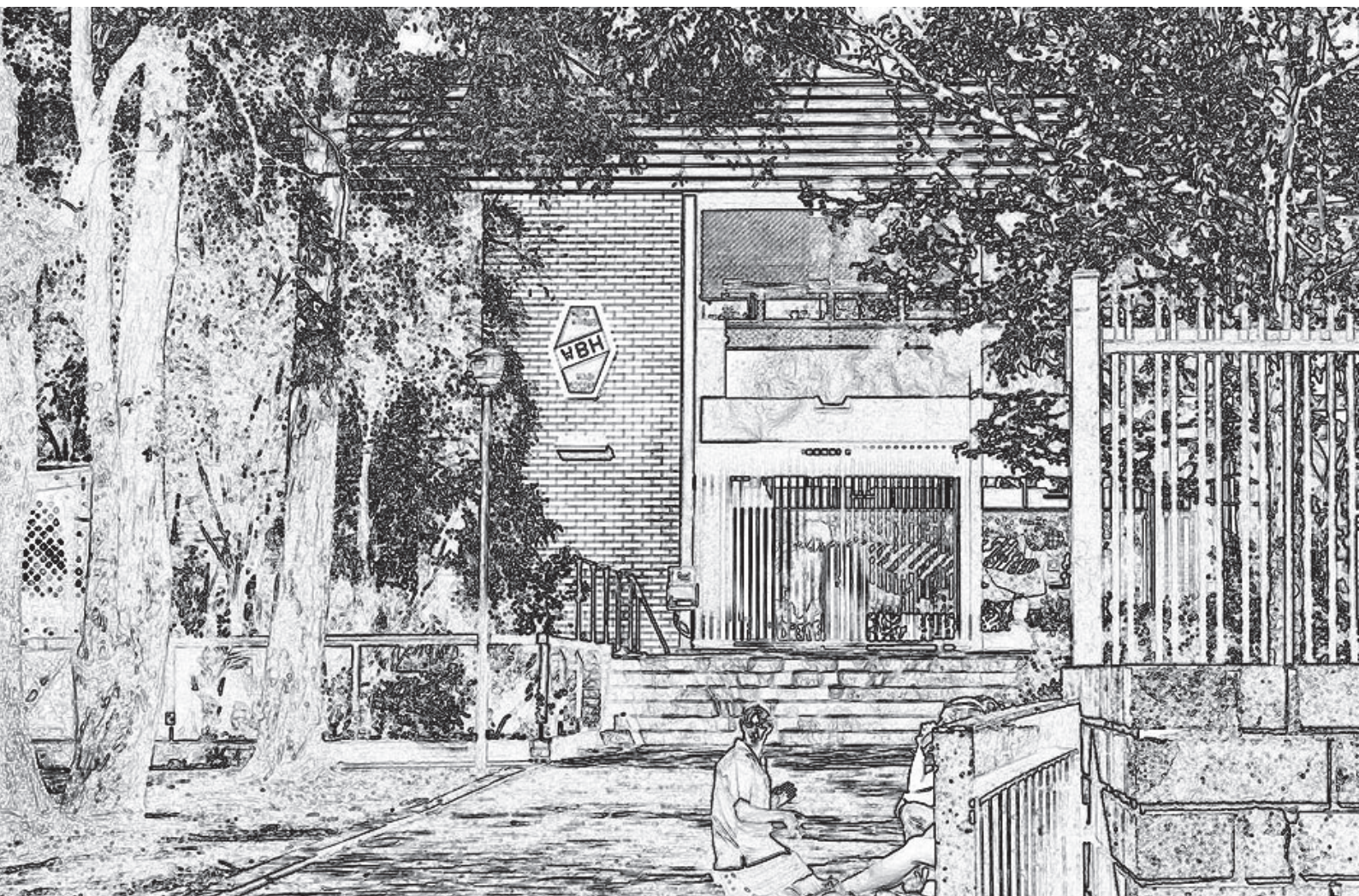




A SUMMARY
of the
ACADEMIC, SPORTING AND
CULTURAL ACHIEVEMENTS
at
WARNERS BAY HIGH SCHOOL
2017



WARNERS BAY HIGH SCHOOL

ACHIEVEMENTS 2017

as related to our School Plan 2015 - 2017



School Captains 2017:
Georgia O'Sullivan and Riley Lowe



Student Executive 2017:

Front Row: Emma Carr, Sarah O'Keefe, Sarah Myers, Piper Waddingham, Georgia O'Sullivan, Riley Lowe, Shanon Gray, Alexandra McFarlane and Cassie Parke

Back Row: Martin Shannon, Isabella Turton, Alexander Morris, Hendrik Kruk, Jacob Carlin, Jock Hope, Sarah Creasey and Harley Jupp

STRATEGIC DIRECTION : 1

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

2017 HSC Results

Subject	No. students in school cohort	Band 6	Band 5	Total Band 5/6 School %	State Band 5/6 %	Comments
Ancient History	11	0	5	45.4	36.0	
Biology	57	2	12	24.5	39.2	1 student 1 mark from Band 6
Business Studies	41	9	13	53.6	36.1	
Chemistry	10	0	3	30.0	42.7	
Community&Family St	31	0	16	51.6	30.0	
Design & Technology	21	0	12	57.1	43.2	3 students 1 mark from Band 6
Drama	14	2	4	42.8	42.1	2 students 1 mark from Band 6
Earth & Envir. Science	8	0	1	12.5	36.0	
Economics	8	1	5	75.0	49.0	2 students 1 mark from Band 6
Engineering Studies	3	0	1	33.3	36.0	
English Advanced	82	5	42	57.3	63.6	7 students 1 mark from Band 6
English Standard	67	0	7	10.4	15.9	1 student 1 mark from Band 6
Entertainment Exam	7	1	2	42.8	34.1	
French Continuers	7	0	3	42.8	65.7	
Geography	32	4	11	46.9	41.9	
Hospitality Exam	4	0	3	75.0	20.6	(Food & Beverage)
Industrial Technology	18	1	5	33.3	22.3	
IPT	11	1	2	27.3	29.9	
Legal Studies	22	3	10	59.0	43.6	2 students 1 mark from Band 6
Mathematics	28	2	5	25.0	53.4	
General Mathematics	88	4	17	23.8	25.5	1 student 1 mark from Band 6
Modern History	24	0	8	33.3	38.8	
Music 1	15	4	11	100.0	65.2	1 student 1 mark from Band 6
PDHPE	47	1	7	25.5	30.6	1 student 1 mark from Band 6
Physics	12	0	2	16.7	33.8	
Senior Science	33	6	5	33.3	24.1	
Society & Culture	17	1	10	64.7	47.5	1 student 1 mark from Band 6
Textiles & Design	10	6	4	100.0	50.5	1 student 1 mark from Band 6
Visual Arts	46	7	30	80.4	54.6	3 students 1 mark from Band 6
IDT Web & Sftware App	1	1	0	0	19.0	
Tourism, Travel & Evnts	2	0	2	0	19.5	
Human Services	1	1	0	0	18.9	
		E4	E3			Within 1 mark of an E4
English Extension 1	10	3	7	100.0	93.3	0
English Extension 2	4	0	4	100.0	77.4	0
History Extension	3	0	1	33.3	79.6	0
Mathematics Ext 1	6	0	4	66.7	81.6	0
Mathematics Ext 2	2	0	1	50.0	84.0	0
Total		65	275			

65 students were recognized on the NESA Distinguished Achievers list for scoring 90 or more in a course.

Year 12 Post School Destinations 2017

The class of 2017 was comprised of 162 students completing their Year 12 studies.

This cohort has demonstrated significantly greater diversity in their choice of employment and tertiary courses than any previous year.

The following observations were noted:

- Approximately 78% of the 2016 cohort are continuing through to tertiary study (This includes university, TAFE and private colleges)
- 68% of the total Year 12 cohort were offered courses at university 73% including Newstep
- 75% of our HSC ATAR students were offered university courses (81% including Newstep)
- 5% of students have enrolled in TAFE courses
- 6.5% of students have been successful in gaining an apprenticeship or traineeship
- 3.5% of students were successful in gaining full-time employment
- 3.5% of students are taking a GAP year
- 2% of students are looking for work
- 6.5 % of students were unable to be contacted

Of our university bound students:

- 17% have been offered places at a university other than Newcastle.
- 26 % are enrolled in Science or Medical fields. This includes one student studying Medicine and 4% Nursing
- 20% are studying in Creative industries such as Music, Architecture, Animation, Design, Visual Communication, Fine Art or Natural History Illustration
- 17% enrolled in Teaching degrees
- 13% are undertaking degrees in Economics, Business or Commerce
- 9% are pursuing a degree in the field of Arts or Humanities
- 6% are studying Law
- 5% have chosen a degree in Information Technology
- Engineering comprises of around 4% of students

Significant changes noted from last year:

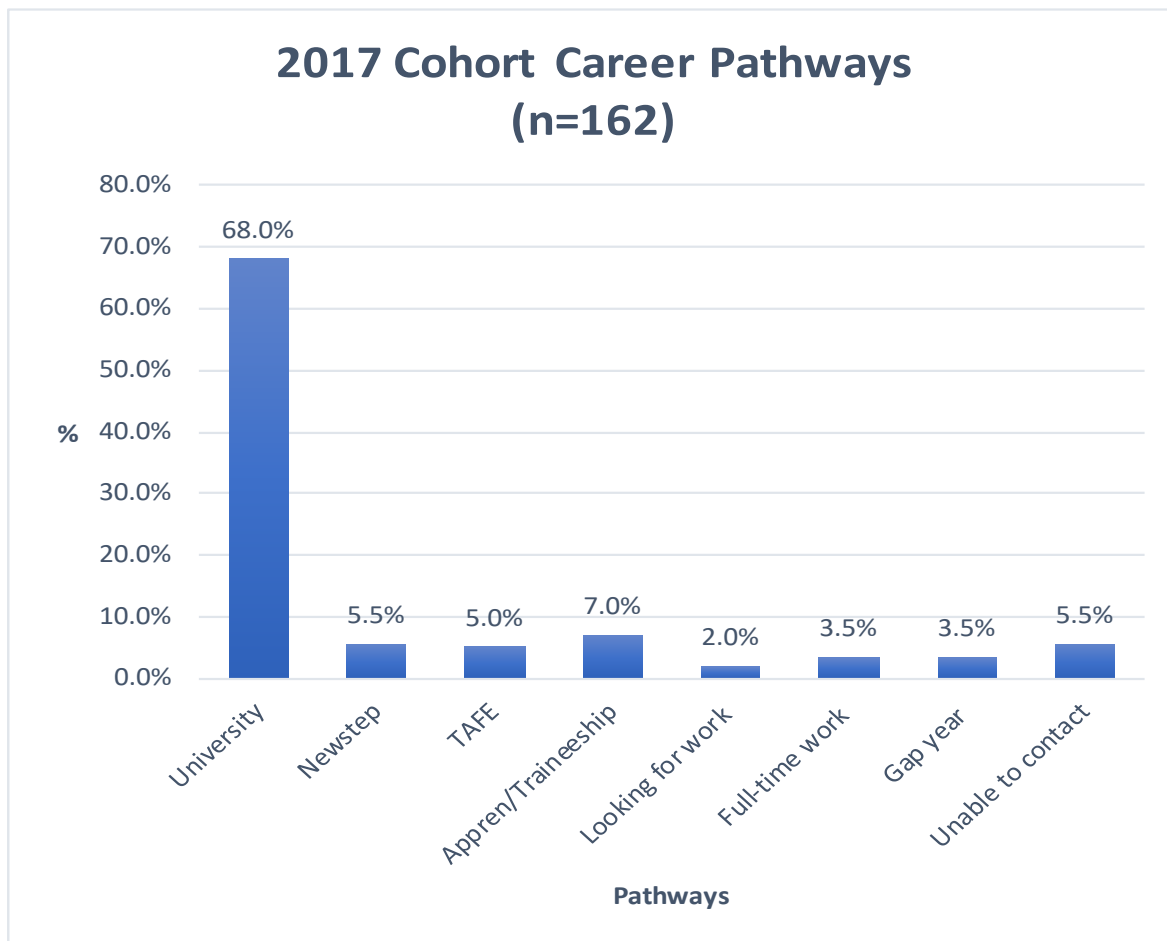
- 6% more students have chosen to study at universities other than the University of Newcastle
- A 7% increase in the number of students studying Economics, Business or Commerce

- 6% more students have enrolled in Science or Medical based degrees, resulting in over 25% of our university bound students studying in these fields.
- A significant increase in students pursuing courses in creative fields such as Music, Architecture, Animation, Design, Visual Communication, Fine Art or Natural History Illustration.
- An increase in students choosing to study Law.
- 3% fewer students are looking for full-time employment than last year
- Engineering has dropped by almost 10% since last year.
- More students are choosing to have a gap year than noted in the past few years. Five out of the six students taking a gap year stated that they are still deciding what to study at university. They all said they did not want to enrol at university and accrue a debt until they were more confident about their study choices.
- As we saw last year, almost 20% more students received offers to university compared with the 2015 cohort.
- 50% of students received an ATAR over 70, an increase of 4.25% from last year.
- 5.5% fewer students received an ATAR less than 50. (2016 cohort was 15%, compared with 9.5% in 2017)

Notes:

