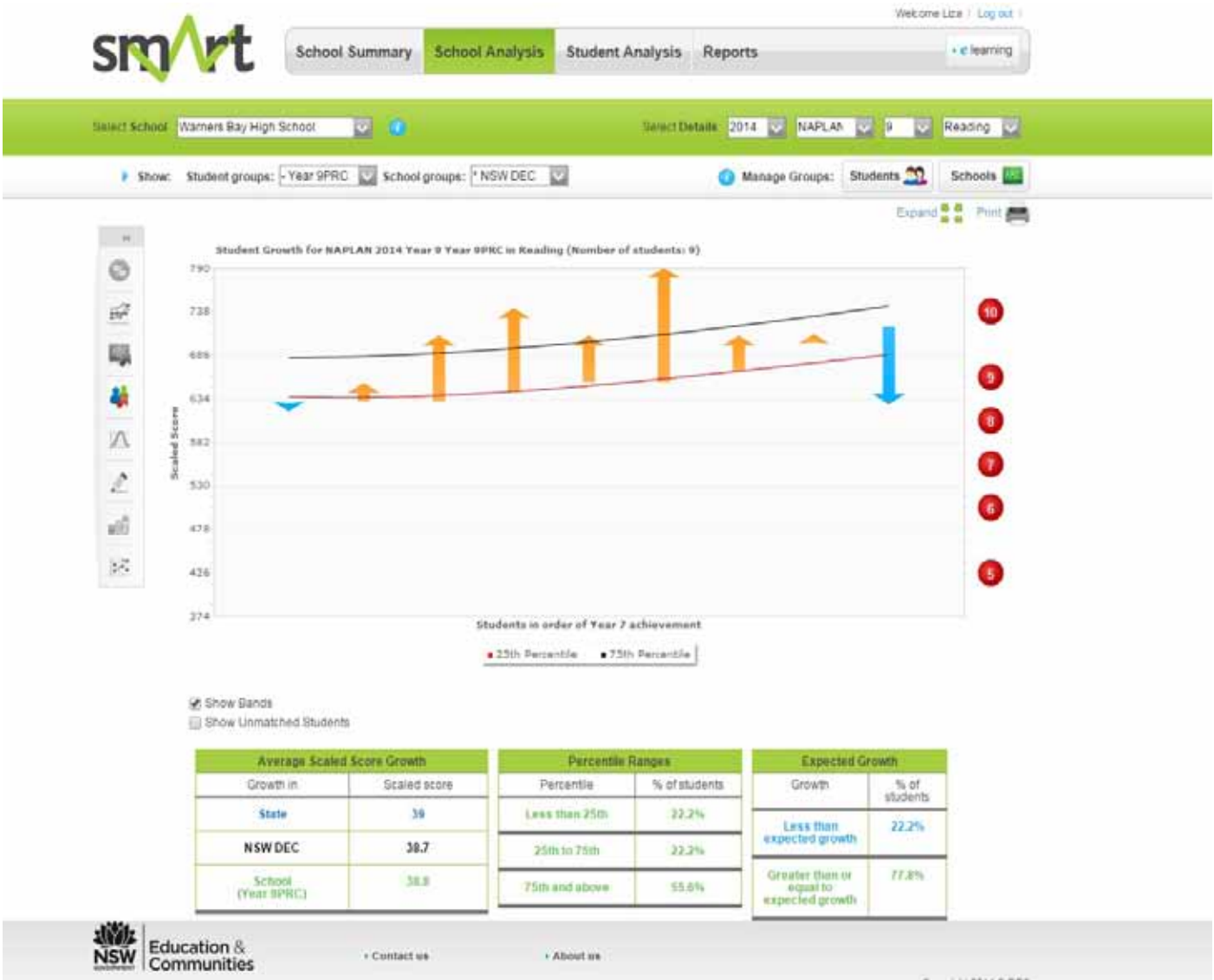


- Analysed 2013 RAP and SMART data with all members of the Mathematics Faculty. Discussed data analysis at a faculty meeting and with individual staff members resulting in specific understanding of areas for development. In 2013, the calculus based Mathematics cohort showed an increase of 6.4% in the amount of Band 6 achieved. In Mathematics Extension 1 one student earned an E4 – a significant achievement.
- Aligned evidence to possible improvements in specific areas of Numeracy that were identified as deficient in NAPLAN data.
- Encouraged the use of specialist teaching strategies at all levels of Mathematics in the Senior School involving liaison with academics from Newcastle University in relation to recent trends in Mathematics Education.
- Initiated a review of literacy, numeracy and ICT strategies in both junior and senior programs across Mathematics by all staff. This provided a unified approach to the cross curriculum aspects of each syllabus.
- Developed Mathematics tasks for the Year 8 Visible Learning Expo. Utilised classroom walkthroughs for staff reflection and to improve student learning and engagement
- Initiated a Numeracy Program in Years 8 and 9 which provided small group instruction to students by Mathematics teachers. Results indicate significant improvement in student performance with a 1.5 % increase in Band 10 for Year 9 across all Numeracy Outcomes.

## In Library

- Conducted a successful wide reading scheme - the Principal's Reading Challenge - involving 93 students from Years 7 to 12. SMART data shows that all Year 9 participants achieved Band 8 or higher in Reading, Spelling and Grammar and Punctuation and Band 7 or higher in Writing. Most participants attained significantly higher growth than expected from Year 7 NAPLAN results.
- Increased the number of fiction titles with new files added to the library to support reading for pleasure and the PRC









## In History

- Maintained student access to academic resources by arranging for five Extension History students to attend Sydney University Library to aid in the development and diversity of resources included in the bibliographies of Extension History Projects.
- Developed structured feedback models for 94 Year 11 and 12 Ancient and Modern History students based on the Success Criteria Proforma to improve the students written work.
- Allocated class time for students to practice all forms of written responses under examination conditions for all 4 Modern and Ancient History Year 11 and 12 classes. This ensured students were able to effectively manage their time in the HSC examination.
- Increased structured homework tasks using MOODLE and eDiary for 5 Extension, Modern and Ancient History Year 11 and 12 classes to ensure all students effectively manage their study time and improve their understanding of course content and examination style questions.
- Expanded student knowledge and access to guest speakers in the Core Areas of Pompeii and Herculaneum and World War 1 with 35 students attending Study Days in Newcastle and Sydney.
- Practised, through a scaffolded homework task for all Year 10 students, the correct format for Personality and Event questions. Students were able to structure their research to assist them in preparing their written responses in test situations. This resulted in clearer and more concise written responses for the task on People Power.



# School Identified Priority

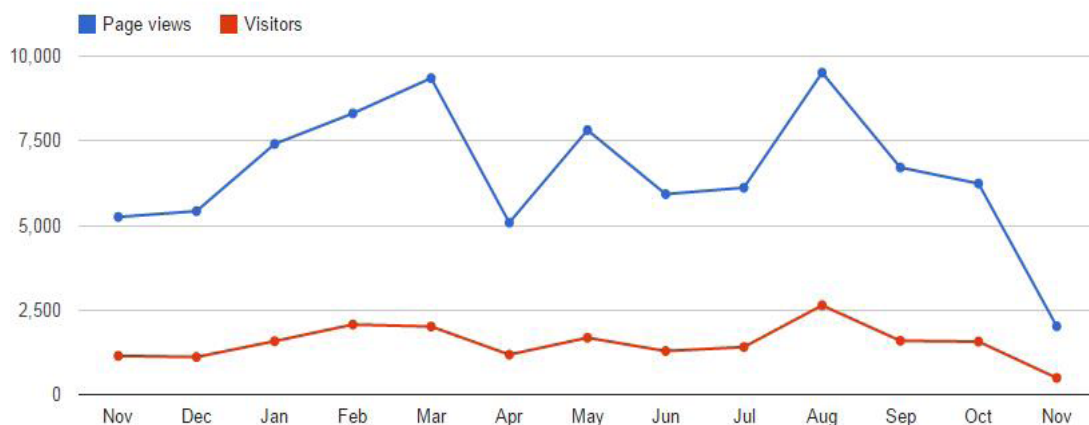
*2. Information Communication Technology engages, extends and deepens student learning and understanding.*

## Technology School Improvement Team

- At the Whole School level
  - Extended wireless coverage to the MPC with 4 high-powered units. The extended range will allow for all visitors to the hall to access the secure school network and internet for learning, training and performance activities.
  - Inserviced staff on the creation and use of secure social networking sites such as Edmodo and Facebook groups.
  - Purchased and installed 4 additional Smartboards across LOTE, Social Science, Science and TAS.
  - Facilitated Teacher Professional Learning in Adobe, Smartboard Software and MOODLE.

