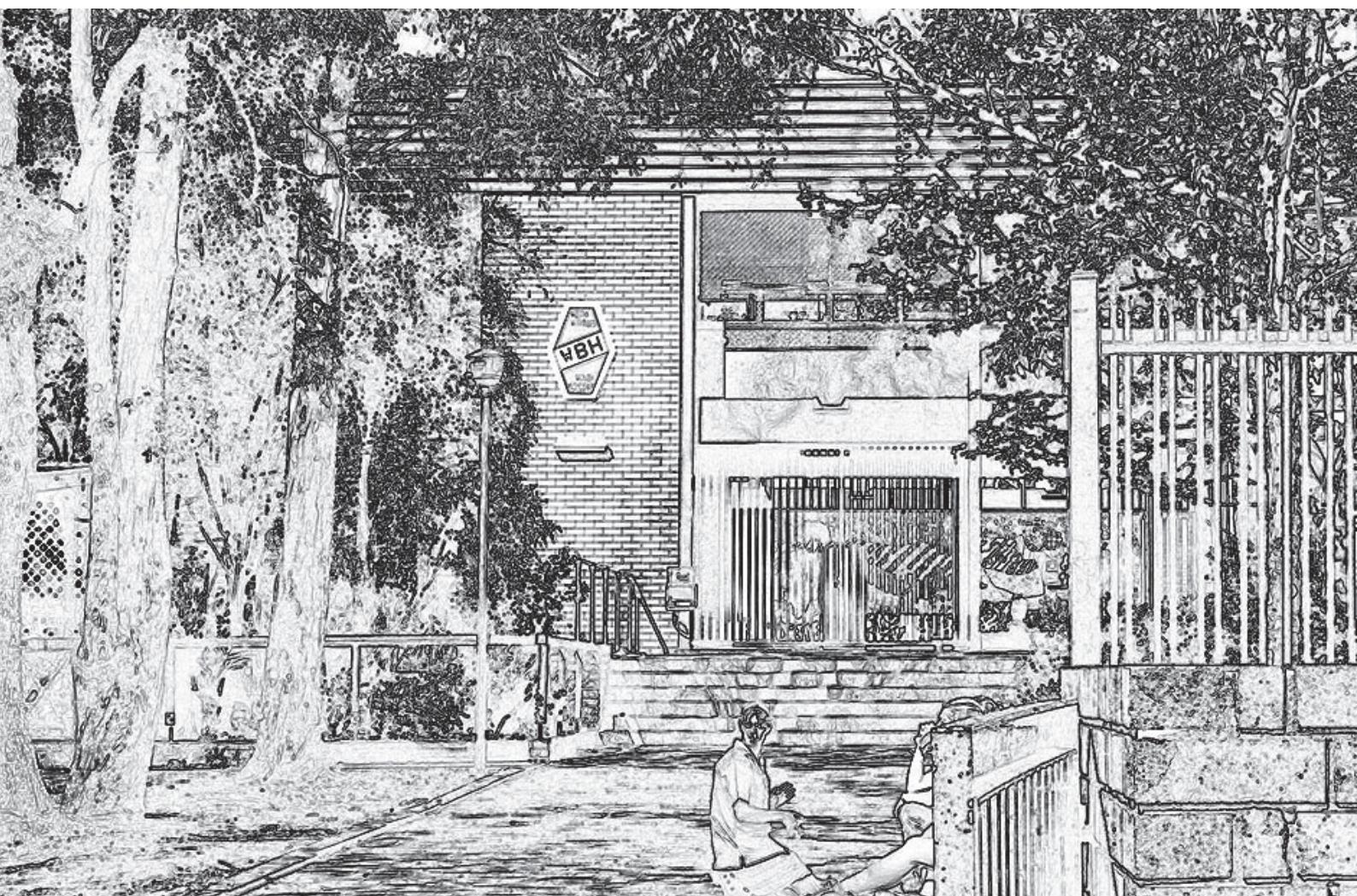




A Summary
of the
Academic, Sporting and Cultural
Achievements
at
Warners Bay High School
2018



WARNERS BAY HIGH SCHOOL

ACHIEVEMENTS 2018

as related to our School Plan 2018 - 2020



School Captains 2018:

Dr Sharon Parkes (Principal) with School Captains Martin Shannon and Sarah O'Keefe



Student Executive 2018:

Front Row: Emma Carr, Meghan Robertson, Martin Shannon, Kaitlyn Young, Dr Sharon Parkes (Principal), Tahlia Powell, Zach Munro, Shaye Kleyntjan, Sarah O'Keefe

Back Row: Harley Jupp, Margot Diederichs, Samuel Ferfolja, Oskar Brill, Jock Hope, Liam Bonnay, Holly Spooner

STRATEGIC DIRECTION : 1

Students as Future-Focused Learners

2018 HSC Results

Subject	No. students in school cohort	Band 6	Band 5	Total Band 5/6 School %	State Band 5/6 %	Comments
Ancient History	20	0	5	25	36.1	
Biology	57	2	19	36.8	36.9	1 student 2 marks from Band 6
Business Services	1	0	0	0	28.1	
Business Studies	32	1	8	28.1	37	
Chemistry	21	2	5	33.3	42	1 student 2 marks from Band 6
Chinese Beginners	4	0	0	0	53.1	
Community & Family St	23	8	7	65.6	29	2 students 2 marks from Band 6 1 student 1 mark from Band 6
Design & Technology	11	0	8	72.8	46.7	2 students 2 marks from Band 6 1 student 1 mark from Band 6
Drama	11	0	1	9	42.3	
Earth & Envir. Science	9	1	4	55.6	37.8	1 student 2 marks from Band 6
Economics	14	0	6	42.9	46.3	1 student 1 mark from Band 6
Engineering St	3	0	2	66.7	35.7	
English Advanced	74	1	38	52.7	62.6	1 student 2 marks from Band 6 2 students 1 mark from Band 6
English Standard	73	0	6	8.2	15	
Food Technology	4	1	2	75	32.1	
Geography	17	0	10	58.8	43.1	1 student 2 marks from Band 6
Industrial Technology	10	0	0	0	22.4	
Legal St	29	3	10	44.8	44	
Mathematics	29	4	7	38	51.8	2 students 1 mark from Band 6
Mathematics General	86	3	17	23.2	26.7	1 student 2 marks from Band 6 1 student 1 mark from Band 6
Modern History	20	4	3	35	41.8	
Music 1	13	8	4	92.3	64.5	
PDHPE	43	0	14	32.6	33.1	1 student 2 marks from Band 6 1 student 1 mark from Band 6
Physics	25	1	5	24	33.8	1 student 1 mark from Band 6
Senior Science	26	7	9	61.5	21.5	1 student 1 mark from Band 6
Society & Culture	15	0	11	73.3	47.3	
Studies of Religion	7	0	0	0	50	
Textiles & Design	7	2	2	51.7	46.4	
Visual Arts	49	4	34	77.5	74.9	3 students 2 marks from Band 6
		52	237			
		E4	E3			
English Ext 1	9	2	6	88.9	95.4	
English Ext 2	9	2	5	77.8	71.1	
History Extension	4	1	3	100	78.7	
Mathematics Ext 1	7	2	5	100	79.6	
Mathematics Ext 2	3	2	1	100	85.4	
Total		9	20			
TOTAL		61	257			

- Above State Band 6/E4: 61
- Above State Band 5/E3: 257
- 12 students were 1 mark from a Band 6

- 68.6% of courses achieved better than state average
- 13 students were 2 marks from a Band 6
- One student achieved the prestigious “All Rounders” list for scoring 90 or more in 5 courses or more
- 61 student were listed on as “Distinguished Achievers: in the following courses:
 - Biology: 2
 - Business Studies: 1
 - Chemistry: 1
 - Community & Family Studies: 8
 - Earth & Environmental Science: 1
 - English Advanced: 1
 - English Extension 1: 2
 - English Extension 2: 1
 - Food Technology: 1
 - History Extension: 1
 - Legal Studies: 3
 - Mathematics: 4
 - Mathematics Extension 1: 2
 - Mathematics Extension 2: 3
 - Mathematics General 2: 3
 - Modern History: 4
 - Music I: 8
 - Physics: 1
 - Senior Science: 7
 - Textiles & Design: 2
 - Visual Arts: 4

Year 12 Post School Destinations 2018

The following observations were noted:

- Approximately 81% of the 2018 cohort are continuing through to tertiary study. This includes university, TAFE or private college. This statistic is 3% higher than the 2017 cohort.
- 74.5 % of the total Year 12 cohort were offered courses at university. This statistic is 6.5% higher than in 2017. When Newstep is included this figure is 78.5%.
- 81% of our HSC ATAR students were offered university courses; 6% higher than 2017 cohort. This figure is 85% including Newstep.
- 4% of students have enrolled in Newstep at the University of Newcastle.
- 4% of students were successful in gaining full-time employment.
- 2.5% of students have been successful in gaining an apprenticeship or traineeship.
- 2.5% of students have enrolled in TAFE.
- 3.5% of students are taking a GAP year.
- 4.5% of students are looking for work.
- 4 % of students were unable to be contacted.