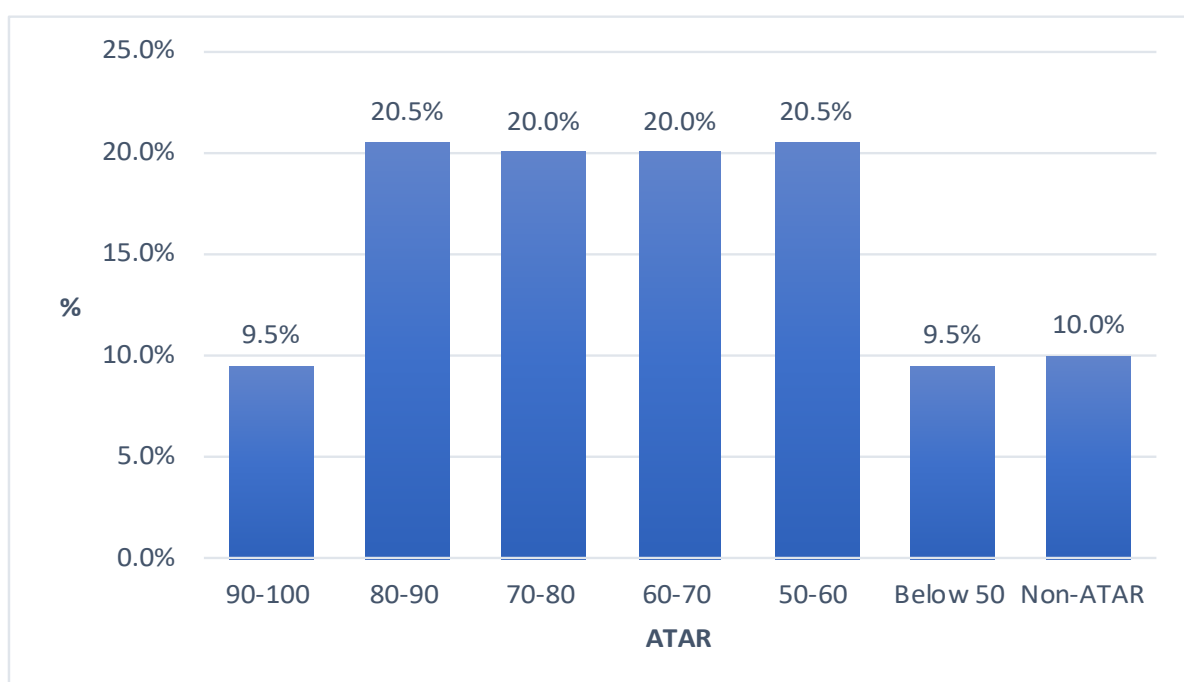
- The vast majority of students were satisfied with their result
- To gather this data, we used the school UAC data, contacted students using home numbers, mobile numbers, Facebook and staff. Some messages and emails were sent, yet few students replied to messages and emails. When contact could not be made or students did not offer their ATAR, we used the online ATAR calculator. When we cross checked for accuracy against known ATARs, the calculator was accurate or had a discrepancy of no more than 3 ATAR points.
- Students and parents praised the quality of teaching at WBHS and greatly appreciated the assistance given by staff in preparing students for the future.

Renee Sommer
Careers Adviser



ATARs

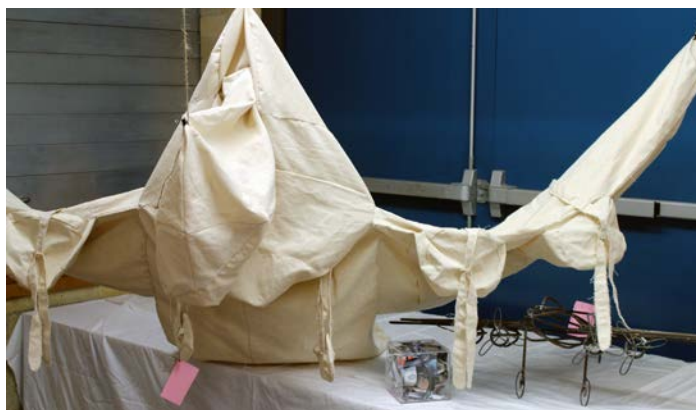
The following statistics are based on 146 ATAR students. HIGHEST ATAR – 96.75
(162 HSC students less 16 non ATAR students = 146 ATAR students.)



ACHIEVEMENTS

In Creative and Performing Arts

- Celebrated the nomination of one HSC Music student for the Encore showcase. This student was nominated for their outstanding performance during the HSC Music examination.
- Achieved four nominations for ARTEXPRESS with three HSC Visual Arts students selected in the areas of photography, drawing and collection of works thus maintaining the high standard and reputation of success that is embedded in the Visual Arts students at Warners Bay High School.
- Attained selection in the First Class Exhibition 2017 by five HSC Visual Arts students in the areas of sculpture, drawing, ceramics and collection of works. This exhibition celebrates the success of HSC Visual Arts students from across the Hunter Region.



- Celebrated the achievement of one HSC Visual Arts student who was awarded the S&S Creativity Award at ARTEXPRESS.
- Celebrated the achievement of one HSC Visual Arts student whose Body of Work was selected for the 2017 NSW Education Standards Authority (NESA) Chairperson's Collection.
- Staged the school musical, POPSTARS: The 90's Musical, involving sixty-six students and twelve staff in a performance-based whole school activity. This musical was performed over two evenings, with a matinee for our partner Primary Schools resulting in a wonderful opportunity for family, friends and the wider community to see students perform and co-ordinate a large-scale event.



- Celebrated the winning entries in each category of the Junior Art Prize 2017 at the Finite Gallery. Three students gained first prize in the Stage 4, Stage 5 and Stage 6 categories. One student received the People's Choice Award. Another student achieved a Highly Commended Award.
- Celebrated the success of a Music student who received a Sydney University Scholarship as a result of excellent HSC results.
- Organised 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.
- Created a mini exhibition at Charlestown Library showcasing Year 10 Ceramic students' Teapot and Organica works and Year 10 Visual Arts students' Still Life drawings.
- Facilitated the live performance of one student on ABC Radio as part of the Africa Day celebrations held in May.
- Provided seventeen students from Years 7, 8 and 9 with the opportunity to perform in the regional performance initiative, STARSTRUCK. The group performed two dances.
- Facilitated the participation of two students in STARSTRUCK as feature vocalists.
- Facilitated the participation of one student in STARSTRUCK as a member of the Student Direction Team.
- Provided an opportunity for all Year 7 Music students to participate in a Japanese Drumming workshop with drum master Kiyomi. Students were given the opportunity to



play traditional Japanese 'taiko' drums, typical of Japanese culture.

- Facilitated the entry of students in the Year 11 Photography, Video and Digital Imaging class to exhibit their work in the CLICK photographic exhibition at the Lake Macquarie City Art Gallery.
- Initiated and introduced the use of Google Classroom for Years 9 and 10 Photographic and Digital Media classes. This allowed students to connect and collaborate with teachers and students by creating art blogs, and develop ICT communication skills in keeping with contemporary photographic practices.
- Maintained the development of contemporary IT strategies in the classroom across Music and Visual Arts with the use of Google Classroom and iPads in all disciplines resulting in the development of staff and enhancement of student engagement.
- Implemented literacy, numeracy and ICT strategies in a competent and relevant manner. Programs and assessment were cohesive and consistent in the application of literacy and numeracy strategies as evidenced in registrations and class work samples.
- 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 as indicated in the components reports and the RAP package.
- Developed and enhanced the delivery of learning outcomes through adjustments and modifications to programs, tasks and lessons to support the learning of individual students and increase the capacity of all students to access, participate in and achieve their intended learning goals.
- Implemented the 'ALARM Matrix' to add depth and quality to extended responses in the HSC Visual Arts Critical and Historical 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.
- Continued to facilitate the "Artist in Residence" workshops. Students involved in these

workshops were provided with unique and authentic experiences by working with practising artists.

- Organised an excursion for 24 Visual Arts students to participate in the official opening of the Transmission/Group Exhibition at the Lock-Up Gallery as part of the Resurgence program and workshops, a “Speaking in Colour” Aboriginal art project presented by Cherie Johnson, the Aboriginal Education and Arts Consultant. The workshops provided rich cultural insight allowing students to gain a greater understanding of Aboriginal people, and 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 enhanced teaching and learning in the classroom and encouraged students to accept 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 more intimate space and gave students a chance to perform works directly from the classroom.
- Provided opportunities for the Stage Band, Concert Band and student bands to perform at the Newcastle Jazz Festival and Bandfest.
- Continued to promote the engagement of students and staff in the processes of teaching and learning through high rates of participation in extracurricular activities and the use of excursions to provide valuable experiential learning opportunities.
- Provided explicit teaching strategies, aligning Case Studies and assessment tasks to experiential learning opportunities in the HSC Visual Arts course. Students visited The Art Gallery of NSW, The Newcastle Gallery, The Museum of Contemporary Art, The White Rabbit Gallery, ARTEXPRESS, Sculpture By The Sea, John Olsen, Tatsuo Miyajima and a variety of artist discussions.
- Developed three new Senior Case Studies in Visual Arts to reflect contemporary cultural opportunities at both Regional and NSW Galleries.
- Provided all senior Music students with the opportunity to see Band 6 performances through the participation in excursions to Encore, a showcase of exemplar HSC Students from across the state, and Reprise, a regional showcase event for HSC students.
- Provided Year 12 Music students with the opportunity to attend the HSC Music Day. Students participated in a variety of workshops and were provided with invaluable advice by senior examiners in relation to exam preparation and performance.
- Performed at Bandfest, achieving a Highly Commended Award with the Concert Band and a Commended Certificate with the Stage Band.
- Co-ordinated and performed a music concert with the Stage Band at the Belmont Baptist Church for the Senior Citizens Group.
- 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 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 students from our partner primary schools.
- Organised the entry of one rock band in the newly developed Bandwidth rock band competition held at the Hunter School of Performing Arts.
- Initiated an art workshop during lunchtimes and before school to promote and build strong relationships within the school community and positively impact the school climate.
- Initiated and developed a mentoring program with opportunities for our partner primary school students to join the school band. Transition was an important aspect of this program which was specifically created to nurture the musical needs and talents of these students.
- Organised an Honour Board in recognition of the Senior Musician of the Year to be permanently displayed in the MPC.
- Provided a unique performance opportunity for the Concert Band to collaborate in a workshop at school with the Hunter Wind Ensemble. Such workshops advocate for music education by promoting and celebrating its value, and offer resources and training to teachers to help them deliver Music in the classroom.
- Created and developed a program for a new Year 8 Music elective course to be offered in 2018: Creative Industries. This course focuses on current music industry trends with the production of music using a variety of digital technology platforms.

In English and Drama

- Enhanced student engagement in the English and Drama KLAs through a range of opportunities to view and participate in theatre productions of prescribed texts, styles and genres.
- Provided an opportunity in Term One for 80 students to be involved in rehearsing the whole school musical "Popstars the 90's Musical". Students were involved as actors, singers, musicians, technicians, set designers, costume designers and front of house. The collaborative nature of our school was exemplified with teachers involved from Drama, Music, English, CAPA and Science. The play was performed in Week Two of Term Two for two evening performances and a matinee that was viewed by Year 7 and Community of Schools primary schools.
- Performed for the Busy Bee Pre-School in Term One: students in Year 9 Drama devised performances in the style of Children's Theatre to put into practical application their Theatrical Conventions study. The students created the plays and the sets allowing for mobility of location and accessibility for their young audience. This community interaction

celebrates and unites our students' academic and social development in a real life context.

- Facilitated a range of student experiences and performances throughout the region and state during Term Two. Five students from Years 9 and 10 attended a week long course - Drama Works, where they participated in a series of workshops culminating in a performance night on the last day of term, 30 June. One of these exemplary performances was chosen to be included in the State Drama Festival. In Term Three, three of these students travelled to Sydney to the Seymour Centre to perform; a prestigious honour and culturally rich opportunity for our students.
- Hosted our second annual Drama Showcase in the MPC. The audience viewed a range of performances that included a devised piece from Year 11 about the pressures of being in senior high school and 'Theatre in Education' performances from Year 10 that dealt with a range of issues including drink driving and bullying. Year 9 devised performances using conventions of 'Verbatim' theatre and explored situations such as the Orlando night club shooting, and the terrorist incident that occurred at the Ariana Grande concert in Manchester. Year 8 developed performances using 'Commedia del Arte' and the Year 7 lunchtime drama group gave the audience a glimpse of their experiences of starting high school. Two students from Year 12 also took the opportunity to perform their HSC monologues and gain feedback to continue to improve for the HSC.
- Celebrated the success of an ex-Drama student in October with Year 10 and Year 11 students who attended a performance from Tantrum Theatre called 'Home' which was a devised production by the cast at the Civic Playhouse. These experiences invigorated and resonated with students in their own classroom practice and, this particular experience, demonstrated post-school vocational options within the local Drama community with a well-known past student excelling in the arts locally.
- Embedded authentic, rich Shakespearean experiences into our programs with an excursion to Sydney. On 12 July, 100 Year 9 students visited the Riverside Theatre in Parramatta to view a live performance of Shakespeare's 'Romeo and Juliet.' This theatrical performance provided excellent support for the students in their study of this play, as they were able to experience characterisation and context on a more personal level, assisting in their understanding of the play as well as providing some creative ideas for their assessment task.