## Warners Bay High School Official Website Visits

Page views for a year: November 2013 – November 2014

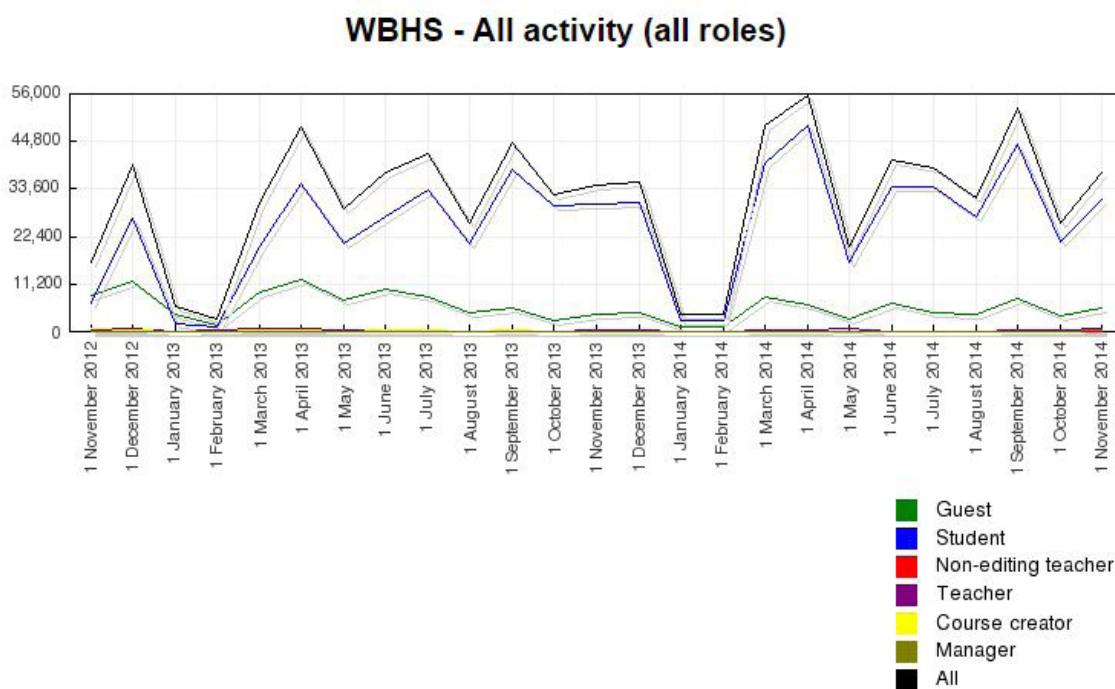
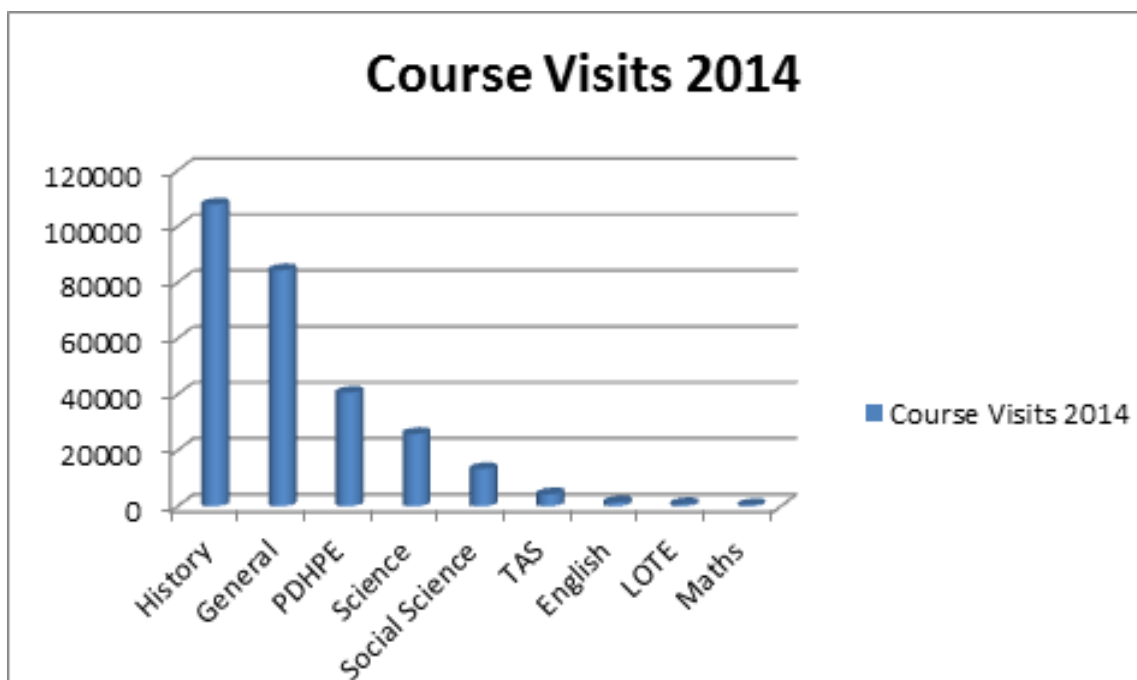


Generated up to 10 000 views per month over a 12 month period to the official Warners Bay High School website with 13 768 unique views for 2014. The sharp rise in page views supports the efforts of the Website Team in improving the quantity and quality of content provided by the school.

- Installed the Sentral Timetable program as a timetable viewing service for teachers and staff. This has improved the accuracy of timetable searches and allowed up-to-date information concerning student location to become available.
- Consolidated the use of MOODLE online learning across all KLAs with 327

218 unique visits in 2014. MOODLE continues to develop a consistent platform for online learning across the KLA's

- Utilised MOODLE to conduct sport choices for Years 9 and 10. This has led to equitable access to sport through DER laptop usage.
- Expanded technology partnerships through the use of MOODLE to include all 4 local partner Primary schools. This has developed the online learning capacity in feeder schools and enhanced the skills of the incoming Year 7.



- Utilised SBSR software for the production of all reports, Years 7-12. This has resulted in the consistent, high quality delivery of student information to parents/carers in 2014.



- Refitted C5 computer lab with 24 new desktop computers and purchased 60 iPads, 7 touchscreen laptops and 5 Windows 8 hybrid laptops. This hardware will facilitate the continual progression of 21st Century learning in Warners Bay High classrooms.
- Transitioned the WBHS Skoolbag App from trial to full service in 2014. There are now over 900 downloads facilitating instant communication between staff, students and wider school community.
- Incorporated third party software for timetabling and roll marking into the DEC LMBR software. This has resulted in a more effective administration system and ensures uninterrupted synchronisation between the school and State Office.
- Introduced My eDiary to staff and Year 11 as a Term 4 trial. This has improved communication between staff, students and parents/carers, particularly with homework progress.
- Rolled out the Flipped Learning initiative across four subject areas. Surveys indicate that this has increased the level of student engagement in terms of homework and general course participation.
- Negotiated a collaborative partnership with the University of Newcastle which will also involve digital units of work being developed. This will enhance the variety of Flipped Learning activities available to Warners Bay High students and foster closer ties with the University.
- Managed 8 faculty sets of 16 laptops and 5 pooled laptop sets for loan. This has complemented the BYOD scheme and allowed more specialist ICT and Technology classes to access computer rooms.

## **In Languages**

- Purchased a half-class set of iPads for use in all language classes. This has promoted use of language websites at home and increased vocabulary uptake across the year groups.
- Used iMovie on iPads to make short student films in targeted languages. This has increased motivation for language learning and empowered 90 students to express themselves more creatively in the target language.
- Entered the Hunter Language Teachers Network "The Last Word" Film Competition to promote and consolidate language learning.
- Introduced Facebook group pages for senior students to provide an immediate link for communication and an access point for review of PowerPoints and presentations already used in the classroom.
- Continued the successful implementation of the national website competition Language Perfect to motivate 75 students. This has resulted in increased vocabulary retention.

## **In Social Science**

- Continued to facilitate the online submission of the Year 7 and Year 9 Geography projects, resulting in increased engagement and ICT skill development.
- Enhanced the capacity of students to evaluate electronically sourced information for reliability and validity through the implementation of the Year 8 Geography Authentic Assessment Task.
- Extended the development and use of digital presentations such as PowerPoint and Prezi in all Social Science courses, increasing student engagement.
- Promoted the use of Quizlet and other educational applications to extend and deepen students' understanding of key concepts and terminology in Business Studies, Society and Culture and Commerce.
- Facilitated the creation of Year 9 Commerce multi-media presentations for the online submission of entries to the Office of Fair Trading's Money Stuff Competition.

