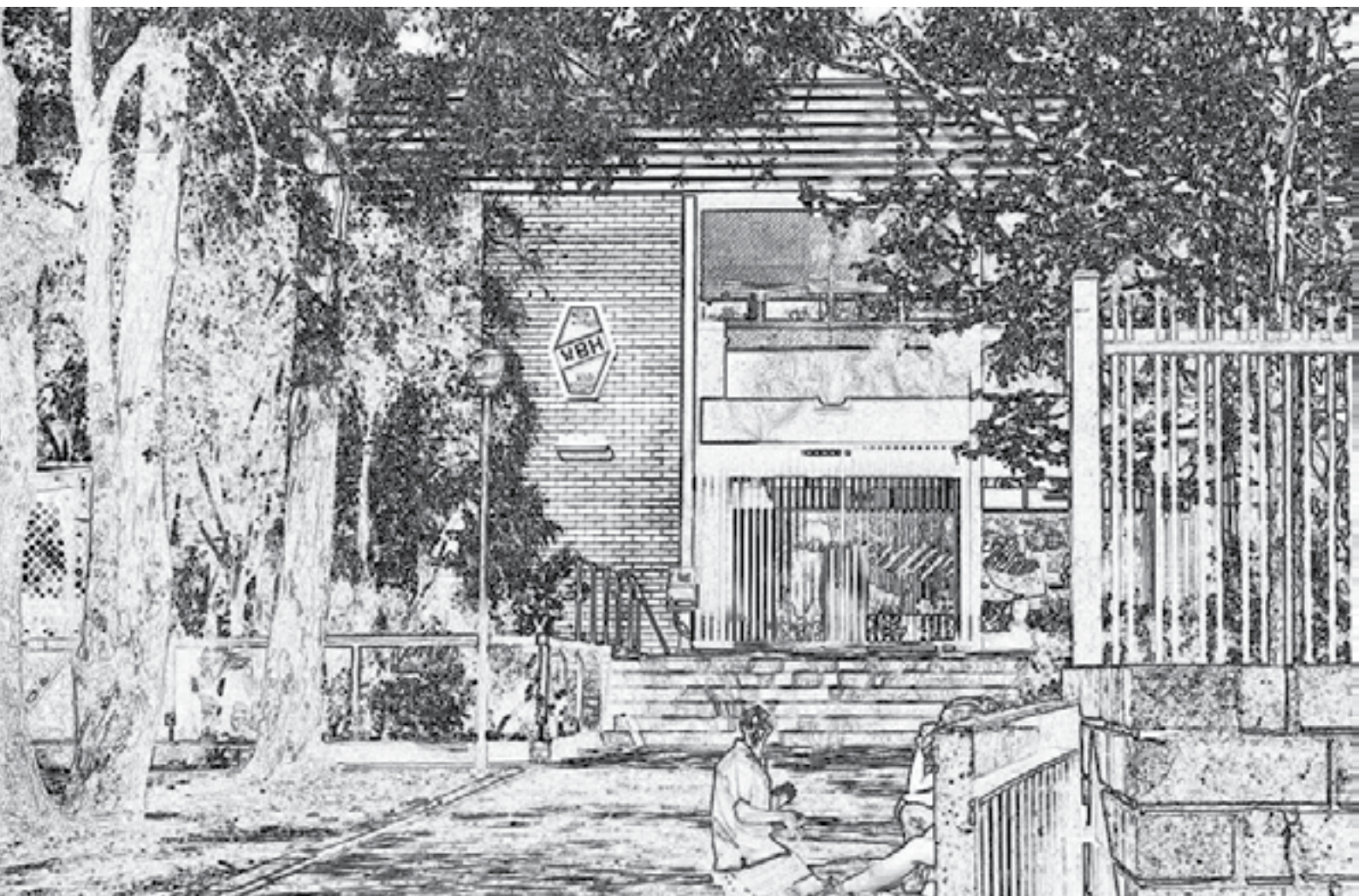




A SUMMARY
of the
ACADEMIC, SPORTING AND CULTURAL
ACHIEVEMENTS
at
WARNERS BAY HIGH SCHOOL
2016



WARNERS BAY HIGH SCHOOL

ACHIEVEMENTS 2016

as related to our School Plan 2015 - 2017



School Captains 2016:
Samantha Hallett and
Lloyd James with
Dr Sharon Parkes (Principal)



Student Executive 2016:

Front Row: Cassie Parke, Kate Holmes, Amelia Coleman, Samantha Hallett, Dr Sharon Parkes (Principal), Lloyd James
Caitlyn Bell, Olivia Brown, Georgia O'Sullivan

Back Row: Alexandra McFarlane, Shanon Gray, Riley Lowe, Reece Lonsdale, Alexander Morris, Sarah Myers, Caitlin
White (Representing the SRC)

STRATEGIC DIRECTION : 1

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

2016 HSC Results

Subject	Band 6	Band 5	Total Band 5/6 %	State Band 5/6 %	Comments
Ancient History	0	4	40	30.68	
Biology	0	16	30.18	35.11	
Business Studies	3	9	57.13	34.33	1 student within 1 mark Band 6
Chemistry	0	6	26.08	40.94	
Community& Family St	8	11	67.85	30.53	1 student within 1 mark Band 6 1 student within 2 marks Band 6
Design & Technology	1	5	49.99	40.8	
Drama	0	4	36.36	42.6	
Earth & Environmental Sc	0	4	33.33	34.38	
Economics	1	1	40	45.2	
Engineering St	1	3	57.13	38.14	1 student within 2 marks Band 6
English Advanced	4	41	59.2	61.92	
English Standard	0	2	2.63	13.39	
English Second Lang	0	0	0	27.03	
Entertainment	0	0	0	33.94	
Food Technology	0	2	25	29.38	
French Continuers	0	1	14.28	65.33	
Geography	0	5	55.55	40.93	2 students within 2 marks Band 6
Hospitality	1	3	36.36	22.41	1 student within 2 marks Band 6
Industrial Technology	0	6	42.85	25.79	
IPT	0	0	0	27.71	
Japanese Continuers	1	1	33.32	56.46	
Legal St	0	4	66.66	42.09	1 student within 2 marks Band 6
Mathematics	2	10	29.26	52.51	
General Mathematics	1	7	8.5	25.63	1 student within 1 mark Band 6 1 student within 2 marks Band 6
Modern History	0	3	25	40.84	
Music 1	0	13	81.25	62.74	1 student within 1 mark Band 6 4 students within 2 marks Band 6
PDHPE	2	7	24.31	34.41	1 student within 1 mark Band 6
Physics	0	4	16.66	29.94	
Senior Science	3	14	54.83	28.58	1 student within 1 mark Band 6 1 student within 2 marks Band 6
Society & Culture	2	8	76.91	48.18	2 students within 1 mark Band 6
Software Design & Dev	0	1	11.11	33.32	1 student within 2 marks Band 6
Textiles & Design	4	4	88.88	46.63	
Visual Arts	12	23	63.62	54.38	4 students within 1 mark Band 6 2 students within 2 marks Band 6
Retail Services	0	1	50	16.65	
Electrotechnology	0	1	50	9.83	
Construction	0	2	66	13.16	
Tourism & Events	0	2	40	12.39	
Studies of Religion	0	1	100	47.94	
English Ext 1	1	6	99.99	94.94	1 student within 2 marks Band 6
English Ext 2	1	4	83.32	79.35	1 student within 1 mark Band 6 1 student within 2 marks Band 6
Mathematics Ext 1	0	6	46.15	79.37	
Mathematics Ext 2	0	1	50	85.34	1 notional Band 6
Total	48	246			

Above State Band 6/E4: Business Studies, Community and Family Studies, Economics, Engineering Studies, Hospitality, Senior Science, Society & Culture, Textiles and Design, Visual Arts
Above State Band 5&6/E3&E4: Ancient History, Business Studies, Community & Family Studies, Design & Technology, Engineering Studies, Geography, Hospitality, Industrial Technology, Legal studies, Music 1, Senior Science, Society & Culture, Textiles and Design, Visual Arts, English Ext 1 and English Ext 2

Year 12 Post School Destinations

The class of 2016 comprised 165 students completing their Year 12 studies. This cohort has opted to pursue a diverse range of tertiary qualifications and careers.

The following observations were noted:

- 65% of the total Year 12 cohort were offered positions in courses at university
- 77.5% of our HSC ATAR students were offered positions in university courses
- Approximately 78% of the 2016 cohort are continuing further study at tertiary and vocational institutions
- 8% of students have enrolled in TAFE courses
- 6% of students have been successful in gaining apprenticeships or traineeships
- 5% of students are looking for work
- 6 % of students were unable to be contacted

Of our university bound students:

- 11% of have been offered places at a university other than Newcastle.
- 20% have chosen a degree in the Medical or Science fields
- 20% are enrolled in Teaching degrees
- Engineering comprises of around 14% of students
- 14% of students are pursuing a degree in the fields of the Arts or the Humanities
- 9% are studying Psychology
- 9% have enrolled in Newstep at the University of Newcastle
- 6% are undertaking degrees in Economics, Business or Commerce

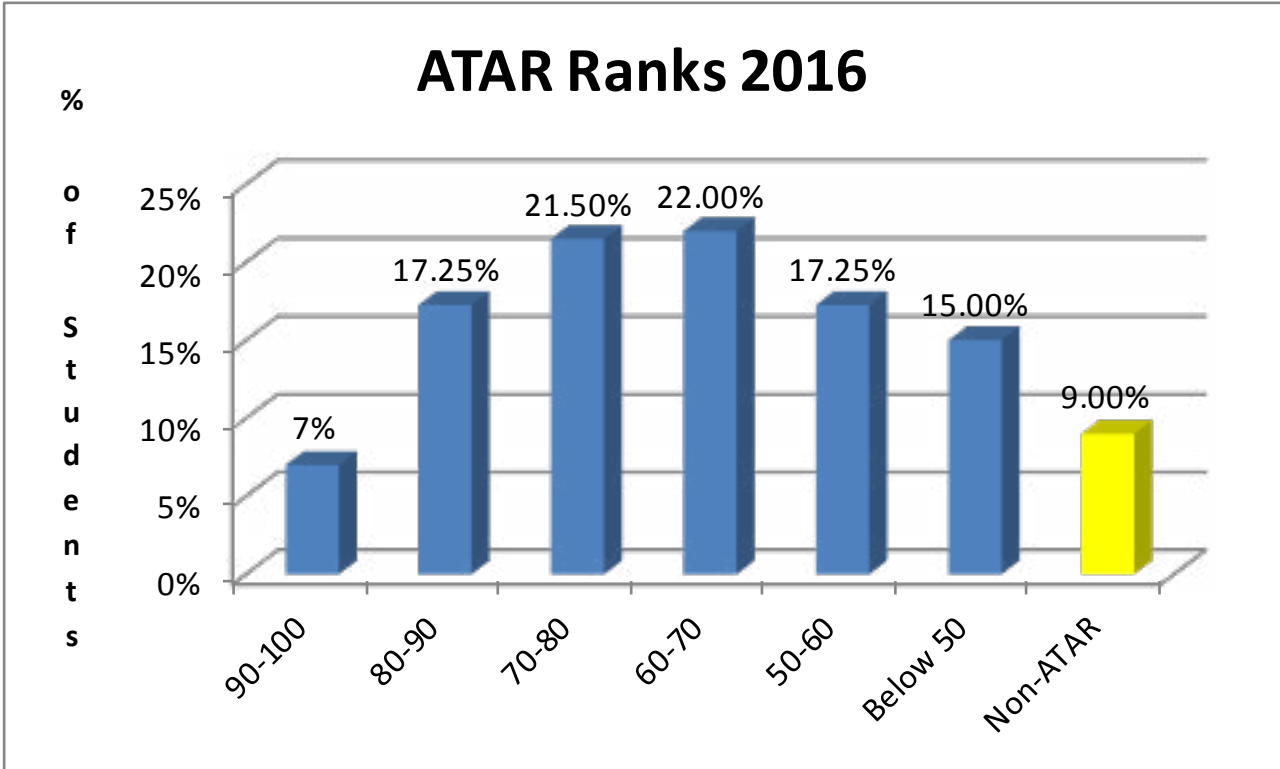
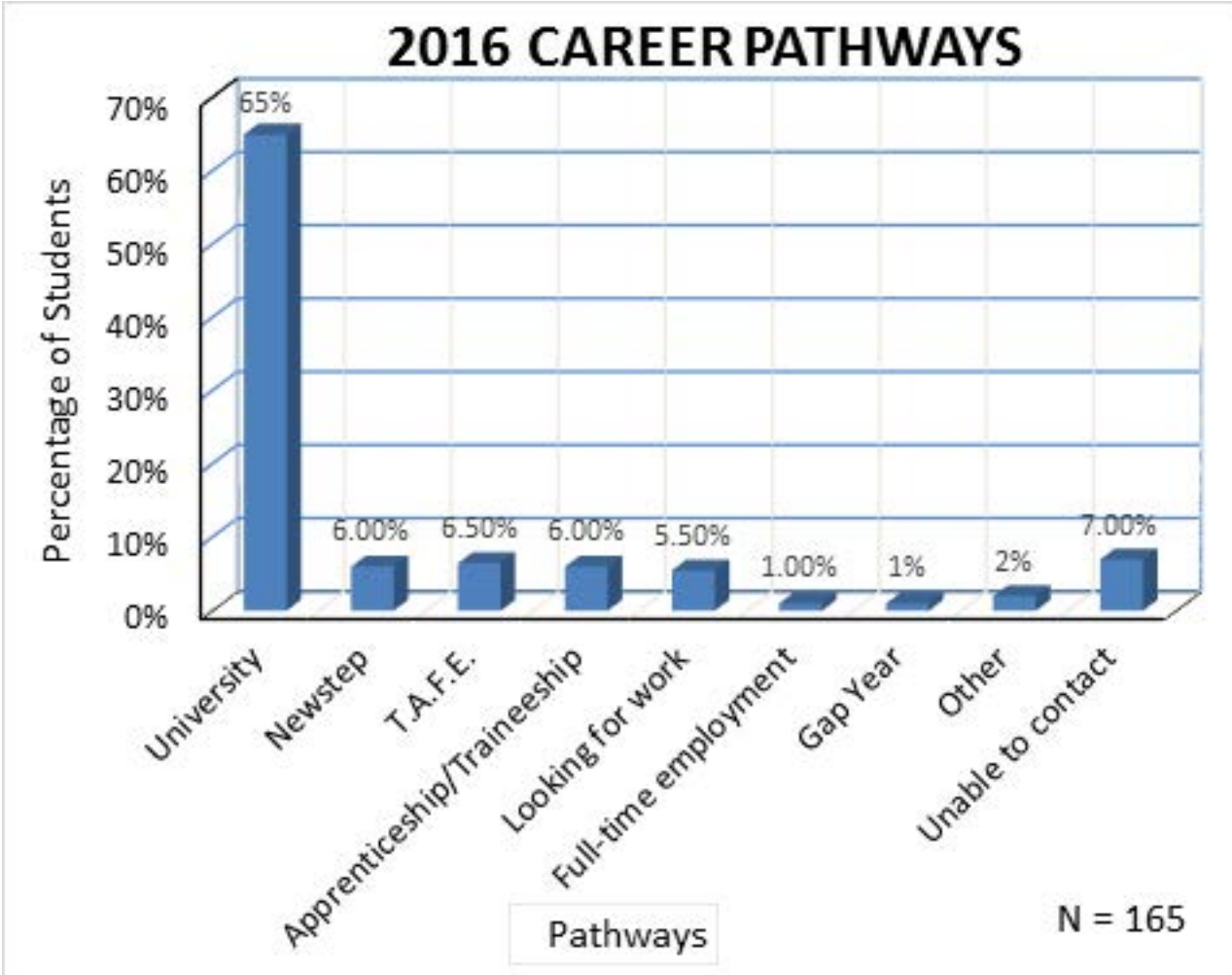
Significant changes have been noted from the past few years:

- There has been a significant increase in the number of ATAR students receiving uni-
versity offers. Almost 20% more students received offers this year compared with last
year. This could be the result of a greater proportion of students completing their HSC
with an ATAR, as only 9% of this year’s HSC students did not complete ATAR subjects
compared with 19.3% of students last year. Further, 4% fewer students are completing
tertiary study at TAFE.
- 45.75% of ATAR students received an ATAR over 70. This is an increase of over 5% from
last years cohort
- Teaching degrees have increased by 5%

- Fewer students have chosen to study a scientific or medical course while the number of students enrolled to study psychology has increased.

Notes:

- This year the vast majority of students expressed satisfaction with their results
- To gather this data, we used the school UAC data base, and contacted students using home numbers, mobile numbers, Facebook and staff. Some messages and emails were sent, yet few students replied to these. When contact could not be made or students did not offer their ATAR, the online ATAR calculator was used. The accuracy of this data was checked against known ATARs. The calculator produced data that was closely aligned with that of UAC with discrepancies of no more than 3 ATAR points noted.
- 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 wished they were back at Warners Bay High and they miss it!



STRATEGIC DIRECTION : 1

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

ACHIEVEMENTS

In Creative and Performing Arts



- Achieved seven nominations for ARTEXPRESS with three HSC Visual Arts students selected in the areas of Photography, Ceramics and Drawing thus maintaining the high standard and reputation of success that is embedded in the Visual Arts program at Warners Bay High School. One HSC Visual Arts Body of Work was selected for the 2017 NSW Education Standards Authority Chairperson’s Collection.
- Celebrated the selection of four HSC Visual Arts students in the *First Class Exhibition 2017* in the areas of Sculpture, Drawing, Photography and Documented Form. This exhibition celebrates the success of HSC Visual Arts students from across the Hunter Region.
- Celebrated the winning entry of the NSW Parliament En Plein Air Painting Prize. The competition encouraged students to embrace the tradition and feel of ‘plein air’ to create new art works depicting subjects in their immediate surroundings.
- Celebrated the winning entry of the 2016 Senior High School Photographic Competition sponsored by the member for Lake Macquarie.

- Facilitated the participation of thirteen Music students from the Vocal Ensemble to perform at the Boolaroo-Speers Point ANZAC Day Dawn Service at Speers Point. The performance was broadcast on KOFM.
- Facilitated all Visual Arts and Photographic students across Stages 4, 5 and 6 to enter the Moran Photographic Prize resulting in two students gaining finalist status. This students’ photographic prize attracted more than 10,000 entries from across the country.
- Created a mini exhibition at Charlestown Library showcasing Year 10 Ceramic students’ Teapot works.
- Introduced Google Classroom 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 developed ICT communication skills in keeping with contemporary photographic practices.
- Maintained the integration of contemporary IT strategies in the classroom across Music and Visual Arts with the use of iPads in all disciplines resulting in increased staff and student engagement.
- Continued 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.
- Continued to successfully use Facebook pages for Visual Arts, Music and Concert Band resulting in a more holistic approach across the faculty to the announcement of excursions, assessment tasks and CAPA Events, and preparation for assessment tasks and homework.
- 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 practising artists.
- Organised a series workshops for Aboriginal and non-Aboriginal Visual Arts students entitled *Resurgence*, a *Speaking in Colour* Aboriginal art project presented by the Aboriginal Education and Arts Consultant. The workshops shared rich cultural knowledge and students gained a greater appreciation of Aboriginal people, culture and traditional Aboriginal art from the local region.
- Provided students with the opportunity to perform, exhibit and manage equipment at



regular events such as MAD night, Soiree, formal assemblies and school exhibitions. This enhances the teaching and learning that occurs in the classroom and gives students ownership of their work across the CAPA KLA.

- Presented a Soiree event for Music students, which provided families and friends with the opportunity to see performances in a commercial performance venue.
- Provided opportunities for the Stage Band, Concert Band and student bands involving 134 students to perform at the Newcastle Jazz Festival (12), Bandfest (42), the Eleebana Spring Fair (55) and the Valentine Market Day (25).
- Aligned Case Studies and assessment tasks to experiential learning opportunities to provide explicit teaching strategies within the HSC Visual Arts course. Students visited *The Art Gallery of NSW*, *The Museum of Contemporary Art*, *ARTEXPRESS*, *Sculpture By The Sea*, *MAMBO*, *Grayson Perry* and a variety of artists' discussions.
- Developed three new Senior Case Studies in Visual Arts to reflect contemporary cultural opportunities at both Regional and NSW Galleries.
- Provided 35 senior Music students with the opportunity to see Band 6 performances through the participation in excursions to *Reprise*, a regional showcase event for HSC students.
- Provided 16 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 regards to exam preparation and performance.
- Provided an opportunity for six Music students to participate in a song writing program called *SongMakers*, a three-way arts, industry and education partnership between the Department of Education, Ministry for the Arts and APRA. The program is an intensive two-day workshop where selected students write, produce and record their own original music with guidance from two industry mentors.
- Performed at *Bandfest* achieving a Highly Commended Award for the Concert Band



and a Commended Certificate for the Stage Band.

- Co-ordinated a performance evening for the Year 11 Music class at Nara Thai Restaurant. This event provided 'real world' performance opportunities and preparation for the Preliminary Examination.
- Hosted a concert for the Sugunami Japanese Exchange students and their teachers. This provided valuable cultural and performance opportunities for our young musicians.
- Facilitated valuable creative links with schools, teachers and students by co-ordinating a Music Gifted and Talented Program for our partner primary schools.
- Organised seven rock bands to enter the newly developed *Bandwidth* rock band competition held at Hunter School of Performing Arts, with two groups being selected as finalists in the competition.



- Initiated an art workshop during lunchtime and before school to promote and build strong relationships within the school community and have a positive impact on the school environment.

- Developed and initiated a mentoring program with an opportunity for our partner primary school students to join the School Band. Transition was an important aspect of this program which was created to nurture the musical needs and talents of all students.

- Organised for 20 Year 7 Visual Arts students to participate in a special education event, *Our Hunter River* in conjunction with the Newcastle Art Gallery's major exhibition, *John Olsen; The City's Son*. Students participated in a unique art experience and recreated the Hunter River as a temporary art installation in Civic Park.
- Organised for four senior Visual Arts students to participate in a printmakers' workshop at the Lake Macquarie City Art Gallery. Students were given the opportunity to push their artistic boundaries and to strengthen skills, techniques and confidence in this area with Brisbane-based exhibition artist Ryan Presley.
- Initiated a process for promoting achievement through school culture through clarifying the process for the issuing of Commendations for School Service and Achievements and the re-introduction of the School Song to 230 Year 7 students.

In English and Drama

- Synthesized Years 11 and 12 Drama students' content knowledge with successful practice by viewing *Onstage* at the Seymour Centre, Sydney on the 10th February. This is

an annual showcase of the best HSC Drama performances from the previous year. This year's performance included a group from our school who were chosen for their Group Performance *Copyright*. Students viewed five Group Performances and four Individual Performances as well as viewing exemplars from submitted projects.

- Utilised the Seymour Centre, Sydney visit for Onstage to also view a performance of *Life Without Me* which is one of the prescribed texts for the HSC. This has helped students gain an insight into the play and enhanced their understanding of the dramatic elements.
- Attended a performance of the prescribed text *Stolen* on 14 June with Year 11 and Year 12 Drama students at the Riverside Theatre, Parramatta. This performance included audience interaction and the theatre company provided hands-on experiences for a vision impaired student, who he got to meet the cast before the play and had a tactile tour of the set beforehand to better engage with the performance.

- Participated in a Physical Theatre Workshop with Swoop Theatre on a Saturday morning in May with students from Years 10,11 and 12 to allow them to develop their skills in using their bodies to create interesting and engaging theatrical statements. Students were then able to use these new skills in their performances for the Hunter Region Drama Festival and the HSC.



- Promoted and conducted the inter-faculty short film festival Viral, as a cross KLA project. Student creativity was demonstrated and strengthened through this independent film making competition, culminating in a showcase to the whole school as a celebration of their skills, diligence and independent focus. Audience payments were sent to a local charity to support our community and promote an awareness of the importance of pro-active citizenship.
- Evaluated the integrity of the students' Year 7 English Novel Unit, "Truth Through Fiction" with a visit to the Jewish Museum, Darlinghurst on 28 July. Students viewed the museum under the guidance of a Holocaust survivor and listened to a lecture delivered by the author of their text. The students also had the opportunity to listen

to the firsthand experiences of a Holocaust survivor. This provided background information, contextual insights and relevance for the different novels Year 7 studied in class, particularly, 'Hitler's Daughter'.

- Facilitated the participation of 25 Year 7 students in a Slam Poetry Workshop presented by the Australian Poetry Slam winner for 2014 on 19 October. The workshop included performance activities and writing exercises enabling students to better understand and appreciate poetry. This poetic medium is a contemporary artform where poets advocate their own personal beliefs and values about current political, social and cultural issues relevant to students and the wider community. Each student challenged themselves by performing their own devised piece in the workshop.
- Developed interactive performance pieces which were performed under the guidance of Bell Shakespeare's education group who guided students through the work of Shakespeare and introduced them to the world of Shakespearean theatre. This hands-on approach reinvigorated the work of the Bard and established a familiarity with the Elizabethan world in a dynamic and engaging way thus positioning students to understand the significance of Shakespeare's works.
- Facilitated a number of opportunities for Stage 6 students to explore representations of their HSC texts in live theatre productions. Thirty Year 12 Advanced English students attended a performance of the play *Hamlet*, at the York Theatre in Sydney on 25 May. On 23 June, a further 30 students from the Year 12 Standard English course also attended the York Theatre for a performance of the play *Away*.
- Organised the attendance of 40 Year 12 English Standard students at a performance in the school Drama Room based on the poetry of Wilfred Owen on 18 August. This assisted students in their understanding of Module B 'Close Study of Text' in preparation for the HSC. There were also a number of Extension English excursions to Sydney during the year which were conducted mostly during the weekends, reflecting the diligence of staff and students and their commitment to HSC success.
- Encouraged the participation of eight students in the Fellowship of Australian Writers 2016 Hilarie Lindsay Young Writers Poetry Competition.
- Encouraged the participation of eight students in the 2016 Patrick White Writing Competition for Aboriginal students. Patrick White is one of Australia's most accomplished writers and an avid supporter of the advancement of Indigenous Australian youth. He was the first Australian writer to receive a Nobel Prize for Literature.