- Offered 140 Year 8 students the opportunity to participate in an inter-active presentation of Shakespeare's play 'A Midsummer Night's Dream' on 16 August. This was an in-school performance in the MPC. This presentation provided an entertaining learning experience in which students were given the opportunity to view and participate in some of the action in the play. The performance brought to life the characters in the play and provided a valuable learning experience in Year 8's introductory study of Shakespeare and his plays. The play became immediately accessible with its contemporary style.
- Immersed students in the experiences and values of the WWII Holocaust with a poignant museum tour. Fifty Year 7 students visited the Jewish Museum in Darlinghurst on 17 September. They participated in a tour of the museum and were able to view the displays and ask questions. This provided the students with a greater understanding of the context and characters of the novel they studied in class. The students were also given the opportunity to listen to the firsthand experiences of a Holocaust survivor which helped shape their understanding of the importance of historic perspectives in literature. This added a further level of realism and background information to the novel they studied in class.
- Celebrated the nomination of the Group Performance, 'Rest in Peace' and three Individual Performances for OnStage. Recognition of our academic success – a highlight for the Drama year. HSC results were excellent with a top mark of 96.
- Provided opportunities for all HSC students to attend HSC Study Days at both Newcastle and Macquarie University Study Days to increase their depth of knowledge and understanding of prescribed texts and the overarching course concepts.
- Facilitated student creativity in our Creative Writing elective study with students using various forms of writing including poetry forms and flash and extended fiction. Several students were successful in the first round of the Write 4 Fun Competition, entering either flash fiction or poems. Students enjoyed writing a suite of poetry around a theme, a series of fiction works or vignettes, or chaptered novellas of up to 20,000 words. Their independence, originality of thought and eagerness to improve were outstanding. Watch out Warners Bay High, there is a team of very passionate and talented writers among us; future journalists, authors and poets!
- Implemented the program 'Literacy Planet' to allow students to use interactive technologies at point of need to develop their spelling, grammar and punctuation skills. WBHS won two Regional awards for their results in the cross-schools components, acknowledging the enthusiasm of students, particularly Year 7, in applying themselves independently to this resource.

In Social Science

- Provided opportunities for 50 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 Business Studies, Economics and Legal Studies.

- Provided individual, holiday and Term 4 tutorials for 95 HSC students in Business Studies, Legal Studies and Geography.
- Provided Facebook pages to HSC Business Studies, Geography and Society and Culture students to increase access to course resources. The effectiveness of this strategy was evident in 100% usage of resource sharing and Q & A style forums.
- Utilised Google Classroom as a communication tool in HSC Business Studies and Legal Studies to assist students working collaboratively with teachers and improve access to resources.
- Provided 20 Society and Culture students with the opportunity to discuss strategies with experienced high performing students in a Q&A style forum to enhance their performance in the HSC.
- 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 seven students' skills in advocacy, presentation of evidence and familiarity with court processes through their participation in the NSW Law Society Mock Trial Competition.
- Conducted a two night camp and a one day fieldwork trip for 32 Year 12 Geography students to Kiama and Stockton Bight Sand Dunes to deepen their knowledge of the HSC topic on ecosystems at risk and apply relevant fieldwork methodologies.
- Collaborated with the Science faculty to plan and conduct a Year 12 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.
- Modernised the annual Bizfair Day where 59 Year 9 Commerce cohort were responsible for the production, marketing and sale of goods, in a 'food truck' style event to the school's staff and students. This was co-ordinated in conjunction with the Music staff who also conducted a band concert to increase the 'festival' feel of the event and enhance the wellbeing of the student body.
- 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.



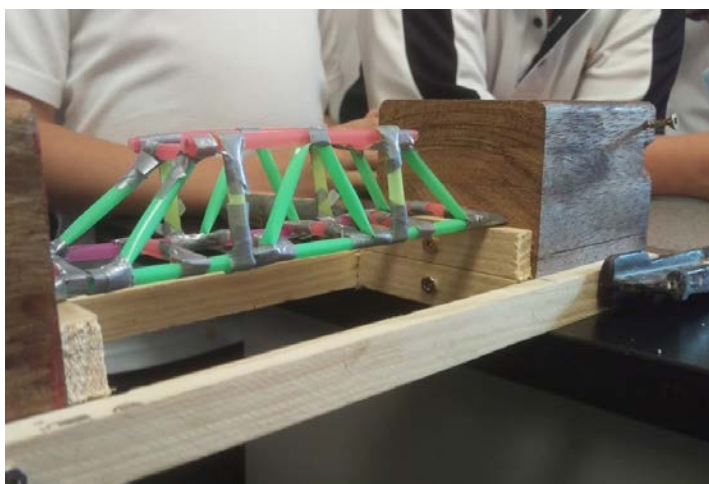
- Provided an opportunity for twenty Year 10 Marine Studies students to visit the Australian National Maritime Museum's Yachting Exhibition and eighteen Year 10 Marine Studies students to attend the Shark and Ray Centre to enhance their understanding and appreciation of marine environments and aquaculture industries.
- Organised for 36 Year 9 Marine Studies students to enjoy a Whale Watching cruise and snorkelling at Nelson Bay to support the Marine Mammals unit of work, and visit local mangroves to enhance their understanding of mangrove ecosystems.
- Purchased five different sets of fieldwork equipment and increased the use of spatial technologies and the Goggle Education suite to enhance school based fieldwork activities that have enhanced the delivery of the Geography Australian Curriculum 7-10 and Year 11 Geography. This has resulted in increased student engagement and creativity.
- Provided the opportunity for one Year 11 Legal Studies student to represent the school in the NSW Parliament Constitution Convention in Sydney.
- Established a Geography Elective class in Year 9 that allowed seventeen students to examine global issues and engage in project based learning to develop sustainable solutions and active citizenship skills that have been demonstrated in activities such as an awareness of Child Soldiers fundraising BBQ, the development of a sustainable garden and a variety of hands-on model making activities.
- Implemented the trial use of Edrolo to enhance examination technique, revision and support for HSC students in Business Studies. After strong take-up and positive feedback by all students, the program has been purchased for 2018 to further support students in Business Studies and Legal Studies.
- Supported fifteen students through the senior Mentorship Program to enhance resilience, study skills and engagement in their HSC year.
- Provided the opportunity for 40 Year 10 International Studies and Year 11 Society and Culture students to visit the Hindu Temple in Wollongong and Lakemba Mosque on an overnight excursion to deepen their understanding of other cultures.
- Integrated Google Classroom into the delivery of all teaching and learning programs in the junior school. This platform enabled students to submit class work and assignments electronically, contact teachers outside timetabled lessons and improve their access to learning resources when they had been absent from school.
- Constructed an outdoor classroom to support the delivery of the Year 9 Geography Australian Curriculum unit on Biomes. This garden has enhanced the engagement of students, increased their confidence of working in teams and deepened their understanding of food security issues through the increased understanding of soil development and its impact of subsistence farming.
- Developed a Year 8 Geography-based, Literacy Intervention Program for delivery in small groups based on Year 8 NAPLAN performance. Students developed skills in writing, spelling and language conventions

In Mathematics

- 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 which resulted in an increase in the Mean score for year 9 Numeracy of 3%.
- Identified, through the analysis of SMART data 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 targeted areas for improvement in all Stages.
- Reflected on the pedagogy used in Mathematics with the aim of ultimately improving student outcomes in Mathematics.
- Initiated a specific program of Problem Solving at the start of the year in Year 7 to target areas of Working Mathematically and develop the skills required to solve everyday problems.
- Initiated a Numeracy program for Year 8 which specifically targeted areas identified from Year 7 and 9 data. These areas included Patterns and Algebra, Data, Measurement and Space and Geometry. Mean results in Numeracy have risen by 4% from 2013 to 2017.
- Implemented a Numeracy program in Years 8 and 9 Mathematics that targeted specific areas of weakness from the previous year's data. In particular, in Data, Space and Measurement and Geometry. Warners Bay High Year 9 students' results in Band 10 (highest band) increased from 4.3% to 8% in 2017.
- Initiated a technology program in Mathematics Years 7 – 10 involving the 'Mathsspace' program. This embedded technology into the Mathematics KLA and provided extra support to the students.

In Science

- Participated in the Validation of Assessment for Learning and Individual Development (VALID) testing with 210 Year 10 Science students completing the on-line state-wide test, resulting in WBHS students achieving above the State average in all five areas.
- Provided an opportunity for Year 12 Chemistry and Physics students to attend the University of Newcastle HSC Experiment Fest Day. Ten Chemistry students and ten Physics students were able to observe and complete difficult experiments that cannot be resourced in schools. They were also able to experience working in a first year university laboratory.
- Provided an opportunity for 32 Year 10 students to participate in the Science and Engineering Challenge. This challenge is held at the University of Newcastle and involves



teams working together to construct bridges, catapults and hovercrafts. Teams competed against other schools and finished third on the day.

- Co-ordinated and conducted a field trip for Year 11 Biology students to Shortland Wetlands. Eighty-five students and three staff participated in the mandatory firsthand investigation involving the collecting of ecological data. Students carried out dip netting for various animal species, sampling of wind speed, pH, turbidity, salinity and temperature using data loggers and analysis of a transect.
- Co-ordinated and conducted an excursion for twelve Earth and Environmental Science students to visit sites along Newcastle coastline. The excursion provided students with an idea of the geological history of the Newcastle area as well as observing firsthand structures that are formed as geological process occur.
- Co-ordinated and conducted an excursion for Year 12 Chemistry students to the Maritime Museum. Ten 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 11 students to visit the Australian Museum in Sydney. Fifty students and four staff members visited the museum to participate in the Evolution of Australia Biota Study day. This supported and enhanced their knowledge of evolution.
- Planned and conducted an excursion for Year 12 Senior Science students to visit the Australian Museum of Disease at UNSW. Thirty three Students and two staff members visited the museum to increase and reinforce their understanding of the HSC Medical Technology Bionics Option.
- Organised for 32 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 and finished

second on the day.

- Provided an opportunity for students to participate in the UNSW ICAS Science Competition. Seven students entered and there was one Distinction, three Credits, one Merit and two Participation certificates awarded.
- Organised for 30 Year 9 iStem students and 90 Year 7 Science students to experience the Questacon Smart Skills Tour. Students were required to design and build a Rube Goldberg machine from the materials provided. This enhanced students' problem-solving and design skills.
- 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. This increased their teamwork skills and their knowledge of animals.
- Collaborated with the Social Science faculty to plan and conduct an excursion for Year 11 Earth and Environmental Science and Geography students to visit the NSW snowfields. Twenty-two students and two staff were involved in firsthand investigations as part of their Preliminary course. They conducted soil analysis tests and made observations of an alpine environment.

In Technological and Applied Studies

- Facilitated the achievement of exceptional results in HSC Textiles and Design with 60% of all students achieving Band 6 and 40% achieving Band 5. One student was selected for Texstyle, the showcase of exemplary HSC Major Works and her work was displayed at



Rosehill Racecourse.

- Facilitated the attainment of exemplary results in Textiles and Design and Hospitality in the 2017 HSC; the two highest performing subjects in the school in terms of z-scores.
- Introduced the online completion of health and safety training for students enrolled in all Technological and Applied Studies courses (Years 7-12) using the OnGuard Safety package.
- Implemented electronic monitoring of students' satisfactory completion of health and safety training to ensure that all legal requirements were appropriately addressed.
- Contributed to the digital literacy of students by effectively incorporating ICT activities and perspectives into all TAS programs Years 7-12.
- Enriched the learning experiences of students through the use of Google Classroom and facilitated effective communication between staff and students using this platform.
- Organised and facilitated the participation of thirty students in a Unity Game training seminar to further develop students' programming skills.
- Employed Flipped Classroom principles in Software Design and Development, Information Processes and Technology and Industrial Technology Engineering in order to stimulate student engagement with the practical applications of theoretical concepts and increase the efficient use of class time.
- Utilised a class set of iPads to produce stop motion animations and short films to refine student skills in the areas of production, editing and publishing in the Year 8 Gaming and Animation Elective.
- Purchased two 3D printers which allowed students to develop skills in product design and development utilising Computer Aided Drawing (CAD) and Computer Aided Manufacturing (CAM). This technology was used to produce the prototypes for a number of Major Projects in Year 12 Design and Technology.
- Utilised graphics tablets to facilitate the development of sophisticated design concepts and the production of complex designs.
- Established a Robotics Club that meets bi-weekly to promote student interest and ability in computer programming and robotics.
- Facilitated the participation of a group of Year 10 students in the University of Newcastle Robo Cup Soccer Competition. This team experienced great success, defeating Merewether Selective High School in the final.



- Provided the opportunity for six Year 12 students to attend a Barista Course at the CBD College in Sydney to increase levels of student engagement with Hospitality principles and facilitate the achievement of a range of related competencies. All students satisfied requirements for the award of a Barista Certificate.
- Facilitated the student organisation of a Year 11 Food Technology Food Safari to the Fish Co-operative and various eating establishments in the Newcastle CBD to enrich the students' understanding of the Australian Food Industry.
- Provided holiday tutorials in Textiles and Design, Design and Technology, Industrial Technology, Software Design and Development and Engineering Studies to consolidate students' skills and understanding of course content and refine examination skills.
- Conducted out-of-school hours tutorials and seminars to assist students with the completion of their Major Works in HSC Industrial Technology Timber, Industrial Technology Metals and Engineering, and Design and Technology.
- Organised and conducted a cross-curricular excursion for Stages 5 and 6 students to Sydney to see the musical production of "Kinky Boots" in order to enhance the students' knowledge and understanding of costuming and stage production.