## **In Technological and Applied Studies**

- Organised peer coaching and frequent support sessions on the integration of emerging technology tools and skills into learning programs. This has led to an overall improvement in teacher confidence in delivering new ICT skills in practical lessons.
- Implemented and maintained a digital display to showcase students' achievements and digital project work. The purchase of two additional plasma screens to display digital information to students in E1 and E11 has further raised awareness of student achievements.
- Continued use of Facebook and Instagram as communication tools to enhance learning outcomes.
- Used free software such as Quizlet, JetBrians, Kahoot and Lucid Charts to provide classroom stimulation and motivation.
- Utilised 5 iPads and four graphics tablets in Technology, Textiles and Food Technology to increase access to ICT and improve the quality of practical projects.
- Utilised Google Drive to disseminate Assessment Tasks and share learning materials in computer based subjects. This resulted in better home access to information and an efficient method of project submission.
- Extended the use of Smartboard technology based lessons in Textiles and Food classrooms.
- Procured a 3D printer for the production of models and simple design work for Technology subjects.
- 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.

Two laptop trolleys were purchased to enable the efficient rollout of computers during lesson time.

## **In Creative And Performing Arts (CAPA)**

- Continued the development of contemporary IT strategies in the classroom across Music, Drama and Visual Arts with the use of iPads in all three disciplines resulting in an increase in student engagement and the development of individual learning plans and strategies.
- Continued to successfully use Facebook pages for Visual Arts, Music, Concert Band and Choir resulting in a more holistic approach to the announcement of excursions, assessment tasks, CAPA events and preparation for assessment tasks and homework.
- Embraced the concept of MyeDiary in the senior school by using it to monitor assessment task and homework procedures in Year 12 Visual Arts, Music and Drama
- Continued to communicate the success and important educational events of the WBHS CAPA Faculty using the school website by providing high resolution imagery and important communication thus giving a visual and verbal profile to the arts in the school and the wider community.
- Revised explicit ICT components in all aspects of CAPA programming in both the junior and senior school to maintain both staff and student engagement and skills base.
- Restructured the Stage 5 Photographic and Digital program to ensure that students are engaging in 21st Century photographic and animation practices.

## **In Careers**

- Provided an off-line Work Studies course through the use of MOODLE and Adobe connect tutorials.

## **In PDHPE**

- Enhanced the capacity of the PDHPE teaching spaces by installing software packages to support interactive boards. This has created the opportunity for greater student engagement and increased the range of teaching strategies employed.
- Utilised the collaborative capacities of "Google Docs" to create tasks that allowed each student to participate in the real-time construction of presentations, and then deliver researched information to their peer group in a more engaging manner.

## **In Science**

- Continued to utilise MOODLE to provide student access to extra resources, including revision worksheets, problem-solving questions and homework tasks for seniors. Assessment tasks, course notes and supporting material were also available online.

- Enhanced the teaching of the Space Topics in Years 7 and 9 through the use of Apps and web based resources.

### **In English**

- Purchased and trialled a class set of iPads to integrate interactive learning strategies within the classroom.
- Implemented Quizlet and Web2Tools to increase engagement and create independent student learning strategies.
- Improved facilitation of MOODLE to enhance communication with both students and parents.
- Embedded authentic ICT outcomes in Year 7 programming with students creating short films drawing upon their scripted performances.
- Integrated ICT into all classes, with every English classroom having ceiling-mounted data projectors to allow for greater access to multimedia and online resources.
- Reviewed the potential for Smartboard hardware in the classroom to better facilitate student outcomes.

### **In Library**

- Developed and delivered an introductory program for ICT resources for Year 7 students. Tools for creating bibliographies were demonstrated to enable students to confidently and accurately document resources used in research.
- Assisted International Studies classes with a videoconferencing program with Korean students. Usage of the library's videoconferencing facilities increased significantly in 2014, requiring library staff to train unfamiliar users and provide support when needed, thus enabling students' learning to be enriched by virtual experiences.
- Developed Youtube play lists to support the curriculum, curating relevant video material for efficient retrieval and use by teachers.
- Improved access to the library's digital video collection by creating searchable catalogue entries with detailed content information in the library database for universal access.

### **In VET**

- Purchased sound and lighting equipment and new iMac for the MPC. This will facilitate the delivery of the new Entertainment VET course in 2015.
- Installed wireless technology throughout the MPC. This will assist in the delivery of online components of the Entertainment VET course.



## SCHOOL IDENTIFIED PRIORITY

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

#### **In Languages**

- Welcomed 20 Japanese sister school students into the school raising cultural awareness across the school and increasing the linguistic acquisition of the students studying Japanese.
- Provided a Japanese assistant teacher to junior and senior classes studying Japanese which extended their cultural and linguistic awareness of an Asian country.
- Implemented a Study and Cultural Tour of Japan in September 2014 to immerse 20 students of Japanese in the language and lifestyle of Japan. The students enjoyed a 5 day home stay.
- Co-ordinated a Japanese Culture Day for Year 7 students who participated in many cultural and language activities, consolidating their classroom learning.
- Presented a Regional Japanese Drama Workshop with Japanese actor Shingo Usami to explore Japanese on another level. Drama techniques, games and activities were used to extend the students' knowledge of Japanese.
- Organised for our Japanese assistant teacher to teach weekly language and culture workshops at Biddabah Primary School to enrich and encourage our future students.



#### **In Social Science**

- Implemented new programs and resources that have a strong Asian focus. As a result there has been a 25% increase in student numbers in Stage 5 International Studies and a 100% increase in Stage 6 Society and Culture.
- 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 50 elective students who participated in the program.

- Provided opportunities for students to immerse themselves in the Asian culture. For example, students in the Stage 5 International Studies elective classes participated in 5 Australia-Korea school video conferences as part of the UNE's Asia Connexions program. This was supplemented with a lunch visit to 'Taste of Korea' to increase awareness of the diversity of Asian culture, cultural similarities and differences and the widespread influence of culture on Australia today.
- Organised an overnight visit to the Nan Tien Temple in Wollongong for 35 Stage 6 Society & Culture and Year 10 International Studies students. The students were guided by monks through activities such as Tai Chi, calligraphy, meditation and specific Dharma talks. Student also enjoyed the experience of eating traditional Vietnamese food and a guided through the temples at Cabramatta to enhance their understanding of Asian cultures and support specific course case studies.





## **In English**

- Implemented the Australian National Curriculum – Learning Across the Curriculum Asian Culture focus area, raising cultural awareness of Difference and Diversity through the Year 8 unit of work on Anime.
- Extended students' social and transnational awareness through the Year 9 "Have Your Say" program, analysing and responding to political cartoons.

## **In History**

- Delivered to all Year 7 as part of the Australian National Curriculum, a unit on China, including a source analysis assessment task which provided students with an Asian perspective on their studies.
- Programmed a further Asian perspectives unit on Japan under the Shoguns for Year 8 History including literacy, knowledge and chronology assessment tasks which will expand students understanding of the Asian World.