Of our university bound students:

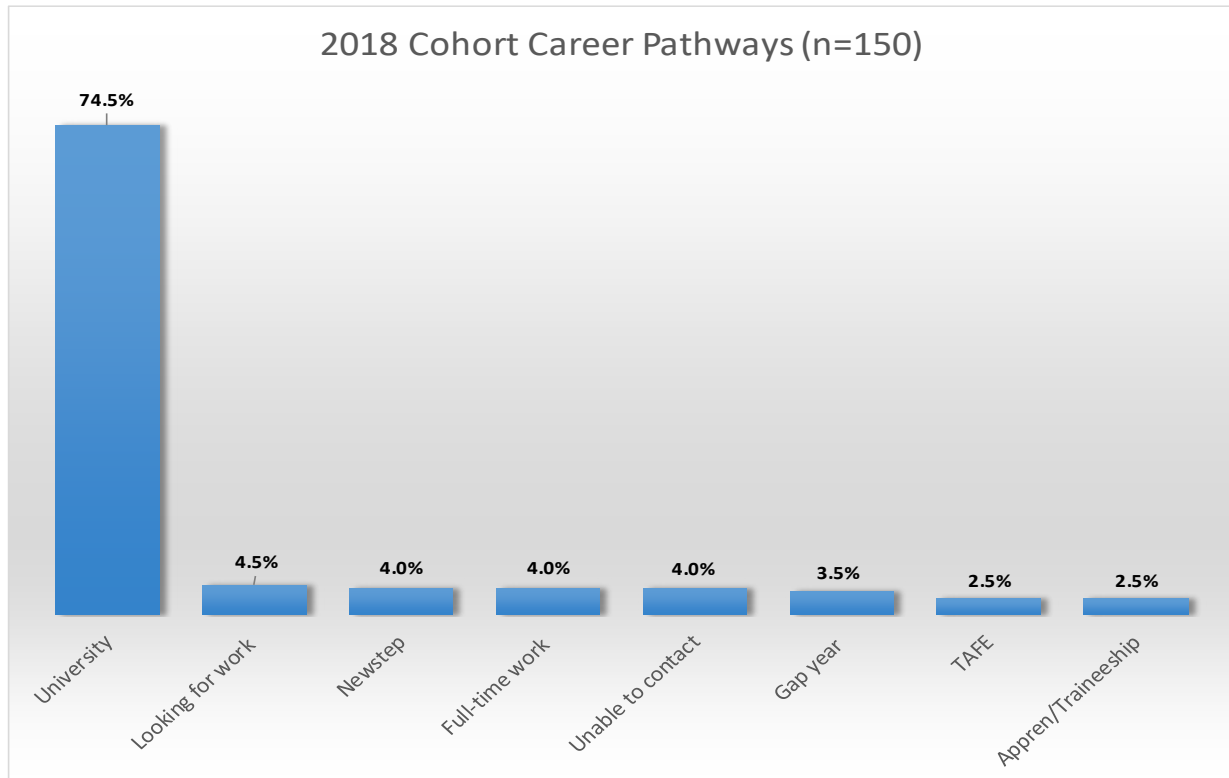
- 11.5% of students have been offered places at a university other than Newcastle.
- 40 % of students are enrolled in Science or Medical fields. This includes 10% of students who are studying Nursing.
- 11.5% of students have enrolled in Engineering Degrees.
- 11.5% of students are undertaking degrees in Economics, Business or Commerce.
- 10.5% of students are studying in Creative fields such as Music, Architecture, Animation, Design, Visual Communication, Fine Art or Natural History Illustration.
- 10.5% of students are pursuing a degree in the field of Arts, Communication or Humanities.
- 8% of students enrolled in Education degrees.
- 6% of students are studying Law.
- 1% of students have chosen a degree in Information Technology.

Significant changes noted from last year:

- According to data from UAC, 49.5% of NSW students received an ATAR of at least 70. At WBHS 54.6% of students received an ATAR of 70 or above.
- Last year, 50% of WBHS students received an ATAR of at least 70. This year 54.6% of WBHS students received this result. Over the past 2 years, WBHS students have increased their ATARs of 70 or above by 9%.
- Last year, 26% of university bound students enrolled in a Medical or Science degree, this year it has increased by 14% to 40% of students studying in these fields. 10% of the 2018 cohort have chosen to study Nursing, this has increased by 6% since last year.
- Engineering has increased from 4% to 11.5%.
- Study in Creative fields has decreased from 20% to 10.5%.
- Our enrolment in Education degrees has also decreased by around 9%.

Notes:

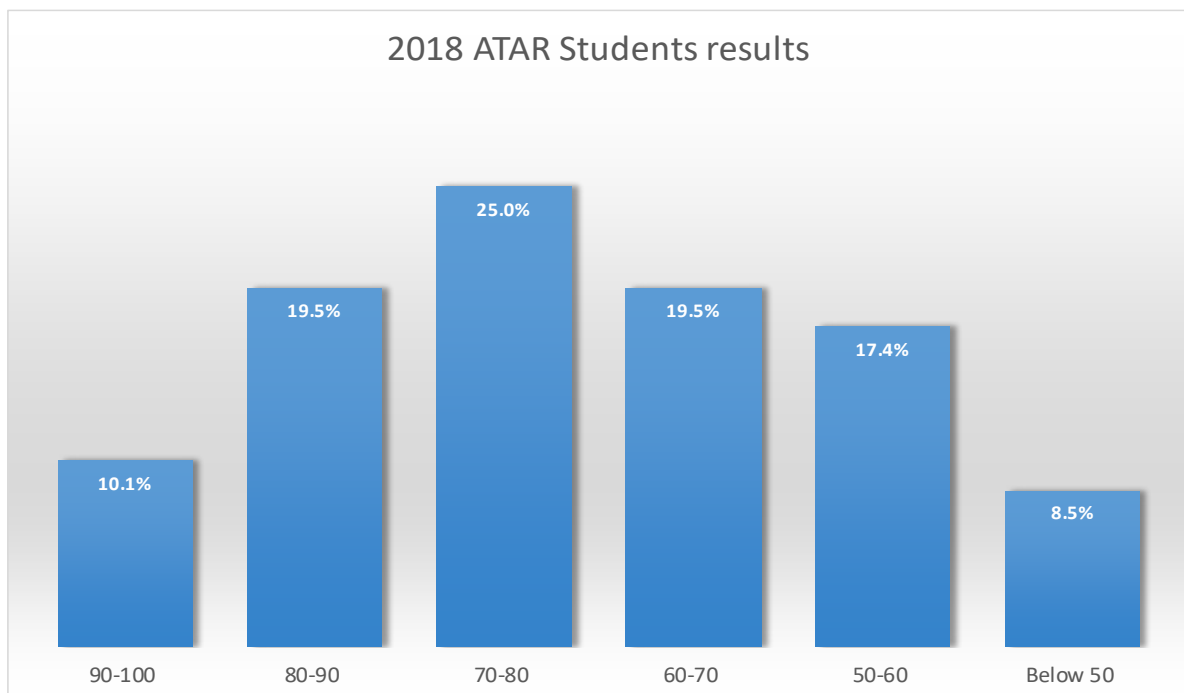
- The vast majority of students were satisfied with their result.
- This information was compiled using the school UAC data and information provided by staff and students. When contact could not be made with students or they did not offer their ATAR, we used the online ATAR Ninja calculator. When we 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.



