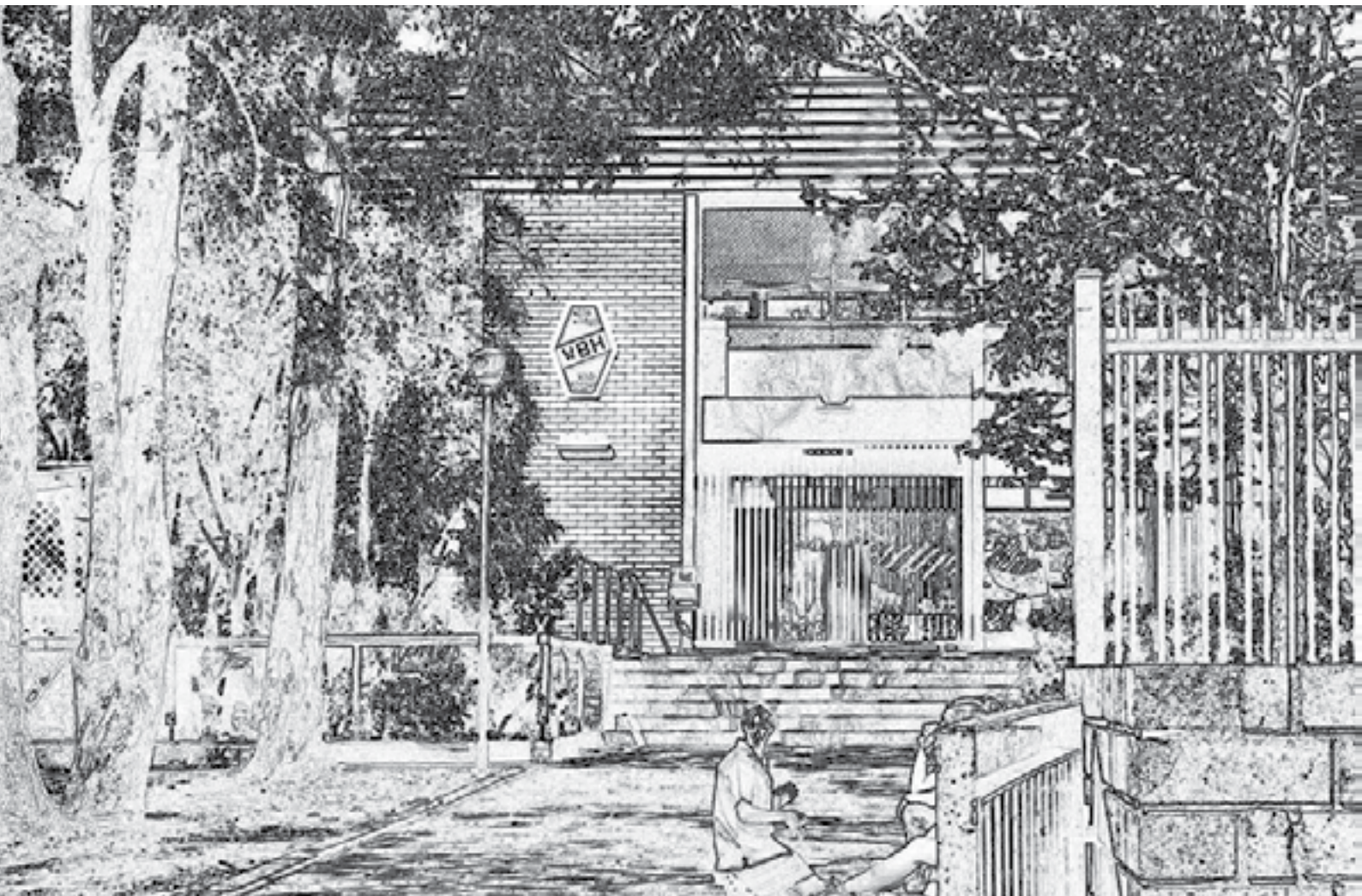




A SUMMARY
of the
ACADEMIC, SPORTING AND CULTURAL
ACHIEVEMENTS
at
WARNERS BAY HIGH SCHOOL
2015



WARNERS BAY HIGH SCHOOL ACHIEVEMENTS 2015

as related to our School Plan 2015 - 2017



School Captains 2015:
Ellen Richards and Drew
Worthington with
Dr Sharon Parkes (Principal)



Student Executive 2015:
Front Row: Hannah Moses, Courtney Bell, Morgan Lewis, Drew Worthington, Dr Sharon Parkes (Principal) Ellen Richards, Roger Ly, Kate Morris, Tim Coleman
Back Row: Kate Holmes, Amelia Coleman, Caitlyn Bell, Lloyd James, Matthew Meisenhelter, Shane Willcox, Samantha Hallett, Jade Donaldson (SRC), Olivia Brown

STRATEGIC DIRECTION : 1

STUDENTS: As confident, resilient, engaged and creative lifelong learners.

2015 HSC RESULTS

Subject	Band 6	Band 5	Total Band 5/6 %	State Band 5/6 %	Comments
Ancient History	0	4	25	32.6	1 student within 1 mark Band 6 1 student within 2 marks Band 6
Biology	5	14	27.52	27.96	1 student within 1 mark Band 6 1 student within 2 marks Band 6
Business Studies	3	6	34.6	35.88	
Chemistry	0	7	38.88	41.02	
Community&Family St	4	20	58.53	31.95	2 student within 1 mark Band 6 2 student within 2 marks Band 6
Design & Technology	1	3	33.33	35.98	
Drama	4	1	31.25	42.36	
Engineering St	0	1	8.33	36.69	
English Advanced	6	29	48.6	57.81	3 student within 1 mark Band 6 3 student within 2 marks Band 6
English Standard	0	2	2.4	8.31	
Food Technology	2	4	49.99	29.09	
Geography	1	4	45.45	41.3	
Hospitality	0	4	40	22.48	
Industrial Technology	1	4	45.45	26.52	1 student within 1 mark Band 6 0 student within 2 marks Band 6
French Continuers	2	1	42.85	66.29	
Legal St	0	2	40	40.12	0 student within 1 mark Band 6 1 student within 2 marks Band 6
Mathematics	0	11	30.55	52.31	
General Mathematics	2	20	20.17	25.64	1 student within 1 mark Band 6 0 student within 2 marks Band 6
Modern History	0	5	18.51	29.62	
Music 1	2	8	62.5	62.84	0 student within 1 mark Band 6 1 student within 2 marks Band 6
PDHPE	0	5	23.8	43.65	0 student within 1 mark Band 6 2 student within 2 marks Band 6
Physics	0	2	7.69	28.75	
Senior Science	8	8	45.7	28.01	0 student within 1 mark Band 6 2 student within 2 marks Band 6
Society & Culture	1	3	30.75	46.93	0 student within 1 mark Band 6 2 student within 2 marks Band 6
Software Design & Dev	0	0	0	30.35	
Textiles & Design	3	4	100	47.4	
Visual Arts	3	23	49.99	53.4	1 student within 1 mark Band 6 0 student within 2 marks Band 6
Economics	2	5	87.5	45.85	
Inf Proc Tech	0	0	0	32.03	0 student within 1 mark Band 6 1 student within 2 marks Band 6
Earth and Env Science	0	6	33.33	42.59	0 student within 1 mark Band 6 1 student within 2 marks Band 6
French Extension 1	0	3	100	91.97	
English Ext 1	2	8	100	94.08	0 student within 1 mark Band 6 1 student within 2 marks Band 6
English Ext 2	1	7	100	82.37	0 student within 1 mark Band 6 1 student within 2 marks Band 6
History Extension	0	1	50	78.14	
Mathematics Ext 1	0	6	54.54	84.11	1 student within 1 mark Band 6 0 student within 2 marks Band 6
Mathematics Ext 2	0	2	66.66	86.14	0 student within 1 mark Band 6 1 student within 2 marks Band 6
Total	53	233			

Above State Band 6/E4: Biology, Business Studies, CAFS, Drama, Economics, Food Technology, Geography, Industrial Technology, Senior Science, Textiles and Design.

Above State Band 5&6/E3&E4: CAFS, Food Technology, Geography, Industrial Technology, Senior Science, Textiles and Design, English Ext1, English Ext2, French Ext 1, Hospitality, Economics

Year 12 Post School Destinations

The class of 2015 included 186 students completing their HSC. This cohort has demonstrated greater diversity in their choice of employment and tertiary courses than over the past few years.

The following observations were noted:

- Approximately 78% of the 2015 cohort are continuing through to tertiary study
- 67% of WBHS students were offered courses at University
- 12% of students have enrolled in TAFE courses
- 7% of students have been successful in gaining a full-time job or apprenticeship / traineeship
- 5% of students are looking for work
- Less than 1% of students are undertaking a gap year
- 8% of students were unable to be contacted

Of our University bound students:

- 56% of students were offered University courses
- 11% of WBHS are enrolled in Newstep at the University of Newcastle
- 10% of students have been offered places at a University other than Newcastle
- 5% of our students have been offered places at the University of Sydney
- Over 37% have chosen a degree in Medical or Science fields
- 14% of students are undertaking degrees in Economics, Business or Commerce
- 15% of students are enrolled in teaching degrees
- Engineering degrees comprise approximately 14% of students
- 5% have been accepted into Law degrees
- 14% of students are pursuing a degree in the field of Arts or Humanities
- 1% have enrolled in Informatin Technology