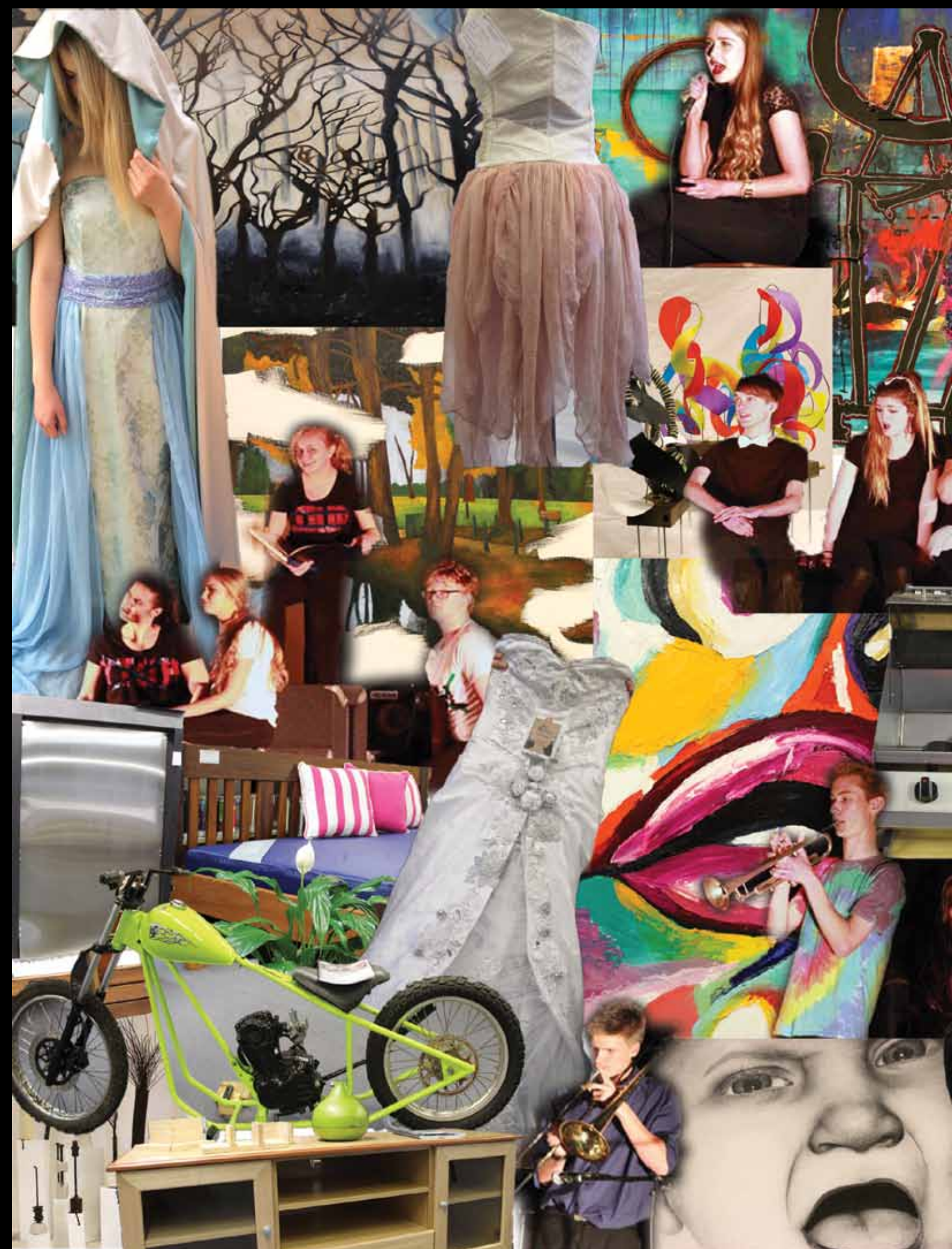


## **International Students**

- Hosted nine International Students for periods ranging from 3 – 6 months: three students from China in Years 10-11; two Year 11 students from Brazil; one Year 11 student from Luxembourg and three Year 10 students from Hakodate, Japan. This program has greatly enhanced the academic opportunities of the International students involved and the cultural awareness of our students.











## 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*

### School Webpage

- Provided an electronic “face” of the school in the form of the school webpage, resulting in a digital focus for school structures, events, successes and policies.
- Updated faculty data on the school webpage to ensure current and accurate information is available to the extended community.
- Celebrated the outstanding achievements of students and staff by continually promoting their success through news articles and gallery photographs.
- Documented whole school activities such as Academic, Sporting and Cultural events, NAIDOC Day, the Year 12 Graduation Ceremony, ANZAC Day Ceremony, Sorry Day, Kurt Fearnley’s visit, Harmony Day, Year group Presentation Days, carnivals, excursions and exhibitions to promote the school’s core values.
- Facilitated and mentored new staff members in the function and purpose of the webpage and increased the number of staff members that have access to editing and publishing information allowing for a more diverse and comprehensive webpage.
- Continued to improve the visual quality of photographic imagery on the webpage through personal and efficient editing of photos through Adobe Photoshop, resulting in a sophisticated quality of visual presentation.
- Maintained up-to-date information regarding school policies, achievements, the Annual School Report, the School Plan, Introductory Booklet, Year Handbooks, map, bell times, Uniform Shop, calendar of events and Careers.
- Promoted the implementation of the Warners Bay High app, BYOD, MyeDiary and online subject selection links to inform and provide links to the wider school community.

### In the Library

- Developed and delivered an introductory program for ICT resources for Year 7 students. Tools for creating bibliographies were demonstrated to enable students to confidently and accurately document resources used in research. Skills were reinforced in subsequent year groups particularly in History classes.
- Assisted International Studies classes videoconferencing program with Korean students. Usage of the library’s videoconferencing facilities increased significantly in



2014 compared to 2013, requiring library staff to train unfamiliar users and provide support when needed, thus enabling student to be enriched with such virtual experiences through the use of ICT.

- Developed Youtube playlists to support the curriculum, curating relevant video material for efficient retrieval and use by teachers.
- Improved access to the library's digital video collection by creating searchable catalogue entries with detailed content information in the library database for universal access.

## **In Student Welfare**

- Co-ordinated and implemented the successful Year 6-7 "Leapfrog" transition program for 23 students. The program was developed for students requiring individualised attention and support when moving into a large high school setting. Parent and student anecdotal feedback has continued to be positive particularly in relation to the effective collaboration with partner primary schools.
- Prepared 70 Peer Support leaders through a 2 day student training program led by the Peer Support Co-ordinator. Year 7 students established supportive links with their Year 10 Peer Support Leaders.
- Communicated and liaised with teaching staff to implement Individual Education Plans in classroom teaching and learning programs. The professional approach of all classroom teachers has resulted in the successful achievement of targeted outcomes for students with disabilities.
- Evaluated the effectiveness of the Learning Support Team in identifying students at risk or with complex needs along with the communication systems with teaching staff. All staff receive weekly and daily information about students requiring additional support and progress up-dates. Teachers have expressed satisfaction with the communication between the Learning Support and Welfare Team members which ensures information is available to better support students.
- Developed and implemented a range of welfare initiatives including sex education, drug and alcohol awareness, conflict resolution and management of anxiety. Through collaboration with the School Counsellor and Head Teacher Welfare, identified students have gained knowledge and strategies to build personal and educational resilience.
- Catered for the daily needs of students experiencing a range of complex issues, utilising strategies such as time-out and mentoring through contact with the School Counsellor, Head Teacher Welfare and Year Advisers. Many students accessing daily support demonstrate improved emotional wellbeing and therefore educational success.
- Developed Individual Health Care Plans through consultation with parents and the Head Teacher Welfare and communicated them to all staff. Reviews of Health Care

Plans occur annually or as needed. School personnel are aware of the medical needs of students and completed their compulsory asthma training on Staff Professional Development Days. Every faculty now have an asthma pack which is readily available should it be required.

- Continued the successful Homework Centre each Tuesday and Thursday afternoons, from weeks 2-8. The Homework Centre is utilised by many of our students and is recognised by parents as a wonderful way to engage their children in homework and study.
- Co-ordinated the Year 7 “Focus Days” focusing on building cohesive resilient and socially competent young people. Students engaged in a range of activities including rock climbing, the giant swing, rock and water, managing social conflict, “Girls’ Business” led by the Head Teacher Welfare and the Deputy Principal’s “Boys Only” group.
- Facilitated Focus Days for Years 7 -11 addressing issues which are age appropriate and relevant to the year group. Year Advisers co-ordinated programs including “Making Smart Choices”, building resilience, leadership, social conflict activities and presentations by the “Brainstorm” company, understanding the danger and consequences of cyber bullying led by the Police Liaison Officer, and awareness of community based support services, such as Headspace.
- Continued the “Shine” program for teenage girls to develop self-worth, confidence and values to guide each student throughout life. In 2014, 28 female students participated and completed the course expressing dreams and goals for their future and how they would individually succeed.



- Enhanced community awareness of the “Shine” program through participation in the Regional awareness fundraising event. Five of our students joined many other women and girls on a local leg of the 180km walk. The Shine program began in 2010 and continues to be implemented.
- Facilitated the “Plan-it Youth” program providing mentoring opportunities for Year 10 students over 2 terms. Plan-it Youth is a course that helps young people set goals



and consider their own talents and gifts with a view to pursuing a satisfying career path.

- Implemented the “Bounce Forward” program which was offered to Years 7, 9 and 10 students during lunchtime on different days by the Welfare Co-ordinator. “Bounce Forward” is an interactive course designed to combat stress, build resilience and manage adversity throughout their educational experience.
- Reduced, through the diligence, consistency and support provided by the Deputy Principal Welfare and Welfare team, the total number of suspensions from 71 in 2013 to 63 in 2014, indicating success in the programs and strategies implemented for students at risk or with compliancy needs.
- Acknowledged a significant decline in the number of suspensions for “violence” falling from 31 in 2009 to 7 in 2014. These figures reflect the increasing effort of the Welfare team to deal quickly, fairly and effectively with social conflict and alleged bullying and harassment.
- Acknowledged a significant decline in the number of individual students being suspended within the year from 50 in 2009 to 35 in 2014.

## **Transition**

- Conducted four successful “Year 7 for a Day” sessions for our partner primary schools and students from our immediate drawing area, exposing 200 Year 5 students to life in a secondary school environment and allaying any concerns that they may have had about the transition to high school. Visits to primary schools in the LMG demonstrated students had few questions and were well prepared to transition to high school.
- Implemented the alignment of curriculum and programs across the LMG, where 23.8% of Year 7 achieved a Band 8 or 9 in NAPLAN writing, a significant improvement from the previous two years.
- Built on 2012’s achievements in grammar and punctuation, with an increased Band 9 achievement – rising from 17.1% to 17.9% in 2013 and 19.3% in 2014.
- Expanded the delivery of “Focus on Reading” through staff professional learning. This provided staff with further teaching ideas for each of the strategies and raised further awareness of resources available for use.
- Conducted a “Reading for Meaning” survey with all Year 7 students in Term 1. Results were collated and distributed to subject teachers. The significant findings of this survey resulted in glossary development in faculties and further program development to incorporate the Super 6 strategies and provided specific information for teachers to differentiate reading texts.
- Developed key word glossaries for Year 7 in English, History, TAS, CAPA, LOTE and PDHPE. One of the significant findings of the survey was that a large majority of stu-

dents do refer to dictionaries or glossaries if they don't understand a word.