In History

- Engaged Year 8 students in a Medieval Day presentation. Students were able to physically interact with artefacts from that time period and gain insightful instruction about medieval warfare, customs, crime and punishment.
- Established a 21st Century Future Learning classroom which challenges the traditional norms of student learning, (traditional furniture was put into storage). This room is one

that will grow in popularity with both staff and students. It reflects the environments students may encounter in the workforce where there is an enhanced focus on self-direction, self-reflection, evaluation and collaboration. In 2017 the History faculty plans to create two more future learning spaces.

- Provided new and engaging assessment tasks for students from Years 7 to 12. By reducing the number of tasks, we were able to take a more creative approach, applying Assessment for Learning principles. For example, the Differentiation Board Assessment Task in Year 8 Medieval History allows students to build their assessment based on choice. They choose how much or little they can complete in a variety of different tasks testing their research, creative and written skills. This has provided students with the opportunity for collaborative and individual mastery of this subject.
- Commenced a process of purchasing artefacts and replicas for a “Hands on History” experience for students in classrooms. The goal is to have tangible objects that students can study, (and wear) to reinforce the concepts they learn in class. Students will gain greater insight and engage more effectively with this subject by interacting with artefacts, rather than relying on what they can see online or in a text book. The artefacts include Medieval quills for their own Black Death recounts, a Greek style hoplon (shield) and Corinthian helmet, Roman Lorica (armour), a Roman scutum (shield), Roman galea (helmet) and 150 replica Roman sesterces (coins). Japanese Samurai armour is coming in 2017 along with artefacts from the Aztec, Viking and Polynesian cultures.
- Arranged for Year 12 Modern and Ancient History students to gain access to high levels of expertise in the HSC during the History Teachers Association Study Day. Students received specific instruction on their topics relating to the best approaches to the HSC Examination and topics.
- Enrolled Year 10 History Elective students in the Big History Project in 2017. Big History examines our past in a multi-disciplined approach with the most recent and cutting edge ideas and technology that is available to 21st century learners. It is a unit that will cover our world’s earliest beginnings to the political turmoils our modern society has created. Students have said that Big History has changed entirely the way they look at school and engage with history.

In Languages

- Provided opportunities for seven students to attend HSC Study Days at Sydney University on 20 May, to increase the depth of students’ knowledge and understanding of course content and exam technique in HSC French Continuers.
- Provided access to a French native speaker tutor to 18 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 seven HSC French Continuers students to further their skills in the French language and exam preparation.

- Provided access to a native Japanese speaker to most classes of Japanese for four terms, resulting in an increased level of knowledge of Japanese language and culture for 190 students.

- Welcomed an Assistant Teacher of French from France for three months who taught in the classroom, ran group and individual tutorials, and added to the French resources. This substantially improved the level of attainment of all of the students of French this year.

- Continued the successful implementation of the national website competition *Language Perfect* to motivate 150 students. This has resulted in increased vocabulary retention. Warners Bay High School French classes came third overall in NSW.

- Facilitated the involvement of class 7J in the NSW Japanese Speaks Art Competition with two students receiving awards. The Winners’ artworks are now displayed on the Art Gallery of NSW website.

In Mathematics

- Analysed 2015 SMART data with all members of the Mathematics faculty to target specific areas to improve results across a number of areas.
- Developed a Year 8 Rich Task for the Visible Learning Expo. In addition, the Mathematics faculty participated in faculty walkthroughs to promote discussion regarding pedagogy and reflection. This resulted in teachers looking at strategies to improve student outcomes.
- Implemented and facilitated a specific program of Numeracy for Years 8 and 9 where classes were broken into smaller groups with a Mathematics teacher to target specific areas of Numeracy that were identified using information derived from the SMART data package.
- Identified, through the analysis of SMART and RAP packages, areas for improvement required in HSC courses. In addition, the program ‘Smartermaths’ was initiated. This program was used in conjunction with the RAP package and specifically targets areas for improvement.
- Provided Facebook pages for HSC Mathematics and General Mathematics students to increase access to resources and to promote discussion relating to the syllabus.
- Reflected on the pedagogy used in Mathematics with the aim of ultimately improving



student outcomes in Mathematics. As a result, a specific program of Problem Solving is to be implemented in 2017 to target areas of Working Mathematically.

- Initiated a Numeracy specific program for Year 8 which specifically targeted areas as identified from Year 7 and 9 data. These areas encompass Patterns and Algebra, Data, Measurement and Space and Geometry. Mean results in Numeracy have risen by 6% from 2013 to 2016.
- Implemented a Numeracy program in Year 8 and 9 Mathematics that targeted specific areas of weakness from the previous years data. In particular, in Data, Space and Measurement and Geometry. Warners Bay High Year 9 student results in Band 10 (highest band) increased from 4.3% to 8% of the school cohort achieving in this band level.

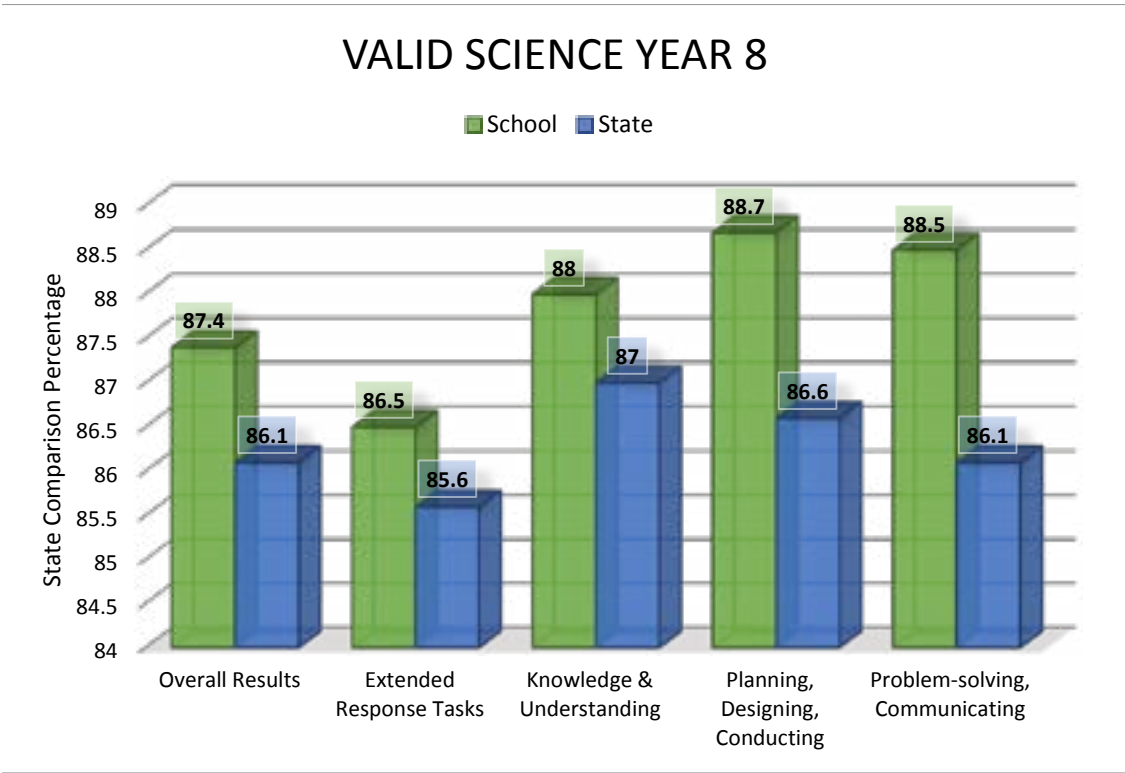
In PDHPE

- Enhanced communication and learning opportunities for 38 students through the use of social media for Stage 6 PDHPE and CAFS classes, fostering student engagement in lessons and enhancing their ability to seek feedback from their teachers.
- Investigated the use of the 'Google Classroom' app as a medium for effective communication with students and also as a means of delivering relevant content.
- Provided holiday tutorials for 28 HSC Community and Family Studies and 21 HSC Personal Development, Health and Physical Education students to support their classroom preparations and expand their knowledge and understanding of key syllabus concepts.
- Expanded the use of the 'ALARM Matrix' to add depth and quality to the extended responses required to be produced in both the HSC Community and Family Studies and HSC PDHPE option units.
- Facilitated data collection and management that allowed 307 students to complete the Premier's Sporting Challenge and receive accomplishment certificates. 82 students received Diamond Awards representing involvement in 560 minutes of physical activity per week.
- Provided the opportunity for students in the Physical Activity and Sport Studies elective to enhance their self-efficacy skills through participation in challenging outdoor education excursions: 53 to white-water canoeing on Barrington River, 51 to lightweight camping at Berowra and 49 to orienteering at Blue Gum Hills Regional Park, Minmi.



In Science

- Participated in the Validation of Assessment for Learning and Individual Development (VALID) testing with 209 Year 8 Science students completing the on-line state-wide test,



resulting in WBHS students achieving above the State average in 4 out of 5 areas.

- Organised an excursion to Taronga Park Zoo in Dubbo for 64 Years 11 and 12 Biology students and four 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 the opportunity for Year 12 Chemistry and Physics students to attend the University of Newcastle HSC Experiment Fest Day. Twenty Chemistry students and 22 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 the 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 first on the day.
- Co-ordinated and conducted a field trip for Year 11 Biology students to Shortland Wetlands. 92 students and three staff participated in the mandatory firsthand investigation involving the collection of ecological data. Students carried out dip netting for various animal species, testing of wind speed, pH, turbidity, salinity and temperature using data loggers and analysis of a transect.
- Co-ordinated and conducted an excursion for Year 12 Chemistry students to the Maritime Museum. 23 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 Motion topic. 180 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. 23 Year 11 students and 24 Year 12 students attended. This excursion increased their understanding of scientific concepts.
- Planned and conducted an excursion for Year 12 Senior Science students to visit the Australian Museum of Disease at UNSW. 30 students and two staff members visited the museum to increase and reinforce their understanding of the HSC Medical Technology Bionics Option.
- Provided an opportunity for 100 Year 8 students to participate in the Wild Science Race at Taronga Zoo as part of National Science Week. Students worked in teams to find clues and answer questions around the zoo. It increased their teamwork skills and their knowledge of animals.
- Organised for 40 Year 9 students to participate in the Surviving the Zombie Apocalypse workshop at the UNSW Museum of Human Disease. Students used the museum's resources to solve cases involving infectious and non-infectious diseases. It increased their understanding of diseases and improved their problem solving skills.
- Co-ordinated and conducted a field trip for Year 7 students to Awabakal Nature Reserve. 50 students and three staff participated in firsthand investigations involving the collection of ecological data. Students carried out dip netting for various animal species and testing of wind speed, pH, salinity and temperature as part of their Ecology Topic.
- Organised for Year 7 students to experience the Shell Questacon Science Circus. 230 students participated in a workshop where they were shown science experiments using everyday materials. This increased their engagement in experimentation and their appreciation of the importance of science.
- Provided an opportunity for Year 8 students to experience the night sky from inside a planetarium dome. 221 students observed constellations and planets with commentary. This increased their understanding of the solar system and supported the Earth and Space Topic.
- Planned and organised an excursion for Year 12 Physics students to visit the Eraring



Power Station. 25 students participated in a guided tour of the facility and learned about the workings of the Power Station. This increased their understanding of power production and supported the Motors and Generators topic.

- Co-ordinated and conducted an excursion for 13 Earth and Environmental Science students to visit Blackbutt Reserve. The excursion provided students with an opportunity to complete mandatory field work, with the collection and analysis of data.
- Organised for 56 Year 8 students to participate in the BuildME 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 first on the day.
- Provided the opportunity for students to participate in the UNSW ICAS Science Competition. 11 students entered and there were two Distinctions, four Credits, one Merit and four Participation certificates awarded.
- Facilitated the purchase of 15 iPads for use in Science classes. This has increased the access students have to technology in the classroom and has enabled staff to increase student engagement through the use of ICT.
- Organised for 30 Year 11 and 12 Earth and Environmental Science students to visit the University of Newcastle. Students participated in a tour of the facilities and were involved in laboratory activities and lectures related to Year 11 and Year 12 Earth and Environmental Science course. These activities increased their understanding of ecological processes and the relationship between mining exploration, development and rehabilitation.