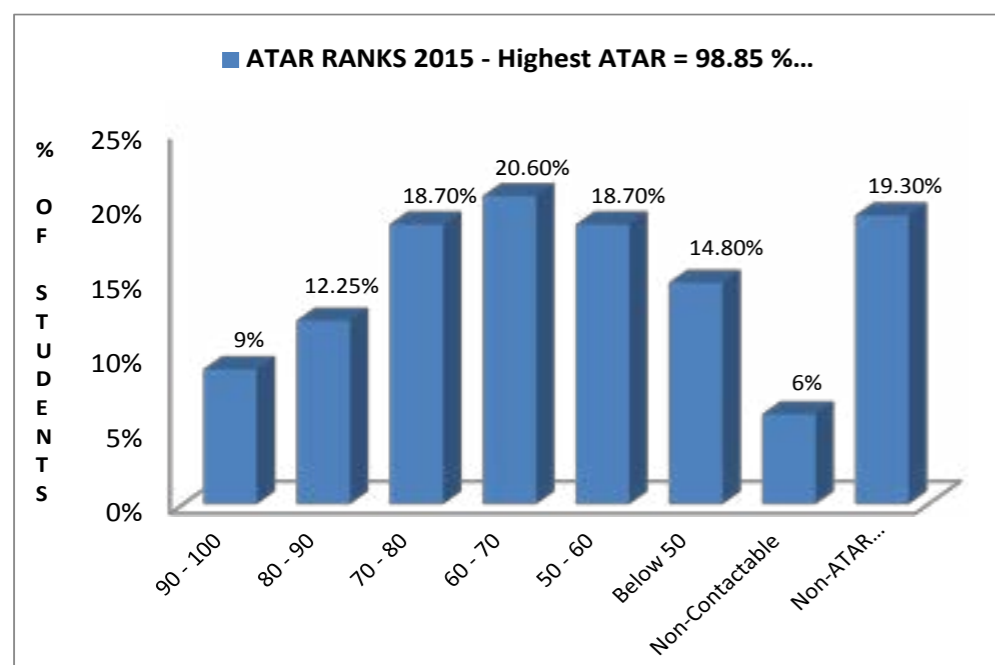
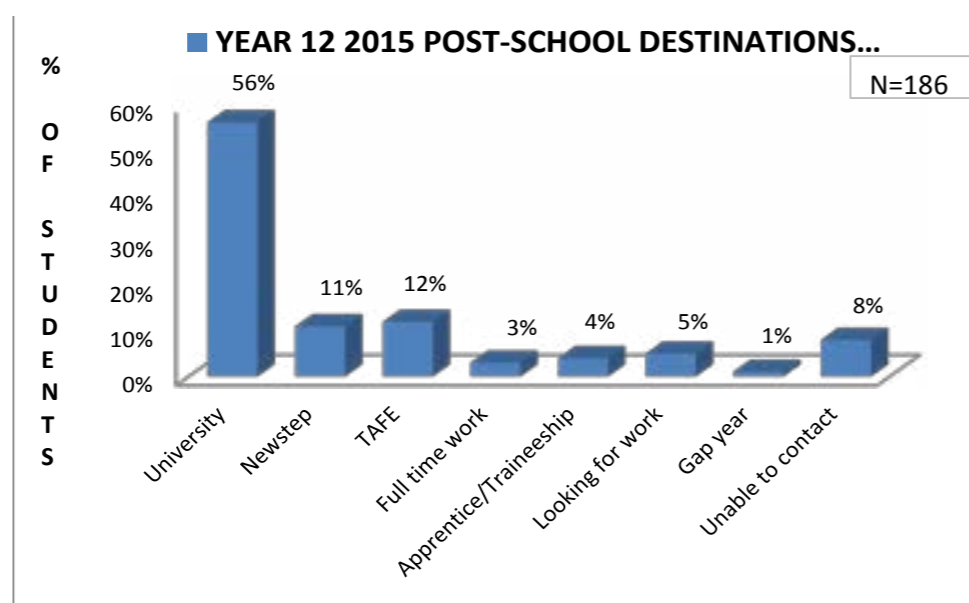
Significant changes noted from the past few years:

- Almost double the number of students are undertaking diploma or certificate courses at TAFE
- The most dramatic increase has been in the number of students now pursuing a career in business, economics or commerce

- Significantly more students are pursuing medical, science and engineering fields
- Over the past two years, the number of students taking a gap year has dropped from 10% to now less than 1%
- Fewer students are pursuing work in a technology related field
- Last year a large proportion of students were disappointed and surprised at their ATAR. This year, the vast majority of students were satisfied with their result through a better understanding of the system and the scaling.
- Students and parents praised the quality of teaching at WBHS and greatly appreciated the assistance given by staff in preparing students for the future.
- Many students said they wish they were back at Warners Bay High and they miss it!

Ms Renee Sommer

Careers Adviser



STRATEGIC DIRECTION : 1

STUDENTS: As confident, resilient, engaged and creative lifelong learners.

ACHIEVEMENTS

In Creative & Performing Arts

Celebrated:

- the selection of three HSC Visual Arts students' Bodies of Work for FIRST CLASS 2015 exhibition at the Lake Macquarie City Art Gallery representing schools from across the Hunter Region.
- the selection of one HSC Music student to perform in Reprise, the Hunter Region showcase concert held at the University of Newcastle Conservatorium.
- the choice of one Aboriginal Visual Arts student as the winner of the Kumaridha Local AECG Art Competition.
- the selection of one Senior student as Musician of the Year for excellence in Stage 6 Music.
- the announcement of one Photography, Video and Digital Imagery student as the winner of the National Pixel Prize.
- the performance of 16 Music students from the Vocal Ensemble at the 100th Anniversary Boolaroo-Speers Point ANZAC Day Dawn Service at Speers Point. The performance was broadcast on KOFM.
- the participation of students in a wide range of external competitions and events such as the Herald Summer Photo Competition, the 2015 Maitland Local Schools Art Prize, the Pixel Prize and My Masala Australian Film Competition, providing outcomes-based extension of classroom experiences and learning strategies.
- the participation of all Visual Arts and Photographic students across Stages 4, 5 and 6 in the Moran Photographic Prize resulting in 3 students gaining semi-finalist status.



- the participation of Year 11 Photography, Video and Digital Imaging students in the Lake Macquarie City Art Gallery Click exhibition, providing wonderful opportunities for students to be involved in a true art gallery experience.
- the entry of Year 10 Ceramics students' artworks 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.



- the staging of a mini exhibition at Charlestown Library showcasing Year 10 Ceramics students' Teapot works.



Other achievements:

- Evaluated, reviewed and restructured the Stage 5 Photographic and Digital Imaging program to ensure that students are engaging in 21st century photographic, documented, film and animation practices.
- Initiated and introduced the use of Edmodo for Years 9 and 10 Photographic and Digital Media classes. This allowed students to connect and collaborate with teachers and peers by creating art blogs and develop ICT skills in keeping with contemporary photographic practices.
- Increased the online submission of Stage 5 Photographic and Digital Media tasks resulting in an increase in student engagement and development of IT strategies and individual learning plans.
- Maintained the development of contemporary IT strategies in the classroom across Music and Visual Arts with the use of iPads in all disciplines resulting in the development of staff and increased student engagement.
- Facilitated and promoted the use of Prezi, iBook and YouTube to extend students' understanding of key concepts, techniques and forms across all CAPA disciplines.
- Continued to revise ICT scaffolds across all programming in CAPA ensuring that current technology is functional in all workspaces.
- Continued the intervention strategies with individual students in Visual Arts which have resulted in a direct improvement in theoretical results in all sections of the HSC Visual Arts examination as indicated in the components reports and the RAP package.

- Ensured the implementation of 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.
- Continued to successfully use Facebook pages for Visual Arts, Music, Concert Band and Choir resulting in a more holistic approach across the faculty to the announcement of excursions, assessment tasks, CAPA Events and preparation for assessment tasks and homework.
- Developed and enhanced the delivery of learning outcomes through adjustments and modifications of programs, tasks and lessons to support the learning of individual students and increase the capacity of all students to participate and achieve their learning goals.
- Organised a unique opportunity for Stage 6 Visual Arts students and staff to participate in a studio session via video link with leading Australian contemporary artist, Ben Quilty. Students were given the opportunity to ask questions on a range of topics including techniques, composition, inspiration and use of materials. This "virtual excursion" provided essential insight into the development of a Body of Work.
- Organised and co-ordinated a Gifted and Talented workshop in Visual Arts for Years 5 and 6 students from Warners Bay, Eleebana, Valentine and Biddabah Primary Schools who were mentored by year 9 students from Warners Bay High. This provided an opportunity for students who have displayed talent in Visual Arts to be involved in an intensive programme of study within the Creative and Performing Arts KLA. Students involved in these workshops were able to experience creativity within the framework of specialist teaching as well as being part of the wider community of the High School. This reinforced existing transition links and gave students an insight into the role of the Creative and Performing Arts in the High School context.



- Initiated and facilitated the introduction of "Artist in Residence" workshops. Students involved in these workshops were provided with unique and authentic experiences by working with practicing artists.

- Organised the attendance of Year 12 Advanced students at Bell Shakespeare's production of 'Hamlet' at the Civic theatre. This was a night time performance demonstrated the students' commitment to learning. There were also a number of Extension English excursions during the year which were conducted mostly during weekends, again reflecting the conscientiousness of both staff and students.
- Facilitated 75 Year 7 students' visit the Jewish Museum in Darlinghurst. The students were given a tour of the museum and also had the opportunity to listen to the firsthand experiences of a Holocaust survivor, as well as listening to the well-known author Morris Gleitzman speak about his experiences and links to the Holocaust. Gleitzman also offered some interesting information on his novel, 'Once' which was the focus novel for some of the Year 7 classes this year.
- Organised for 140 Year 8 students to attend an inter-active presentation of Shakespeare's play 'A Midsummer Night's Dream.' This was an in-school performance in the MPC. The presentation provided useful support and invigorating approach to Year 8's introductory study of Shakespeare and his plays.
- Organised the attendance of 50 Year 9 students at the Sydney Opera House to view 'Romeo and Juliet' performed by Bell Shakespeare. This annual excursion is always popular in Year 9, combining a wonderfully engaging theatre performance with a day on Sydney Harbour enjoying the culture of our capital city.
- Viewed an HSC Drama text performance, "Life Without Me" at Pymble Ladies College to inform the students' own directorial perspective and enhance their understanding of performance elements.
- Increased opportunities for live theatre experience through the inclusion of Year 11 in the annual Sydney theatre trip to view a live performance of the Sydney Theatre Company's interpretation of "End Game". Students were able to interact with professional actors such as Hugo Weaving to enhance their understanding of dramatic elements.
- Travelled to Sydney for a combined workshop and viewing of 2014 HSC Drama Performances in OnStage. The inspirational aspect of this was reflected in the improved quality of work produced by our HSC Drama class. The same audience



members went on to be successfully nominated in the 2015 HSC OnStage production and will themselves be performing for live audiences at the Seymour Centre, Sydney in February 2016. Four students were successfully



nominated for their Group Performance and one student is on the reserve list for the Individual Performance. All five students scored the highest marks attainable in the HSC for their respective performances.