Coaching / Mentoring

- Organised for 57 students from Year 12 to undertake a revised coaching / mentoring program at the beginning of Term Four under the supervision of 25 volunteer teachers. The development of a comprehensive mentoring program with support documentation emphasising such topics as goal setting, time management and study techniques enabled the expansion of this program by 30% from 2106

In PDHPE

- Enhanced communication and learning opportunities for 76 students through the use of social media for Stage 6 PDHPE and CAFS classes, fostering their engagement in lessons and enhancing their ability to seek feedback from their teachers.
- Initiated the use of the 'Google Classroom' application as a medium for effective communication with students and also as a means of delivery of relevant content.
- Provided holiday tutorials for 37 HSC Community and Family Studies and 49 HSC Personal Development, Health and Physical Education students to support their classroom preparations and expand their knowledge and understanding of key syllabus concepts.
- Continued to expand the use of the 'ALARM Matrix' to add depth and quality to the extended responses required in both the HSC Community and Family Studies and HSC PDHPE option units.
- Implemented new HSC Community and Family Studies programs and teaching strategies to meet the requirements of the amended CAFS syllabus.
- Facilitated data collection and management that allowed 289 students to complete the

Premier's Sporting Challenge and receive accomplishment certificates. Seventy-seven students received Diamond Awards, acknowledging 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.
- Provided, for the first time, an opportunity for one student to complete the Life Skills component of the Community and Family Studies syllabus.

In History

- Engaged students in a Medieval Day presentation in Year 8. Students were able physically interact with artefacts from the 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 History plans to create two more future learning spaces.
- Provided new and engaging assessment tasks for students in Years 7 - 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 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, creativity and written skills. This has provided opportunities for collaborative and individual mastery of the subject.
- Integrated 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 more insight and engagement with the subject from these artefacts, rather than what they can see online or in a text book. The artefacts include: medieval quills for their own Black Death recounts, Greek style hoplon (shield) and Corinthian helmet, Roman Lorica (armour), a Roman scutum (shield), Roman galea (helmet), 150 replica Roman sesterces (coins), and artefacts from Aztec, Viking and



Polynesian cultures.

- Facilitated access to the top minds in the HSC for Year 12 Modern and Ancient History students during the History Teachers Association Study day. Students received specific instruction on their topics for best approaches to the HSC examination and topics.
- Enrolled Year 10 History elective students in the Big History Project. 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 reported that Big History has changed entirely the way they look at school and engage with history.

In Languages

- Provided access for Year 11 students to a native Chinese speaker to enhance their spoken language skills.
- Organised and conducted a cultural excursion to Sydney for Year 11 Chinese students, practising Tai Chi at the Confucius Institute Sydney, visiting a Chinese cartoon exhibition and wearing traditional dress at the Chinese Gardens. This cultural immersion supplemented their understanding of the Chinese language and culture as they prepared for the Chinese HSC.
- Provided access to a French native speaker tutor to twelve senior students in French lessons and in Cafe Blabla (weekly and informal tutorial sessions). This has resulted in an increased level of knowledge of French language and culture for these students.
- Conducted holiday tutorials for the HSC French Continuers students to further their skills in the French language and enhance exam preparation.
- Provided access to a native Japanese speaker to most junior classes of Japanese for four terms, resulting in an increased level of knowledge of Japanese language and culture for 90 students.
- Welcomed an Assistant Teacher of French from France for three months who taught in the classroom, ran group and individual tutorials and created cultural resources. This substantially improved the level of attainment of all the students of French from Years 7-12.
- Continued the successful implementation of the national website competition Language Perfect to motivate 257 students learning French and Chinese. This resulted in increased



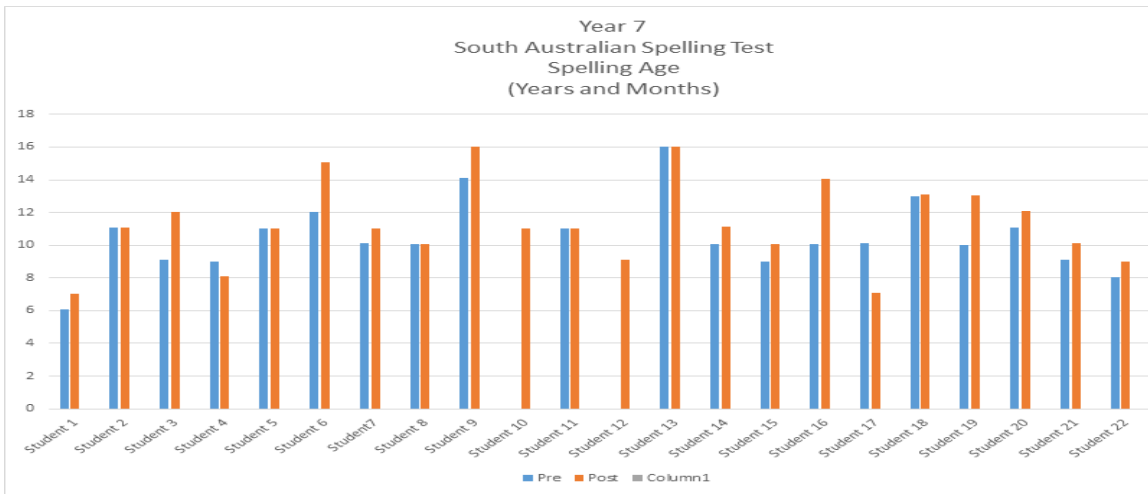
vocabulary retention. One of our students placed 80th out of over 350,000 competitors.

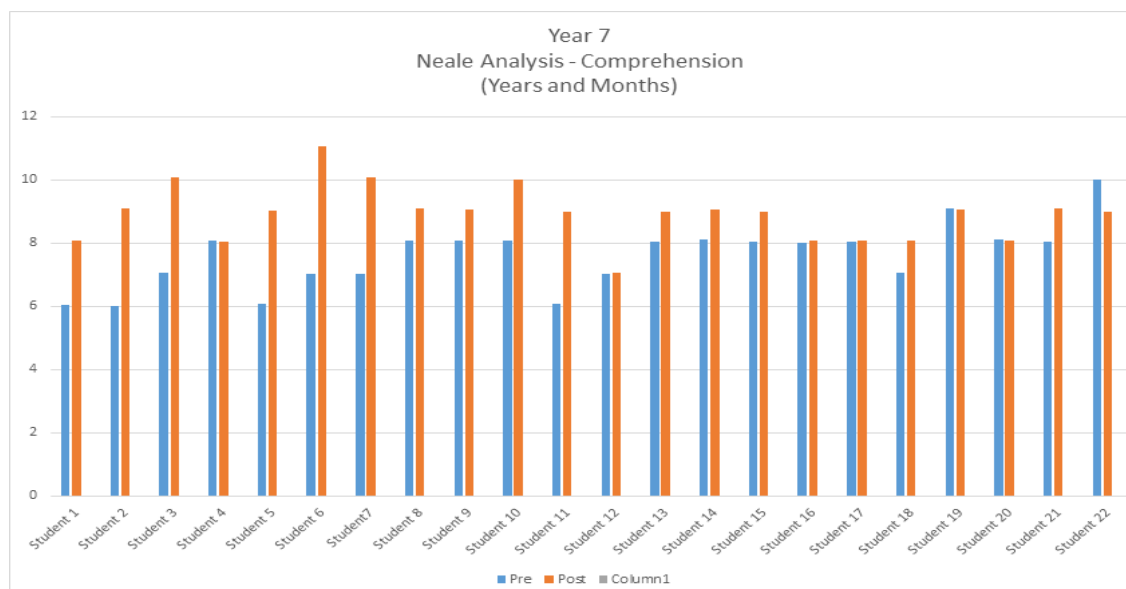
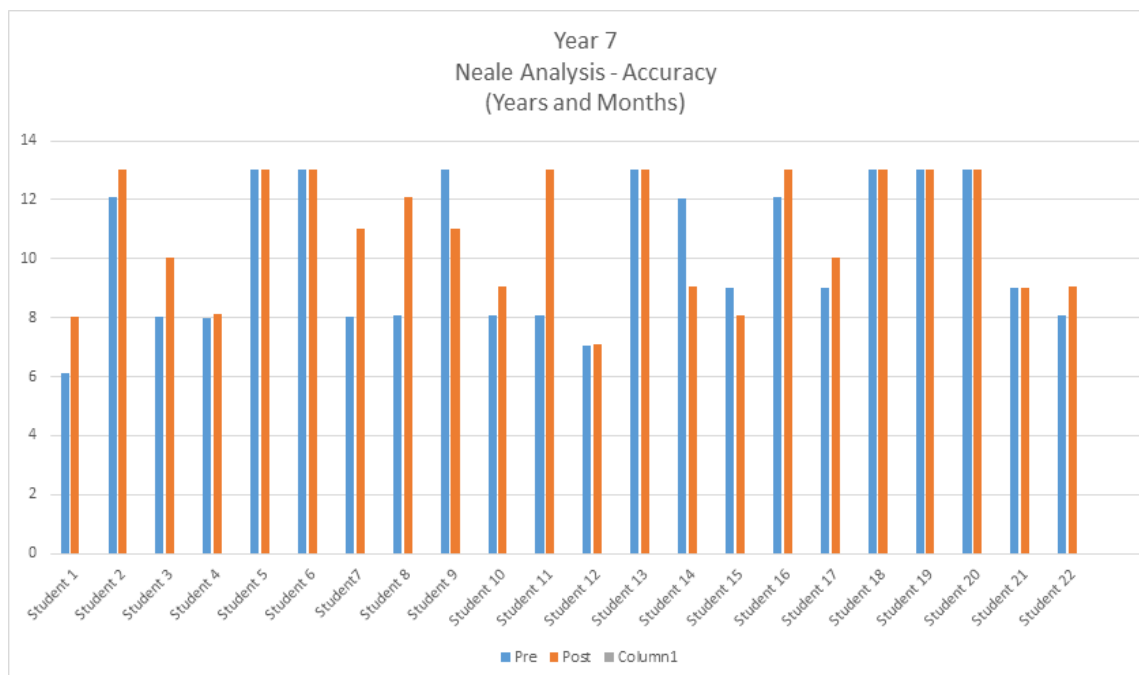
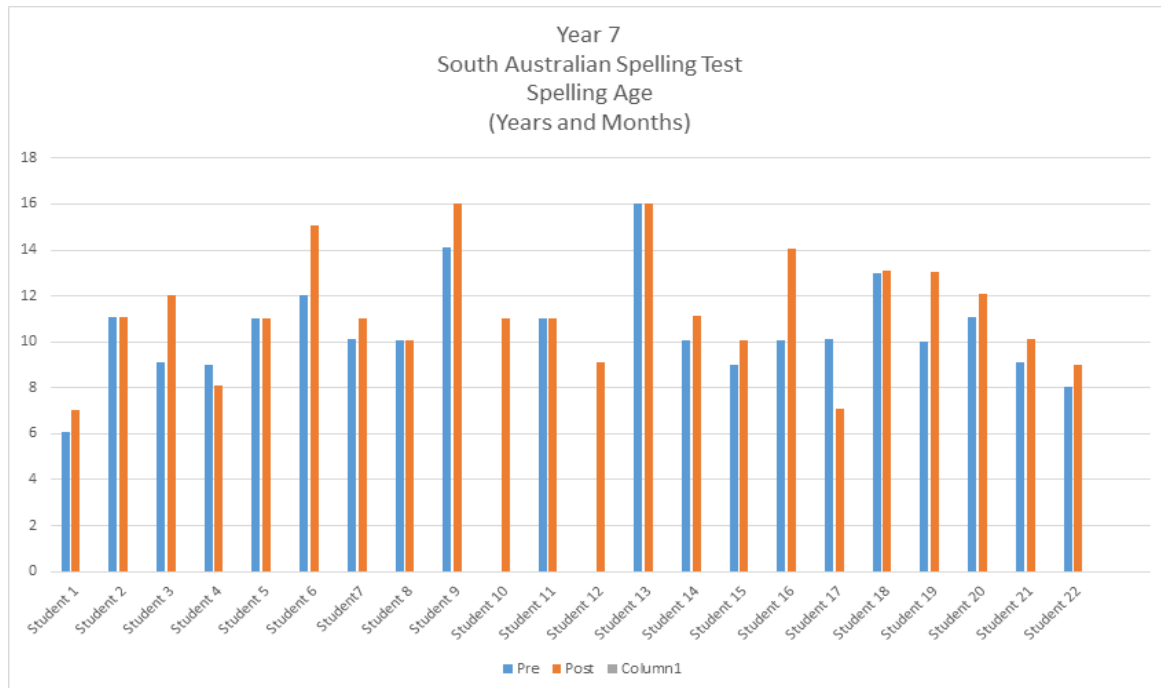
Teaching and Learning

- Facilitated the conduct of a Rich Assessment Task undertaken by 30 students enrolled in the Year 8 Triple E course. Students were required to conduct research into the effectiveness of the Transition Program that currently operates at WBHS and make recommendations for enhancement and improvement.
- Conducted the Year 7 Triple E program to enrich and extend the learning opportunities of gifted and talented students across the curriculum with the direct involvement of 15 members of staff who conducted tutorials and acted as mentors.
- Conducted the Year 8 Advanced Studies program, providing 30 students with the opportunity to develop academic skills and further enhance their learning outcomes.
- Organised and facilitated two Presentation Evenings for the Years 7 and 8 Triple E classes to showcase the achievements of the 60 students enrolled in these Gifted and Talented Programs.
- Developed and successfully conducted a GATS Immersion Day to enrich and extend the learning of 48 Gifted and Talented students identified by our partner primary schools, and to further inform the selection process for the Year 7 2018 Triple E program.
- Utilised the Sentral Reporting system to generate over 10,000 individual reports to parents and carers on student progress across the curriculum. These reports were produced over two reporting cycles in Semesters One and Two.