In Social Science

- Provided opportunities for 23 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 and Legal Studies.
- Provided individual, holiday and Term 4 tutorials for 54 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 for resource sharing and Q & A style forums.
- Utilised Google Classroom as a communication tool in HSC Business Studies to assist students working collaboratively with teachers and improve access to resources.
- Co-ordinated a focus group of seven Year 12 students undertaking multiple HSC Social Science courses to provide faculty members with quality feedback on student learning preferences and effective teaching strategies to inform classroom practice and improve student learning outcomes and engagement.

- Provided an opportunity for 13 HSC Society and Culture students to attend a series of workshops at HSPA to improve academic writing in the HSC Personal Interest Project (PIP) and unpack the Society and Culture HSC examination specifications.
- Provided 15 Society and Culture students the opportunity to discuss strategies with experienced high performing students in a Q&A style forum to enhance their performance in the HSC.
- Revised and updated 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, Legal Studies and Geography.
- Developed eight students' skills in advocacy, presentation of evidence and familiarity with court processes through their participation in the NSW Law Society Mock Trial Competition.
- Organised 40 Year 11 Legal Studies students to visit Parramatta Local Court to enhance their understanding of the operation of the legal system.
- Conducted a fieldwork trip for 32 Year 12 Geography students to the Hunter Valley vineyards to enhance their understanding of the HSC topic on viticulture and apply relevant fieldwork methodologies.
- Collaborated with the Science faculty to plan and conduct a Year 11 Geography field trip to Jindabyne Sport and Recreation Centre for 25 students to engage in field studies to establish the biophysical interactions within alpine environments and investigate how human activities impact these interactions.
- 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 95 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 the opportunity for 30 Year 9 Commerce students to conduct research into marketing practices of local retail outlets and investigate the operations of a financial institution along Warners Bay esplanade.
- 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 45 Year 8 Marine Studies students to visit the Sydney Aquarium and Australian National Maritime Museum and 26 Year 10 Marine Studies students to attend the Shark and Ray Centre and Newcastle Fisherman's Co-operative to enhance their understanding and appreciation of marine environments and aquaculture industries.
- Organised for 20 Year 9 Marine Studies students to enjoy a Whale Watching cruise at Nelson Bay to support the Marine Mammals unit of work, and visit local mangroves to enhance their understanding of mangrove ecosystems.
- Planned and conducted ongoing multicultural food experiences for 12 Year 9 International Studies students during class and collaborated with the Languages faculty to conduct a combined excursion to the Fukusui Tepanyaki Restaurant to help gain insights into other cultures.



In Technological and Applied Studies

- Promoted the use of software applications such as Quizlet and Kahoot to extend and deepen student's understanding of concepts and terminology in Technology.

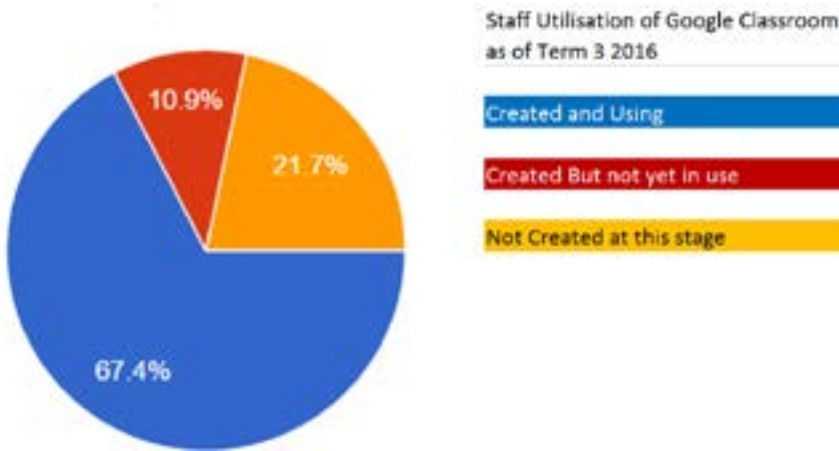


- Reconditioned 20 DER laptops for TAS students to use for research and completing assignments.
- Facilitated the acquisition of 26 laptop computers for student use in E Block.
- Facilitated the purchase of three laptop Computers for TAS staff, to enhance communication and the capacity for future professional learning.
- Co-ordinated TAS teacher training in Google Classroom, so that the Year 7 BYOD scheme will be enhanced next year. Resources such as a safety test and an introductory booklet have been developed to assist in this regard. Google Classroom was also trialled with 13 Year Twelve Students in Textiles and Design.
- Facilitated the purchase of three additional iPads, to complete a class set, for use in TAS. This has allowed all students to gain access to resources at the same time.
- Facilitated the purchase and use of ten iPads for Stages 4, 5 and 6 Textiles and Design students for concept development of design projects.
- Provided the opportunity for six Year 12 students to attend a Barista Course to enhance student engagement and Hospitality results.
- Catered for NAIDOC Day, the 50th Anniversary of WBHS and the Year 12 Graduation Breakfast to enhance school spirit and participation. This involved catering for around 500 people.
- Provided holiday tutorials in Textiles and Design, Design and Technology, Industrial Technology and Software Design and Development to enhance HSC results. Students also completed after-school work on major practical projects for the HSC.
- Organised for an ex-student to conduct illustration workshops for Stage 6 Textiles and Design students. This provided an opportunity for all students to develop skills in fashion illustration.



In Technology

- Surveyed the BYOD practices of all students using an online survey. The results of this survey informed the design of the 2017 BYOD program and will be used to provide baseline data for measurement of key BYOD indicators in 2017.
- Deployed 160 Chromebooks to build on existing 21st Century learning practices in classrooms. These devices will encourage collaboration, creativity, communication and critical thinking. Students in each block now have access to at least two class sets of devices to assist in the transition to full BYOD in 2017.
- Purchased seven portable security trolleys to protect and charge the fleet of Chromebooks. This provides students with improved access to ICT across the school and ensures reliable and seamless ICT in the classroom
- Implemented Google Classroom as the main Learning Management System (LMS) for use in classrooms. Between 2015 and 2016 Google Classroom creation had risen to 77% and usage had increased from 5% to 67% enroute to full mandatory implementation in 2017.



In Visible Learning

- Implemented the Year 7 Brainfood program which ensured all 230 students understood the Growth Mindset and developed learning and organisational skills.
- Enhanced student learning in Year 8, as they reflected on an assessment task from each course and reviewed both the progress achieved and ways to improve in the future. Students presented evidence of their learning and discussed it with a group at the Visible Learning Expo in Term Four.



In Gifted and Talented Programs

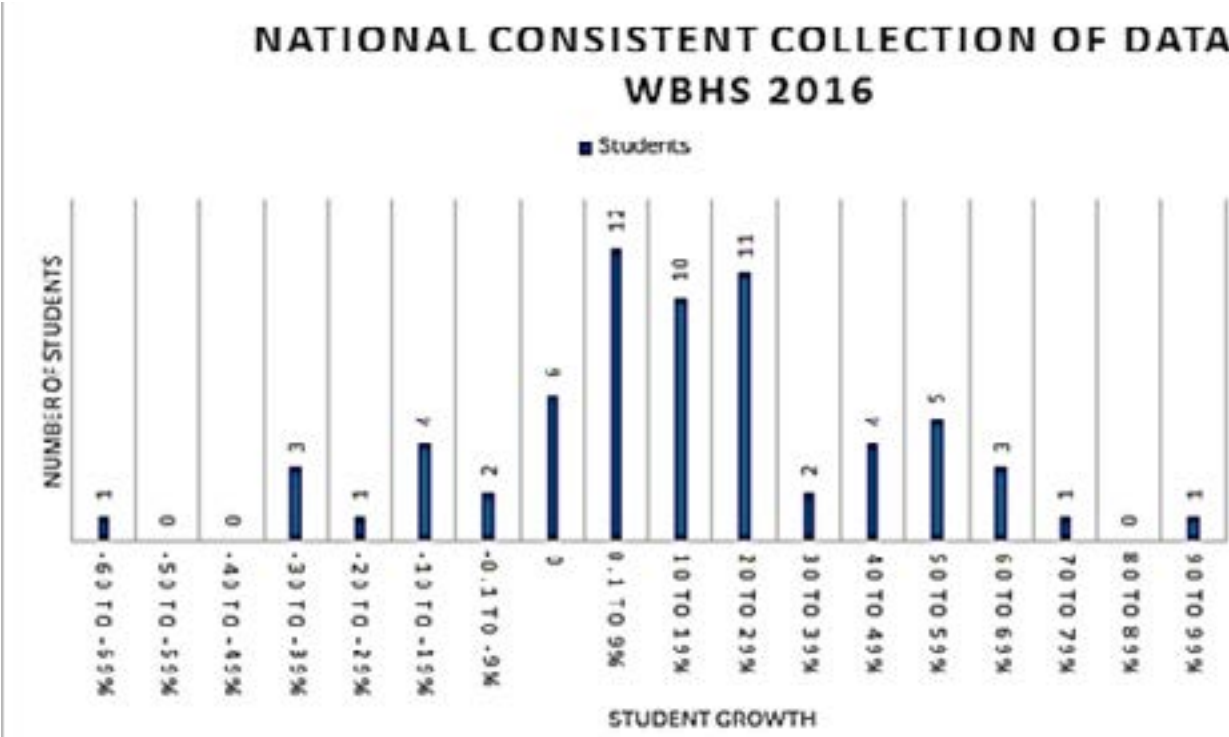
- Facilitated Rich Assessment Tasks undertaken by 30 students enrolled in the Year 8 Triple E course. Students were required to conduct research into the fitness levels of adolescents and prepare a report on this matter.
- Conducted the Year 7 Triple E program as a cross-curriculum undertaking with the direct involvement of 12 staff members of staff who conducted tutorials and acted as mentors, and the support of many more.
- Facilitated the participation of 12 students in the University of New South Wales International Competitions and Assessment for Schools (ICAS) Mathematics and English Competitions. In the Mathematics Competition two students received Distinctions, three received a Credit and one a participation certificate. In the English Competition, two students received Distinctions, one received a Credit, and three received participation certificates.
- Developed and successfully conducted a GATS Immersion Day to enrich and extend the learning of 44 Gifted and Talented students from our partner primary schools, and to further inform the selection process for the Year 7 2017 Triple E program.

In Welfare and Support

- Improved the numeracy withdrawal Learning Support Program in 2016 for identified students by collaborating more closely with the Mathematics faculty. Through effective consultation 92 students participated in this program held during regular Mathematics lessons. This program followed content covered in students’ Mathematics classes using an individualised approach and contributed positively to each student’s end of year results with an average growth of 8%.
- Analysed students’ pre- and post-assessments using the Progressive Achievement in Mathematics (PAM) tool to assess the overall achievement of students involved in the Mathematics Support Program. The program delivered a specialised approach to 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 87 students and their families indicated positive outcomes for these students in overcoming their individual educational obstacles.
- Conducted 179 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.
- Implemented and analysed the National Consistent Collection of Data for students with

disabilities or imputed support needs. In 2016 Warners Bay HS identified 210 students with either an Individualised Education Plan (IEP) or a requirement for “reasonable adjustments” and addressed these needs through Quality Teaching and a Differentiated Curriculum.

- Collated and analysed data representing the changes identified for a total of 144 students with a disability through comprehensive individualised programs. Each student was assessed early in 2016 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.