- Consolidated with students that excursions 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. The English/Drama Faculty aims to provide a varied and successful program of excursions for the students throughout the year.
- Competed successfully in the NSW Premier's Debating Challenge with 20 students across Stages 4 and 5. The Year 8 team won their Zone Competition and progressed through to the Interzone Finals where, although competitive, they were defeated. The Year 10 team won their Zone Competition and also progressed through the competition to compete at the Regional Quarter-Finals of the NSW Premier's Debating Challenge.
- Participated in the two day workshop, "Flying Squad" presented at Kotara High School. Students competed in the various round robin competitions against local schools applying the various strategies addressed in the first day of workshops. Year 9 will have a formidable team next year.
- Organised and supported the Viral Film Festival as a cross-KLA project. Students were encouraged to express their creativity through the independent film making process. This culminating in a short-listed few being shown to the whole school as a celebration of their work and cultural diversity. Audience payments were used to support the Starlight Foundation Charity.
- Participated in the Drama Works Program at Newcastle University to extend and enrich the skills of Year 11 Drama students in preparation for their HSC year.
- Facilitated the 'Working Smarter Not Harder' program with Ann-Marie Skinner and the Year 11 cohort to support their introduction to the HSC concept of Discovery. This workshop presented a range of metacognitive strategies to employ when analysing and remembering conceptual information delivered in the English Advanced and Standard Courses.
- Arranged for a Creative Writing expert, Mr Ed Wright, Conjoint Lecturer from Newcastle University to conducted two half day workshops for our HSC cohort to unpack the HSC rubric and reimagine its requirements for Section Two, Paper One.
- Supported all Stage 4 and 5 Assessment Tasks with modelled work samples to ensure best practice was offered. HSC Oral Tasks were delivered under new conditions to model best practice and ensure increased integrity of the process.



In History

- Expanded student knowledge and access to engaging and relevant resources by designing an assessment task around a Nambus school incursion. Students engaged in rich source-based activities and were able to listen to and question Vietnam Veterans on the day.

- Developed ICT and research skills through an innovative Museum Kiosk presentation and assessment as part of the Rights and Freedoms program of work. Students produced high quality work which not only facilitated their deep engagement with the topic content, but also equipped them with the skills necessary to be 21st Century learners.
- Facilitated the application of critical thinking and research skills to the production of a multimedia “Mythbusters” task which required students to research, evaluate and present in an engaging format.
- Engaged students with a Medieval Day presentation in Year 8. Students were able to physically interact with artefacts from the time period in a fun environment.

In Languages

- Provided opportunities for 7 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.
- Provided access to a French native speaking tutor for 15 Senior students in French lessons and in Café Blabla weekly informal tutorial sessions. This has resulted in an increased level of knowledge of French language and culture for these students.
- Held four tutorial sessions for 7 HSC French Continuers and 3 French Extension students to further their skills in the French language and exam preparation.
- Provided access to a native Japanese speaker for most classes of Japanese for four terms. This has resulted in an increased level of knowledge of Japanese language and culture for 180 students.
- Welcomed Ms Virginie Vignas, assistant teacher of French from France to our LOTE staff for six months. Virginie has taught in the classroom, conducted group and individual tutorials and added to the French resources. This substantially improved the level of attainment of all the students of French this year.
- Continued the successful implementation of the national website competition, Language Perfect, to motivate 75 students. This has resulted in increased vocabulary retention. Warners Bay High School French classes achieved third position overall in NSW.

In Mathematics

- Identified via thorough analysis of the RAP package weaknesses in extended response questions in HSC General Mathematics and subsequently implemented a program targeting areas of specific weakness through modelling solutions in conjunction with the Smarter Maths program. As this was the first year of the General Mathematics 2 course results were strong with 4 students achieving a Band 6.
- Conducted extensive analysis of the SMART package so staff across the different KLA’s were better informed on explicit numeracy needs. Staff are more conversant with accessing

NAPLAN results and engaging in item analysis.

- Implemented Numeracy Programs within Years 8 and 9 – each class was split into 3 smaller groups and a Maths teacher took each group. The Numeracy groups targeted specific aspects of Numeracy across the curriculum. Numeracy results across both Year 7 and 9 have shown significant improvement.
- Developed a Year 8 Rich Task for the Visible Learning Expo. Utilised walkthroughs for staff reflection and to improve student learning and engagement.
- Analysed 2014 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 for development. In 2015, students in the General Mathematics 2 with 4.3% achieved a Band 6 – as this is a new course.

In PDHPE

- Improved communication and learning opportunities for 57 Senior students through the use of social media for Stage 6 PDHPE and CAFS classes, fostering their engagement in lessons and enhancing their ability to seek feedback from their teachers.
- Provided holiday tutorials for 40 HSC Community and Family Studies students to support their classroom preparations and expand their knowledge and understanding of key syllabus concepts.
- Implemented the use of the ‘ALARM Matrix’ to add depth and quality to the extended responses required to be produced in the HSC Community and Family Studies elective modules.
- Developed new HSC Community and Family Studies programs and teaching to meet the requirements of the amended CAFS syllabus.
- Facilitated the data collection and management that allowed 290 students to complete the Premier’s Sporting Challenge and receive accomplishment certificates. 89 students received Diamond Awards representing involvement in 560 minutes of physical activity per week.
- Amended 6 literacy activities in the Stage 4 program to reflect the outcomes of NAPLAN analysis and address the identified areas of concern to assist in improving results in the literacy components of the tests.
- Provided opportunities for students in the Physical Activity and Sport Studies elective to enhance their self-efficacy skills through participation in challenging outdoor education excursions: 28 to whitewater canoeing on Barrington River, 51 to lightweight camping at Berowra and 54 to orienteering at Blue Gum Hills Regional Park, Minmi.

In Science

- Analysed VALID8 and VALID10 data and identified extended response questions as an area for development. Continued to embed the teaching of longer responses in all programs

and redesigned assessment tasks to include more long response questions.

- 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.
- Organised an excursion to Taronga Park Zoo for 47 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.
- Provided an opportunity for Year 12 Chemistry and Physics students to attend the University of Newcastle HSC Experiment Fest Day. Sixteen Chemistry students and 24 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 28 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.
- Co-ordinated and conducted a field trip for Year 11 Biology students to Shortland Wetlands. 77 students and 3 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 22 Earth and Environmental Science students to Green Point Reserve in Lake Macquarie. The excursion provided students with an idea of the geological history of the area as well as observing first-hand structures that are formed as geological process occur.
- Co-ordinated and conducted an excursion for Year 12 Chemistry students to the Maritime Museum. Nineteen students and one staff member visited the museum to support and enhance their knowledge of the HSC Shipwrecks and Salvage Option.
- Planned and conducted an excursion for Year 10 students to attend Go Karting as part of the Physics Topic. Twenty-eight students experienced Newton's Laws of Motion in action which supported their understanding of scientific concepts.
- Planned and conducted an excursion for Years 11 and 12 Physics students to attend Go Karting as part of the Moving About and Motors and Generators Topic. Forty Year 11 students and 24 Year 12 students attended. This excursion increased their understanding of Stage 6 scientific concepts.
- Planned and conducted an excursion for Year 10 students to visit the Australian Museum in Sydney. 52 students and two staff members visited the museum to support and enhance

their knowledge of Evolution.

- Co-ordinated and conducted an excursion for Year 11 Biology students to visit the Australian Museum in Sydney. 60 students and four staff participated in the Australian Biota Study Day where students gained hands-on experience with fossils and increased their understanding of scientific concepts related to the Preliminary course.



- 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. 23 Students and one staff member visited the museum to increase and reinforce their understanding of the HSC Senior Science course.
- Facilitated the purchase of 10 Surface Pro tablets for the Science Faculty. This has enabled staff to utilise the latest technology, websites and apps to deliver quality ICT lessons to students.

In Social Science

- Provided opportunities for 44 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, Economics, Business Studies, Legal Studies and Society and Culture.
- Provided individual, holiday and Term 4 tutorials for 50 HSC students in Business Studies, Legal Studies, Geography, Economics and Society and Culture
- Provided Facebook pages to HSC Business Studies, Geography and Society and Culture students to increase access to course resources. The effectiveness of this strategy was evident in 100% usage of resource sharing and Q & A style forums.
- Provided an opportunity for 22 Preliminary Society and Culture students to attend a study day to inform their practice and improve their execution of the Personal Interest Project (PIP).
- Developed a Personal Interest Project (PIP) Process Booklet for HSC Society and Culture students to support their understanding and ability to conduct social and cultural research.
- Promoted the use of Quizlet, Kahoot and other educational applications to extend and deepen students' understanding of concepts and terminology in Business Studies, Commerce and Geography.

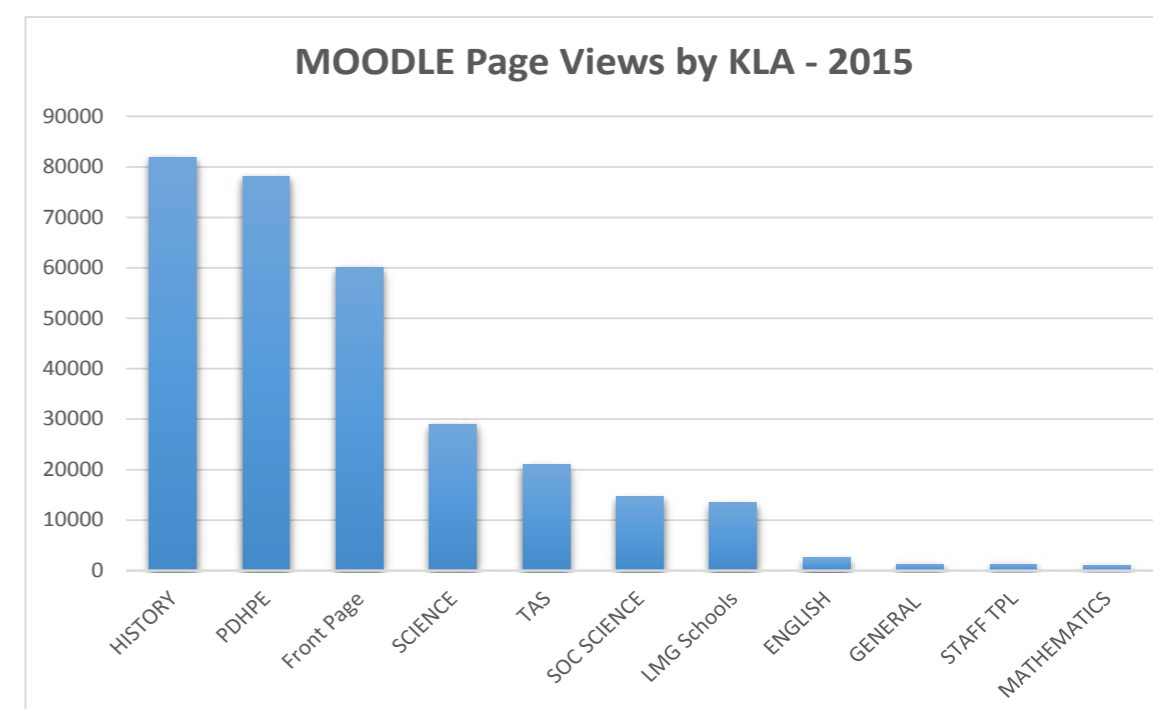
- Continued the creation of Year 9 Commerce multi-media presentations for the online submission of entries to the Office of Fair Trading's Money Stuff Competition.
- Purchased and utilised 15 iPads to improve access to ICT and increase student engagement in Geography and Business Studies.
- Developed 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 12 Geography field trip to Kiama for 13 students to engage in field studies to establish a deeper knowledge of ecosystems at risk and further involve students in the rehabilitation of vulnerable environments.
- Initiated and conducted an excursion to Port Stephens for 11 HSC Geography students where they undertook essential fieldwork for the Ecosystems at Risk case study, at 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 a fieldwork trip for 11 Year 12 Geography students to the Hunter Valley vineyards to enhance their understanding of the HSC topic on viticulture and apply relevant fieldwork methodologies.
- Organised an informative presentation by guest speaker Dr Rob Brander aka "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 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 impact of a global city on the environment and visit Taronga Zoo to increase their knowledge of threatened habitats and species.
- Facilitated the annual Bizfair Day where the Year 9 Commerce cohort were 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 35 Year 8 Marine Studies students to visit the Sydney Aquarium and IMAX theatre and 30 Year 10 Marine Studies students to attend the Shark and Ray Centre and Barramundi Farm to enhance their understanding and appreciation of marine environments and aquaculture industries.
- Organised for 20 Year 9 students to enjoy a Whale Watching cruise at Nelson Bay to support the Marine Mammals unit of work.