In Student Welfare

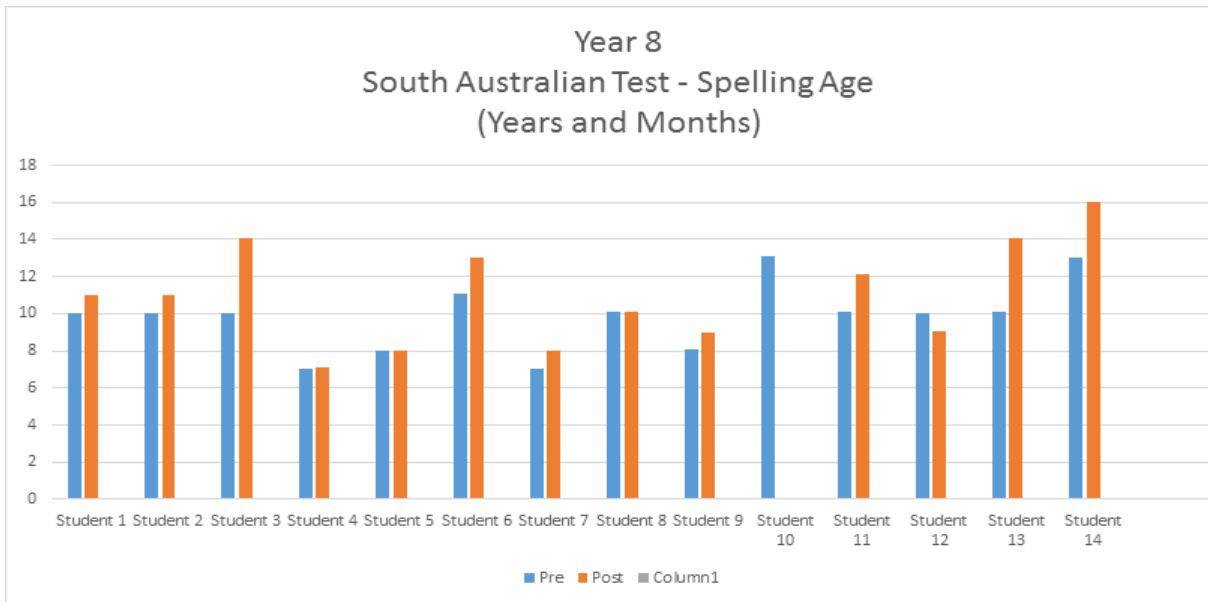
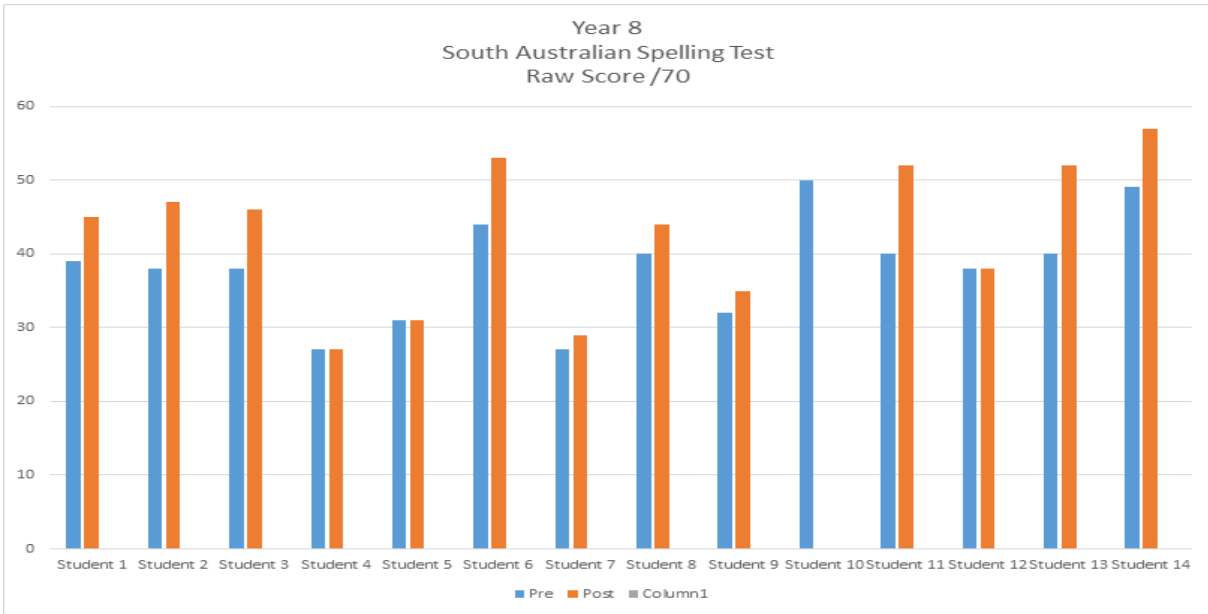
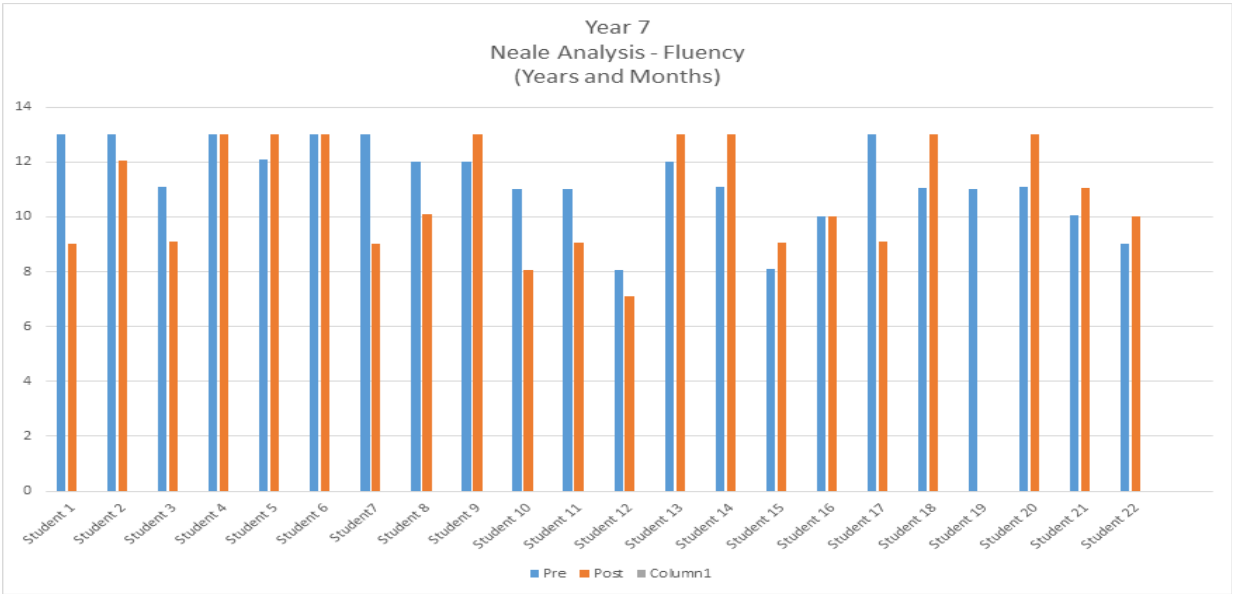
- VALID10 Analysis is an online test. There were three extended response questions and 75 multiple choice questions in the areas of Knowing and Understanding, Planning and Conducting Investigations, and Problem Solving and Communicating. Warners Bay High School students achieved an overall scaled score 2.3 above the state average.
- 220 Year 10 students completed the online test. 57.5% of students achieved positive growth since Year 8.

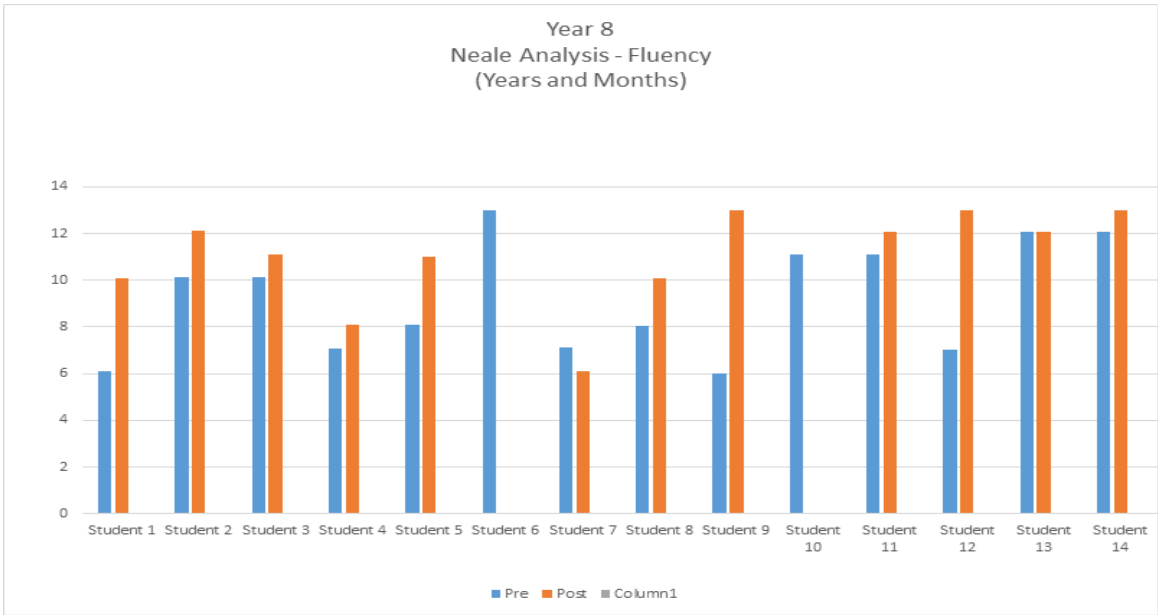
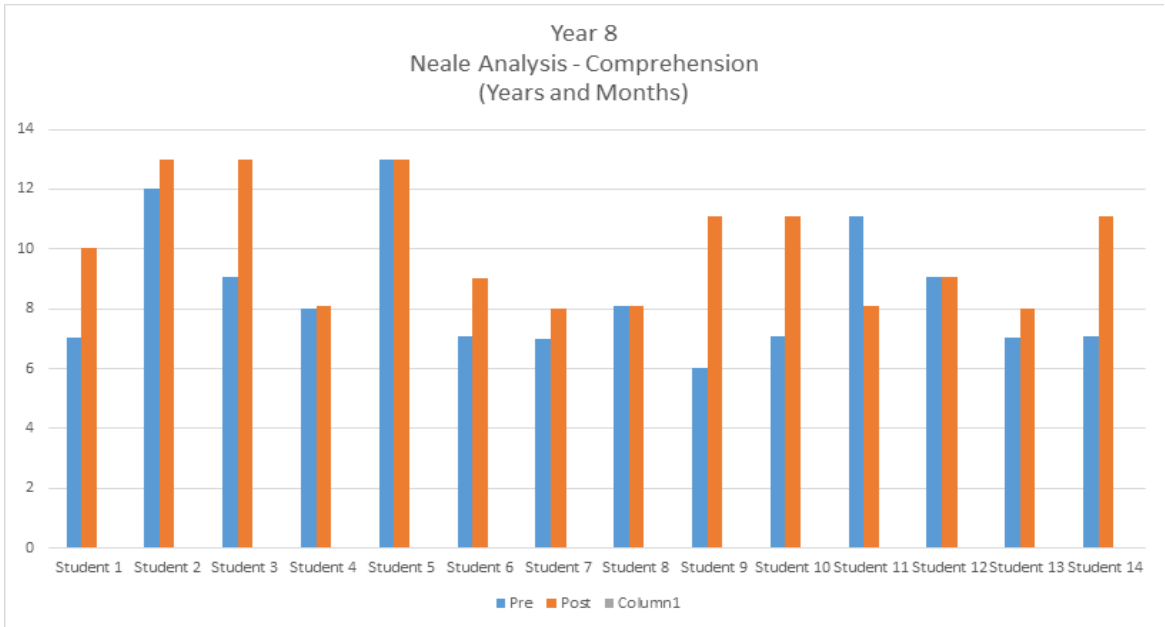
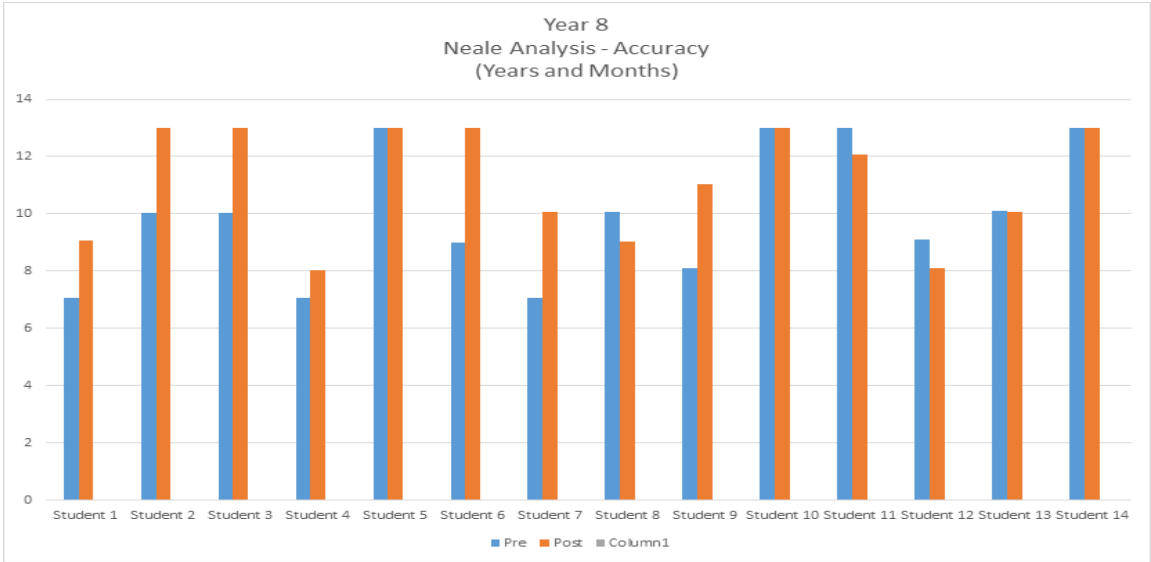