- Consulted with LMG partner schools to provide copies of commonly used teaching ideas, which were issued to staff at WBHS. Students in Year 7 were already familiar with these teaching ideas and this assisted in a smoother transition to Year 7.
- Analysed survey data to find that activating prior knowledge, making connections, summarising, questioning and visualising were the most common Super Six Strategies students used when students found reading difficult. As a result, teaching ideas were sourced to support teacher sin the planning and delivery of these Super Six Strategies using new resource, "Teaching Reading Comprehension".
- Provided staff training in Science, Information Software Technology, Food Technology, Mathematics, LOTE and CAPA to evaluate and modify teaching programs to incorporate explicit teaching of the Super Six Strategies.

### **Golden Anniversary School Improvement Team**

- Established a working committee of current and ex staff members to co-ordinate celebrations.
- Committed to the date of 19 March 2016 as the day of celebration.
- Initiated discussion about the nature of possible student celebratory activities during the week leading up to 19 March.
- Liaised with different faculties to enlist support.
- Started interviewing people connected with the school's history.
- Enlisted support to start archiving and researching for year boards and a DVD of the history of WBHS.
- Created a Facebook page to advertise the anniversary and gather and disseminate information.

### **In English**

- Implemented a Year 12 English Studies Fundraiser for the Joshua Caruso Foundation and a volunteer day supporting a local charity, community garden and local nursing home as part of Community and Citizenship module. A total of \$1721 was raised.
- Encouraged Year 12 students to be active citizens in their local community through writing letters to their local MP about a community issue such as graffiti, pollution and traffic problems in the Warners Bay area.

### **In History**

- Increased usage of MOODLE for all Year groups, the History page includes 40 courses with 21 specifically linked to teachers' classes. This allows students to access relevant class resources presented by their teacher in a personalised structure.

- Provided access to technology for all History students with 2 boxed sets of 15 computers available in C16 and from the Head Teacher Secondary Studies allowing students to quickly access both the internet and MOODLE on a regular basis.
- Purchased a further 10 iPads to create a bank of 15 to be used in class for research, the creation of media and the completion of museum tasks in Year 7 and 8
- Implemented and evaluated new ICT based assessment tasks such as the New World Experience in Year 9 History and A World Heritage Site Museum Box in Year 7, to give students more diverse assessment tasks and develop students' ICT communication skills in keeping with the new Australian National Curriculum.
- Developed new assessment tasks based on ICT communication skills for implementation in 2015 for Film Broadcast of a significant event in the Medieval World for Year 8 and Modern World Technology Changes for Year 10.



## 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 Social Science**

- Provided an opportunity for 2 staff members to attend a two-day conference on the Australian Curriculum: Geography to enhance their capacity to implement changes in the future.
- Provided the opportunity for staff members to undertake intensive training on the implementation of the new Society and Culture syllabus to inform classroom practice.

#### **In Technological and Applied Studies**

- Participated in Professional Development specifically designed to develop the educational leadership skills of targeted staff members through:
  - Teachers Aspiring to Leadership Workshops & Conference
  - Head Teacher Network Meeting Workshop
  - Relieving Head Teacher roles (Faculty Head Teacher & Head Teacher Administration)
- Initiated the evaluation of 20 current programs to establish best practice and an ideal format for future TAS subject programing. 'Program Builder' (BOSTES) was subsequently used to develop a proforma and three programs in the TAS area.

#### **In Science**

- Developed and implemented an 18 week Science Literacy program for Year 7 students. This program used scientific content to teach grammar, spelling and punctuation.

#### **In History**

- Supported two staff to attend the Big History conference to better understand a new method of delivery of History courses based on a chronological thematic concept from the Big Bang to today. This understanding allowed for the delivery in Year 9 Elective History of one unit of work for 17 students in Term 4.



## **(i) LEADERSHIP - Students**

### **At the whole school level**

- Organised for 16 members of the Student Executive to attend the NSW Young Leaders Conference to further develop their leadership understanding and skills.
- Raised student understanding of mental health issues and disabilities through delivering a workshop for 234 Year 9 students focusing on “Understanding Disability”.

## **(i) LEADERSHIP - Staff**

### **In Science**

- Released one staff member to attend a TTA course on Better Assessment, Improving Feedback and Reducing Corrections. As a result the faculty have an increased knowledge of visible learning strategies and a Year 9 Assessment Task has been modified to provide more effective feedback to students.
- Arranged for two staff members to attend HSC Biology Teacher Development Days at the Australian Museum of Disease located at UNSW. These days informed teachers of new research and developments in Biology.
- Organised for one staff member to attend a Teachers Federation course on Managing Challenging Behaviours in the Classroom. This course enabled the beginning teacher to refine their skills in classroom management.
- Released one staff member for two days to attend a TSEP conference on Climate Change and Environmental Science. The information presented at the conference was used to ensure that the most relevant technologies and developments are being taught to students.
- Arranged for one staff member to attend a BOSTES course on HSC and ROSA requirements. As a result standard faculty letters and notifications have been developed for all Stage 4 and 5 assessment tasks.
- Arranged for six New Scheme Teachers to be part of an online marking course for ESSA10. This course increased their ability to differentiate between student scripts using explicit criteria.

### **Professional Development and Induction Programs**

- Expanded professional development opportunities for early career teachers by developing and implementing a structured Professional Learning Program for 16 fulltime, temporary and casual staff members who are currently in the maintenance phase of their professional accreditation, making extensive use of materials developed by the DET and online interactive learning opportunities.
- Conducted weekly collegial workshops for our staff focusing on the articulation of

personal professional learning plans and Quality Teaching strategies throughout Terms 3 and 4.

- Assisted four early career teachers with their successful applications for Accreditation at Proficient Teacher with the NSW Board of Studies Teaching and Educational Standards. A further three applications are pending.
- Assisted two early career teachers with their successful applications for Maintenance of Accreditation at Proficient Teacher with the NSW Board of Studies Teaching and Educational Standards.
- Provided an orientation program for eleven new members of staff with the programs, policies and priorities of Warners Bay High School communicated via a structured Induction Program delivered by members of the school's executive. This program operated during Terms 1, 2 and 4.

## **(ii) CO-CURRICULAR**

### **At the Whole School Level**

- Received \$56,000 in P&C Funding to provide additional resources for students including:
  - assistance with the posting of the Bay Bulletin; grounds maintenance; awards for student achievement; and an additional water tank to harvest water for oval upkeep.
  - PDHPE - sponsorship of school representation at State, National and International level; 3 ACER Laptops; upgrade of turf and soil for the bottom oval;
  - CAPA - Starstruck costumes; sound and lighting upgrade for the MPC; colour laser printer; and shelving and storage for the Drama space
  - Welfare - financial support for the Homework Centre
  - TAS - 3D Printer; 2 air-conditioners; a flat screen TV and dust cover; 16 Bay Laptop trolley system; and 5 iPads;
  - History - 8 iPads
  - Science - Nexstar computerised telescope;
  - Mathematics - data projectors; 12 iPads
  - Library - bag racks
  - English - 16 mini iPads and covers.

### **In Languages**

- Hosted 3 students from France for one month, involving them in many lessons of French across different year levels.

## In Social Science

- Developed Year 11 Legal Studies students' skills in advocacy, presentation of evidence and familiarity with court processes through their participation in the NSW Law Society Mock Trial Competition.
- Planned and co-ordinated a Year 11 Geography field trip to Jindabyne Sport and Recreation for 23 students to engage in field studies to establish the biophysical interactions within alpine environments and investigate how human activities impact these interactions.
- Organised the participation of 4 students in the Hunter Envirothon Competition to compete against other Senior Geography students in the application of fieldwork skills and knowledge of local ecosystem management strategies.
- Initiated and conducted an excursion to Port Stephens for 13 HSC Geography students where they undertook essential fieldwork for the Ecosystems at Risk case study, Stockton Bight, and participated in activities to enhance their knowledge and appreciation of the local environment. They undertook a 4WD tour of Stockton Bight; which included sand-boarding and the collection of primary data. Conducted fieldwork trips for 13 Year 12 Geography students to the Hunter Valley vineyards and Pyrmont, Sydney to enhance their understanding of the HSC topics on viticulture and urban dynamics and apply relevant fieldwork methodologies.
- Organised an informative presentation by guest speaker Dr Rob Brander "Dr Rip", (Australia's best known surf scientist), from the University of NSW to enhance 150 Year 10 Geography students' understanding of coastal processes.
- Conducted two fieldwork trips for all 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 co-ordinated an excursion for 150 Year 8 Geography students to enjoy a Global Eye Cruise of Sydney Harbour to enhance their understanding of the impacts of a global city on the environment, and visit Taronga Zoo to increase their knowledge of threatened habitats and species.
- Organised 30 Year 10 Commerce students to visit local real estate agencies to undertake analysis of rental accommodation to correspond with the Towards Indepen-



dence Assessment Task.