In Technology and Applied Sciences

- Facilitated excellent results in HSC Textiles and Design where one student's major work was chosen to be displayed in "Texstyle", the Board of Studies, Teaching and Educational Standards' showcase for HSC excellence.
- Continued the Year 12 mentoring program for 6 students and TAS subject tutorials in the holidays. Extra tutorials were provided in the days prior to the HSC exams.
- Participated in the "Wool4School" design competition, a national competition focusing on Australian wool. One Year 10 student was a National Finalist.
- Facilitated the purchase and use of 16 iPads in TAS to enhance the learning opportunities of 21st century students.
- Continued to develop the TAS MOODLE site to enhance communication with students. Students now have greater access to information re: assignments and assessment tasks.

In Technology

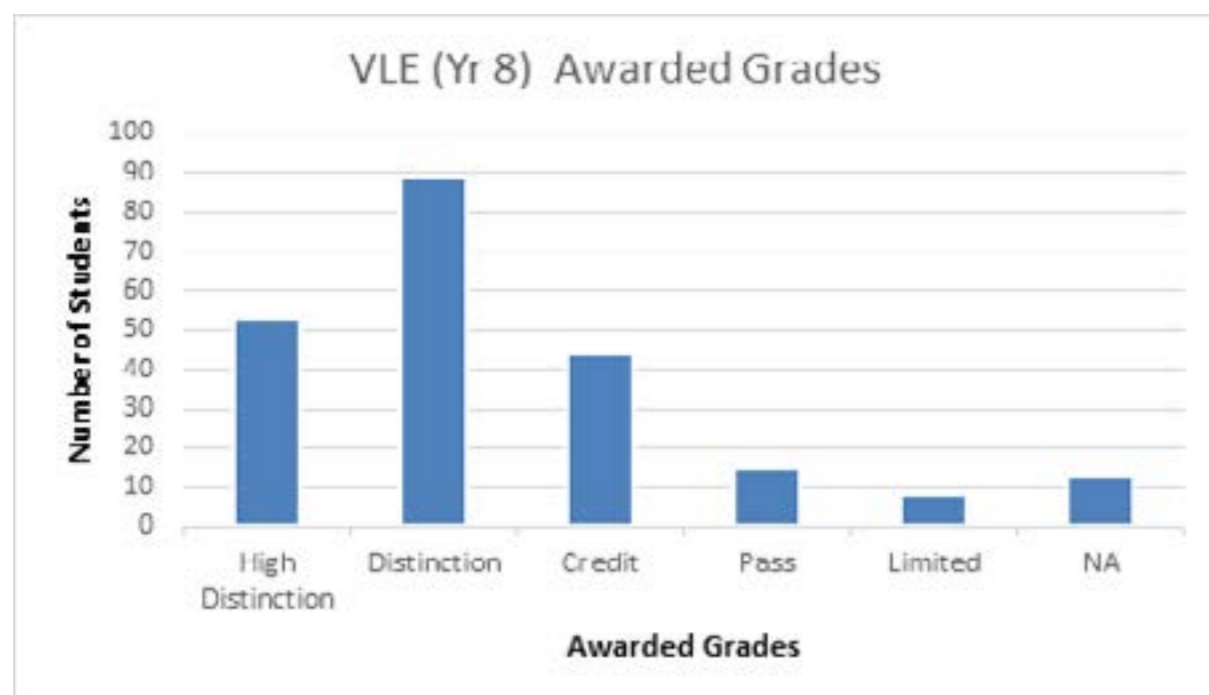
- Reinvigorated Warners Bay High MOODLE as the main source of online learning. MOODLE currently manages 330 digital courses consisting of 583 assignments, 5230 resource files, 226 online quizzes, 1543 links, and other activities including journals, workshops, surveys, databases, and photo galleries.
- Utilised MOODLE to conduct sport choices for Years 9 and 10. This has led to the equitable allocation of sports through DER laptop access.
- Centralised and purchased 36 iPads which are now connected to Apple Education VPP program. This has facilitated the bulk purchasing and installation of a range of engaging educational apps on to devices across the school. This has ensured that devices are standardised, connected to the internet and safe for student use.



- Deployed a fleet of laptops for the library to supplement the BYOD devices students bring to the school. This has complemented the large range of DER devices which are still operational and assisted in providing a 1 to 1 technology experience in the classroom.

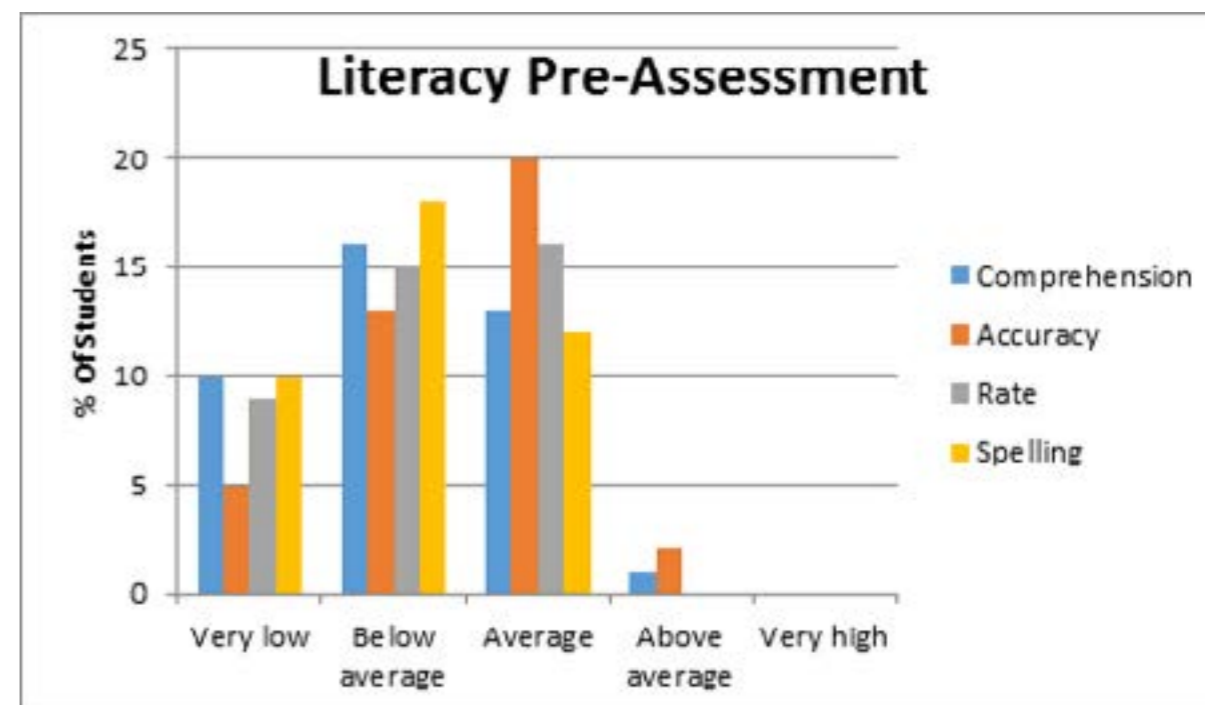
In Visible Learning

- Evaluated and adjusted the Year 8 round table Visible Learning Expo (VLE) as a direct result of teacher feedback and student voice.
- Co-ordinated the implementation of the Year 8 round table Visible Learning Expo (VLE) to develop the skills of students as assessment capable learners. Each round table conference involved 3-4 Year 8 students and a panel including a teacher as a convenor and two Year 7 students as interviewers. Students articulated their learning goals, described a specific learning process, explained what they had learned from each task and expanded on how they solved any issues. 209 students participated in the VLE with 64% of students achieving results in the two highest categories.
- Provided training for Year 8 students to undertake VLE Authentic Assessment Tasks with weekly mentoring provided by their English teachers.
- Provided training for nominated Year 7 students to act as interviewers on the panels.
- Evaluated and adapted the Year 7 “Brainfood” program with all Year 7 students participating in 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 to cope with anxiety.