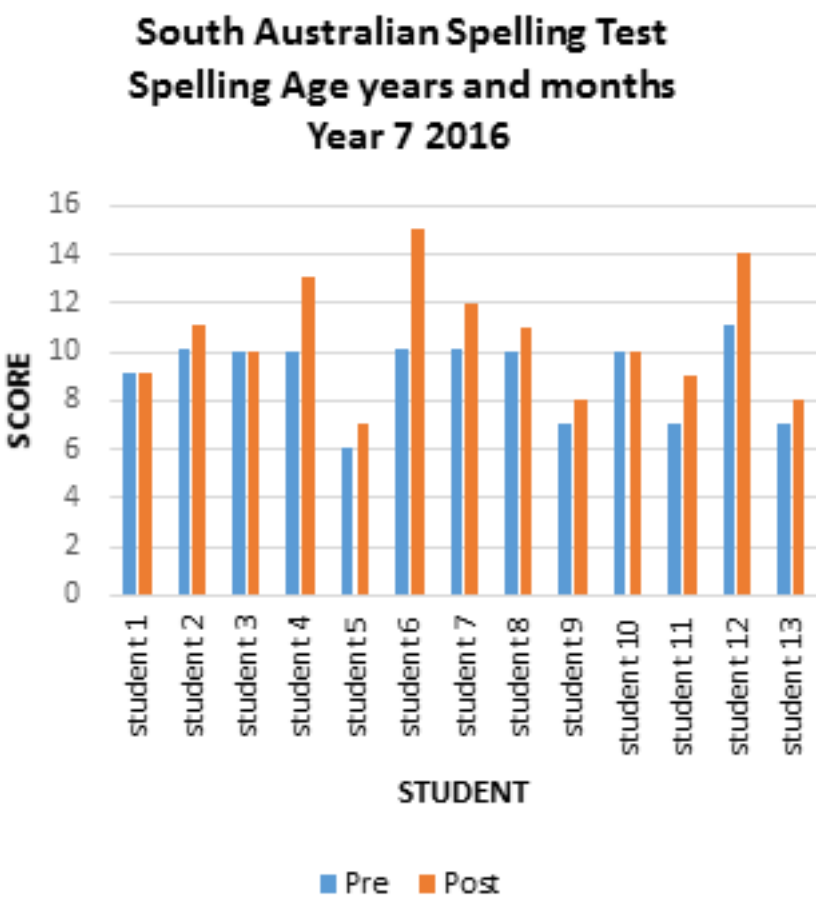
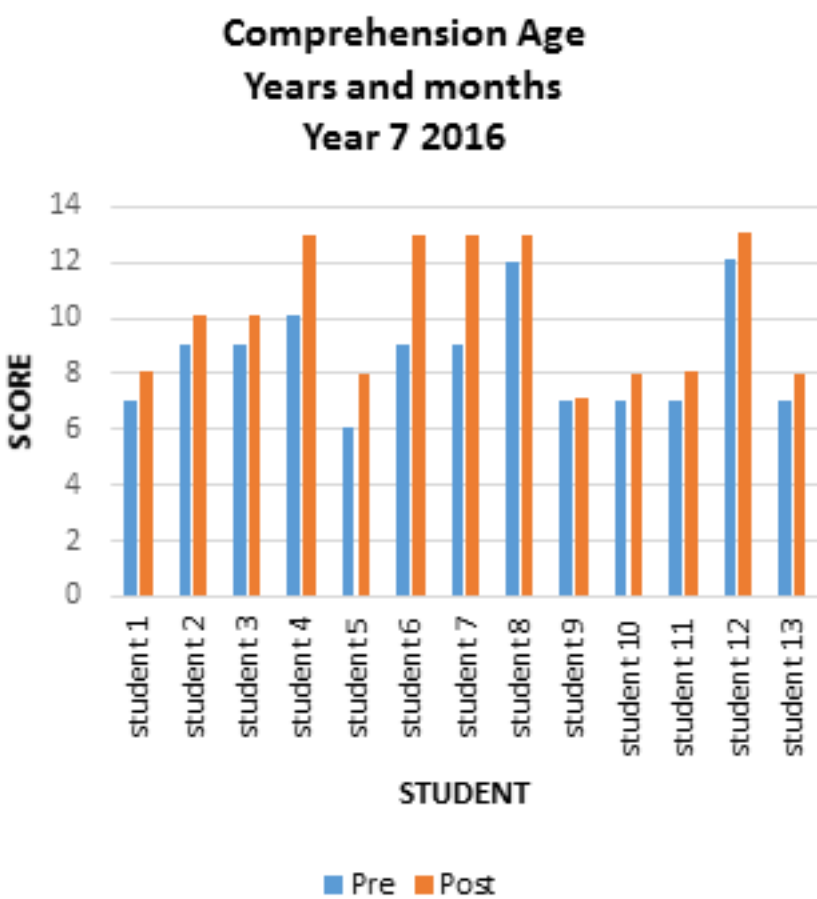
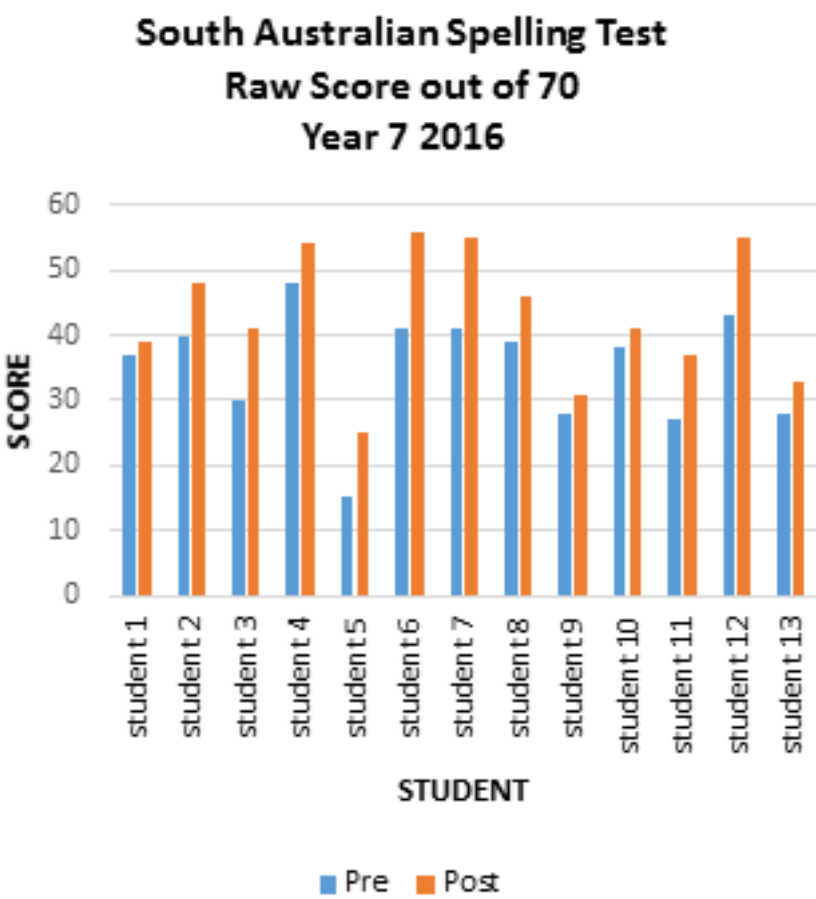
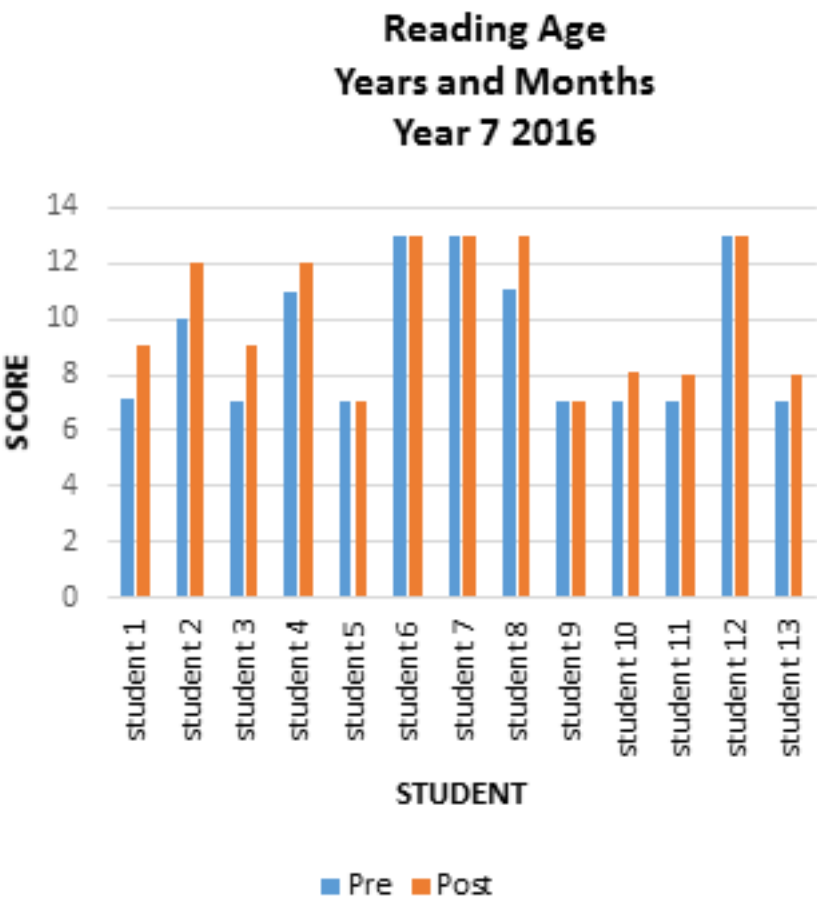
- Co-ordinated the participation of all teaching staff in a ‘Disability Standards for Education’ e-learning course. All Warners Bay High School teaching staff are now equipped with the knowledge and skills to meet the needs of students with a disability in a mainstream school setting.
- Co-ordinated and implemented the successful Years 6-7 “Leapfrog” Transition Program for 22 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 the 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 across the school, reading timetables, locating staff from different faculties and understanding the day-to-day running of a large high school.