ATARs

The following statistics are out of 138 ATAR students. HIGHEST ATAR : 98.80

(150 HSC students less 12 non ATAR students = 138 ATAR students.)



12 Non-ATAR Students completed the HSC. This group made up 8% of total 2018 cohort.

In Teaching and Learning

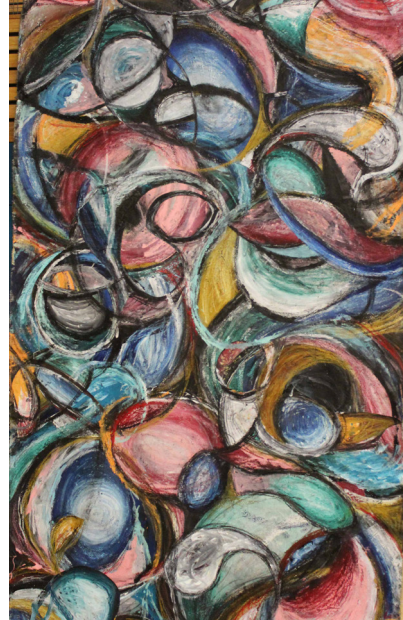
- Provided formal mentoring support for 50 Senior students preparing for the rigours of the Higher School Certificate.
- Developed and conducted a formal supervised Study Program for 180 Year 12 students.
- Facilitated the Project-Based Learning of 30 students enrolled in the Year 8 Triple E program through the provision of tutorial and mentoring support. Students were required to collaboratively investigate the concept of environmental sustainability, conduct research into wasteful practices at WBHS, and make recommendations for enhancement and improvement of waste management systems.
- 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 14 members of staff who conducted tutorials and acted as mentors.
- Organised and facilitated two Presentation Evenings for the Years 7 and 8 Triple E classes to showcase the projects and achievements of 60 students enrolled in these Gifted and Talented Programs.
- Developed and conducted a GATS Immersion Day to enrich and extend the learning of 52 Gifted and Talented students from our partner primary schools and beyond, and to further inform the selection process for the 2019 Year 7 Triple E program.
- Conducted a formal review of the existing Senior Assessment Policy and drafted a new policy that responds to the requirements of the NSW Education and Training Authority and Department of Education, and reflects Warners Bay High School's direction and values as outlined in the School Plan
- Utilised the Sentral Reporting system to generate more than 10,000 individual reports to provide parents and carers with information regarding student progress and achievement across the curriculum. These reports were produced over two reporting cycles in Semesters One and Two.

In Creative and Performing Arts

- Celebrated the nomination of one HSC Music 1 student for the Encore showcase. This student was nominated for their outstanding Viva Voce during the HSC Music examination undertaken by 4486 students.
- Celebrated selection of one HSC Music student to perform as an instrumental soloist on the trumpet at Reprise 2019. This musical concert celebrates the success of HSC Music students from across the Hunter Region.
- Celebrated one nomination for ARTEXPRESS with one HSC Visual Arts student from 8772 students in NSW selected in the area of painting, thus maintaining the high standard and reputation of success that is embedded in the Visual Arts program at Warners Bay High School.
- Celebrated the selection of eight HSC Visual Arts students to participate in the First Class

Exhibition 2019 in the areas of design, painting, 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 who had their Body of Work selected to be purchased for the 2018 NSW Education Standards Authority (NESA) Chairperson's Collection.
- Celebrated the achievement of one HSC Music student who was awarded the Lions Club Scholarship for excellence in Music.
- Celebrated the achievement of one HSC Music student who was awarded the Lake Macquarie Winds Scholarship for excellence in Music.
- Organised the participation of seventeen 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 three mini exhibitions at Charlestown Library showcasing 24 Year 10 Ceramic students' Teapot and Organica works and 50 Year 10 Visual Arts students' Still Life drawings.
- Provided sixteen students from Years 7, 8, 9 and 10 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 featured dancers.
- Provided an opportunity for all Year 7 Music students to participate in an African Drumming and Rhythms workshop with Music a VIVA. Students were given the opportunity to play a variety of traditional African drums, typical of African culture.
- Continued 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, Virtual Reality applications, 3D Tilt Brush VR painting, green screen technology, Ableton digital audio workstations and iPads in all disciplines resulting in the enhancement of staff and student engagement.
- Incorporated explicit literacy, numeracy and ICT strategies into all faculty programs and assessment tasks ensuring the cohesive and consistent application of literacy and numeracy as evident in registrations and class work samples.
- Continued the intervention strategies with individual students in Visual Arts resulting in a direct improvement in theory 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 modification of 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.
- Continued the use of the 'ALARM Matrix' to add depth and quality to extended responses in the HSC Visual Arts Critical and Historical Examination resulting in 4 Band 6 and 34 Band 5 results.
- Developed and implemented the use of the 'TEEL Matrix' to add paragraph structure, depth and quality to Stage 4 and Stage 5 student literacy skills and written responses across Music and Visual Arts.
- 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, CAPA Events, preparation for assessment tasks and homework.
- Continued to facilitate the "Artist in Residence" workshops. Twenty-three Year 11 Visual Arts students met with local Newcastle artist, Paul Maher, whose artmaking practice centres on suburban landscape paintings and drawings. Mr Maher presented his work to the students and they took advantage of this opportunity to gain greater insight into the artist's choice of subject matter, painting and drawing style and technique, and concept development. Students involved in these workshops were provided with unique and authentic experiences by working with a practising artist.
- Celebrated the winning entry of the Lake Macquarie City Council Public Art Competition. The competition was won by a Year 9 Visual Arts student and their artwork will be printed on vinyl and applied to a custom-made steel table tennis table outside council chambers at Speers Point. The competition encouraged students to embrace their creativity and critical thinking to create a design that would reinvigorate aspects of our local environment.
- Provided students with the opportunity to perform, exhibit and manage equipment at regular events such as MAD night, Soiree, formal assemblies and school exhibitions. This enhances the teaching and learning that takes place in the classroom and gives students

ownership of their work across the CAPA Key Learning Area.

- Presented a Soiree event for approximately 100 Music students, which provided families and friends with the opportunity to see performances in a more intimate space and gave students the chance to perform work developed in the classroom.
- Provided opportunities for the Stage Band, Concert Band and student bands to perform at Bandwidth, Bandits and Bandfest.
- Celebrated the achievements of two students who were awarded Best Keyboard Player and Best Bass Player at Bandfest.
- Continued the engagement of students and staff in the processes of teaching and learning through high participation in extracurricular activities in the CAPA area and the use of excursions to provide valuable experiential learning opportunities including excursions to Reprise and Encore.
- Aligned Case Studies and assessment tasks to experiential learning opportunities to provide explicit teaching strategies within the HSC Visual Arts course. Students visited The Art Gallery of NSW, The Newcastle Gallery, The Museum of Contemporary Art, The Brett Whiteley Studio, ARTEXPRESS, Sculpture By The Sea, John Olsen Gallery, Tim Maguire exhibition 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 13 senior Music students with the opportunity to see Band 6 performances through 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 13 Year 12 Music students with the opportunity to attend the HSC Music Day. Students participated in a variety of workshops and were provided with invaluable advice from senior examiners in regards to exam preparation and performance.
- Performed at Bandfest, achieving a Highly Commended Award for the Stage Band and a Commended Certificate for the Concert Band involving 30 students.
- Co-ordinated a performance evening for 13 Year 11 Music class students and Stage Band at Lizotte's Restaurant. This event provided 'real world' performance opportunities and preparation for the Preliminary exam and was enjoyed by 30 parents, family and community members.