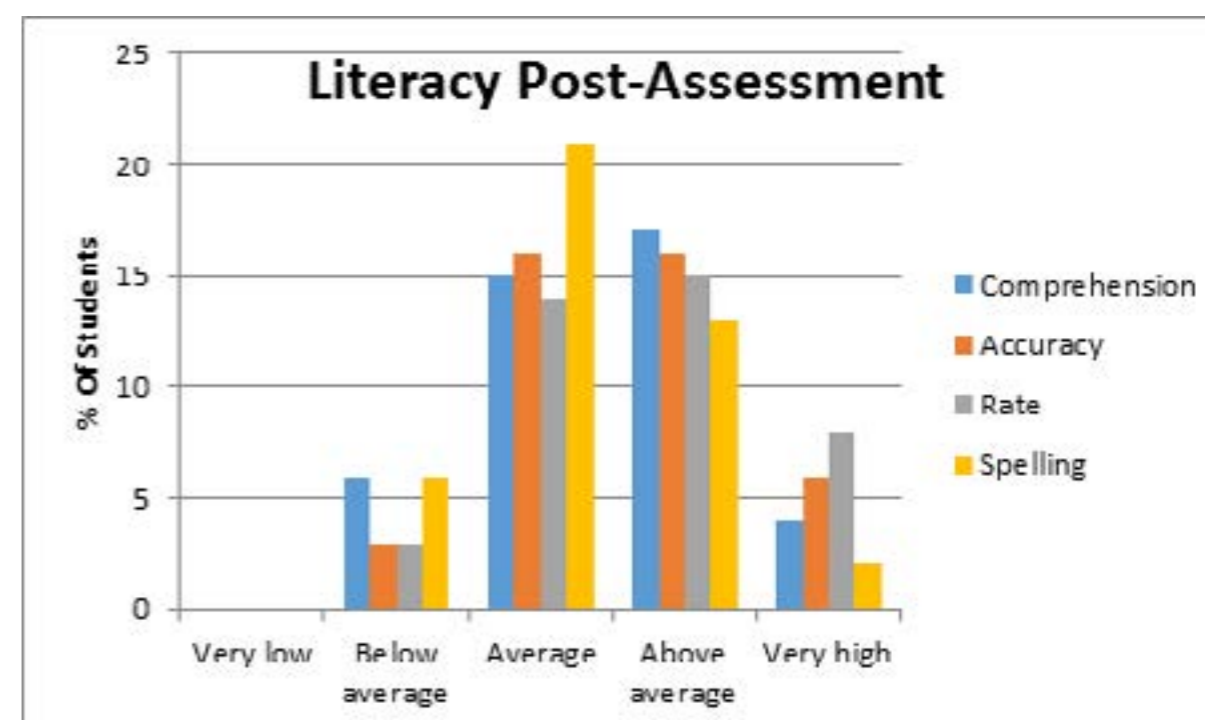


Welfare and Support

- Implemented withdrawal programs focusing on literacy support for 40 students in 2015, which is an increase in student participation from 2014 of 4 students.



- Conducted pre - and post - assessments using the Neale Analysis and South Australian Spelling Assessment for the 40 students who participated in the literacy withdrawal program. All students improved their reading ability in the key areas of reading fluency, reading rate, comprehension and spelling.



- Improved the numeracy withdrawal Learning Support Program in 2015 for identified students by collaborating with the Mathematics faculty. Through effective consultation 58 students participated in this program held during regular Mathematics lessons. The program followed content covered in students’ Mathematics classes using an individualised approach, contributing positively to each student’s end-of-year results with an average growth of 6%.

- Organised a Speaking in Colours workshop for Aboriginal and non-Aboriginal Visual Arts students presented by Cherie Johnson on titled Aboriginal Art Appreciation. The Workshop provided rich cultural knowledge where students gained a greater understanding of Aboriginal people, culture and Traditional Aboriginal art from the local region.
- Facilitated the participation of sixteen Year 9 students in the “En Plein Air” workshop hosted by Lake Macquarie City Art Gallery in conjunction with the NSW Parliament En Plein Air Painting Prize which encourages students to embrace the tradition and feel of ‘plein air’ to create new art works depicting subjects in their immediate surroundings.
- Continued to develop and resolved a Year 8 Ceramics Mural for the enhancement of the MPC this provided students with real world artistic practice as a component of their Visual Arts VLE Authentic Task.
- Modelled explicit teaching to all students in the CAPA Faculty through the provision of regular opportunities to exhibit and perform demonstrating the success, high expectation and ownership that comes with such opportunities
- Provided students with the opportunity to perform, exhibit and manage equipment at regular events such as Music/Art/Drama nights, Soiree, formal assemblies and school exhibitions. This enhanced the teaching and learning that occurred in the classroom and gave students ownership of their work across the CAPA KLA.



- Presented three Music, Art and Drama performance evenings attracting over 300 people to each performance and providing students with opportunities to demonstrate their achievements in CAPA.
- Presented a Soiree event for Music and Drama students which provide families and friends with the opportunity to see performances in a more intimate space and gave student a chance to perform work directly from the classroom.
- Organised and co-ordinated the bi-annual “Band Tour” involving 45 students, 2 staff and

3 parent volunteers to the mid-south coast. The School Concert Band, Jazz Band, Vocal Ensemble and two rock bands performed at a variety of different locations including shopping centres and 5 different Primary and High schools. Students developed their performance and stage skills in an authentic real-world setting.

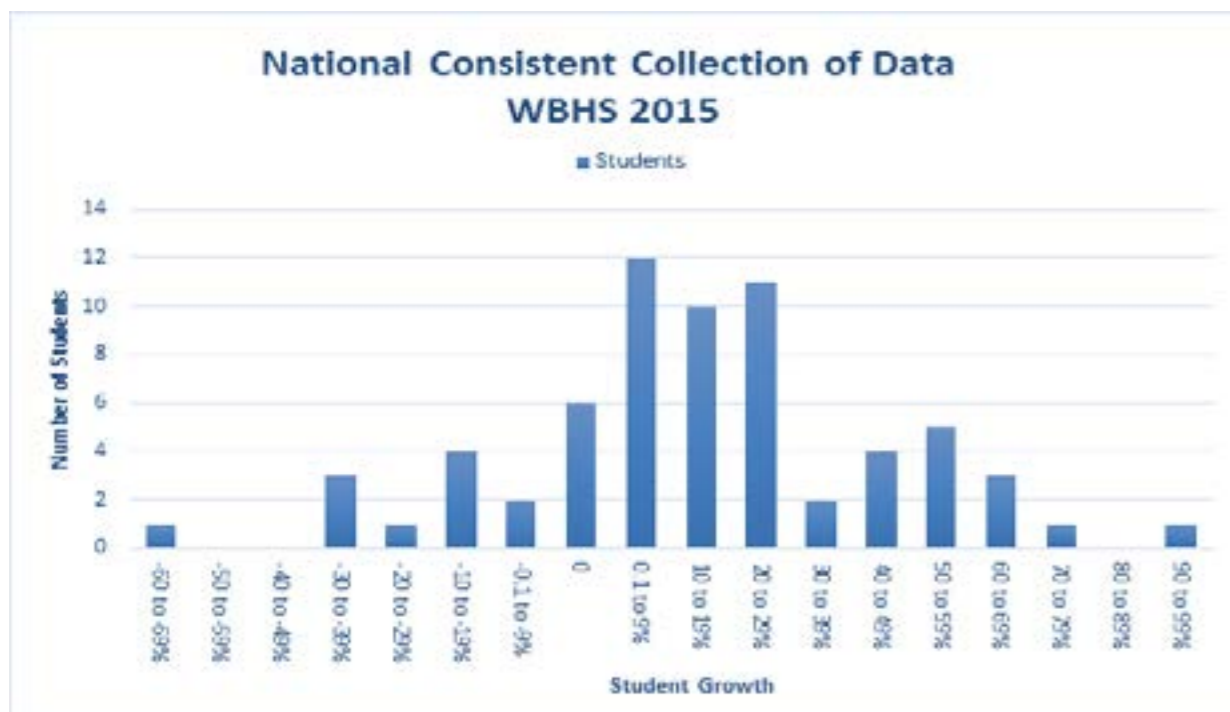


- Provided opportunities for the Stage Band to perform at the Newcastle Jazz Festival, Bandfest and the Eleebana Spring Fair involving 12 Music students and one staff member.
- Introduced the Stage 6 VET Entertainment Course: Certificate III in Live Production, Theatre and Events, providing ‘real world’ applications, experiences and qualifications in the Entertainment Industry.
- Continued the engagement of students and staff in the processes of teaching and learning through participation in extra curricula activities in the CAPA area and the use of excursions to provide valuable experiential learning opportunities.
- 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, Patricia Piccinini and a variety of artist discussions.
- Developed three new Senior Case Studies in Visual Arts to reflect contemporary cultural opportunities at both Regional and NSW Art Galleries.
- Provided all Senior Music students with the opportunity to see band 6 performances through the participation in excursions to Encore, Board of Studies showcase event for HSC students.
- Provided Year 12 Music students with the opportunity to attend the HSC Music Day. Students participated in a variety of workshops and were provided with invaluable advice from senior examiners in relation to exam preparation and performance.
- Provided 16 students from Years 9 and 10 with the opportunity to Perform in the regional performance initiatives STARSTRUCK and the Dance Festival.

In English and Drama

- Enhanced student learning and understanding of texts in both Drama and English KLA’s via attendance at a range of live theatre productions locally and in Sydney across all Years 7-12.

- Analysed students' pre - and post - assessments using the Progressive Achievement in Mathematics (PAM) to assess overall student achievement of students' involved in the Mathematics Support Program. The program delivered a specialised approach focusing on Perimeter, Area and Volume, Probability, Equations, Measurement and Pythagoras Theorem, Fractions, and Ratios and Rates.
- Delivered a broad range of support programs for students completing the HSC and RoSA focusing on organisation, study skills, time management and management of student anxiety. Anecdotal feedback from the 24 students and families indicated positive outcomes, with students overcoming their individual educational obstacles.
- Conducted 90 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.
- Collated and analysed data representing the changes identified for a total of 61 students with a disability through a comprehensive individualised program. Each student was pre-assessed early in 2015 against a set of relevant criteria of social, physical and educational outcomes. Later in the year each student was again individually assessed against the same criteria and their results collated.
- Completed compulsory training and development on the Disability Standards for Education 2005. All Warners Bay High School teaching staff are now equipped with the knowledge and skills to meet the needs of students with a disability in a mainstream school setting.
- Implemented and analysed the National Consistent Collection of Data for students with disabilities or imputed support needs. In 2015 Warners Bay HS identified 174 students requiring either an Individualised Education Plan (IEP) or "reasonable adjustments" through Quality Teaching and a Differentiated Curriculum.



STRATEGIC DIRECTION : 2

COMMUNITY: Connected community valuing trust, respect and pride; a learning culture with high expectations, valuing diversity with responsible, productive citizens.

ACHIEVEMENTS

50th Anniversary Celebrations

- Established a co-ordinating committee with 5 separate sub-committees, covering: Entertainment, Hospitality, Fashion Parade, Memory Lane and the Memorial Garden.
- Advertised Saturday 19 March as the key date for celebrations in various media on banners, flyers and laminated posters.
- Engaged students, staff and the wider community to support the celebration.



In Aboriginal Education

- Conducted 32 PLP meetings with all students accompanied by at least one parent or carer. All PLP's were updated and placed onto the network drive for staff to access and implement.
- Organised eight Junior AECG meetings with an average of 19 students attending each meeting. As a result of the discussions at these meetings, students were more involved in the running of NAIDOC celebrations.
- Organised and conducted the Junior AECG AGM where new office bearers were elected and students became members of the Kumaridha Local AECG.
- 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, and a performance by a Year 6 didgeridoo player.