- 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 Warners Bay to collect marine specimens, and conducted swim tests at Coughlan's pool.
- Provided an opportunity for 50 Year 8 Marine Studies students to visit the Sydney Aquarium and IMAX theatre and 50 Year 9 Marine Studies students to attend the Maritime Museum to enhance their understanding of marine environments.
- Organised for 21 Year 9 students to enjoy a Whale Watching cruise at Nelson Bay to support the Marine Mammals unit of work.
- Conducted an excursion for 25 Year 10 Marine Studies students to the Shark and Ray Centre and Tailor Made Fish Farm to assist with their understanding of fish biology and marine industries.
- Facilitated a snorkelling field trip for the Years 9 and 10 Marine Studies classes to encourage participation in marine activities.

### **In Creative And Performing Arts (CAPA)**

- Facilitated all Visual Arts students across Stages 5 and 6 to enter the Moran Photographic Prize resulting in 2 students gaining finalist status.
- Entered all Years 9 and 10 Photographic students in the LMG Click exhibition providing wonderful opportunities for students to be involved in a true art gallery experience.
- Facilitated the entry of Year 11 Drama students into the Hunter New England Health Mind Play resulting in students gaining valuable performance opportunities, and placing 2nd amongst a very large field of entries. This activity also provided them with an awareness of the social issues that are associated with mental health in the community.
- Facilitated Year 10 Ceramic student artworks to be exhibited in the annual Morpeth Tea Pot Exhibition providing students with exhibition opportunities and allowing the general public access to successful examples of student work from a comprehensive high school. These students also exhibited at Charlestown Public Library.





- Provided a series of 8 lectures to Newcastle University students enrolled in Specialist Studies in Senior Visual Arts. This was an opportunity to provide potential art educators with examples of best practice in the Visual Arts classroom and develop important links between Warners Bay High School and Newcastle University.
- Provided students with the opportunity to perform, exhibit and manage equipment at regular events such as MADD 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.
- Modelled best practice in the teaching of senior Visual Arts students through the writing of the article *What's in The Water at Warners Bay High School*, for the online publication Arts Voice in September 2014.
- Invited to lecture at NSW Art Gallery at the request of the Co-ordinator, Outreach Programs. This lecture formed the basis of the Annual Secondary Teachers and Educators of Visual Arts 2014 Learning Symposium – Working Together: Teacher and Student, and provided valuable insight for art educators into the success of Warners Bay High School in the field of Visual Arts education.
- Aligned Case Studies and assessment tasks to experiential learning opportunities to provide explicit teaching strategies within the HSC Visual Arts course. Students visited The Brett Whiteley Studio, White Rabbit Gallery, ARTEXPRESS, Sculpture By The Sea, Pop to Popism and a variety of artist discussions.
- Provided all senior Music and Drama students with the opportunity to see Band 6 performances through participation in excursions to both OnSTAGE and ENCORE, BOSTES showcase events for HSC students.
- Staged the school musical, *It's Worth a Shot*, involving 60 students and 12 staff in a performance-based whole school activity. This musical was performed over three evenings, with a matinee for the partner Primary Schools resulting in a wonderful opportunity for family, friends and the wider community to see students perform and co-ordinate a large scale event.



- Presented three Music, Visual Arts and Drama performance evenings attracting over 300 people to each performance and providing students with opportunities to demonstrate their achievements in these subjects.
- Presented two Twilight concerts for family and friends at Warners Bay Performing Arts Space. The School Concert Band, Jazz Band and the Vocal group performed to an audience of over 50 people and developed their performance and stage skills.
- Presented a Soiree and Showcase event for Music and Drama students which provide families and friends with the opportunity to see performances in a more intimate space and gave students the opportunity to perform work directly from the classroom.
- Co-ordinated 40 students in the School Concert Band and Jazz Band raising the profile of these two bands and contributing to an increase in student involvement in extra-curricular groups.
- Co-ordinated thirty students in the school vocal group and small ensembles which performed at local Nursing Homes and aged care facilities, Eleebana Spring Fair and at two Twilight Concerts at the Warners Bay Performing Arts space.
- Promoted the Warners Bay High School Jazz and Concert Bands by competing at the Regional Band Fest, receiving the accolade of Highly Commended.
- Provided 20 students from Years 9 and 10 with the opportunity to perform in the regional performance initiatives STARSTRUCK and Dance Festival.
- Initiated and resolved a Year 8 Ceramics mural for the enhancement of the MPC providing students with real world artistic practice as a component of their Visual Arts VLE Authentic task.
- Facilitated the entry of a Year 12 student and band, "The Unappreciated" in the DEC initiative, YOUTHROCK, resulting in third place for the group and the awarding of the Silverchair Song Writing Award to the group.

### **In Careers**

- Continued Careers and Transition interviews and follow-up of students, leading to more appropriate subject choices, Pathways options and TAFE delivered Vocational Education and Training (TVET) choices.
- Implemented QLE lessons and then co-ordinated interviews for 240 students by 44 teaching staff, 38 community members and 30 year 9 students
- Supported the Vocational needs of 12 School Based Apprentices and Trainees (SBATS) and 72 TVET students
- Facilitated the attendance of all Careers staff at Hunter Valley CAA meetings (once per term), UAC training day at Singleton by 2 Careers staff, DEC TPL activities once per term by at least 2 Careers staff



## In PDHPE

- Enhanced the self-efficacy of 95 students through participation in challenging excursions, including white-water canoeing at Barrington, lightweight camping at Berowra and orienteering at Mt. Sugarloaf as part of the outdoor education components of the elective Physical Activity and Sport Studies courses.

## In Science

- Organised an excursion to Taronga Park Zoo for 52 Year 12 Biology students and 4 staff to participate in the Zoo Snooze program. This experience allowed the students to participate in a variety of activities to support their understanding of the course work including a nocturnal tour, hands-on exposure to reptiles and mammals, a behind the scenes tour of the enclosures and a bird and seal show.
- Arranged for representatives from the UTS Women in Engineering program to speak to 20 female Year 9 students about opportunities in this field. The students were involved in constructing a boat from limited materials. This activity developed the students' problem-solving and team work skills.
- Provided an opportunity for Year 12 Chemistry and Physics students to attend the University of Newcastle HSC Experiment Fest Day. Seventeen Chemistry students and 21 Physics students were able to observe and complete difficult experiments that cannot 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 hovercrafts. Teams competed against other schools. This year the students finished as runners-up on the day.





- Co-ordinated and conducted a field trip for Year 11 Biology students to Shortland Wetlands. Ninety two students and 4 staff participated in the mandatory first hand investigation involving the collection of ecological data. Students carried out dip netting for various animal species, sampling of wind speed, pH, turbidity, salinity and temperature using data loggers and analysis of a transect.
- Co-ordinated and conducted an excursion for 24 Earth and Environmental Science students to visit sites along 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 process occur.
- Collaborated with the Social Science faculty to plan and conduct an excursion for Year 11 Earth and Environmental Science and Geography students to visit the NSW snowfields. Twenty two students and two staff were involved in firsthand investigations as part of their Preliminary Courses. They conducted soil analysis tests and made observations of an alpine environment.
- Co-ordinated and conducted an excursion for Year 12 Chemistry students to the Maritime Museum. Thirteen students and one staff member visited the museum to support and enhance their knowledge of the HSC Shipwrecks and Salvage Option.
- Organised for three students to participate in the Aurecon Bridge Building Competition at the NSW Art Gallery. Students were required to construct a bridge using supplied materials. It provided them with an opportunity to increase their problem solving skills and evoked an interest in scientific concepts.
- Planned and conducted an excursion for Year 12 Senior Science students to visit the Australian Museum of Disease at UNSW. Thirty one Students and two staff members visited the museum to increase and reinforce their understanding of the HSC Medical Technology Bionics Option.
- Planned and conducted an excursion for Year 12 Physics students to visit the Lucas Heights Nuclear Reactor. Eighteen students and two staff members visited the reactor to increase their understanding of the HSC Physics course.
- Utilised the Scientists in Schools Program to organise a Research Scientist to speak to twelve Year 11 students about experimental design and careers in Biology and Chemistry.
- Arranged for a practising Geologist to speak to twenty four Year 11 Earth and Environmental students about Earth Science. Students learnt about rocks and minerals and observed rock samples using a stereomicroscope.