- Hosted a concert for the 22 Sugunami Exchange Students and their 3 teachers. This provided valuable cultural and performance opportunities for our young musicians.
- Facilitated the participation of one student who played 'The Last Post' on the trumpet and the Vocal Ensemble consisting of fourteen vocalists in the school ANZAC Day Assembly. This opportunity gave students a great sense of pride and connection with one of Australia's most important national commemorative occasions.
- Organised two rock bands to enter the rock band competition held at the Hunter School of Performing Arts.
- Initiated art workshops during lunchtimes and before school to promote and build a strong relationship within the school community and have a positive impact on the school environment.
- Facilitated and implemented a mentoring program by providing students from our partner primary schools with the opportunity to join the school band. Transition was an important aspect of this program that was specifically created to nurture the musical interests and talents of all 40 students.
- Created, developed and implemented a program for a new Year 8 Music elective course entitled Creative Industries. This new course focuses on current music industry trends with the production of music using a variety of digital technology platforms.
- Planned and conducted the Bay of Schools Mini Band Tour excursion involving 68 students from the Concert Band, Stage Band, Vocal Ensemble and various other ensembles from the Music elective classes. Students performed three concerts showcasing and celebrating the diversity of musical genres and talent at the school. The tour also provided valuable connections to help the primary school students transition into high school.
- Facilitated the performances of 60 students at Charlestown Square for Education Week. This provided a valuable opportunity to showcase our talented Music Ensembles and Rock Groups and contribute to the wider community
- Facilitated and organised the participation of 48 Year 9 Photography and Digital Media students in the Moran Prize Photographic Workshop program. Each student was provided with valuable hands-on experiences to develop their skills, knowledge and understanding of the function of a digital SLR camera and work alongside professional photographers. The workshop provided an ideal way to foster creativity amongst students in Year 9. Students were introduced to a new way of seeing via the art of photography that encouraged individual and collaborative creativity and built self-confidence.
- Celebrated the achievement of one student who was a finalist in this year's national photographic competition, The Moran Contemporary Photographic Prize.
- Initiated a technical team called the Entertainment Group. This team comprised of 16 students who worked collaboratively behind the scenes at performance nights such as MAD Night, HSC MAD Night and Soiree. Team members developed skills to operate the lighting, sound and stage equipment related to the entertainment industry.

- Introduced a series of Lunchtime Concerts and A Block Serenades. The Lunchtime Concerts were run with the assistance of the Student Executive and held in the main quad, while the A Block Serenades were held in the quieter space of A Block. Both concerts were a wonderful performance opportunity for our many talented students and provided a relaxed and inviting atmosphere for the student population.
- Performed a two hour showcase at the Eleebana Spring Fair, which included the Concert Band, Stage Band and Vocal Ensemble. Eighty six elective Music students performed at this event. This was yet another opportunity for our talented Music department to shine and develop and strengthen links between the school and wider community.

In English and Drama

- Effectively co-ordinated the school's participation in the Premier's Debating Challenge with teams competing in Years 7, 8, 9 and 10. All teams performed at an exemplary level and our Year 7 team were successful in winning the Regional Final. The team travelled to the Women's College at Sydney University in early December where they participated in a range of debates and workshops over a 3 day period as the State winner was decided. One of our Year 10 girls was selected as part of the Stage 5 Regional Team and also travelled to Sydney for the camp.
- Integrated Years 10, 11, and 12 Drama students' content knowledge with best practice by travelling to Sydney on Saturday 3 February to view OnStage at the Seymour Centre. This is the annual showcase of the best HSC performances from the previous year. Each year students are able to view four Individual Performances and five Group Performances, and observe a range of Drama Projects including Set and Costume Design and Critical Responses.
- Attended a performance of the prescribed text "Stolen" on 12 June at the Cessnock Performing Arts Centre. This was a regional tour based out of Riverside Theatre at Parramatta. 22 Drama students from Years 11 and 12 were able to attend to consolidate their understanding of the text.
- Participated in this year's production of STARSTRUCK Connect in June at the Newcastle Entertainment Centre. 24 Drama students from Years 9 and 10 were involved in two separate segments; 'Caught in the Crowd' and 'Thanks for your time', where our students had lead roles. Three students were also chosen as Featured Artists and their additional item, 'Lanterns' was nominated to represent STARSTRUCK at the Hunter Region Drama Festival final. Students fundraised to cover the costs of their costumes and props and the overall experience was positive and enriching.
- Facilitated the attendance of 3 Year 11 students at this year's Drama Works where they participated in a series of workshops culminating in a Showcase for family and friends on the final night. The workshops run by a number of industry professionals gave the students



access to a wide range of skills.

- Hosted the third annual Drama Showcase in the MPC. The evening allowed students from our elective Drama classes to perform their class tasks and also presented an opportunity for students in Years 7, 8 and 9 to work collaboratively with students in Years 10 and 11 to create engaging performances. On the night 3 Year 12 students also took the opportunity to perform their monologues in preparation for the HSC.
- Facilitated the participation of 3 Year 11 students in the Australia-wide “Class Clowns” competition including competing in the Regional Final in Newcastle where they were given the opportunity to undertake a workshop with well-known practitioners.
- Organised the attendance of 100 Year 9 students at a production of Romeo and Juliet at the Opera House in Sydney on Friday 3 August. For many students this was their first visit to the Opera House and their first time viewing a play. This production allowed the students to consolidate their understanding of the play and also to establish that Shakespeare is still relevant.
- Facilitated the participation of over 100 Year 8 students in an interactive workshop with Bell Shakespeare in the MPC. This workshop on Midsummer Night’s Dream allowed students to have an engaging introduction to the world of Shakespeare with fun activities designed to bring his work to life.
- Organised for 70 Year 12 Standard students to attend a performance of “Letters from the Front,” a performance designed to explore the context of Wilfred Owen. The presentation was held in the Drama Room and provided an insight into the world of Wilfred Owen to help the students prepare for their responses for Module B in the HSC.
- Encouraged the participation of 50 students from Year 7 in a poetry workshop with well known poet Steven Herrick. In this workshop Herrick explored the methods he uses to compose his poetry in a fun and interactive way.
- Facilitated student creativity in our Creative Writing Year 8 elective with 20 students using various forms of writing including poetry forms and flash and extended fiction. Students also participated in a number of writing competitions with three of our students having work chosen to be published in the Writing 4 Fun Anthology.
- Participated in ETA co-ordinated English Extension 2 Writing Workshops for both the 2018 and the 2019 HSC. Ten students attended a series of lectures at Sydney University and Beverly Hills Girls High, and worked toward developing their Major Work conceptual framework. Students were involved in writing workshops that assisted them in developing their writing skills.
- Attended an ETA English Extension 1 Study Day. Ten students travelled to Newington College and attended a series of lectures designed to assist in the development of skills and knowledge in the English Extension 1 course. Students effectively reinforced their conceptual understanding and worked upon developing and refining their writing skills.

In Mathematics

- Analysed 2017 SMART data with all members of the Mathematics faculty to target specific areas to improve results across a number of areas in particular Patterns and Algebra.
- 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.
- Identified, through the analysis of SMART and RAP packages, areas for improvement required in HSC courses. In addition, the program 'Smartermaths' was initiated. This program was used in conjunction with the RAP package and specifically targeted areas for improvement.
- Reflected on the pedagogy used in Mathematics with the aim of ultimately improving student outcomes in Mathematics.
- Initiated a Numeracy-specific program for Year 8 which specifically targeted areas identified from Year 7 and 9 data. These areas encompass Patterns and Algebra, Data, Measurement and Space and Geometry. Mean results in Numeracy have risen by 5.8% from 2013 to 2018.
- Implemented a Numeracy program in Year 8 and 9 Mathematics that targeted specific areas of weakness from the previous years data. In particular, in Data, Space and Measurement and Geometry. Warners Bay High Year 9 students' results in Band 10 (highest band) increased from 4.0% to 7% of the school cohort within the twelve month period.
- Initiated a technology program in Mathematics Years 7 – 10 involving the 'Mathsspace' program which embedded technology into the Mathematics KLA teaching and learning programs.

In Science

- Participated in the Validation of Assessment for Learning and Individual Development (VALID) testing with 174 Year 10 Science students completing the on-line state-wide test, resulting in 75.9% of students achieving a Level 4 or above.