- Organised a guest speaker to address the whole school on Sorry Day. This increased staff and students awareness of the Stolen Generation.
- Successfully applied for a cultural grant that will facilitate the development of the Warners Bay Community MGoals website. This website will provide information about Aboriginal culture and will showcase local initiatives in Aboriginal education.
- Released two staff members to attend a training day for the MGoals project.
- Arranged for two staff members and four students to attend Walk a Mile Koori Style. This White Ribbon Day event provided students with an opportunity to walk alongside other Aboriginal students and community members in support of this worthwhile cause.
- Attended three Local AECG meetings and arranged for the President to meet and have a yarn with the Junior AECG students. These activities continue to develop strong links between the school, community and Local AECG.
- Supported seven students to enter the Kumaridha Local AECG art competition. One student from the school was chosen as the winner and their artwork is now the official logo of the Kumaridha Local AECG. All students who entered were presented with a certificate.



- Continued to be involved in a working party involving CoS representatives, Local AECG representatives, parents and community members, to collaborate on the development of a Partnership Agreement.
- Planned and conducted an excursion for students and their families to attend Ngurra Bu Cultural Camp in Wollombi. Five staff, 30 students and 10 parents from WBHS and three feeder primary schools participated in activities which increased and supported their cultural understanding.

In Community Partnerships

- Organised Year 7 Parent Information Evenings held early in Terms 1 and 2. Information was presented to Year 7 parents/caregivers on the “Ediary”, an electronic diary for students and parents to keep track of homework and assessment tasks, helping children with Mathematics, the “Brainfood” program and helping children with English. Ninety five parents attended the two sessions.
- Initiated discussions with MePrograms, an Australian Government initiative to create pathways for high school students to experience and explore the career opportunities that are possible in the manufacturing industry. We are working towards gaining industry partnerships with companies in the Hunter region and beyond.
- Initiated discussions and planning to conduct an Aboriginal Numeracy Day in 2016 for students in Stages 3 and 4 with our Community of Schools. Discussions have taken place with Wollotuka at Newcastle University to become involved with the event and promote leadership possibilities for our Aboriginal students in Stages 5 and 6.
- Initiated discussions with the University of Newcastle to create partnerships for each faculty at WBHS to promote discussion focused on current research into learning and pedagogical practices.
- Organised discussions with the Newcastle University Mathematics Education faculty to create a partnership with the Mathematics Faculty at WBHS.

In Creative and Performing Arts

- Celebrated and communicated staff and student successes and participation in Creative and Performing Arts events through school publications such as the School Communicator, Parent Bulletin and the WBHS website. This has resulted in a sense of achievement amongst staff and students and provided a comfortable and safe environment in which the CAPA faculty can pursue the experiential learning that enhances student learning and faculty outcomes.
- Continued to communicate the success and important educational events of the CAPA Faculty using the school website, providing high-resolution imagery and giving a visual and verbal profile to the arts in the school and the wider community.
- Continued the concept of Artist of the Month to highlight the success of students in individual Visual Arts, Ceramics and Photography and Digital Media classes, and to celebrate individual learning outside of the assessment and reporting frameworks.
- Modelled best practice in the teaching of Senior Visual Arts through the presentation of a series of eight lectures and lesson observations to Newcastle University students enrolled in Specialist Studies in Senior Visual Arts. This was an opportunity to provide potential arts educators with examples of best practice in the Visual Arts classroom and develop important links between Warners Bay High School and Newcastle University.

- Co-ordinated, developed and implemented the “Hit the Bricks” GATS program creating community partnerships within the Warners Bay area. The program enabled Year 9 Visual Arts students to mentor Years 5 and 6 students from Warners Bay, Eleebana, Valentine and Biddabah Primary Schools. Students worked with professional street artists and an Aboriginal artist to create a series of murals. The program encouraged students to be active members of the community and instil a sense of pride.



- Presented three Music, Art and Drama performance evenings attracting over 300 people to each performance and providing students with opportunities to demonstrate their achievements in CAPA.

In English and Drama

- Created Children’s Performance Theatre Workshops with Year 9 Drama and presented these performances to the children at the Honey Bee Pre-School, Warners Bay. This provided students with an authentic playbuilding process and the enjoyment and responsibility of performing to a live audience in our local schools network.
- Implemented a Year 12 English Studies StarBBQ fundraiser for the Starlight Foundation. Students wrote to the charity requesting fundraising permission, created and published advertisements and budgeted and prepared food for their fundraiser. The day culminated in a quadrangle BBQ and Cake Stall manned by the students which raised over \$450. All funds were donated to the Starlight Foundation and the wonderful people involved. This experience highlighted the planning and organisational skills required for such an event and nurtured the development of empathy for people in less fortunate circumstances.
- Performed a Commedia del Arte piece at the mid-semester MAD night much to the delight of all present. The laughter and comic timing of these Year 8 Drama students truly showcased their research and playbuilding in celebrating this traditional artform.
- Competed in the Hunter New England Health Mind Play Competition at the Hunter Theatre, Broadmeadow to present an authentic representation of their given issue. The Year 11 Drama students encapsulated their knowledge in a specific performance built to inform an audience of the debilitating impact of mental health on adolescents.
- Facilitated the employment of independent and external markers for the Drama HSC annual Showcase to inform and broaden the students’ perception of their work.
- Enlisted enthusiastic and passionate students to perform and showcase their skills to the school community in both the mid-year and final MAD nights, building confidence and resilience in their own abilities.

In History

- Facilitated the participation of two Year 11 students in Model United Nations Assembly

(MUNA). This created connections with local and Hunter Rotary groups through meetings and public speaking activities, whilst at the same time developing students’ skills in debating, research, empathy and negotiation.

- Participated in Remembrance Day with the Student Executive attending the ceremony at The Cenotaph, Speers Point and the School Captain and a Year 9 student presenting readings. Money was raised at the school to help fund the building of a new school in Pozieres, France to replace the original built in 1920 through a similar Australian fundraising effort.
- Conducted ANZAC Day and Armistice Day commemorations at the school. This was led by the School Captains and selected Year 11 students and contributed to the recognition and appreciation of the significant past and present events in our nation’s history.

In Languages

- Attained success in the Hunter Language Teachers’ Network’s The Last Word Film Contest. Students made their own films in French or Japanese, using the signature motifs of an ice-cream and an excuse. First prizes were garnered in the categories of Best Actor and Best Drama.
- Welcomed 20 Japanese sister school students from Suginami High School, Tokyo, raising cultural awareness across the school and the school community, and increasing the linguistic acquisition of the students studying Japanese.
- Organised a two week Study and Cultural Tour of Japan in September 2015 for 20 students of Japanese to immerse themselves in the language and lifestyle of Japan. The students enjoyed a five day home stay.



- Held a Japanese Culture Day for Year 7 students studying Japanese. Students participated in many cultural and language activities, reinforcing their learning in the classroom.
- Hosted three students from France for one month, involving them in many lessons of French across different year levels whilst promoting inter-cultural awareness among the school community.
- Organised a two week Study and Culture Tour of France in September 2015 for 27 students of French from Years 9, 10 and 11. The students were immersed in the French language and culture and returned greatly motivated in their French studies.
- Continued the yearly visit of the French Crepe Stall where students engaged their skills in French language to purchase a crepe of their choice. This activity proves to even the youngest student that they can converse, if only on a simple level, with French speakers.

In Mathematics

- Initiated a tutorial program with the WBHS Mathematics Cadet – targeting specifically Girls and Mathematics. Tutorials occurred during Thursday lunchtimes and targeted specific problems as they arose. The program provided small group tuition specifically for girls to address any issues in Mathematics.

In PDHPE

- Provided the opportunity for 40 HSC Community and family Studies students to attend an 'e-Classroom' with the 'Big Issue' to increase their understanding of the 'Groups in Context' unit of study.
- Facilitated the involvement of students in 28 Combined High Schools and other organisation-sponsored knockout competitions, resulting in; second in the Boys' Open CHS Water Polo, second in the NSW Touch Association Boys' Year 7/8 Touch competition, Hunter Region Indoor Soccer Years 7/8 Champions and Hunter Area finalists in soccer and netball
- 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 many of our talented athletes being selected to participate in higher level teams to display and develop their skills.



- Presented 18 WBHS Sporting Blues to Year 12 students, acknowledging their achievements and contributions to sport during their time at Warners Bay High School.
- Celebrated the success of four students awarded Sporting Blues for their commitment and dedication to representation of their sport in the Hunter Area. One student was given a Special Mention acknowledging his outstanding achievements over several years.
- Celebrated the success of one student awarded a Combined

High Schools Sporting Blue for Water Polo and the Val Lambert Trophy as Outstanding Male Sportsman for 2015.

In Social Science

- 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. This resulted in increased awareness of diverse cultures, tolerance and acceptance of others for the 46 elective students who participated in the program.
- Organised an overnight visit to the Nan Tien Temple in Wollongong for 36 Stage 6 Society and Culture and Years 9 and 10 International Studies students. The students were guided by monks through activities such as Tai Chi, calligraphy, meditation, a tea ceremony and specific Dharma talks. Students also enjoyed the experience of eating traditional Lebanese food and a guide through the Sri Venkateswara Temple, Helensburg and the Lakemba Mosque to enhance their understanding of Asian cultures and support specific course case studies.
- Facilitated contact between Year 12 Society and Culture students and University of Newcastle Educators in order to assist them in collecting relevant and accurate data for their Personal Interest Projects (PIPS).
- Initiated a community partnership with Speers Point Library to enhance access to resources, referencing guidance and Band 6 samples for Year 12 Society and Culture students undertaking their Personal Interest Projects (PIPS).
- Organised past high-performing students as part of establishing an alumni, to assist the School Mock Trial team in preparation for the Inter-school Competition and talk to Bridging Course students about Social Science subjects.