- Entered into a second Scientists in Schools Partnership with a PhD student who has expertise in the area of Genetics. This scientist will work with one staff member to develop a new unit of work on Genetics for HSC Biology.

## **In English**

- Utilised cross KLA focus to engage students with vocational pathways to align curriculum content in English Studies with the Work Studies Course. This resulted in increased student engagement and more effective work experience placements.
- Collaborated with the TAS faculty to run the Viral Film Festival to increase student creativity and encourage rich learning.
- Published student poems in the Bay Bulletin to encourage authentic learning and positivity in learning.

## **Gifted and Talented**

- Received 73 applications for the Year 7, 2015 Triple E program from Year 6 students enrolled at 8 different primary schools.
- Conducted a GATS Immersion Day, utilising the expertise of seven cross-curriculum staff members, to further inform the selection process for Year 7 2015 Triple E program.
- Conducted the Year 7 2014 Triple E program as a cross-curriculum undertaking with the direct involvement of fourteen members of staff who provided instruction and acted as mentors.
- Conducted an authentic assessment task with the Year 8 Triple E class utilising the production of website-ready materials for the Lake Macquarie City Council website as a vehicle for teaching and learning. A range of academic and Information and Communication Technology (ICT) skills were developed by the students. Seven staff members conducted tutorial sessions and provided support throughout this process.
- Celebrated the achievements of our Year 7 Triple E students with a Presentation Evening that attracted the support of 112 members of the broader school community.
- Celebrated the achievements of our Year 8 Triple E students with a Presentation Evening that was attended by 122 family members, friends, staff and students.
- Utilised the RAP to evaluate the performance of former Triple E students in the HSC. These students scored a mean above 80% in 16 of the 24 courses in which they were enrolled in 2013.

## **IN VET**

- Purchased sound and lighting equipment and a new iMac for the MPC. This will facilitate the delivery of the new Entertainment VET course in 2015.



## In History

- Facilitated the participation of two Year 11 and two Year 12 students in the Model United Nations Assembly at Muswellbrook in May, thereby enhancing their understanding of the role of the United Nations in world affairs, improving public speaking, problem solving, decision making and peer relations skills.
- Conducted the ANZAC Day and Armistice Day commemorations at the school, led by the School Captains and selected Year 11 students in order for the student body to recognise and appreciate the role of significant past and present events in our nation's history

### (iii) EXTRA CURRICULAR

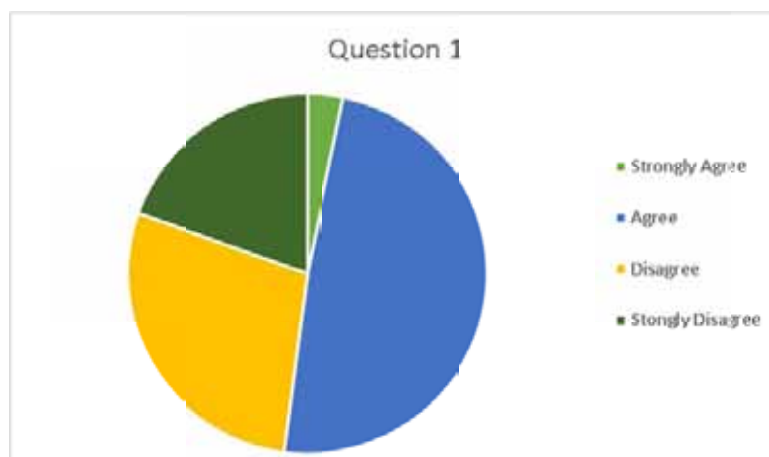
## Whole School

- Initiated a new process for Year 8 students to develop their skills as assessment capable learners. 243 students participated in the Round Table Visible Learning Expo (VLE) Conference to discuss their learning in a small group setting. Each Round Table Conference consisted of 4-5 Year 8 students and a panel including a teacher as convenor and 2 Year 7 students as interviewees. Students articulated their learning goals, described a specific learning process and explained what they learned from each task and how they solved any issues. 36.2% of students achieved results in the “outstanding” category; 34/9% in the “good” category. This represents 71% of students achieving results in the two highest categories.
- Provided training for Year 8 students to undertake the VLE Authentic Assessment task with weekly mentoring provided by their English teachers.
- Initiated a Year 7 “Brainfood” program with 223 students undertaking activities to maximise their cognitive capacity, understand what motivates them as learners, learn how to set SMART goals, “grow” a positive mindset for learning and learn how to cope with anxiety.

### Student Survey Results for Visible Learning Expo (VLE 2014)

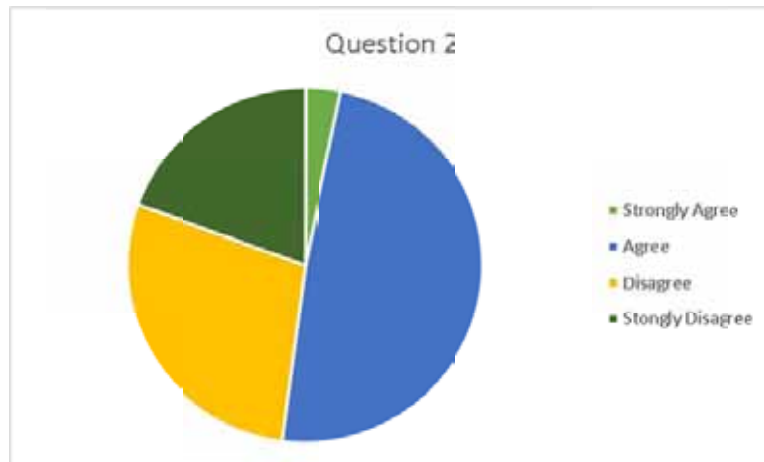
#### Question 1

The visible learning expo helped me to identify the STEP I took to complete my assessment tasks.



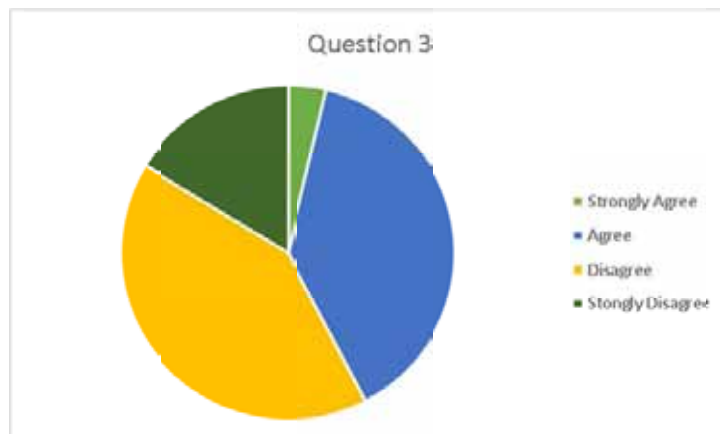
## Question 2

I was able to identify the SKILLS I accomplished in my assessment task.



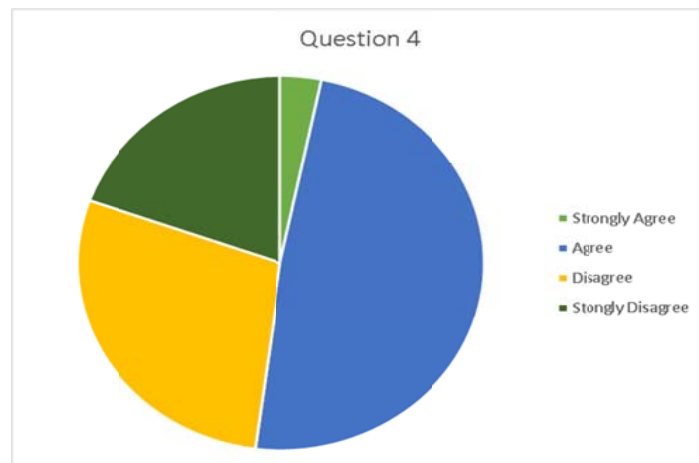
## Question 3

Identifying the PROBLEMS I had helped me to progress because I could pin-point how solved the problems.