%of students achieving Level 4 or above

	State	SSG	School
Science (overall)	60.4	65.4	68.6
Extended Response Tasks	69.5	72.6	78.4
Knowing & Understanding	59.0	63.1	63.6
Planning & Conducting Investigations	63.7	67.7	71.2
Problem Solving & Communicating	58.0	61.8	64.5

- Provided an opportunity for 18 Year 12 Chemistry students to attend the University of

Newcastle HSC Experiment Fest Day. The 18 Chemistry 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 30 Year 9 STEM 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 fourth on the day.
- Co-ordinated and conducted a field trip for 85 Year 11 Biology students to Shortland Wetlands. The 85 students and 3 staff members participated in the mandatory first hand investigation involving the collection of ecological data. Students carried out dip netting for various animal species, sampling of wind speed, pH, turbidity, salinity and temperature using data loggers and analysis of a transect.
- Co-ordinated and conducted an excursion for 7 Earth and Environmental Science students to visit National Park sites near Dungog. The excursion provided Year 11 students with an idea of the geological history of the area while observing first hand structures that are formed as geological processes occur.
- Co-ordinated and conducted an excursion for 20 Year 12 Chemistry students to the Maritime Museum. The 20 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 35 Year 11 students to visit the Australian Museum in Sydney. The 35 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 the theory of evolution.
- Planned and conducted an excursion for 26 Year 12 Senior Science students to visit the Australian Museum of Disease at UNSW. The 26 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 first on the day.
- Provided an opportunity for 100 Year 7 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.
- Planned and conducted an excursion for 100 Stage 6 Biology students to attend the Real Bodies Exhibition in Sydney. This supported and enhanced their understanding of human anatomy.
- Provided an opportunity for 210 Year 8 students to experience the components of our solar system through the Starr's Planetarium experience. The students took a virtual trip

through the solar system, to the edge of our galaxy and then looked at the constellations in our own night sky. This incursion supported their understanding of Space.

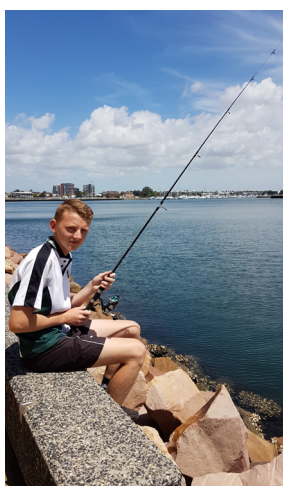
- Planned and conducted an excursion for 9 Year 12 Earth and environmental students to attend the Hunter Wetlands. The students were involved in examining the impact of introduced species on the Australian environment. This supported and enhanced their understanding of the Introduced Species module.
- Co-ordinated and conducted an excursion for 19 Year 11 Chemistry students to visit Kooragang Island and the CSIRO Chemistry Facility. The 19 students experienced industrial chemistry first hand and talked to chemical engineers. This supported and enhanced their understanding of the applications of chemistry.

In Social Science

- Provided individual, holiday and Term four tutorials for 107 HSC students in Legal Studies, Society and Culture, Economics, Business Studies and Geography with a focus on key terms and extended response strategies.
- Provided Facebook pages to HSC Business Studies, Legal Studies, Economics 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 to assist all Social Science students working collaboratively with teachers. This platform enabled students to submit class work and assignments electronically, contact teachers outside timetabled lessons and improve their access to learning resources when absent from school.
- Organised for 14 Year 12 Economics students to attend a lecture at the Wesley Conference Centre to increase their understanding of current economic events.
- Provided 35 Society and Culture students with the opportunity to participate in an online streaming Personal Interest Project (PIP) day to discuss strategies with experienced high performing students to develop their HSC major works.
- Promoted the use of Quizlet, Kahoot, Flipped Learning through EdPuzzle, Atomi and other educational applications to extend and deepen students' understanding of concepts and terminology in all Stage 6 courses.
- Developed seven students' skills in advocacy, presentation of evidence and familiarity with the operation of the Australian Legal system through their participation in the NSW Law Society Mock Trial Competition.
- Provided the opportunity for nine Year 11 Business Studies students to submit an application to the University of Newcastle Business Plan Challenge with the winner being offered a scholarship towards a Business or associated degree. All nine applicants received marks in the top 20 submissions for the year.
- Conducted three one day fieldwork trips for 19 Year 12 Geography students to Stockton Bight Sand Dunes, Barangaroo and the Hunter Valley vineyards to deepen their knowledge

of the HSC topics and apply relevant fieldwork methodologies.

- Provided the opportunity for 30 Year 10 Geography students to visit the Great Barrier Reef as part of their investigation of Environmental Change and Management. Students attended seminars on human impacts and environmental management strategies, and collected data on coral reefs, applying a range of techniques such as measurement, observation and surveying.
- Conducted a series of local fieldwork investigations for 249 Year 8 Geography students as part of their Visible Learning Expo (VLE) assessment of the liveability of Warners Bay. Students were required to undertake a number of observations and submit their findings.
- Organised two semesterised fieldwork trips to Stockton Beach for all Year 7 Geography students to study the geographical processes related to coastal landforms. Students were able to enhance their understanding of basic fieldwork techniques that can be implemented to investigate the spatial and ecological dimensions of the coast.
- Co-ordinated the annual Bizfair Day where 53 Year 9 Commerce cohort were responsible for the production, marketing and sale of goods to the school's staff and students. This was organised 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 the opportunity for 28 Year 8 Commerce students to visit popular local franchises with the purpose of conducting market research into their practices and enhancing their understanding of promoting and selling.
- Provided regular opportunities for Marine Studies students in Years 8, 9 and 10 to visit the foreshore areas of Warners Bay and Honeysuckle to catch, collect and release marine specimens in order to broaden student knowledge and understanding of the local marine environment.



- Provided the opportunity for 22 Year 10 Marine Studies students to visit the Shark and Ray Centre and Barramundi Fish Farm to enhance their understanding and appreciation of marine environments and aquaculture industries.
- Arranged for 30 Year 9 Marine Studies students to enjoy a Whale Watching cruise to

support the Marine Mammals unit of work.

- Conducted a visit to the Sydney Sea Life Aquarium for 50 Years 8 and 9 Marine Studies students to expand their knowledge and understanding of various marine creatures and their habitats. Students were able to observe how humans impact these species and the management strategies that can be employed to reduce these impacts.
- Planned for 33 Year 9 International Studies and Japanese students to dine at the Nagisa Japanese Restaurant to help gain insight into other cultures.
- Conducted 9 Korean video conference sessions involving 19 Year 9 International Studies and Yonghwa Girls High School students to increase dialogue and experience cultural exchanges in regards to dance, art, food, beliefs and history.

In History

- Participated in the Model United Nations Assembly (MUNA) with other Hunter Region High Schools. Two students represented Russia and two represented Saudi Arabia in a simulated UN Assembly. This provided a forum for students to develop and practise their ability to communicate and collaborate whilst debating topical world issues as thoughtful global citizens, thus developing future focused learning skills.
- Organised a representative from Islamic Sciences and Research Academy Australia (ISRA) to speak to 7 HSC Studies of Religion II students. The speaker presented information on religious practices in Islam, as well as essential Islamic beliefs, dispelling myths relating to this religion. Students also engaged in a question and answer session, which deepened their knowledge of course content and future focused intercultural understanding.
- Planned and conducted an excursion for over 200 Year 10 students to visit the Sydney Jewish Museum. Students were able to tour the museum, viewing a range of artefacts relating to the Holocaust and hear the moving testimony of survivors. This site study allowed students to deepen their understanding of the Holocaust and museum curation. It also provided teachers with an opportunity to observe each other's teaching practice while planning and conducting a site study.

In Languages

- Provided access to a native Chinese speaker for 4 Chinese Beginners via speaking workshops in preparation for the Speaking component of the HSC.
- Facilitated the participation of 4 Year 12 Chinese Beginners students in a series of cultural incursions addressing tea ceremonies, Mid-Autumn Festival and Chinese New Year. This cultural immersion consolidated their understanding of the Chinese language and culture as they prepared for the Chinese Beginners HSC.
- Provided three tutorials for students to further their skills in the Chinese language and enhance their preparation for the HSC Chinese Beginners Examination.
- Provided access to a French native speaking tutor for 12 senior students in French lessons and Cafe Blabla (weekly tutorial sessions). This resulted in an increased level of knowledge

of French language and culture for these students.