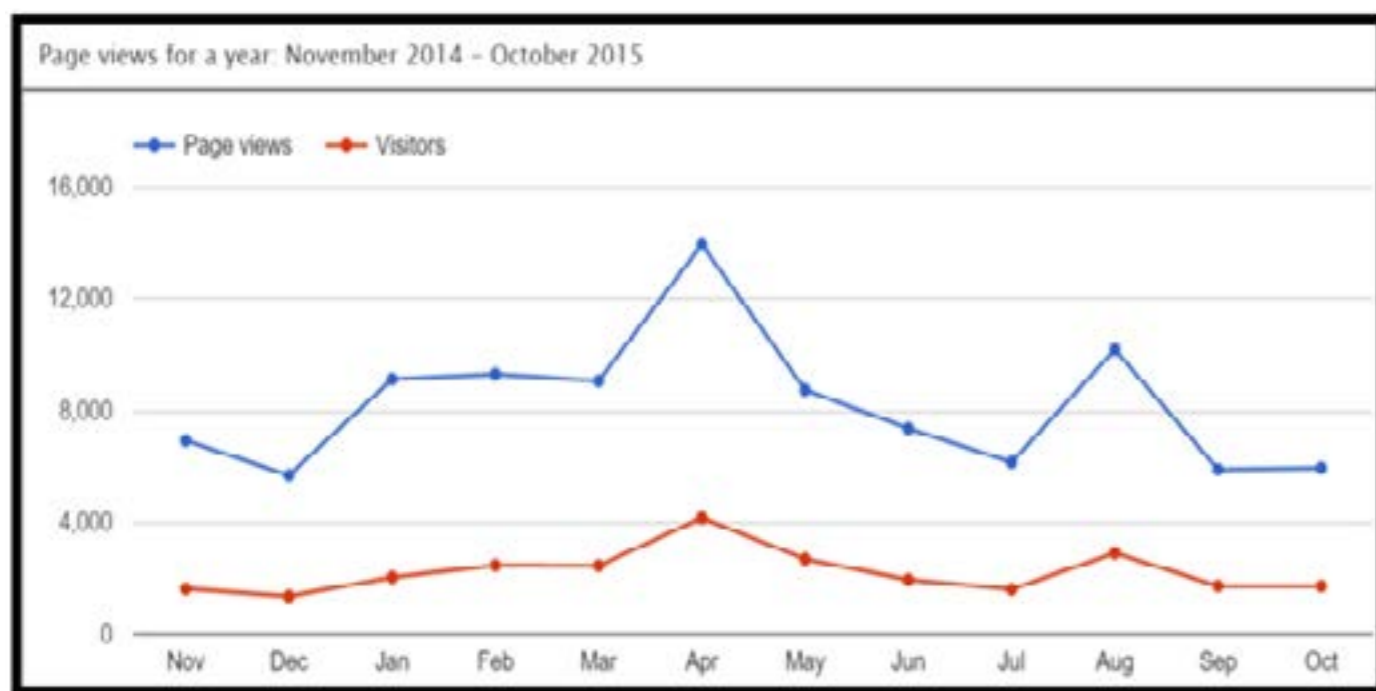
In Technology and Applied Sciences

- Facilitated the use of community members and resources to support students. Excursions to Whitehouse, Dion Lee (Years 10, 11 & 12 Textiles), Powerhouse and Wollongong University (Year 11 & 12 Engineering Studies) provided students with practical exposure in these fields of study.
- Facilitated the use of three ex-students to support students' learning in senior Textiles and Design.



In Technology

- Activated SENTRAL attendance to continue the progress made in 2014 to enable the accurate management and reporting of attendance data for all stakeholders.
- Developed the SENTRAL Parent Portal. Since June 2015, 481 Parent Accounts have been created which enabled parents to access daily bulletins, messages and timetables, and respond to attendance data.
- Delivered parent workshops. This enabled parents and carers to engage with their child on a technological level and promote the use of BYOD in the school.
- Connected with the whole school community through the Warners Bay High Skoolbag App. This has now been extended to iOS, Android and Windows devices with 2093 individual downloads of the app by the end of 2015 allowing instant notification of school events and information.
- Generated an average of 8000 views per month over a 12 month period to the official Warners Bay High School Website. A dedicated Website team update the site with recent photos and news to inform and help celebrate the achievements of Warners Bay High students with the wider school community.



Webpage Organisation

- Continued to provide 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.
- Consulted, reviewed and updated all faculty pages to ensure current and accurate information regarding subject areas and syllabus documents.

- Increased the activity and number of pages viewed by the school community. This activity has been reported as between 1600 and 3016 page views each week which represents significant increase on past years and provides evidence of the changing role of the webpage in the management of communications and celebration of the school's ethos in the public arena.
- Celebrated the outstanding achievements of students and staff by continually promoting their success through news articles and gallery photographs.



- Continued to document and record whole school activities including Academic, Sporting and Cultural events, NAIDOC Day, the Year 12 Graduation Ceremony, the ANZAC Day Ceremony, Sorry Day, 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 who 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 utilising Adobe Photoshop resulting a sophisticated quality of visual presentation.
- Maintained up-to-date information regarding school policies, achievements, the Annual School Report, School Plan, Introductory Booklet, year handbooks, map, bell times, Uniform Shop, calendar events and Careers.

- Promoted the implementation of the Warners Bay High app, BYOD and online subject selection links to inform and provide links to the wider school community.

In Welfare and Support

- Co-ordinated and implemented the successful Years 6 - 7 “Leapfrog” Transition Program for 28 students. The program was developed for students requiring individualised attention and support when moving into a large comprehensive high school. Parent and student anecdotal feedback has continued to be positive, particularly in relation to effective collaboration with partner primary schools.
- Collaborated with the school counsellor to deliver a Transition Program for students requiring significant support to adjust to the size and demands of a high school setting. All students gained confidence in navigating their way around the school, reading timetables, locating staff from different faculties and understanding the day-to-day running of a large high school.
- Conducted 18 Learning and Support Team meetings for students with disabilities and/or support needs who will be attending Warners Bay High School in 2016. All students have a Learning Support Plan which is communicated to staff prior to the students beginning high school.
- Prepared 74 Peer Support Leaders through a two day training program led by the Peer Support Co-ordinator. Years 6 - 7 students established supportive links with their Year 10 Peer Support Leaders, ensuring that each student has a contact person when beginning high school.
- Communicated and liaised with teaching staff to implement the reasonable adjustments needed to support students identified as at-risk through Learning and Support Team meetings. Meetings are held weekly between the Deputy Principals, Head Teacher Welfare, School Counsellor and Learning and Support Teachers. Teachers have expressed satisfaction in accessing current information about students in their classes who need additional support for a variety of welfare reasons.
- 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, Deputy Principal Welfare and Year Advisers. Many students accessing daily support demonstrate improved emotional wellbeing and therefore educational success.
- Developed individual Health Care Plans in consultation with parents and the Head Teacher Welfare for 60 students. Health Care Plans are reviewed annually or as needed. School personnel are aware of the health care needs of students and completed compulsory asthma and anaphylaxis training.
- Continued the successful Homework Centre each Tuesday and Thursday afternoons from Term 1 to the end of Term 4 each year. 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” at the Morisset Outdoor Education Centre 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 Welfare’s “Boys’ Group”.

- Employed 3.8 School Learning and Support Officers to assist 59 students with a diagnosed disability in 2015 who required individualised support. Support provided students with the skills needed to maintain effective organisation skills and time management, and an increased ability to keep up with lessons which is essential for students to achieve their individual goals.
- Evaluated the effectiveness of the School Learning Support Officer’s assistance and guidance of students with disabilities. The on-going feedback from teachers and review meetings held throughout the year with parents and students indicate a high rate of success for achieving individual student goals.
- Collaborated with Specialist teachers supporting students with complex disabilities to ensure students have equal access to the curriculum through reasonable adjustments. Students make positive progress each year, achieving individual goals in the areas of communication, academic integration and social integration. Students’ Individual Education Plans are reviewed frequently with adjusted goals based on student achievement.

STRATEGIC DIRECTION : 3

TEACHING : Inspired and Passionate Teachers

ACHIEVEMENTS:

In Creative and Performing Arts

- Analysed faculty assessment data for Stage 5 and continued the review of course performance descriptors and works samples from the ARC website with staff to support and enhance professional practice in the assessment and reporting of student achievement.
- Aligned the evidence to possible improvements in task writing, programming adjustments and the alignment of course work to improve student learning and achievement.
- Provided mentoring support to two inexperienced HSC and Preliminary Visual Arts teachers and conducted weekly meetings and analysis of ideas and experiences for our HSC and Preliminary students.
- Co-ordinated classroom Walkthroughs for 100% of staff to reflect on and to improve student learning outcomes and engagement.
- Provided the opportunity for one staff member to attend the Immersion Music Day at the Sydney Centre for Innovative Learning. The centre has a specialised learning space for Music which focuses on the exploration of new technologies used to facilitate personal learning. These technologies include the use of JamHubs, iPads, Google Docs, MOODLE, BYOD and mixing software. The Immersion Day provided key insights that can feed into our own unique context using the most relevant technologies being taught to students.
- Arranged for two teachers to attend the Deus Ex Photography Conference at the New Independent Theatre in North Sydney. The conference provided teachers with increased knowledge of photographic processes to enhance and develop learning practices in Photomedia.
- Arranged for two members of staff to attend Change Agents Critical Practice and Discourses in the Visual Arts Curriculum Course at the University of NSW. This conference provided vital information in regards to the development and status of the Australian Curriculum in CAPA.
- Facilitated the opportunity for all Visual Arts staff to participate in the Visual Arts Special Event Video Conference, discussion of the proposal to amend aspects of the Stage 6 Visual Arts syllabus hosted by Rach Kirsten, Creative Arts Adviser with special guest Dr Kerry Thomas, Associate Professor, School of Education UNSW. The conference provided an essential curriculum update for Visual Arts 7-12 and information about the current position of the Visual Arts Curriculum in NSW Public Schools in relation to the Australian curriculum.

- Provided the opportunity for one staff member to attend the Forum and Teacher's Day: Aboriginal Programming for Primary and Secondary School at the Lake Macquarie City Art Gallery. As a result the faculty has increased their knowledge and understanding of Aboriginal Education and modifications have been made to programs to include Aboriginal perspectives.
- Arranged for one staff member to attend the Artist LED Watercolour Painting for Teachers with Cherry Hood. This workshop connected teachers with a leading contemporary artist, to broaden knowledge and expand artmaking skills.
- Organised two staff members to attend Film Shoot – How to Shoot a Short Film. As a result the faculty have increased knowledge of filmmaking and a Year 10 Photographic and Digital Media task has been modified to provide greater exploration and experimentation with film and video techniques.
- Organised training for one staff member in the VET Entertainment Certificate III in Live Production, Theatre and Events course providing 'real world' applications, experiences and qualifications in the Entertainment Industry for Stage 6 students.
- Provided the opportunity for one member of staff to develop specialised skills in photographic darkroom practices by completing the Undergraduate Photomedia: Darkroom Practice course at the University of Newcastle.