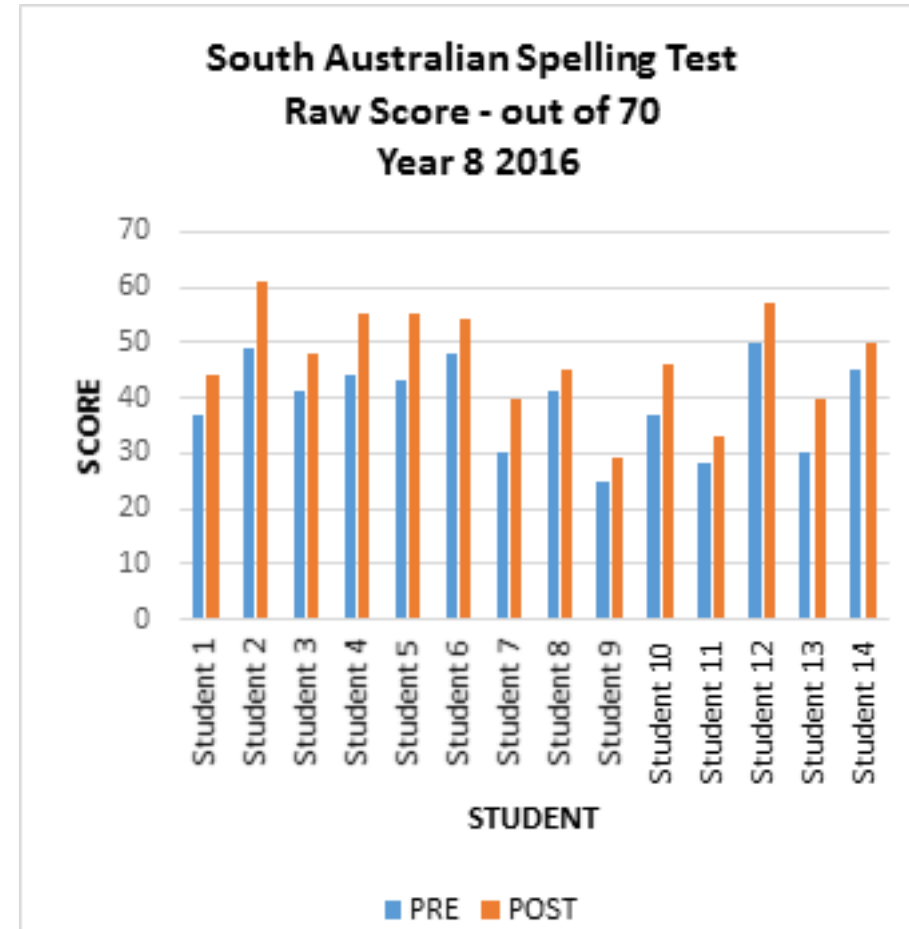
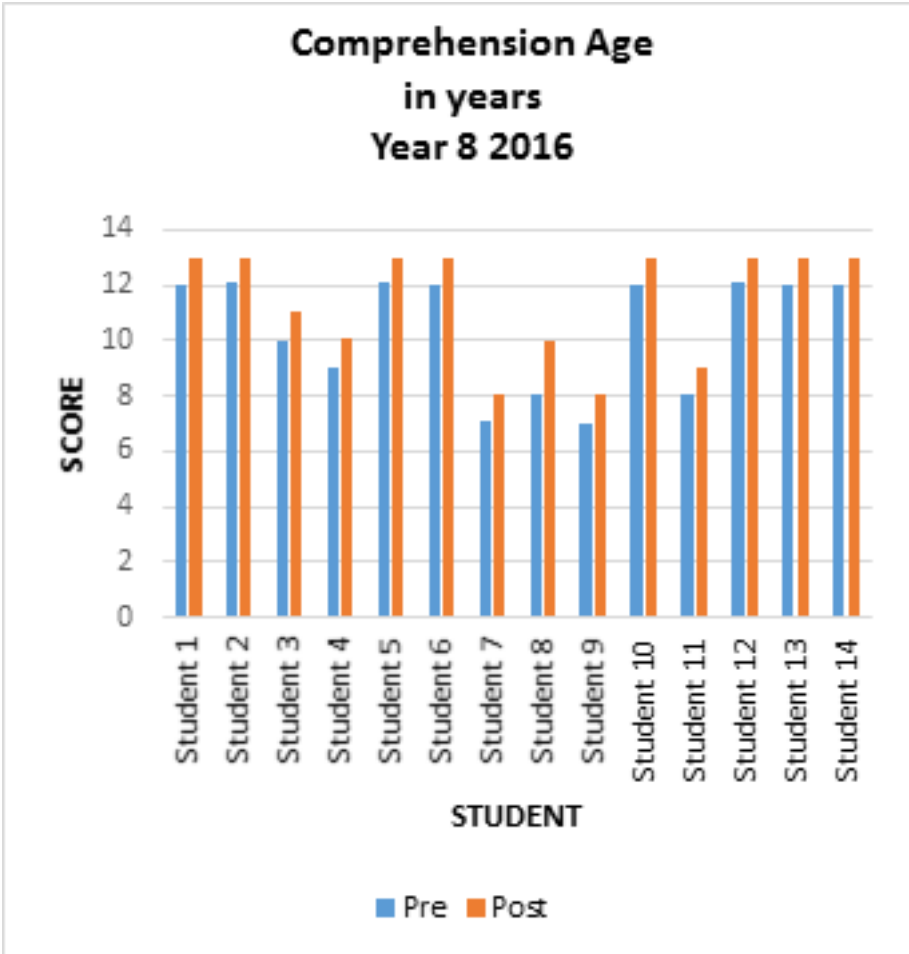
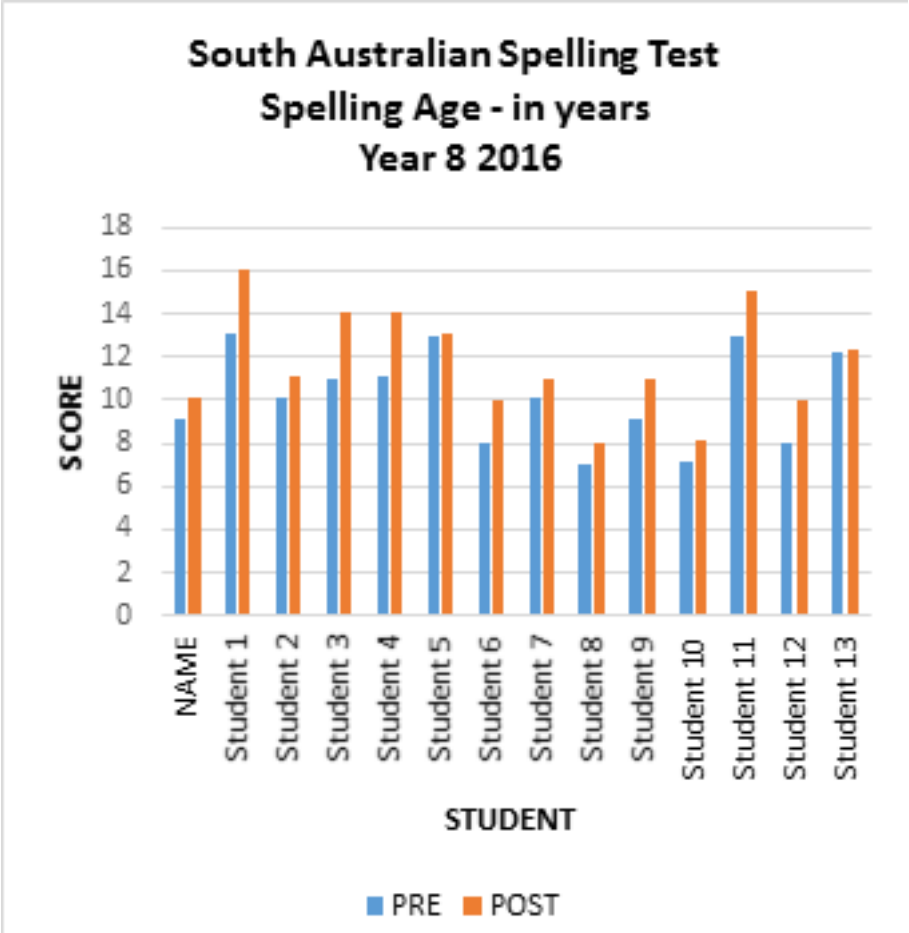
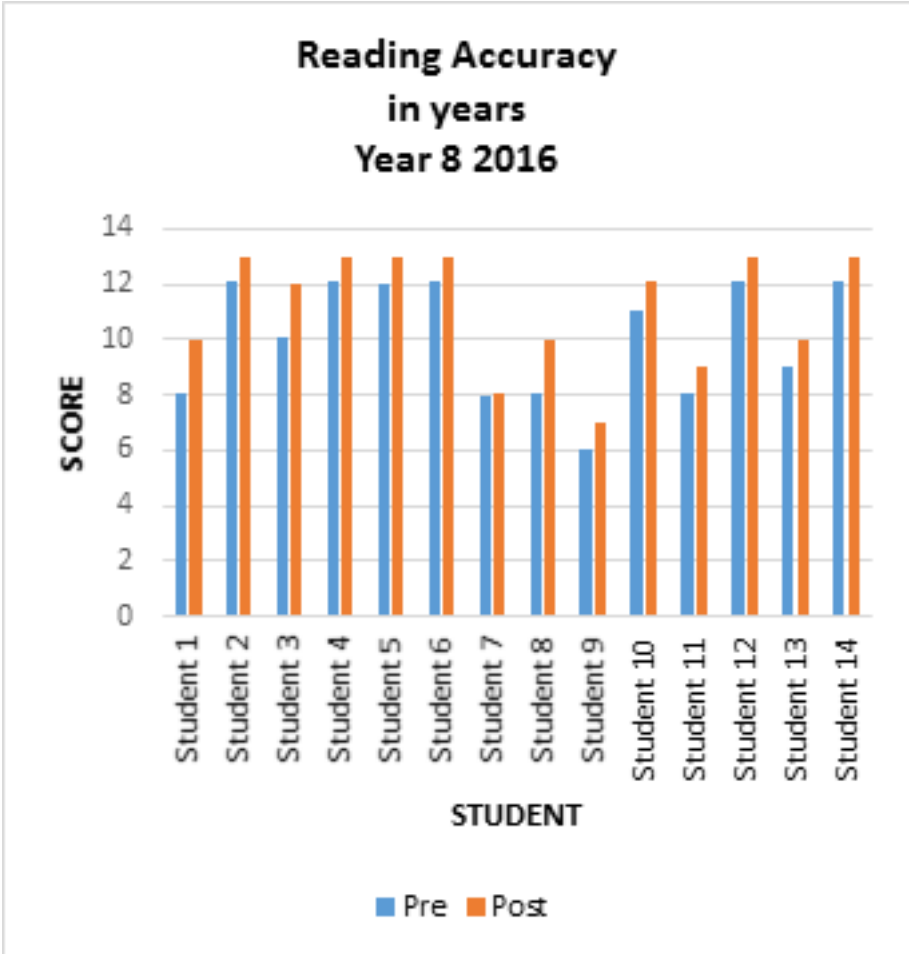


- Communicated and liaised with teaching staff to implement the reasonable adjustments needed to support students identified as at-risk through the Learning and Support Team meeting. Meetings are held weekly between the Deputy Principals, Head Teacher Welfare, School Counsellor and Learning and Support Teachers. Teachers have expressed satisfaction with their ability to access current information about students in their classes who need additional support for a whole variety of welfare reasons.
- Conducted 25 Learning and Support Team meetings for students with disabilities and/or support needs who will be attending Warners Bay High School in 2017. 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.
- 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 well-being and therefore improved educational success.
- Developed individual Health Care Plans in consultation with parents and the Head Teacher Welfare for 45 students. Review of Health Care Plans occurs annually or as needed. School personnel are aware of the health care needs of students and completed their compulsory asthma and anaphylaxis training.
- Continued the successful Homework Centre each Tuesday and Thursday afternoon from Term One to the end of Term Four. 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.
- Implemented the 'Shine' program for 12 students focusing on building resilience, strategies to manage adversity and conflict resolution skills. Students gained an understanding of the importance of having positive friendships and their capacity to manage anger.
- Catered for students with special needs and limited social skills through participation in the 'Green Room' each lunchtime. The program has been implemented by the Welfare Team to meet the needs of students who experience difficulties developing and maintaining friendships in a large school setting. All students have demonstrated enhanced social skills and an ability to interact effectively with others.
- 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 Wellbeing's "Boys Group".



- Facilitated the effective transition of students into Year 7 via the Year 6 Orientation Day and the Year 7 for a Day program where Year 5 students from our partner primary schools spend a day at high school. Students become more prepared and less anxious about high school, while visiting primary staff rate the program as highly effective on feedback surveys.
- Employed 4.6 School Learning and Support Officers to assist 71 students with a diagnosed disability in 2016 and requiring 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 lesson's, 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. On-going feedback from teachers and review meetings held throughout the year with parents and students indicate a high success rate for facilitating the achievement of 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.
- Employed an additional 0.5 Learning and Support teacher to assist Stage 4 (Years 7 and 8) students identified as not meeting state average in literacy to provide them with intensive remediation to give them more opportunities for success at high school. The following graphs identify the improvements in spelling, reading, accuracy and comprehension from the start of the program (pre-test) to the end of the program (post-test).





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

Engaged the school and wider community to celebrate the Warners Bay High School 50th anniversary. Many activities were offered throughout 2016, with the day of celebration being held on Saturday, 19 March. Advertising appeared in eight different media outlets in order to inform the school community and general public of the variety and range of the activities available. This included an article and a half-page advertisement in the Newcastle Herald.

Activities included:



- an Opening Ceremony with 13 invited guests and a University of Newcastle Warners Bay High School ex-captain as guest speaker. A time capsule to be opened in 2066 was buried.



- an open air concert with over 30 past and present students performing.
- an extensive range of market stalls.
- a fashion parade “Through the Decades”, showcasing fashion and the Warners Bay High School uniform from 1966 – 2016. A dramatic performance prefaced the parade. It finished with all the cast singing and dancing to “Time Warp”. The parade involved over sixty students and was conducted twice over the day to packed houses.
- past students gathering together in the Staff Common Room and nearby rooms. Times were set for students from each decade to assemble, however, the top of D Block was overflowing for most of the day.
- “Memory Lane”, housed in the Library, showcased 50 years of photos, articles and memorabilia. It proved immensely popular and was crowded at all times. The general public could have their names written in Japanese as well.

- over 60 staff members and other volunteers from the school community incorporating many ex-teachers, parents and students acting as facilitators. This enabled an ambitious plan to be seen through to fruition.
- six community stalls were present on the day to entertain and inform the audience.
- twenty students of Drama entertaining the audience throughout the day with street theatre performances and busking.
- the completion of a Warners Bay High School 50th Anniversary brick wall with 200 named bricks, covering past and present students and activities over the five decades.



The wall is situated at the opening to A Block where a ceramic mural and a new garden bed featuring a memorial water fountain have been constructed to celebrate our first 50 years.

- the production of an electronic school magazine covering significant school events, including the celebration day.
- archiving all details and recordings to the cloud and into the time capsule to assist the participants and organisers of our centennial celebrations in 2066.
- the construction of a metal school fountain designed and built by a local manufacturer to feature in the A block garden to commemorate the 50th Anniversary.

In Aboriginal Education

- Conducted 31 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 seven Junior AECG meetings with an average of 15 students attending each meeting. As a result of the discussions at these meetings, students were able to identify and locate their country on the Aboriginal map of Australia.
- Organised and co-ordinated whole school celebrations for NAIDOC Day. These included a ceremony lead by the Junior AECG, morning tea with parents, partner primary school representatives and community members, a performance by the Warners Bay High School Didgeridoo Group and a performance by the Hunter Sports High School Dance Group.