- Employed an additional 0.5 Learning and Support Teacher to provide intensive learning support for students requiring additional educational assistance. In total, 1.8 Learning and Support Teachers were able to offer students with additional learning needs the support required to achieve their individual goals by the end of the school year.
- Delivered a broad range of support programs for students completing the HSC and RoSA, focusing on organisation, study skills, time management and the management of student anxiety. Anecdotal feedback from the 24 students and families indicated positive outcomes for their child, with students overcoming their individual educational obstacles.
- Conducted 141 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 2017 Warners Bay HS identified 141 students with either an Individualised Education Plan (IEP) or who required “reasonable adjustments” through Quality Teaching and a Differentiated Curriculum.

iSTEM

- Delivered the Year 9 iSTEM elective course for the first time, with high student engagement and satisfaction.
- Participated in the regional CO2 Dragster competition with students achieving excellent results.
- Developed a scope and sequence so that Year 8 students can be offered a Year 8 elective iSTEM course in future years.

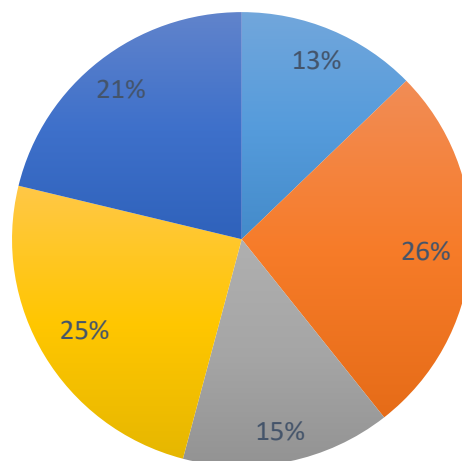


In the Library

- Facilitated nearly 3000 Library bookings over the year. This figure does not take into account students on study periods, itinerant support teachers, individual teachers working in the body of the Library, or small groups working with Learning Support Teachers of Student Learning Support Officers (SLSO) working with students in the body of the Library.
- Continued to encourage teachers to bring classes to the library for research purposes and the opportunity to work on developing more sophisticated research skills.



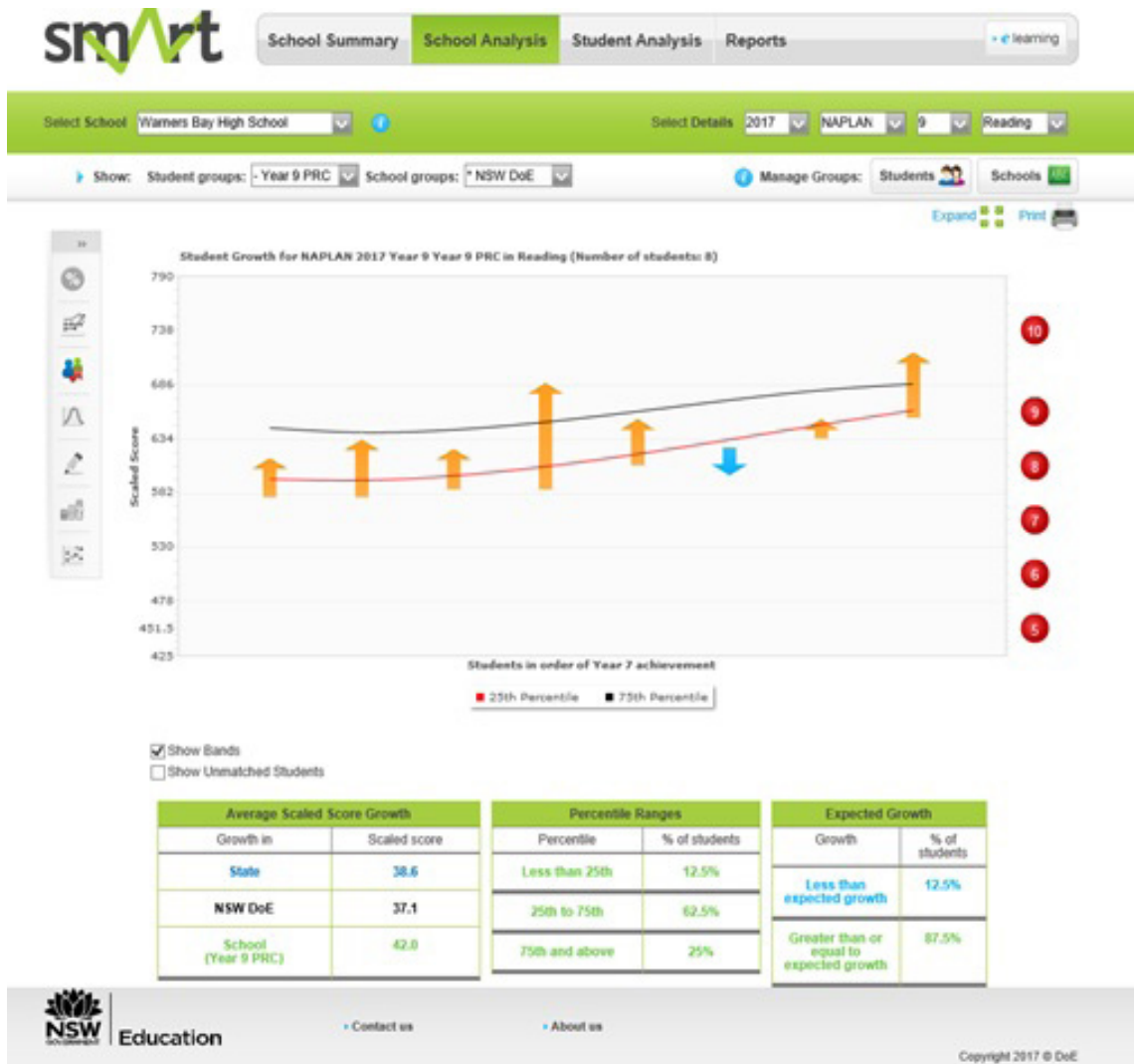
Library usage 2017



Computer Fiction Reference Small Seminar Large Seminar

In Principal's Reading Challenge (PRC)

- Facilitated the participation of 45 students in the PRC this year: 30 girls and 15 boys across the whole school. 452 books were read up until the end of November. Two Year 9 students received the Premier's Reading Challenge medallion for participating in the PRC every year since Year 3. Year 9 participants all showed growth in reading scores in NAPLAN with one exception.
- Utilised Google Classroom to monitor PRC participation. In 2018 we look forward to expanding the range of activities to encourage reading facilitated through this medium.



STRATEGIC DIRECTION : 2

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

In Aboriginal Education

- Conducted 37 PLP meetings with students and at least one parent or carer in attendance. All PLP's were updated and placed onto the network drive for staff to access and implement.
- Organised six Junior AECG meetings with an average of ten students attending each meeting. As a result of the discussions at these meetings, students planned NAIDOC week activities and a Sorry Day address, and increased their cultural connection with others.
- Organised and co-ordinated whole school celebrations for NAIDOC Day. These included a ceremony led by the Junior AECG, morning tea with parents, partner primary school representatives and community members, and performances by the Warners Bay High School Dance and Didgeridoo Groups.
- Organised for Junior AECG students to address the whole school on Sorry Day. This increased staff and students' 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.
- Released three staff to participate in the Kumaridha Local AECG Connecting to Country. This increased staff awareness of Aboriginal culture and how best to support the educational outcomes of our Aboriginal students.
- Planned and organised an excursion for 56 students and five staff across the Warners Bay Community of Schools to the Australian Wildlife Walkabout Park. Students participated in two workshops about Aboriginal tools and Aboriginal shelter making. This increased and supported their cultural understanding.



- Provided an opportunity for 20 students to attend the Bangarra Dance Workshop in Taree. The workshop enabled students to learn about the significance of Aboriginal dance and to perform a modern Aboriginal dance.
- Facilitated the formation of an Aboriginal Dance Group, led by an Aboriginal person in the community. Ten students met every fortnight and have learnt eight traditional Aboriginal dances and boomerang throwing skills. This has increased and supported their cultural understanding.
- Facilitated the formation of a Didgeridoo Group. Sixteen male students met once a fortnight and have learnt how to circular breathe and play a range of animals sounds. This has increased and supported their cultural understanding.
- Planned and organised for 400 Year 7 and 8 students to experience a performance by Aboriginal Australian performer, Sean Choolburra. Students watched traditional dances and listened to traditional music and stories. This increased their awareness of Aboriginal culture.
- Facilitated the formation of a Contemporary Art Group. Six students met once a fortnight and have learnt about technique and colour. This has increased and supported their cultural understanding.
- Hosted the Kumaridha Local AECG AGM for 2017.

In English

- Participated in StarStruck with a group of eight students from Years 9 to 12 being involved in two segments including 'Strike it Rich' and 'Make Them Laugh' thus celebrating the skills of our students and showcasing Drama in our community.
- Organised for one Year 11 student to attend the State Drama Camp in Sydney during Week Nine of Term Two. This student experienced a range of different workshops over a five day period. They also attended a performance of 'Kinky Boots' and gained a large range of new skills and dramatic insights to bring back and share with the Drama class.
- Campaigned successfully to support a local charity as part of a Project Based Learning unit for English Studies. Students designed a campaign after researching local charities, creating their own advertising campaign based on industry stylistic forms and culminating in a fundraising barbeque and cake stall at lunchtime for the whole school.
- Collaborated with students to develop skills in peer marking, creating familiarity with marking criteria, analytical writing and reflective practices to better embed the expectations of quality written responses. All assessment tasks were modelled via work samples with rubrics and criteria and deconstructed prior to independent learning.
- Facilitated the participation of eight students from Years 7 and 8 in the Stage 4 NSW Premier's Debating Challenge. The team competed against local schools in the opening rounds, showcasing their skills in public speaking and their understanding of issues pertaining to local, national and international events and issues.

- Celebrated the attainment of Regional status by eight students from Year 9 and 10 who entered the NSW Premier's Debating Challenge. Our Year 9 team progressed to the Regional Quarter Finals, progressing successfully through the Newcastle rounds with their informed rhetoric and passion for community issues.

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.
- Initiated the introduction of Mathspace with demonstrations given at P and C meetings to provide parents/caregivers with an understanding of the nature of the program.

In Science

- Organised, in collaboration with the University of Newcastle, to offer a series of lectures and workshops for Earth and Environmental students from across the Hunter Region. The students were able to learn about volcanism, rocks and minerals and careers in ecology, geological mapping, exploration and geophysics.

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-seven teachers and 140 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 Speers Point Library to enhance access to resources, referencing guidance and Band 6 samples for Year 12 Society and Culture students undertaking their Personal Interest Projects (PIPS).



- Enlisted the aid of past high-performing students, (as part of establishing an alumni), a legal solicitor and interactions with court staff to assist the School Mock Trial Team in preparation for the Inter-school Competition and talk to Bridging course students about Social Science subjects.

- Established a relationship with National Parks and Wildlife in the

Illawarra region to enhance the delivery of Year 12 Geography. Students were able to work with the local community action group 'Friends of Minnamurra' and a National Parks and Wildlife ranger to complete conservation work in the Minnamurra Rainforest National Park whilst on their fieldwork camp in the area.