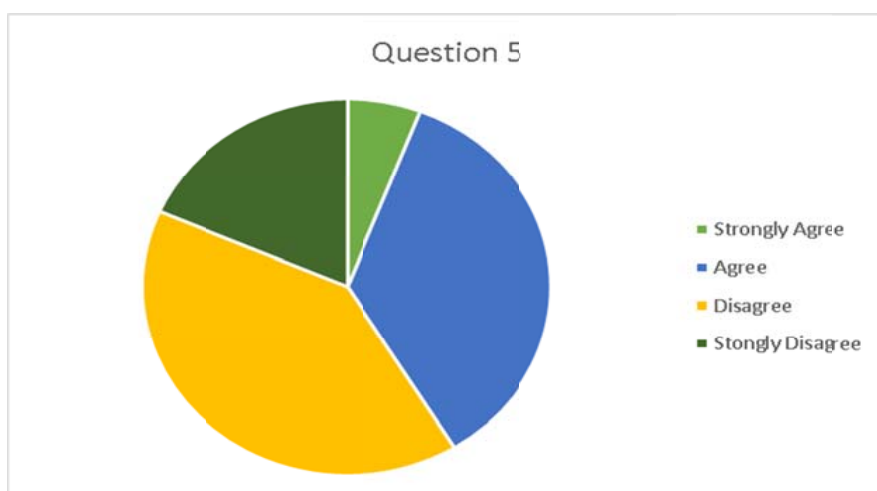
## Question 4

I was able to identify the FEEDBACK I received during the task.



Question 5

Did the Visible Learning Expo increase your ability to set learning goals?



## In Careers

- Implemented a post school destination phone survey of the 2013 HSC cohort, which led to the compilation of the 2013 Yr 12 Post School destination graph, (see page 4).
- Continued participation in the Newcastle Careers Expo by 225 Yr10 students.
- Conducted a Year 10 Subject selection and Mini Career expo night attended by over 400 students and parents.
- Organised support for 65 students in Yr 10 Work Experience placements and 23 Yr 11 Work Experience placements.
- Negotiated with local employers for 7 TVET workplacements that could not be co-ordinated by the Careerlinks Structured Workplace Learning Coordinator.
- Involved 220 Yr 10 students in a Term 4 Tertiary Awareness excursion to the University of Newcastle/ Hunter TAFE.
- Delivered “Going to Uni” information to over 120 parents and students at the annual “Going to Uni” night.
- Continued the participation of 9 students in the PCYC “Bounceback” and “Step Up” programs , and 7 students in the Jobquest Food and Friendship program.

## In PDHPE

- Facilitated data collection and management that allowed 287 students to complete the Premier’s Sporting Challenge and receive accomplishment certificates. 84 students received Diamond Awards representing involvement in 560 minutes of physical activity per week.

- Provided the opportunity for over 500 students to represent Warners Bay High School in Hunter Area, NSW Combined High Schools and School Sport Australia competitions resulting in 30 State medals
- Celebrated the success of the Under 15's Water Polo Team who placed in the top eight, Open Water Polo Team - 3rd; the Girls' Touch into the final eight; the Open Boys' Basketball team who placed 8th in the State; the Open Girls' Netball team which placed in the final eight; our Ten Pin Bowlers who are the Hunter champions for the fifth year in a row. Students from our school were selected in regional teams with many of them succeeding at State level, and some attaining Australian representation.
- Presented 15 school Sporting Blues to Year 12 students for their sporting achievements over six years at High School.
- Supported one student to achieve two gold medals in State School Aerobics, one gold and one silver at National level and a bronze medal at the International level in the World Championships.
- Celebrated the success of another student who achieved gold in Springboard, gold in the 125 years celebration Senior Division, silver in Champion of Champions, Bronze in Springboard at All Schools, Bronze in Springboard and Boys' Platform and Silver in Boys Synchro. He received a Hunter Area Blue for Diving; a CHS Blue for Diving and Warners Bay High School's Sportsperson of the Year.

## **In English**

- Increased student engagement and participation in debating teams. Membership in Premier's Debating Challenge has increased with 5 teams across Stages 4 and 5 successfully competing. The Year 8 team progressed through the rounds to the Regional Semi-finals attaining WBHS's best result in Stage 4 since entering the competition.
- Arranged for one Year 9 student to participate in the Legacy Public Speaking Competition.
- Provided intellectually stimulating excursions to bring the ideas and concepts studied in the classroom to life and assist students in the understanding of the various topics studied during the year. Fifty Year 7 students visited the Jewish Museum in Darlinghurst. They were given a guided tour of the museum and were able to meet and listen to a 'Holocaust' survivor recount her experiences. They were also privileged to meet author Jacki French who spoke about her novel, *Hitler's Daughter*. One of our students handed the author a number of letters that the students had written regarding what they had learned in their study of her novel in class.
- Provided an authentic learning opportunity for 50 Year 7 students to visit the Jewish Museum. They were given a tour of the Museum and a talk on the novel *The Boy in the Striped Pyjamas*, including some sections of the film.



- Extended the skills of Stage 6 students through participation in Study Days in both Newcastle and Sydney for Standard, Advanced, Extension 1 and Extension 2 Courses.

## **Library**

- Provided an opportunity for twenty students to be involved in a school Chess Competition to extend their higher order thinking skills.
- Encouraged peer chess tuition creating opportunities for leadership for tutors and friendly environment for learners. These skills were demonstrated through participation in the State League Chess Competition where the WBHS team reached Round 4.

## **In History**

- Organised for the attendance of the Director of International Education at Yad Vashem, to make a presentation on Jewish Issues today. This led 14 Year 12 Modern History students to have a better understanding of current issues in the Middle East.
- Co-ordinated a visit by the Nam Bus and Vietnam Veterans for 200 Year 10 students to assist the students to clarify their understanding of the influences of the Vietnam War on the Veterans and to complete a source analysis task.
- Facilitated an excursion for 25 Year 9 Elective History and Year 8 Myths and Legends students to the Big Dig in the Rocks, furthering their understanding of archaeological methods and the role of archaeology in reconstructing history.
- Presented Children's Myth Story Books developed by 17 Year 8 Myths and Legends students to Year 5 and 6 students at Biddabah Primary School, acquainting the younger students the concepts and metalanguage of History and providing the Year 8 students with a real life forum for their research and creative work.
- Co-ordinated a visit by James Adams to demonstrate Medieval weapons and lifestyles to 210 Year 8 students, which provided a visual and hands-on experience of Medieval life.

## **In Technological and Applied Studies (TAS)**

- Incorporated meaningful excursions and extension activities to improve learning outcomes, establish a quality learning environment and provide links to industry:
  - 15 students attended the Whitehouse Excursion. This resulted in 3 students undertaking TVET at the Whitehouse.
  - 25 students regularly participated in the lunch-time Robotics club.





- 20 students participated in Computer Club, which was run on a weekly basis at lunchtime in the computer lab.
- 45 Students went to GOOGLE in Sydney.

#### **(iv) ABORIGINAL EDUCATION**

##### **Aboriginal Education Team**

- Conducted Personalised Learning Plan meetings with all students 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.
- Initiated seven Junior Aboriginal Education Consultative Group meetings with an average of 15 students attending each meeting. As a result of these meetings, four students designed the invitation for NAIDOC Day celebrations that was sent to our partner primary schools and family and community members.
- Co-ordinated and conducted the Junior AECG AGM where new office bearers were elected and students became members of the Local AECG. Invited a representative from the Local AECG to attend the AGM to provide information to students.
- Organised and co-ordinated whole school celebrations for NAIDOC Day. These included a traditional welcome and smoking ceremony by an Aboriginal elder, morning tea with parents, partner primary school representatives and community members, a performance by a high school Aboriginal Dance Group and the construction of a new message stick.

- Invited a guest speaker to address the whole school on *Sorry Day*. Arranged for the guest speaker to address Year 10 afterwards and show them a personal video about her family and their experience.
- Organised for four students to attend *Yakka Day* where they obtained important advice and information about career pathways.
- Arranged for one student to attend the *Schools to University Day* at the University of Newcastle. This program was run by the Wollotuka Institute.
- Succeeded in obtaining a cultural grant that enabled 15 staff from the LMG to attend a cultural camp at Wollombi. This camp increased the cultural awareness of non-Indigenous teaching staff. The knowledge gained was communicated to all staff across the LMG and has allowed them to teach Aboriginal perspectives more effectively in the classroom.
- Initiated the development of a working party involving LMG school representatives, Local AECG representatives and parents and community members to collaborate on the development of a Partnership Agreement.
- Organised for an Aboriginal Artist to work with 40 students from the LMG (K-11) to design an artwork banner for the Partnership Agreement.
- Supported the academic improvement of one Indigenous student through the Galuwa Scholarship program, in which one teacher from within the school has been employed to tutor this student.
- Organised and co-ordinated the delivery of the Awabakal *Deadly Choices* program to 15 Indigenous students over a seven week period.
- Arranged for two staff members to attend a course on writing PLP documentation, producing more relevant and culturally appropriate programs for Indigenous students.
- Arranged for two staff members to attend a LEAP conference in Sydney that focused on a stronger, smarter education for Indigenous students. As a result, high expectations for Indigenous students have been communicated via PLP's and one Year 10 student achieved ESSA growth of 22 points from Year 8 to Year 10.