- Organised a guest speaker to address the whole school on Sorry Day. This increased staff and student awareness of the impact of the Stolen Generation on Aboriginal people today.
- Developed and uploaded content for the Awabakal, Warners Bay Community MGoals page. This promotes and informs parents and the community about cultural events occurring in the school.
- Attended four Kumaridha Local AECG meetings. This strengthened the partnership between the school and the local AECG.
- Released four staff to attend a course of Leading Aboriginal Education in the School. This increased the awareness of staff of how best to support the educational outcomes of our Aboriginal students.
- Planned and organised for an experienced Aboriginal person to teach a group of twelve students how to make and play a didgeridoo. The students gained knowledge about their culture and a sense of accomplishment in being able to perform at the NAIDOC ceremony.
- Arranged for one staff member 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.
- Planned and conducted an excursion for forty teachers, students and parents from across the Warners Bay Community of Schools to participate in two cultural workshops by Speaking in Colour. These workshops increased and supported their cultural understanding.
- Provided an opportunity for eleven students to attend the Bangarra Dance Workshop in Sydney. The workshop enabled students to learn about the significance of Aboriginal dance and to perform a modern Aboriginal dance.
- Collaborated, with the Warners Bay Community of Schools and Kumaridha Local AECG, to develop and sign a Memorandum of Understanding. This agreement recognises the strong partnership between the school and the Local AECG in supporting Aboriginal Education.

In Community Partnerships

- Utilised the services of a student from the University of Newcastle’s Teacher Outreach Program to provide tutoring and mentoring support to our Senior students.
- Conducted two workshops to assist the parents of Year 7 students to understand more about the curriculum and how to support their students’ learning in high school. Eighty parents attended these information evenings which focused on ‘How to help your child with Maths’; ‘Brainfood’; ‘STEM’; and curriculum for Stage 4 students.

- Introduced an ‘istem’ course in Year 8 utilising community expertise in Science, Technology and Engineering resulting in 30 students selecting the ‘istem’ curriculum Elective in Year 9, 2017.
- Utilised the University of Newcastle Partnership with four undergraduates assisting students within the school.

In Creative and Performing Arts

- Celebrated and communicated staff and student participation and successes 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 experiential learning that enhances student learning and faculty outcomes.



- 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 framework.

- Introduced the concept of *Musician of the Month* to highlight the success of students in Music and to celebrate individual learning outside of the assessment and reporting framework.
- Continued to communicate the success and important educational events conducted by the Warners Bay High School CAPA Faculty using the school website by providing high-resolution imagery and text giving a visual and verbal profile to the arts in the school and the wider community.
- 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 the 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 Year 5 and 6 students from Warners Bay, Eleebana, Valentine



and Biddabah Public Schools. Students worked with professional street artists to create a mural for the Warners Bay High school music trailer. This program encouraged students to be active members of the community and instilled a sense of pride.

- Presented three Music, Art and Drama (MAD) performance evenings attracting over 400 people to each performance and providing students an opportunity to demonstrate their achievements in CAPA.
- Facilitated the entry of Year 10 Ceramic students' artworks in the annual Morpeth Teapot exhibition, providing students with exhibition opportunities and allowing the general public access to successful examples of student work from a comprehensive high school.



In English and Drama

- Organised the inaugural Drama Showcase on 21 June to provide an opportunity for our students to perform their class work to their parents and friends. On the night we had over 80 students from across Years 8-12 present a wide variety of theatrical styles to an appreciative audience. The initiative was introduced to provide a safe environment for some of our reluctant performers and was well received by both performers and audience.
- Participated in the Drama Works Program at the University of Newcastle with students in Years 9-11 to enrich and extend students' skills and also participation in their groups at the Hunter Region Drama Festival.
- Celebrated the selection of two of the students from the Drama Works Program to participate in the performance *The R Word* which was selected in the State Drama Festival in October.



- Celebrated the selection of Year 11 Drama, via audition process, for the Hunter Region Drama Festival. WBHS students were chosen to perform *It's A Mad World* in the Showcase in June. The festival was held at the Griffith Duncan Theatre at the University of Newcastle and was well attended by family and friends of all of the schools involved.
- Performed a range of short comedy routines at both school MAD nights with the Year 9 Drama students. The boys involved are developing their skills in performance and received very positive feedback from the audience. These opportunities to perform help to not only showcase their skills but to also help to build resilience and confidence in their own abilities.

- Arranged the HSC Drama Showcase to allow students to perform for their parents and friends and gain valuable feedback on the development of their work.
- Created Children's Performance Theatre Workshops with Year 9 Drama. They presented their performances to the children at the Honey Bee Pre-School, Warners Bay. This allowed students to participate in an authentic play building process and experience the enjoyment and responsibility of performing to a live audience in our local schools network.
- Competed successfully in the NSW Premier's Debating Challenge with 16 students across Stages 4 and 5. The Year 9 team won their Zone Competition and progressed through to the Regional Quarter Finals. The Year 7 team also won their Zone and progressed through the competition to the Regional Quarter Finals. One student from the Year 10 team was selected to represent the Hunter Region team and competed as a part of this team in the State Debating Competition in late November.
- Organised Year 12 English Studies students to market and conduct a fundraising BBQ as part of their community links development in the English syllabus. It also encouraged empathy for students and families in less fortunate circumstances than themselves. Students collected donations from local businesses and conducted an advertising campaign for customer engagement. They then independently ran the lunch time fundraiser culminating in donations of \$1001.57 which were divided between the Cancer Council and the Motor Neurone Disease Association.
- Revamped and renovated the Drama room with the installation of a new lighting rig and mixer board allowing more professional productions. Students are able to program lighting sequences to enhance their Drama performances. The black-out painting of the room has created a more professional and ambient space designed to focus audience members on the performers themselves and limit distractions. It is also essential to maximise the effectiveness of the new lighting rig which will be a wonderful addition to showcase the skills of our HSC performers. A new performance area and carpet will be laid over the holidays to complete the transformation into a modern 21st century performance space. The new ICT hub and complementary group tables will support theory and group work development without detracting from the practical nature of the room. This new learning space/classroom is an inspiration to students and staff. Further developments will continue throughout 2017.



In History

- Facilitated the participation of four Year 10 students in a Model United Nations Assembly for 2016. It was hosted by the Rotary Clubs of the Hunter. Our students were able to build connections with local and Hunter Rotary groups through meetings and public speaking activities, whilst at the same time developing their skills in debating, research, empathy and negotiation. Our students were pleased the

take on the roles of ambassadors of Israel and Zimbabwe.

- Planned the mandatory 2017 Year 7 Site Study involving a tour of an Aboriginal site in the Hunter region with local Awabakal groups. Students will experience Glenrock State Conservation Area through the eyes of an Aboriginal person. Through firsthand experiences they will learn about the culture of the Awabakal People, how they lived, what resources they used and the significance of the land and Dreamtime stories. Students will also learn about the impact of European settlement on the area and why Glenrock is a culturally significant landscape.
- Organised for Year 10 to draw on information from veterans and eyewitnesses to our involvement in The Vietnam War during the unit: Australia in the Vietnam War Era. This resulted in close ties with this group an ongoing commitment to the Vietnam Bus Excursion and a special art and musical performance entitled “Dusted Off” by the son of Frankie from Redgum’s famous song, “I Was Only 19”. These activities will enrich the learning of the History students allowing them to form closer ties with the Hunter’s community of Australian veterans.
- Ensured the Year 9 History and Elective History groups completed research tasks and assessments on their ancestors and their involvement in World War I and World War II. This related to the unit: Australians and War for all of Year 9 and the Family History unit for the Elective students. Students were required to interview parents and grandparents plus extended family groups to prepare profiles, records of service, photographs and anecdotal stories about a relative involved in one of the conflicts. Feedback from parents and students was very positive.
- Preliminary planning has begun for 2017 with Macquarie University for former graduates to create a mock archaeological excavation for Year 11 students studying Ancient History on the grounds of the school. This will provide closer relations with the state’s leading provider of tertiary education in the field of archaeology and history.

In Languages



- Attained success in the Hunter Language Teachers Network *The Last Word* Film Contest. Students made their own films in French or Japanese, using the signature motifs of a balloon and a lie. Linguistic and cultural knowledge was garnered in this regional activity.
- Welcomed 20 Japanese sister school students from Sugunami High School Tokyo into the school, 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 2016 for 19 students of Japanese to immerse themselves in the language and lifestyle of Japan. The students enjoyed a five-day home stay with families from our sister school, Sugunami Gakuin.
- Hosted three students from France for one month, involving them in many lessons of French across different year levels, whilst promoting intercultural awareness among the school community.
- Initiated the organisation of a two-week study and cultural trip to New Caledonia in December 2017 for Year 10 students of French. The students will be immersed in the French language and culture and will return greatly motivated in their French studies.

In Mathematics

- Facilitated the Mathematics Cadetship program where a trainee Mathematics teacher was employed to work as part of the Mathematics faculty. A specific coaching program was developed to target the performance of girls in Mathematics and provide all students with access to help in Mathematics a number of times during the week.

In PDHPE and Sport

- Facilitated the involvement of students in 28 Combined High Schools and other organisation-sponsored knockout competitions, resulting in: winning the Merv Baker Shield for U-14s Cricket, Hunter Region Indoor Soccer Years 7/8 Champions, Years 9/10 Champions in both Boys and Girls, Hunter Area finalists in the Open Girls Football, and finishing in the top eight in Touch in NSW for girls
- Provided the opportunity for over 500 students to represent Warners Bay High School in the Hunter Area, NSW Combined High Schools and School Sport Australia competitions resulting in many of our talented athletes participating in higher level teams to display and develop their skills.
- Celebrated the success of 15 students awarded placings medals at NSW Combined High Schools major carnivals including Swimming, Athletics and Cross Country.
- Celebrated the success of one student who was awarded a Combined High Schools Sporting Blue for Water Polo in 2016.
- Celebrated the success of one student who was awarded a Hunter Area Special Mention acknowledging his outstanding achievements in representing the Hunter Area in Water Polo over several years.
- Utilised the services of members of the WBHS Alumni to mentor Senior Community and Family Studies students and conduct tutorials on key syllabus content.
- Facilitated a seminar conducted by Jodie Bell, the 2016 Hunter Steel Magnolia winner to enhance Stage 6 Community and Family Studies and Stage 5 Child Studies students’

awareness and understanding of Motor Neurone Disease and the challenges faced by individuals and groups with special needs.

In Science

- Utilised a partnership with the University of Newcastle to provide students with an opportunity to consolidate their understanding of concepts in HSC Senior Science course. Five PhD students from the Biomedical Science Department visited the school to discuss their research into neurons and brain function.

In Social Science

- Facilitated the celebration of Harmony Day, with students and staff organising festivities in the MPC featuring international food vendors and drumming. Twenty three teachers and 92 students including all WBHS ESL and International Studies students contributed to a PowerPoint showcasing diversity within our school community which resulted in increased awareness of diverse cultures, tolerance and acceptance of others.
- Initiated a Community Partnership with Belmont 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 Technological and Applied Studies

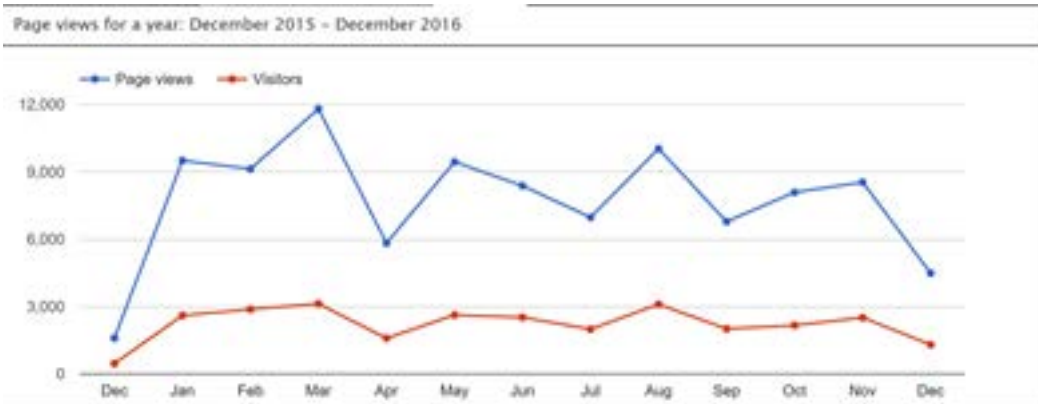
- Collaboratively designed and produced an indigenous cultural costume using digital decorative techniques with five Stage 5 students to enhance cultural awareness, respect and pride.
- Co-ordinated the construction of a metal wire octopus artwork for an indigenous celebration.
- Facilitated the Work Placements of 22 students enrolled in the Years 11 and 12 Hospitality VET courses in local businesses resulting in five students being offered part-time or full-time employment.

In Technology

- Developed the capacity of the Parent Portal to move beyond the access of data and information to allowing parents to respond to absences and request information on online.
- Implemented an SMS absence alert system. This ensures full regulatory compliance by informing parents and carers on the same day that the absence occurs.
- Enabled Parent Teacher Interviews to be booked online. This improved the ability of parents and carers to assess teacher availability and make bookings in a fast and simple

online process.