In Community Partnerships

- Participated in the authentic marking of University of Newcastle Mathematics Education assessment tasks. As teachers who are currently practising, members of the Mathematics faculty were able to provide feedback that was highly relevant in a school environment.
- Organised a pre-service Mathematics teacher to work in a voluntary capacity with the Mathematics Faculty for one day a week in the second semester to observe and participate in lessons.
- Organised three pre-service CAPA teachers participating in the MTeach program with the University of Newcastle to work with the CAPA faculty. This program offered pre-service teachers the opportunity to volunteer in schools and participate in a project the school is delivering. It also allowed these teachers to build relationships with local schools and become more confident in the classroom.

In English and Drama

- Inspired three staff members who attended the ETA Writing Workshop conducted by Dr Felicity Plunkett, a poet and critic who has a PhD in Literature from the University of Sydney and an Excellence in Teaching Award from UNE. These staff members subsequently ran a faculty workshop for all staff, reigniting their love and commitment to teaching creativity via blackout poetry, found poetry and other ICT based strategies to engage and extend students. Student work samples have been published on the C Block noticeboard.

- Extended the creative writing skills developed in the Year 8 Elective through a project-based learning style. Students compiled a portfolio of text types based around their chosen concept and published their work for feedback.
- Continued to be at the forefront of educational nuance by attending multiple Saturday workshops in Sydney run by the ETA to highlight fine conceptual detail in both the Extension One and Extension Two HSC Courses.
- Extended existing faculty knowledge by having three staff members participate in NAPLAN and HSC marking. Faculty programs reflect the professional insights obtained in developing Band 6 responses.
- Structured Assessment Review Teams to ensure quality tasks are being offered to students across all three stages. Each team reviewed, mapped and modified tasks to better reflect quality assessment practice.
- Ensured all staff are contributing beneficially to the whole school learning environment through active membership of school committees including ICT, VLE, Peer Support and Welfare.
- Allocated faculty meeting time for professional development to enable all staff to share their particular skill sets and extend the skill set of the faculty on a holistic level. ICT and curriculum content were areas of particular focus.
- Completed webinar seminars on “Teaching Cohesion in Reading and Writing”. Further, staff completed the webinar “Motivating, Engaging and Managing Students Effectively”. These courses assisted staff to create more effectively differentiated classrooms and provide better support for individual student’s needs.
- Attended all offered Study Days for Extension One and Two English Courses in Sydney to broaden and extend staff awareness of shifting trends and innovative pedagogy to support student learning. Staff and students all attended the Sydney University “Developing Concept Day – Starting with Confidence and Clarity” and the Beverley Hills High School one day workshop on “Developing Major Works in Extension Two.” Extension One staff and students participated in the Sydney University, “Romanticism” one day workshop to better understand the course conceptual requirements. This knowledge was further enhanced by attendance at the Newington College presentation from the ETA and staff attendance at the Saturday course for Extension One, “Teacher Training Day.”

In History

- Facilitated the training of two teachers at the Holocaust Museum. This enhanced the delivery of the Australian Curriculum in Stage 5 and was central to the construction of the Holocaust Unit in Year 10.
- Applied for and received the Gandel Scholarship for one teacher to work at Yad Vashem learning about teaching the Holocaust. This will ensure a difficult topic can be delivered in a sensitive, knowledgeable and respectful manner.

- Participated in Beginning Teacher professional development activities at the Big Dig Archaeological Centre in Sydney. This developed skills in designing activities that immersed students in historically rich and engaging learning experiences.

In Languages

- Expanded and improved upon the new Stage 5 program in Japanese to extend the students’ preparation for senior studies in Japanese.

In Mathematics

- Initiated Walkthroughs for all members of the Mathematics faculty. This promoted pedagogical discussion amongst staff members and provided them with the opportunity to talk about teaching and learning in Mathematics and instigate improvement in pedagogy.
- Provided staff with professional learning activities in Mathematics and Science/Technology/Engineering and Mathematics (STEM) to enhance the quality of teaching and improve outcomes for students.

In PDHPE

- Supported two staff members to attend the first ‘Synergy’ PDHPE Conference to be held in NSW, where staff participated in a range of workshops aimed at developing an understanding of changes related to the development of the national curriculum.
- Released one staff member to attend the “Working to Strengths in 21st Century Health and PE’ professional development day focusing on enhancements to the curriculum to meet the future needs of Health and Physical Education classes.
- Mentored two beginning teachers to enhance understanding of their professional requirements using the ‘Strong Start: Great Teachers’ framework and to facilitate the development of skills to ensure their smooth transition into the profession.
- Organised for two teachers to attend the two day ACHPER Conference to enhance their skills and to assist in the implementation of the amended Community & Family Studies syllabus.
- Developed the skills of the PDHPE Faculty in the use of Web 2.0 tools such as ‘Padlet’, ‘Sway’ and ‘Kahoot’ to increase student engagement and support the use of the interactive boards in PDHPE teaching spaces.
- Initiated the participation of eight members of the PDHPE Faculty in the Premier’s Sporting Challenge leading to the award of 3 Platinum Awards and 5 Gold awards to staff, recognising their regular involvement in physical activity.

In Professional Learning

- Organised for 19 members of the teaching staff to present professional learning workshops across three afternoons for the whole teaching staff in such diverse areas as Aboriginal

Education, Successful Strategies in Teaching Senior Students, Literacy, An Introduction to STEM, Adobe Premier Elements, Music as a Tool for Student Engagement, Principles of Communication, Re-engaging Disengaged and Unmotivated Students, SENTRAL Applications, 21st Century Learning, Positive Psychology in the Classroom, One-Note, Aspects of Leadership, Promoting Creativity and Problem Solving, The Flipped Classroom, Cultivating Growth Mindsets in the Classroom and Report Writing. These workshops promoted cross-faculty learning, encouraged critical debate and developed presentation skills of staff.

In Science

- Released one staff member to attend a course on Re-engaging Disengaged and Unmotivated Students. This information was then presented to staff at a Professional Development afternoon. As a result staff across the school have an increased ability to engage and motivate all students.
- Arranged for one staff member to attend a Biology Teacher Development Day at the Australian Museum of Disease located at UNSW. This day informed teachers of new research and developments in Biology.
- Arranged for three staff members to be part of an online marking course for VALID10. This course increased the ability of staff to differentiate between student scripts using explicit criteria.
- Supported one staff member to attend the Honeywell Green Bootcamp in San Diego, USA. Information and strategies for implementing sustainability in the classroom were presented. This information was used to ensure that the most relevant technologies and developments are being taught to our students.
- Released one staff member to attend the Biology, Earth and Environmental Science and Senior Science Conference at UNSW. This conference increased the ability of the teacher to recognise Band 6 responses and facilitate an improvement in student responses.
- Arranged for one staff member to attend Meet the Markers in Armidale. This BOSTES event enabled the staff member to increase their understanding of how the HSC Biology paper is marked and how to recognise and construct a Band 6 response.
- Organised for one staff member to attend the Physics Teachers' Association Annual Conference in North Sydney. Information on research trends in Physics, assessment examples for Stage 6 Physics and experiments for Stage 6 Physics were presented.

In Social Science

- Expanded leadership opportunities for two staff members aspiring to higher levels of BOSTES accreditation and/or leadership positions by encouraging participation in ACEL conferences and undertaking relieving positions.
- Supported two staff members to share their evidence-based teaching strategies at three workshops as part of the Professional development afternoons.

- Encouraged 100% staff participation in faculty Walkthroughs as a process to improve pedagogy and facilitate student learning.
- Facilitated access to professional development opportunities that enhanced staff capacity to provide quality instruction, facilitate the achievement of positive educational outcomes by students and implement the Australian Curriculum - Geography. These opportunities included two faculty members attending and participating in the following: Australian Geography Teacher's Association (AGTA) Conference in New Zealand; the Australian Curriculum Programming Project in Sydney; GTA NSW Sustainability Conference in Sydney; the AGTA Roadshow in Newcastle.
- Facilitated the participation of two teachers in HSC Review Days for Geography and Business 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.
- Supported a new-to-subject teacher by organising participation in the ELC Business Studies Conference to increase knowledge of the syllabus and inform best practice for the delivery of course content.
- Encouraged the participation of one staff member in HSC Marking in Society and Culture and two members in Business Studies to assist in providing intensive individual mentoring for HSC students to improve exam technique.
- Organised the participation of one staff member in the Society and Culture Professional Development Day in Sydney to reinforce concepts and provide strategies to teach social change to HSC students.
- Enabled three staff members to undertake online training for Supervising Preservice Teachers aimed at enhancing teachers' knowledge, skills and confidence to effectively supervise preservice teachers.

In Technology and Applied Sciences

- Facilitated TAS professional learning in after school training sessions in the areas of Sentral mark book and reporting for all members of the family.
- Facilitated professional learning opportunities related to classroom Walkthroughs in TAS. All staff completed a Walkthrough of another teacher's lesson and evaluated an element of the lesson. This provided written data and stimulated professional dialogue between staff members.
- Facilitated the professional learning opportunity for one Textiles and Design teacher to meet with designer Alannah Hill, to gain invaluable industry knowledge.
- Participated in a large number of staff training courses including TAS Head Teacher Network meetings, Sentral processes, Sentral Markbook and Adobe software.

In Technology

- Trained one or more teacher from each faculty in course creation on MOODLE to enhance administrative ICT knowledge within each faculty.
- Developed and administered a lunchtime Developing Digital Literacy Course for teachers which emphasised the use of engaging teaching tools and software.
- Purchased a fleet of Hybrid laptops to train and encourage teachers to use the latest technology in the classroom.
- Completed the full coverage of the school with the installation of wireless in the MPC. This enabled all areas of the school to become viable teaching spaces when used in conjunction with the BYOD plan.
- Rolled out the full suite of Sentral products to enable the timely capture, storage and reporting of a range of teaching and administrative data. This has led to improved reporting of student positive behaviour, more timely responses to issues within the classroom and playground and more useful data upon which school-wide decisions can be made.
- Introduced Sentral Reporting across all faculties to generate individual reports for students in Years 7 - 12. This streamlined the reporting process and helped staff to become more confident users of digital technology.

In Visible Learning

- Contributed to Staff Professional Learning through workshops on using Feedback to Students to improve student learning outcomes. Research suggests that feedback to students has a significant impact on student learning. A workshop was delivered to approximately 15 staff on the Term 3 Professional Development Day and several sessions were conducted throughout the year with the Visible Learning Team.
- Arranged for the Mathematics and Languages faculties to host Year 7 "Brainfood" to communicate the concepts of the program to more staff in the school.
- Supported teachers in the "Walkthrough" process to improve teaching practice across the school. All faculties participated with the majority of teachers completing in at least one Walkthrough.