- Provided access to a native Japanese speaker for most classes of Japanese for four terms, resulting in an increased level of knowledge of Japanese language and culture for 180 students.
- 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 ranked 80th out of 350,000+ competitors.
- Provided lunch time Ninja Cafe tutorial sessions for 20 Japanese students across all years to extend their Japanese language skills and cultural learning. Engaged in language enrichment games, Japanese movies and popular Japanese Nintendo games. Tutored small student groups which improved their long term retention and fluency of the language.
- Cooked traditional Japanese cuisine with 120 students in Year 7 Japanese. Students learnt about the art of cooking Yakisoba (Japanese fried noodles) whilst also taking on responsibility for providing ingredients, cooking and clearing their stations.
- Exposed 25 students in Year 8 Japanese to a sushi cooking experience. Students were required to describe the taste of the sushi using their language vocabulary.
- Introduced 25 Year 8 Japanese students to a traditional Japanese martial art with a trained martial arts instructor. Students learned about the history of martial arts and gained an insight into the intricate moves used in Karate.
- Introduced 50 Year 9 Japanese students to the methods of calligraphy taught at University in Japan. Instructed students on the proper techniques and methods used to create popular Japanese script. Painted on calligraphy paper using ink, the traditional Japanese characters for Love, Mountain, River and Water.
- Prepared a traditional meal with 14 Year 10 Japanese students. Students learned about the origins of okonomiyaki and its various forms whilst developing their palates for Japanese cuisine.
- Organised and conducted a traditional French patisserie day for 120 Year 7 French students. Students ordered croissants and chocolate croissants with Grendaine French juice.
- Provided the opportunity for 55 students from Years 8, 9 and 10 French students to attend Newcastle's French Film Festival. The students watched "Courgette" or "Road to Burgundy."
- Explored the "Christmas Log" tradition in Japan Christian Breton created a unique "Buche de Noel" for 20 students in Year 10 French.
- Welcomed 20 Japanese students from our sister school Sugunami Gakuin High School Tokyo. Raised cultural awareness across the school and community as these students engaged in local homestay experiences with 20 families from Warners Bay High School. This increased linguistic acquisition for Australian and visiting Japanese students, and developed strong international friendships.



- Arranged for two Year 10 Warners Bay High School students studying Japanese to participate in a homestay experience in Japan. The students stayed for one month and attended high school classes at Sugunami Gakuin High School. This experience was invaluable for the two students who have now experienced school life in both Japan and Australia, and who have formed connections and friendships for life.
- Welcomed two Japanese high school students from Hakodate, Japan. These students stayed for just over one term and used their experience to gain insight into an Australian high school, further their English language abilities, and engage in Year 10 Japanese lessons. They also assisted their Australian peers with Japanese language acquisition. During their stay, they were befriended by many of our students who still maintain these relationships.

In Technological and Applied Studies

- Continued to contribute to the digital literacy of students by effectively incorporating ICT activities and perspectives into all TAS programs Years 7-12.
- Continued to enrich the learning experiences of students through the use of Google Classroom, and facilitated effective communication between staff and students using this platform.
- Provided the opportunity for 15 Year 11 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.
- Continued to utilise graphics tablets to facilitate the development of sophisticated design concepts and the production of complex designs across a range of Junior and Senior classes.
- Provided 10 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 6 out-of-school hour's 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 30 Stages 4 and 5 students to Sydney to see the musical production of "Priscilla" in order to enhance the students' knowledge and understanding of costuming and stage production.
- Co-ordinated and conducted an excursion for 72 Year 8 Technology Mandatory students to the NeW, Space Newcastle University City campus, the Anzac Memorial Bridge coastal walk, Nobby's Beach, the light rail network in Hunter Street and Studio Melt in the Hunter Street Mall. The excursion proved very successful and thus will become annual event. Students learnt about collaborative learning spaces and technology, the development of the light rail network, and jewellery design and manufacture. A TAS teacher talked about the design and structure of the Anzac Walk.
- Initiated and organised for 30 Years 8 and 10 Textile Technology students to participate in a full day Revamped Fashion Workshop delivered by the acclaimed costume and fashion designer, Angela White. Students contemplated what their 'Dream Job' might be, expressed their creativity by sewing and reconstructing garments, and learned how to make choices which support recycling and reducing waste in the environment. Positive feedback has confirmed that the students found the whole experience extremely valuable.
- Initiated and organised an excursion for 24 Year 10 Textile Technology and Year 11 Textiles and Design students to visit the Powerhouse Museum and Strand Arcade in Sydney. Students participated in a self-directed tour of exemplar HSC Major Works, SHAPE, and the "Love is.... Australian Wedding Fashion" and "Reigning Men: Fashion in Menswear" exhibitions at the Powerhouse Museum. Students visited a collection of Australian fashion designers works at the Strand Arcade, David Jones and Westfield. The purpose of this visit was to expose students to a range of experiences that link with syllabus outcomes, and to facilitate understanding of the requirements of the HSC major works.
- Celebrated the success of four Year 9 and four Year 10 Industrial Technology Timber students in winning a Wood Show Challenge at St Pauls High School against three other high school teams. Students showed exceptional skills in woodworking and teamwork.
- Utilised the 3D printers purchased in 2017 to develop students' 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.

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 means of delivery of relevant course material. One senior teacher has utilised the Google Classroom as a Flipped Classroom platform.
- Provided holiday tutorials for 32 HSC Community and Family Studies and 49 HSC Personal Development, Health and Physical Education students to support their classroom HSC preparations and expand their knowledge and understanding of key syllabus concepts.
- Implemented the 'TEEL Matrix' to expand its use and add depth and quality to the extended responses required to be produced in both the HSC Community and Family Studies and HSC PDHPE option units. This matrix is now the imbedded medium for all written responses for PDHPE across Years 7-12.
- Facilitated the data collection and management that allowed 292 students to successfully complete the Premier's Sporting Challenge and receive accomplishment certificates. 83 students received Diamond Awards representing involvement in 560 minutes of physical activity per week.
- Provided the opportunity for students in the Physical Activity and Sport Studies elective to enhance their self-efficacy skills through participation in challenging outdoor education excursions.