- Connected to more than 3100 parents, carers and citizens through the Skoolbag App. Downloads of the app have increased by more than 1000 downloads over the year and continue to improve the ability of the school to communicate important events and provide additional avenues for parents to submit forms, access the calendar and receive alerts.



- Generated an average of 8500 views per month over a 12 month period. 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.
- Created a Google+ Community page to assist in answering BYOD and ICT-related issues that parents may be having. This has increased access to up-to-date information and provided a moderated forum for all community members to post questions and have them answered in a timely and public manner.

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 between 1100 and 3500 page views each week and has significant increase on past years and provides evidence of the changing role of the webpage in the communication, management and celebration of the school 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 such as Academic, Sporting and Cultural events, NAIDOC Day, Year 12 Graduation Ceremony, 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 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 a sophisticated quality of visual presentation.
- Maintained up-to-date information regarding school policies, achievements, 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.



STRATEGIC DIRECTION : 3

TEACHING : Inspired and Passionate Teachers

ACHIEVEMENTS:

In Community Partnerships

- Facilitated the Professional Experience placements of 25 University of Newcastle Pre-service Teachers. Through extensive mentoring and coaching, Warners Bay High School staff provided over 150 weeks (750 hours) of professional development for these students.
- Provided staff with the opportunity to develop and refine their Coaching skills through involvement in structured professional development activities. This training further enhanced teachers' ability to nurture and support Pre-service Teachers.
- Implemented a structured Induction Program to support the professional growth of Pre-service Teachers.
- Facilitated Student Focus Groups to contribute to the review of teacher education courses conducted by the University of Newcastle's School of Education. Students were thus able to have input into the training of the next generation of 'Inspired and Passionate Teachers'.

In Creative and Performing Arts

- Provided staff with Professional Learning activities by organising a workshop at the Apple Store. Staff were given the opportunity to expand their knowledge and understanding of the use of iPads in the classroom. Staff were also introduced to a variety of new Apps for specific Visual Arts and Music lesson.
- Facilitated Professional Development Workshops to develop a deeper understanding and knowledge of the RAP Package and analysis of data to inform programming in the HSC Visual Arts and Music courses and enhance teaching and learning.
- Provided opportunities for teachers to develop greater skills and techniques in areas such as fibre arts, painting, photography and conducting.
- Provided and facilitated opportunities for staff to engage with the contemporary and historical artworld by visiting art galleries to view exhibitions such as; Frida Kahlo, The Archibald Prize, Grayson Perry, Just Draw and John Olsen. This experience fostered the development of knowledge, understanding and intellectual curiosity of the creative and performing arts. This was used for reflective analysis, research and study of conceptual, cultural and historical art forms.

In English and Drama

- Facilitated the employment of independent external markers for the DRAMA HSC

annual Showcase to inform and broaden the students' perception of their work.

- Presented whole school TPL based on Neuroscience research on maximising pedagogical practice and student outcomes in a dynamic and changing DoE culture.
- Analysed current pedagogical practice after Drama teachers attended a workshop on methods for devising group performances. This allowed the development of skills and also the opportunity to network with a number of Drama teachers across the region.
- Strengthened whole faculty teaching programs through two formal programming review days based on strengthening student outcomes and ensuring effective ICT strategies are implemented throughout each Stage. Assessment tasks were backward mapped to the syllabus and re-developed to ensure meaningful diagnostic data, authentic assessment and maximum student engagement in 2017.
- Implemented an external mentoring program to assist with HSC Creative Writing skills. A Conjoint Lecturer from the University of Newcastle, a creative writing specialist, mentored individual HSC students providing feedback on scripts and enriching their understanding of conceptual focus areas.
- Implemented best practice of HSC Oral tasks via small group delivery and one day presentations, ensuring the integrity of the process.
- Instituted review days to ensure the integrity of all English and Drama programs, assessment tasks and evaluation of scope and sequences.
- Utilised a mixed cohort of Drama students from Years 8 - 11 to provide feedback and student perceptions of the Drama courses to better inform staff practice in relation to engagement and successful learning journeys.
- Consolidated and extended current understanding of trends in English and the implementation of Project Based Learning Tasks via participation in the annual ETA Conference in Sydney. Further development of HSC content through lecture-based delivery was also offered at this event.
- Engaged in a multitude of professional learning opportunities across the year focusing on the successful integration of technology in the classroom in line with the focus of our School Plan. Opportunities were pursued in the following courses: 10 Must Have Apps in the Classroom; Teachers, Technology and the Law; and Digital Rights and Wrongs. The latter two were facilitated by the Office of Children's eSafety Commissioner.
- Furthered faculty expertise by attending the annual ETA Conference, Professional Learning Annual English Teachers' Conference and the membership of these professional associations gaining access to academic research and data to ensure best practice standards are maintained. On-line courses in Grammar and Punctuation Value Adding, Classroom Management and Concept Continuum implementation have all been completed and implemented in our programs throughout the year.

- Commenced the use of Google Classroom on a faculty level to better support students with active learning opportunities 24/7.
- Facilitated engagement of staff through attendance at Extension English One and Two Study Days, HSC Writing Days and English Studies TPL. Many of these courses were run on a Saturday and WBHS staff attendance demonstrates their professionalism and commitment to strengthening and supporting their own and student understanding of the nuances of these courses.
- Strengthened professional networks and BOSTES interpretation of HSC marking through the qualification of three English and one HSC Drama markers to participate in the external HSC marking process. All four staff are able to offer insights into examination feedback and criteria development and have increased our cumulative staff skill set.

In History

- Consolidated the rebuilding of the History faculty by welcoming two new staff members thereby strengthening the expertise and skills within the faculty.

In Languages

- Expanded and improved on the new Stage 5 program in Japanese to extend the students' preparation for senior studies in Japanese.
- Participated in the Japan Foundation contest "Art Speaks Japanese Student Contest 2016". Seven Students from 7J won first prize in the Middle School Group section. Students were congratulated with an origami session school incursion and certificates. The school also received a book voucher.
- Provided weekly tutorial sessions for a beginning teacher enabling a quick uptake on teaching languages at Warners Bay High School with our many extra curricular activities.
- Organised and attended four Hunter Language Teacher Meetings over the year. Discussed topics of significance and relevance to the students studying languages in the Hunter Region. Helped organise the Last Word Film Contest and other activities open to all students studying languages in the area.
- Prepared for the introduction of Preliminary Chinese Beginners in 2017. This widens the choice of languages available to students at Warners Bay High School. They now have the choice of three languages: French, Japanese and Chinese. In turn, this will enlarge their linguistic and future career prospects.

In Welfare and Learning Support

- Facilitated professional learning opportunities in Mental Health First Aid for thirty two staff members across all KLA areas. All staff who participated gained an understanding of the various mental health conditions prevalent in young people and the strategies needed to support and guide students experiencing difficulties managing their wellbeing.

- Enabled three staff members to undertake 'Non Violent Crisis Intervention' training aimed at enhancing teachers' knowledge, skills and confidence in managing complex student behaviours in specialist classroom settings.
- Trained five School Learning Support Officers in understanding and effectively supporting young people with Autism and Mental Health diagnoses and students with significant learning difficulties across mainstream classrooms. Classroom teachers and students continue to be well supported by highly skilled School Learning Support Officers when meeting the needs of young people with disabilities.

In Mathematics

- Provided staff with professional learning opportunities in Science, Technology, Engineering and Mathematics (STEM) education to enhance the quality of teaching and improve student outcomes.
- Initiated the Classroom Walkthrough program for all members of the Mathematics faculty. Staff observed the lessons of their colleagues and looked specifically at areas of pedagogy where improvement could be made. As a result, Mathematics teachers participated in meaningful dialogue about pedagogy and ways to improve student learning outcomes.
- Developed the skills of the Mathematics faculty in the use of Sentral Markbook and Google Classroom to improve student engagement and support and provide opportunities for students to improve their learning outcomes.
- Utilised the support of the University of Newcastle Mathematics faculty to collaboratively mark University students' assignments.

In PDHPE

- Supported two staff members to attend the 'Synergy' PDHPE Conference where teachers participated in a range of workshops aimed at developing an understanding of new approaches to engaging students in physical activity and improving fitness levels.
- Released one staff member to attend the 'Pro Psych - Mental Health' professional development day focusing on student wellbeing and suicide prevention strategies.
- developed the skills of the PDHPE Faculty in the use of 'Google Classroom' apps and 'Sentral Markbook' to increase student engagement and support the assessment processes undertaken throughout the year.
- Organised for one teacher to attend the ACHPER Simulated HSC Marking Workshop' to enhance their skills in providing feedback to HSC students and build the capacity of PDHPE staff members undertaking the teaching of Stage 6 courses for the first time.
- Released one staff member to attend the Hunter Area Sport Co-ordinators' professional development day focusing on understanding the revised DoE Sport Policy and developing an awareness of risk management procedures applicable to school sport.

In Professional Learning

- Continued to use Classroom Walkthroughs across the curriculum to drive a cycle of continuous improvement by allowing teachers to share examples of best practice and improve the quality of professional conversations about teaching and learning.
- Introduced staff to the concept of Science, Technology, Engineering and Maths (STEM) as a cross-curriculum area beneficial to students. Staff attended a variety of TPL sessions to develop their understanding and readiness to deliver STEM courses at the school.

In Science

- Released one staff member to attend a TTA course on Writing Longer Response Questions. As a result, the faculty have an increased knowledge of quality assessment tasks and have modified tasks to reflect this.
- Arranged for two HSC teachers to attend the Biology Teacher Development Days at the Australian Museum of Disease located at the UNSW. These days informed teachers of new research and developments in Biology.
- Arranged for one HSC teacher to attend a Senior Science Teacher Development Day at the Australian Museum of Disease. This day presented new research and ideas in medical bionics technology and increased staff understanding of current issues related to the HSC course.
- Organised for one staff member to attend a Beginning Teacher Workshop. The course covered classroom management strategies and techniques for managing workload in the first year of teaching. This enabled the staff member to have the knowledge and confidence to successfully complete their first year of teaching.
- Arranged for three teachers 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.

In Social Science

- Expanded leadership opportunities for two staff members aspiring to higher levels of Institute of Teaching accreditation and/or leadership positions by encouraging participation in ACEL and Thinking and Learning conferences and undertaking relieving positions.
- Supported one staff member to share their evidence-based teaching strategies at two workshops as part of the Professional development afternoons. These workshops included 'Questioning Strategies and Sequences' and 'Instructional Coaching'.
- Released all faculty members to work collaboratively in teams to produce new programs, assessments schedules and tasks and resources for the implementation of the Australian Curriculum: Geography for Years 7 and 9 in 2017.

- 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 the GTA NSW State Conference in Sydney and one member participating in the Lifting Achievement in Years 7-12 Conference.
- Facilitated the participation of three teachers in HSC Review Days for Geography and Business Studies to assist in the analysis of the HSC exams and strengthen areas of identified weaknesses leading to modifications to HSC teaching practice including assessment, homework tasks and exam preparation.
- Released one staff member to attend a two-day Legal Studies Association Conference and participate in workshops designed to inspire teachers, provide networking opportunities and enhance student learning outcomes.
- Encouraged one staff member to undertake HSC Marking in Geography and two members in Business Studies to assist in providing intensive individual mentoring for HSC students to improve exam techniques.
- Organised the participation of two staff members in the Society and Culture Professional Development Day in Sydney to reinforce concepts, discuss changes with social demographer Mark McCrindle and facilitate the implementation of teaching and learning strategies across the syllabus.

In Technological and Applied Studies

- Encouraged three teachers to apply for HSC marking. Two TAS teachers marked the HSC in Food Technology and Engineering Studies.
- Co-ordinated 26 Years 10 and 11 students to attend a HSC "Shape" Display of outstanding Major Works at Cardiff Library. This included major works in the areas of Textiles and Design, Industrial Technology and Design and Technology. This will enhance student direction and motivation and lead to improved student outcomes.
- Provided two weekly lunchtime session in robotics for 12 interested students. This will escalate in 2017 with the purchase of a class set of robots to be used in the Years 7 and 8 Technology Mandatory courses.

In Technology

- Implemented school-wide Google Classroom and Google Drive professional development for teachers. Utilising a series of after-school hours workshops, staff were trained in the implementation of the Google Platform to build on their 21st Century Teaching and Learning knowledge and skills.
- Developed and trained representatives from each faculty in the school to be active members of the e-Learning team. These teachers are now able to drive 21st Century

Teaching practices in their staffrooms and provide timely and relevant support to colleagues.

- Designed and implemented a Google Chromebook booking system. Teachers can now book technology across all areas of the school with 100% of rooms now able to access devices to complement the current BYOD program.
- Continued training of welfare staff to utilise SENTRAL administration functions. This has enabled Year Advisors, Executive and all teachers to access a wider range of information including NAPLAN results and health care plans to more effectively cater for the needs of all students.