- Initiated contact with University of Newcastle PhD students and facilitated the opportunity for Year 12 Society and Culture students to interview them to enhance the quality of their major HSC work, the Personal Interest Project.
- Facilitated a presentation and question/answer style session for eighteen Year 11 students and two teachers, with a delegate from the Reserve Bank Australia about the real world application of economics, careers and data analysis.

In Creative and Performing Arts

- Celebrated student successes and participation in Creative and Performing Arts events through school publications such as the School Communicator, Parent Bulletin and the WBHS website. This has resulted in a sense of achievement amongst staff and students and provided a comfortable and safe environment in which the CAPA faculty can pursue the experiential learning that enhances student learning and faculty outcomes.
- Continued 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 the assessment and reporting frameworks.
- Continued the concept of Musician of the Month to highlight the success of students in Music and celebrate individual learning outside the assessment and reporting framework.
- Continued to communicate the successes and important educational events of the Warners Bay High School CAPA Faculty using the school website, providing high-resolution imagery and important communication to give 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 University of Newcastle 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 of Newcastle.
- Co-ordinated, developed and implemented the "Hit the Bricks" GATS program creating community partnerships within the Warners Bay area. This program enabled Years 5 and 6 students from Warners Bay, Eleebana, Valentine and Biddabah Primary Schools to work with Visual Arts teachers and artists to participate in an en plein air painting workshop and



create a large scale mural at Warners Bay High School. This program encouraged students to be active members of the community and instilled a sense of pride.

- Co-ordinated, developed and implemented the “Music: Count Us In” GATS program creating national partnerships through the celebration of Music education in Australian schools. Ninety-two students from Warners Bay, Eleebana, Valentine and Biddabah Public Schools worked with Music students from Warners Bay High to sing the same song, Shine On, on the same day, at the same time to perform in this nationwide event. The aim of the program was to connect with the rest of the country as students sing the song that stops the nation!
- Presented three Music, Art and Drama performance evenings, attracting over 400 people to each performance and providing students with an opportunity to demonstrate their achievements in CAPA.
- Facilitated 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.
- Enhanced student understanding of the relationship between 21st century Chinese Art and contemporary social commentary as evidenced in Case Study work. This is explored through experiential learning and visits to contemporary galleries such as the Museum of Contemporary Art and The White Rabbit Gallery.
- Increased student and staff awareness of the role of Australasia in global political and social agendas through the exploration of social commentary in Visual Arts, Photographic and Digital Media and Ceramics assessment tasks.
- Facilitated a greater understanding of contemporary art and how it can be applied to students’ own art-making practice. This was evident in both Visual Arts Process Diaries and HSC Bodies of Work across all art disciplines.

In Technological and Applied Studies

- Provided opportunities for students to showcase their practical Textiles and Design works in a series of static displays mounted in the front foyer.
- Hosted a presentation by Engineers Australia and associates to Engineering Studies teachers within the Hunter Region addressing robotics and sustainable energy practices.
- Organised a seminar presented by students from the University of Sydney on behalf of Engineers Without Borders to assist in the achievement of course outcomes in Engineering Studies and expose students to the range of opportunities in this field of employment.
- Catered for 150 participants in the NAIDOC Day celebrations at



WBHS with the assistance of Year 8 Food Technology Elective students.

- Conducted a practical food preparation activity for 24 students visiting from our Japanese sister school, Suginami High School, exposing them to Australian cuisine and cultural practices.
- Facilitated the completion of 70 hour Work Placements within the local community for students enrolled in Year 12 Hospitality, enabling them to satisfy requirements for the award of a Certificate II in Hospitality. Fifty percent of these students were offered part-time employment and/or apprenticeships as a result of these placements.
- Initiated and facilitated mentoring relationships between students and members of the community with particular expertise in timber, metal and textile-based activities.

In PDHPE

- Managed the participation of 362 students from Year 8 and Year 10 in the Macquarie University 'Everybody Study' that presented a report card on the factors that influence adolescents' body image and eating behaviour.
- Facilitated the involvement of students in 28 Combined High Schools and other organisation sponsored knockout competitions, resulting in: winning the Years 9/10 Boys Touch Australia National Schools Cup; CHS Gold Medallists in the 4x50m Freestyle and Medley Relays; CHS medallists in Trampolining, Athletics, Cross Country and Swimming; Hunter Region Champions in CHS Open Girls Football; Hunter Region Indoor Soccer Champions in Yr 7/8 Boys; U-15s Girls Netball progressing to the CHS Finals in 2018.
- Provided the opportunity for over 500 students to represent Warners Bay High School in Hunter Area, NSW Combined High Schools and School Sport Australia competitions resulting in many of our talented athletes participating in higher level teams to display and develop their skills.
- Celebrated the success of 16 students awarded placings medals at NSW Combined High Schools major carnivals including Swimming, Athletics and Cross Country.
- Celebrated the success of one student awarded a Combined High Schools Sporting Blue for Athletics in 2017.
- Celebrated the success of three students awarded Hunter Area Sport Awards and one student a Hunter Area Sport Blue acknowledging their achievements in representing the Hunter.



In History



- Facilitated the participation of four Year 10 students in the Model United Nations Assembly for 2017. Hosted by the Rotary Club 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 students' skills in debating, research, empathy and negotiation. Our students were pleased to take on the role of ambassadors of Jordan.
- Drew upon Veterans and eyewitnesses to our involvement in the Vietnam War during the Year 10 History unit: Australia in the Vietnam War Era. This resulted in close ties with this group and an ongoing commitment to the Vietnam Bus Excursion in 2018. A special art and musical performance entitled "Dusted Off" by Mr Brett Hunt, son of Frankie from Redgum's famous song, "I Was Only 19" will also enrich the learning of the History students and forge closer ties with the Hunters' community of Australian veterans.
- Strengthened community and family involvement in the teaching and learning, the Year 9 History and Elective History courses by encouraging students to complete research tasks and assessments on their ancestors and their involvement in World Wars I and II. Students completing the units "Australians and War" in Year 9 and "Family History" for the Elective students were asked to interview parents, grandparents and extended family groups to assemble, profiles, records of service, photographs and anecdotal stories of a relative involved in the conflicts. Feedback from parents and students was very positive.
- Created a mock archaeological excavation for Year 11 students studying Ancient History on the grounds of the school. This has drawn the attention of Newcastle University professors who are interested in creating a partnership with the History faculty to research, deliver and publish the results of our initiative.
- Re-established the Year 12 History Extension course. All students gained first round offers for the courses of their choice at University.
- Established links with the Newcastle University Humanities Faculty to enhance students' major essays, improve access to academic sources and further develop writing techniques.

In Languages

- Welcomed 25 Japanese students from our sister school, Sugunami Gakuin High School, Tokyo, raising cultural awareness across the school and its community, and increasing the linguistic acquisition of the students studying Japanese.
- Organised a two-week Study and Cultural Tour of Japan in September 2017 for seven students of Japanese to immerse themselves in the language and lifestyle of Japan. The students enjoyed a ten day home stay with families from Sugunami Gakuin.

- Hosted four students from France for one month, involving them in many lessons of French across Years 7-12, whilst promoting inter-cultural awareness within the school community.
- Initiated the organisation of a two-week study and cultural tour of France scheduled for September 2018 for students of Years 9, 10 and 11 French. These students will be immersed in French language and culture and will return greatly motivated toward their French studies.

University / School Preservice Teaching Partnership

- Expanded the school's professional relationship with the University of Newcastle to identify best practice regarding Teacher Education Students (TES) training during professional placements. Evaluations of the experiences of both TES and our school's co-operating teachers confirmed the effectiveness of the current school induction program and the identification of a specific list of factors leading to successful placements. These findings have been shared with the University and the Department of Education.
- Produced videos to be used by the University of Newcastle in their Teacher Education Program. These included videos targeted at all Teacher Education Students preparing to undertake their first placement, a school introduction video and a series of coaching conversation videos to provide models of effective coaching practices. Two teachers addressed Teacher Education Students at the University before the students' first placement to bridge the gap in expectations between schools and Teacher Education Students.
- Participated in a state-wide research program in conjunction with the University of NSW to identify effective coaching / mentoring practices for Teacher Education Students.

The Student Representative Council

- Facilitated the participation of ten students in Eastlakes Family Services' 'White Ribbon Day' Luncheon to raise awareness of domestic violence and the programs that are available to address this issue.
- Co-ordinated the participation of 14 students and staff members in the 40 Hour Famine Backpack Challenge. Participants were required to subsist for 40 hours relying only on what they could pack into a small backpack. More than \$1200 was raised to help provide food, water, blankets, temporary shelter and safe spaces for some of the world's most vulnerable children.
- Organised and conducted a Leadership Day for 20 members of the SRC at Brown Sugar in Term Four to identify priorities for the coming year and determine how they can continue to promote the wellbeing of students and contribute to the development of the WBHS School Plan.

In Student Welfare

- Co-ordinated and implemented the successful Year 6-7 "Leapfrog" Transition Program for 31 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.
- Conducted 19 Learning and Support Team meetings for students with disabilities and or support needs who will be attending Warners Bay High School in 2018. All students have a learning support plan which is communicated to staff prior to the students beginning high school.
- Communicated and liaised with teaching staff to implement the reasonable adjustments needed to support students identified as being at risk through the Learning and Support Team meeting. Meetings were held weekly between the Deputy Principals, Head Teacher Welfare, School Counsellor and Learning and Support Teachers. Teachers expressed satisfaction with accessing current information about students in their class who need additional support for a variety of welfare reasons.
- Catered for the daily needs of students experiencing a range of complex issues, utilising strategies such as time-out and mentoring through contact with the School Counsellor, Head Teacher Welfare, Deputy Principal Wellbeing, Stage Head Teachers and Year Advisers. Many students accessing daily support demonstrated improved emotional wellbeing and therefore educational success.
- Developed 81 individual Health Care Plans in consultation with parents that were successfully implemented by our First Aid Officers.
- Facilitated the successful completion of compulsory asthma and anaphylaxis training for all staff.
- Continued the successful Homework Centre each Tuesday and Thursday afternoon from Term 1 to the end of term 4. The Homework Centre was utilised by many of our students and is recognised by parents as a wonderful way to engage their children in homework and study.
- Co-ordinated the Year 7 “Focus Days” at the Morisset Outdoor Education Centre focusing on building cohesive, resilient and socially competent young people. Students engaged in a range of activities



including rock climbing, the giant swing, rock and water, managing social conflict, “Girls’ Business” and “Boys’ Issues”.

- Employed 5 School Learning and Support Officers (SLSO’s) over a period of 12 months to assist 76 students with a diagnosed disability and requiring individualised support. Support provided students with the skills needed to maintain effective organisation skills, time management, and the ability to keep up with the lesson, all of which are essential for students to achieve their individual goals.
- Evaluated the effectiveness of the School Learning Support Officers’ 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 achieving individual student goals.
- Collaborated with Specialist teachers supporting students with complex disabilities to ensure students had equal access to the curriculum through reasonable adjustments. Students made positive progress, achieving individual goals in the areas of communication, academic integration and social integration. Students’ individual education plans were reviewed frequently and goals were adjusted on the basis of student achievement.
- Liaised with Eastlakes Youth Services to provide individual mentoring through highly trained Youth Workers supporting students who were at risk of not completing their Record of School Achievement (RoSA). Eighty percent of these students either attained their RoSA or were able to gain employment in their chosen area of interest resulting in positive outcomes for these students.



STRATEGIC DIRECTION : 3

TEACHING: Inspired and Passionate Teachers

In English

- Facilitated the employment of independent and external markers for the Drama Trial HSC to provide students with alternative perceptions and inform and extend their own perceptions of their HSC Major Works. Corporate marking practices were employed for all English assessment tasks and extended feedback and feed-forward information was provided for all tasks.
- Conducted multiple holiday tutorial sessions for students to remediate and enrich their skills in essay writing in English and performance and theory development in Drama. Further voluntary tutorials were conducted during lunchtimes in Term 3 to revise the required skills for English: Paper One, Section One.
- Analysed RAP and SMART HSC data to refine teaching programs and scopes and sequences to ensure a process of continuous growth in student results. Mentoring and collaborative practices were shared via faculty meetings and programming days.
- Interpreted NAPLAN data to inform the 'Language Matters' program and support students BMS. Differentiated homework programs were provided to targeted students.
- Participated in sustained and ongoing Professional Learning opportunities in both Newcastle and Sydney for each English staff member relating to implementation of the new HSC Syllabus and Prescriptions. This content knowledge was reflected in new Stage 6 programs and assessment schedules.
- Implemented ALARM scaffolding in Stage 6 Standard English to make explicit thinking processes and enhance evaluative judgments in essay writing.
- Accessed funding to support staff and students attending ETA Study Days for both Extension 1 and Extension 2 English. These days developed conceptual perspectives and allowed students and staff to create networks across the state to enrich and stimulate academic conversations and collaborative feedback throughout the course.
- Celebrated student creativity with the staff-led 'Viral' short film festival. Students researched and created a short film exploring an issue or topic that empowered them. Editing and production skills were demonstrated culminating in a public viewing as students competed against their peers.
- Implemented the interactive WebQuest for the Year 10 Bridging Course allowing students to explore the interactive Kgari documentary and create their own texts in response to their personal line of inquiry via a range of forms.
- Embedded and sustained open lines of communication between staff and students with a range of technologies employed: Email, Moodle, Google Drive and dedicated Facebook

pages ensuring students' academic, emotional and social needs were supported in a positive, collaborative and timely manner.