In Student Welfare

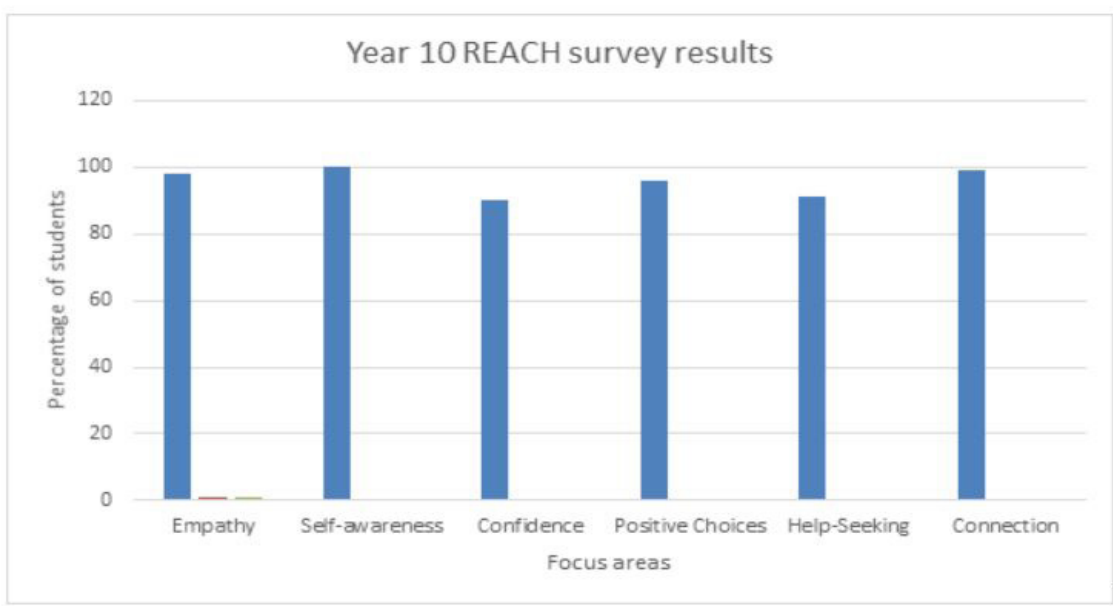
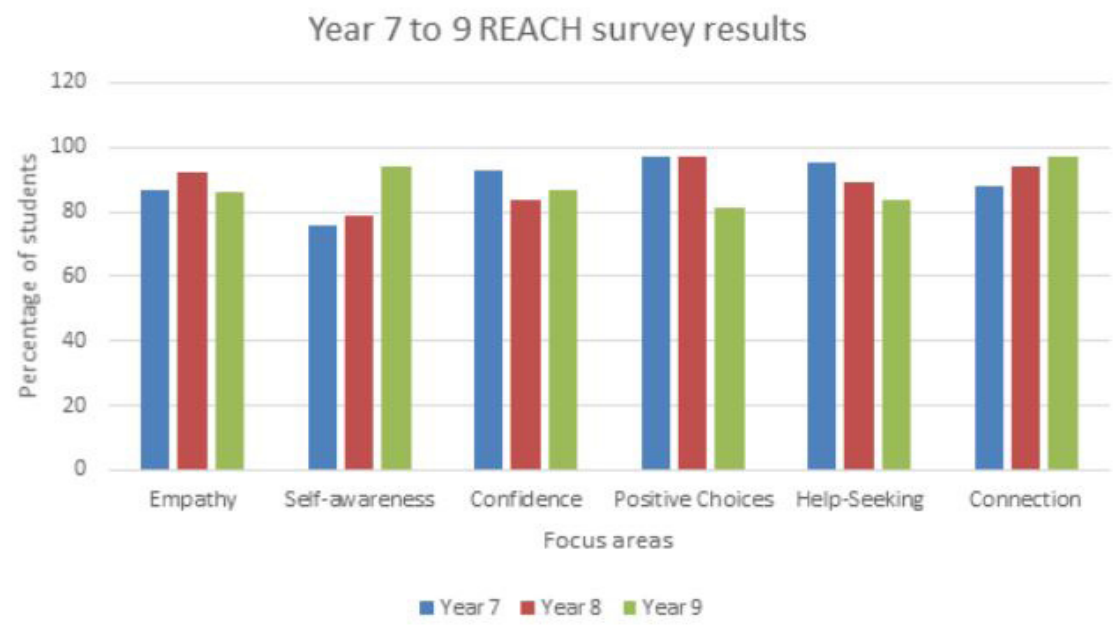
- Co-ordinated the REACH workshop for 234 Year 7 students seeking to improve awareness of behaviours and the individual's impact on peers and the environment. Students completed a survey about the effectiveness of the program in enhancing student self-awareness, confidence, positive choices, help-seeking, empathy and making connections with the majority of students expressing positive feedback.
- Implemented the REACH workshop for 240 Year 8 focusing on student identity and influence. This workshop empowered students to gain a greater sense of self and to understand what influences their identity. Students completed a survey about the effectiveness of the program in enhancing student self-awareness, confidence, positive choices, help-seeking, empathy and making connections with over 78.9% of students expressing positive feedback.



- Delivered the student 'Self-esteem and Positive Peer Dynamics' REACH workshop to 237 Year 9 students. The workshop aimed to shift the peer dynamic to encourage mutual

respect, empathy and individual expression. Students completed a survey about the effectiveness of the program in enhancing student self-awareness, confidence, positive choices, help-seeking, empathy and making connections with over 55% of students expressing positive feedback.

- Facilitated the REACH program ‘Bird Cage and the Locker Room’. Male and female students were separated and challenged to explore and critically question expectations and ideas about gender in society. Over 90% of the students provided positive feedback about the program, such as ‘it helped us understand more about bullying’, ‘I got to understand people around me in my year group’ and ‘It made me think about what I’m saying to others’.



- Co-ordinated the Crossroads Program for 167 Year 11 students focusing on ‘Safe Travel’. Roadwhyz empowers students with the knowledge and skills needed to stay safe on the roads. Students completed a survey with 86% stating that the program enhanced their understanding of the impact of poor decision making on their own and others’ lives when driving.

- Delivered the 'Sexual Health' component of the Crossroads Program to all Year 11 students, providing education in safe sexual relationships, respect and consent and managing the individual's physical and emotional wellbeing as a young adult.
- Supported students in Year 8 to develop an awareness of mental illness, break down the myths of mental illness and understand how people with a mental illness can lead successful lives. Headspace school support is a national evidence-based service that provides support to secondary students who may be affected by a mental illness but also raise awareness.
- Implemented the Top Blokes Program for 56 selected male students requiring social education and mentoring to improve their mental health and social wellbeing. The program has been highly effective in fostering young men's inclusion, building their resilience and empowering them to reach their full potential.

In Special Education

- Purchased six Chromebooks for the Support Unit in order to integrate technology into future focused learning and build digital literacy for these twenty students in order for them to be successful once they leave school.
- Utilised the Chromebooks to enable students to think independently and develop skills that will allow them to flourish in a world driven by technology.
- Integrated Information and Communication Technologies (ICT) across the curriculum for students to learn to collaborate, construct, apply knowledge and seek timely feedback to reflect on learning.
- Participated in a robotics program that was led by the Instructional Leader - Future Focused Learning and three students from the Duke of Edinburgh Program. This enabled eight students to learn more about applications in coding which assisted them to develop skills in problem solving, innovation, critical and creative thinking.
- Incorporated Virtual Reality (VR) into the teaching and learning program which enabled students to move around in an artificial world and interact with virtual features. This experience raised student engagement and increased knowledge retention for all students.

In Literacy

- Identified that over 11 different paragraphing styles were being used across the school and implemented a plan to standardise one model for Years 7 to 10.
- Launched a whole school writing initiative involving cross-curriculum collaboration and the adoption of a school-wide paragraphing structure (TEEEL) with accompanying visual support via the display of posters in all classrooms explaining the paragraphing structure.
- Planned for the implementation of 2019 Best Start Year 7, a literacy and numeracy assessment that occurs in Weeks 1- 5 of Term One. Best Start Year 7 provides a snapshot of a range of literacy and numeracy skills and understandings that students bring to secondary school. It also allows for the identification of students who need additional support and