- Facilitated three sessions of Peer Support with the new Year 7 cohort in Term One of 2017 with 60 Peer Support Leaders demonstrating the thriving mentoring approach of Warners Bay High students. In Term Four 60 Year 9 students undertook two days of training to be Peer Support Leaders for the new Year 7 group. The students met their Year 6 students at Orientation Day and completed a range of activities with them. This year the Peer Support of new students entering the Support Unit was also introduced, and on their Orientation Day two Year 9 students spent time getting to know these students.

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.
- Implemented the Classroom Walkthrough program for all members of the Mathematics faculty. Staff observed lessons of their colleagues and looked specifically at areas of pedagogy where improvement could be made. The Mathematics teachers subsequently 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.

In Science

- Released one staff member to attend an Early Career Teacher workshop. This workshop provided information about managing the learning environment and attaining Accreditation at Proficient. The staff member was successful in attaining accreditation.
- Organised for one staff member to attend a Teachers Federation course on Classroom Management through Effective Teaching. This course enabled the teacher to increase their skills in the classroom.
- Arranged for three New Scheme Teachers to be part of an online marking course for VALID 10. This course increased the ability of staff to differentiate between student scripts using explicit assessment criteria.
- Released two staff members to attend a workshop on the new Stage 6 Science syllabus. This workshop provided information about the new Biology syllabus and assessment changes for Stage 6. These staff members have been able to develop new programs for Biology and assist with the development of assessment schedules for Year 11.
- Organised for eight staff members to attend the Questacon Smart Skills Teacher Professional Development afternoon. This provided staff with the opportunity to develop creative problem-solving skills through the design of a structure using inexpensive and recycled

materials.

- Released one staff member to be part of the mEsh Program for Earth and Environmental Science. This involved the staff member attending a series of workshops to develop support materials for the new Stage 6 syllabus. These support materials have been made available to schools across the region.

In Social Science

- Expanded leadership opportunities for three staff members aspiring to higher levels of Institute of Teaching accreditation and/or leadership positions by encouraging the undertaking of relieving Head Teacher and Deputy Principal positions.
- Supported one staff member to share their evidence-based teaching strategies at three workshops as part of the Professional Development afternoons. These workshops included 'Edutech', 'Sentral Insights' and 'Program Differentiation'.
- Released all faculty members to work collaboratively to produce new programs, assessment schedules, tasks and resources for the implementation of the Australian Curriculum Geography for Years 8 and 10 in 2018 and to review the implementation of the Australian Curriculum Geography in 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 one faculty member attending the GTA NSW State Conference in Sydney, two staff members attending the AGTA/GTA NSW Geography Skills Roadshow and one member participating in the GIS for School Workshop.
- Facilitated the participation of three teachers in HSC Review Days for Geography and Business Studies to assist with 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 Society Culture and two members in Business Studies to assist with the provision of intensive individual mentoring for HSC students to improve exam techniques.
- Enhanced staff capacity to provide quality instruction, facilitate the achievement of positive educational outcomes by students and implement the Preliminary and HSC subjects of their specialised area, through a formal mentoring process and attendance of two conferences, 'Inspiration in Teaching Business Studies' and 'Inspiration in teaching Legal Studies'. Two Early Career teachers completed their NESATeacher Accreditation at the Proficient level.
- Strengthened areas of identified weaknesses leading to modifications to HSC teaching practice including assessment, homework tasks and exam preparation. Through the release

of one teacher to participate in online learning modules 'Enabling Growth Mindsets', 'Engaging reluctant learners' and 'Understanding and successfully teaching Finance'.
*Released one teacher to develop knowledge and support the delivery of a new senior subject including participation in mentoring activities with an experienced teacher in that area and the attendance of the Senior Geography Teachers Conference.

- Identified and mapped Numeracy in 7-10 Geography through collaboration with the Maths Faculty. This resulted in numeracy being effectively delivered in 7-10 Geography.
- Supported one teacher to share their evidence-based teaching strategies at the Australian Geography Teachers Association Bi-annual conference at Melbourne University, two state Geography Conferences, and one HSC student workshop for all HSC Geography students in the Newcastle region.
- Enhanced the quality and mentorship of Teacher Education Students through the release of three teachers to complete the AITSL modules.
- Facilitated the achievement of Band 6 results in all HSC Social Science subjects in 2017. Continued discussions at faculty level and informal peer coaching allowed staff to implement strategies to move Band 5 students into the Band 6 range.

In Creative and Performing Arts

- Provided three staff members with Professional Learning opportunities by organising two workshops at Musos Corner. Staff were given the opportunity to expand their knowledge and understanding of the Abelton Program, working with professional sound producers using a software music sequencer and digital audio workstations to develop new programs that specialise in the use of hardware and software for music production, creation and performance.
- Facilitated Professional Development Workshops to develop deeper understanding and knowledge of the RAP Package and analysis of data to improve student performances in the HSC Visual Arts and Music and enhance teaching and learning.
- Provided opportunities for teachers to develop greater skills and techniques in areas such as ceramics, digital animation, Adobe Photoshop, painting, photography and conducting.
- Provided nine staff members with Professional Learning opportunities by organising a Resin Workshop through S&S Art Supplies allowing staff to experience new products and new artmaking techniques.
- Provided and facilitated opportunities for staff to engage with the contemporary and historical artworld by visiting art galleries to view exhibitions such as: John Olsen, The Archibald Prize, Tatsuo Miyajima, Tim Maguire, Chinese Artists and Ian Fairburn. These experiences fostered knowledge, understanding and intellectual curiosity for reflective analysis, research and study of conceptual, cultural and historical art forms that affect the production of creative and performing arts.
- Co-ordinated classroom walkthroughs for staff reflection and to improve student leaning and engagement.

- Arranged for one teacher to attend Deus Ex Photography Conference at the New Independent Theatre in North Sydney. The conference provided teachers with extended photographic knowledge to enhance and develop the learning practices in Photomedia.
- Presented at Professional Learning Workshops at the Lake Macquarie City Art Gallery focusing on effective teaching and learning practices and promoting creativity in Photographic and Digital Media.
- Facilitated the participation of two staff members in External HSC Marking in Visual Arts Written Examination and Music Performance to assist in enhancing HSC students' exam techniques.
- Presented at the Visual Arts and Design Educators Association (VADEA) Regional Inspire and Indulge Hunter-Central Coast meeting focusing on "What Works Best: Strategies for Stage 6 HSC Visual Arts Students".
- Provided the opportunity for three staff member to attend the VADEA 2017 Conference. This two-day conference explored the concepts of the Tenets, Thinkers, Practices and Objects of New Materialism. The conference program included presentations from artists Julia Yonetani, who will be travelling from Kyoto, Japan, Joan Ross, Julie Rapp and David Haines; Barbara Bolt, philosopher and academic from Melbourne University, Lisa Slade, Curator and Assistant Director of Artistic Programs, Art Gallery of South Australia; and Dr Gene Sherman, Chairman and Executive Director of the Sherman Contemporary Art Foundation, and experts in the field of Visual Art Education.
- Designed and initiated the collection of student work samples using Google Classroom.
- Analysed faculty assessment data for Stage 5 and continued the review of course performance descriptors and works samples from the ARC website with staff to support and enhance professional practice in the assessment and reporting of student achievement.
- Aligned evidence to possible improvements in task writing, programming adjustments and course work to improve student learning and achievement.
- Provided mentoring access to inexperienced Preliminary and HSC Visual Arts teachers and conducted weekly meetings and analysis of ideas and experiences for our HSC and Preliminary students.

In Technological and Applied Studies

- Facilitated and participated in a Professional Development Workshop to develop a deeper appreciation of the RAP Package and the analysis of HSC data to inform programming in Stage 6 Technological and Applied Studies courses and enhance the quality of teaching and learning in this faculty.
- Strengthened Stages 4, 5 and 6 teaching and learning programs through collegial programming afternoons, focusing on the integration of Quality Teaching principles and ICT skills.
- Engaged in professional learning opportunities throughout the year focusing on the

successful integration of technology in the classroom in accordance with School Plan priorities.

- Organised for one teacher to attend two Hospitality Teacher Network Days to update industry knowledge and validate the Tamworth Registered Training Organisation Assessment Events.
- Provided opportunities for two teachers to enhance their leadership skills and experience by acting in the position of Head Teacher Technological and Applied Studies.
- Arranged for two teachers to participate in a consultation workshop conducted by NESA addressing the draft Stage 4 National Curriculum Mandatory Technology syllabus. This allowed teachers to critique the draft and propose changes to enhance this document.
- Organised for two staff members to participate in professional development relating to the development and implementation of iSTEM programs for Stages 4 and 5, and explore opportunities for collaboration with local industry.
- Arranged for one member of staff to participate in a workshop conducted by Arduino, examining the design and manufacture of single-board microcontrollers and microcontroller kits for building digital devices and interactive objects. This further enhanced the faculty's ability to develop teaching programs and resources for the new iSTEM course.
- Facilitated the participation of two staff members in HSC marking, allowing them to develop strategies to maximise student performance in HSC examinations.

In PDHPE

- Developed the skills of the PDHPE Faculty in the use of 'Google Classroom' apps and the upgraded MOODLE to increase student engagement and support the assessment processes undertaken throughout the year.
- Organised for one teacher to attend the 'ACHPER - Developing Literacy in Stage 6 PDHPE' activity day to build the capacity of PDHPE staff teaching Stage 6 courses for the first time and allow them to develop their skills in guiding students in relation to how to respond to questions in the HSC.
- Released two staff members to attend a 'Sport and the Law' professional development day focusing on developing an awareness of risk management procedures applicable to school sport.
- Facilitated the attendance of one teacher to the 'ACHPER – Curriculum Leadership in PDHPE' Professional Development Day.

In History

- Purchased many artefacts and objects to be used in class and provide a practical approach to teaching History, not normally experienced in most classrooms. "Hands on History" allowed and teachers to come up with new and unorthodox ways of teaching historical concepts to our students.

- Targeted professional learning to support the teaching of History in Stage 5 for addressing the Holocaust. Three staff completed training with the Sydney Jewish Museum and participated in a behind the scenes view of the museum whilst receiving instruction on the best ethical approaches to teaching the Holocaust while catering for the adolescent mind set.
- Conducted an international excursion for 35 students of Ancient and Modern History. Students visited the Roman ruins of the Forum, the Colosseum and Campania and experienced the battlefields of World War One in France and Belgium. This experience was capped off with a visit to Paris, Versailles and Disneyland.
- Facilitated HSC marking undertaken by three members of the History faculty. All three HSC Modern History markers successfully maintained their approval through efficient and accurate marking for a second year. This experience further enhanced the learning that took place in our class rooms.
- Conducted a lecture at the Singleton HSC Study Day for Modern History students. Over 200 students from the Hunter Region benefitted from this instruction which provided networking opportunities for some of the best teachers in the state in Modern and Ancient History.

In Languages

- Introduced the Year 11 Chinese Beginners course expanding the range of future-focused languages available to students at Warners Bay High School to three: French, Japanese and Chinese.
- Expanded and enhanced the Stage 6 program in Chinese Beginners to extend the students' preparation for the HSC.
- Organised and attended four Hunter Language Teacher Meetings. Issues of significance and relevance to students studying languages in the Hunter Region were discussed and the Last Word Film Contest and other activities open to all students studying languages in the area, hosted by the University of Newcastle were organised.

University / School Teacher Education Students

- Delivered a series of seven workshops during staff meetings to expand knowledge of the Australian Professional Standards for Teachers and their application to their coaching of Teacher Education Students during their educational placement at our school.
- Ensured all co-operating teachers of preservice teachers participated in a structured evaluation to identify most effective practices. The findings of "What Works in Preservice Teacher Placement" were presented to all staff to enable them to better prepare for 2018 preservice teacher placements from the University of Newcastle.
- Presented at a state conference our examples of best practice in teacher education and school / university partnerships.
- Evaluated the experiences of 12 early career teachers during their induction to the school.

The results, along with information gained from a workshop with the school executive, has led to a greater understanding of the challenges facing beginning teachers. Planning for a revised Induction Program is currently underway.

Teaching and Learning

- Facilitated the accreditation by the NSW Education Standards Authority (NESA) of X experienced members of staff as Proficient Teachers.
- Provided professional development and support to four Early Career Teachers and two Casual staff members who satisfied requirements for accreditation as Proficient Teachers.
- Provided support to three experienced permanent members of staff who successfully applied for maintenance of accreditation as Proficient Teachers with NESA.
- Facilitated the accreditation of a further three members of staff as Supervisors of Teacher Education Students, bringing the total number of WBHS teachers who have completed online training with the Australian Curriculum , Assessment and Reporting Authority (ACARA) to 45.
- Provided professional experience placements for 27 Teacher Education Students from the University of Newcastle, providing in excess of 750 hours of professional guidance, mentoring and coaching support.
- Produced an orientation video for Teacher Education Students (TES) outlining the expectations of various members of a typical secondary school community in relation to students completing Professional Experience Placements. This video was shown to an audience of over 100 fourth year students during a presentation at the University of Newcastle by two members of the WBHS staff prior to these students undertaking placements throughout the Newcastle/Central Coast region.
- Co-ordinated and conducted three hours of Professional Coaching training for 45 members of staff to further develop their ability to support TES and Early Career Teachers.