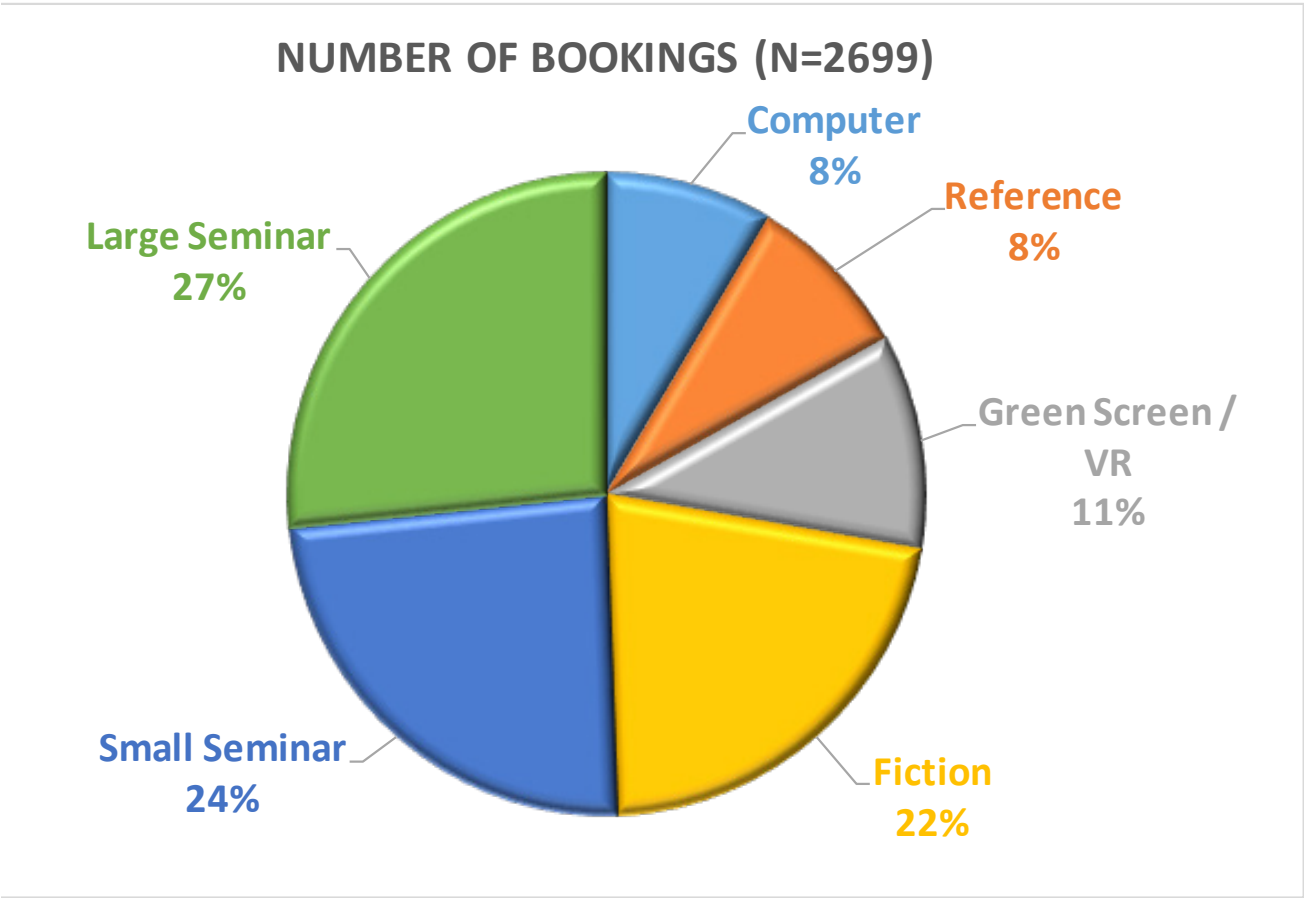


allows for targeted teaching strategies that meet the learning needs of students.

- Supported student learning by placing support staff in classes and using group withdrawal methods to remediate and support the consolidation of basic skills.

In Library

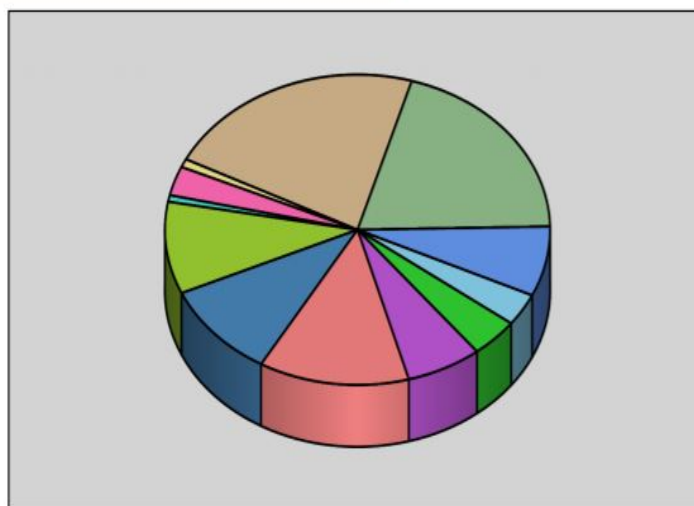
- Facilitated nearly 3000 Bookings for 2018 including classes conducting research, whole school/year programs, QLE and VLE, and the marking of HSC projects.
- Supported senior students during study periods, itinerant support teachers, library and small groups working with Learning Support Teachers and SLSO's.



- Created a Virtual Reality/green screen studio as a whole school resource by converting the audio-visual room. This allowed to students to experience virtual excursions or experiment with resources with no waste and has been utilized by subjects as diverse as History, Art and Textiles. Funding from both the Library and Technology budgets was used to purchase a green screen and lighting for filming, VR headsets, computer and software, 3D printers and flexible furniture. Specialised STEM programs fostering entrepreneurial projects were run using these facilities in Stages 4 and 5.
- Fostered wide reading across the school with many English classes engaged in ongoing wide reading programs and specialised programs running in Stage 6 and also in History. Participated in the Magic Book project run by publisher HarperCollins reading and reviewing books for external judging.

- Initiated a summer reading program with students receiving a goodie bag including a book to keep and activities to participate in to maintain interest over the break.
- Acquired resources to support new HSC courses and make them accessible to students. The lists function of the library system provides a centralized location for students to retrieve annotated bibliographies created by the teacher librarian.

Student Loans	Male	Female
YEAR 10	11 (17%)	54 (83%)
YEAR 11	49 (43%)	65 (57%)
YEAR 12	14 (12%)	102 (88%)
YEAR 7	354 (64%)	203 (36%)
YEAR 8	323 (67%)	160 (33%)
YEAR 9	117 (43%)	154 (57%)



YEAR 10 - Female	YEAR 10 - Male
YEAR 11 - Female	YEAR 11 - Male
YEAR 12 - Female	YEAR 12 - Male
YEAR 7 - Female	YEAR 7 - Male
YEAR 8 - Female	YEAR 8 - Male
YEAR 9 - Female	YEAR 9 - Male



STRATEGIC DIRECTION : 2

Strong community support and satisfaction

In Aboriginal Education

- Conducted Personalised Learning Plan (PLP) meetings with 20 students, with at least one parent or carer in attendance. All PLP's were updated and placed onto the network drive for staff to access and implement.
- Organised six Junior AECG meetings with an average of 14 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. This included a ceremony led by the Junior AECG for Years 7 and 9 students, morning tea with parents, four 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 and the significance of the Apology in 2008.
- 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 professional learning program. This increased staff awareness about Aboriginal culture and how best to support the educational outcomes of our Aboriginal students.
- Provided the opportunity for three staff to attend a Cultural Capacity Training workshop with Speaking in Colour. This workshop increased their cultural understanding and their ability to incorporate Aboriginal perspectives in to the classroom.
- Facilitated the attendance of nine JAECG students and three teachers at NAIDOC ceremonies at our partner primary schools. This provided a leadership opportunity for these students and strengthened community and school links.



- Organised for six students and two staff to attend Walk a Mile Koori Style. This event raises awareness about domestic violence in the community and provided students with the opportunity to stand with others against domestic violence.
- Provided an opportunity for 20 students to attend a Cultural Workshop with an Aboriginal Elder. This workshop enabled students to learn more about their heritage and the use of culturally appropriate images.
- Facilitated the continuation of an Aboriginal Dance Group, led by an Aboriginal person in the community. Ten students met every fortnight and have learnt four traditional Aboriginal dances. This has increased and supported their cultural understanding.
- Facilitated the continuation of a Didgeridoo Group. Eight male students met once a week and have learnt how to circular breathe and play a range of animal sounds. This has increased and supported their cultural understanding.
- Facilitated the continuation of a Contemporary Art Group. Six students met once a week and have learnt about technique and colour. This has increased and supported their cultural understanding.

In English and Drama

- 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. This is particularly relevant to the students moving through Stage 6 as the new syllabus has a focus on this aspect of learning. In this year's Year 11 task for the module Reading to Write, peer marking was part of the assessment process.
- Organised the HSC Drama Showcase in the Drama room to allow 11 students to perform for their family and friends in a supportive environment. This showcase was an important aspect of their preparation for the HSC and also allowed the students to create strong community links with many past students attending as well as with their family and friends.
- Encouraged 4 Year 11 Drama students to be involved in several MAD Nights to continue their development as performers. Opportunities such as these allowed them to refine their skills and create strong community connections.
- Facilitated the conduct of a fundraising event for 15 Year 12 English Studies students for their unit of work, 'We are Australians: Community and Citizenship'. Their chosen organisation was Soldier On which raises money and awareness for Veterans and their families. The students created an army themed day and provided an inclusive environment for all students and teachers in the school, including students from the Support Units. On the day there were events such as an army inspired obstacle course, barbeque, cake stall, live music, snow cones and face painting. A number of faculties were involved and this event provided excellent connections between the students and the community.

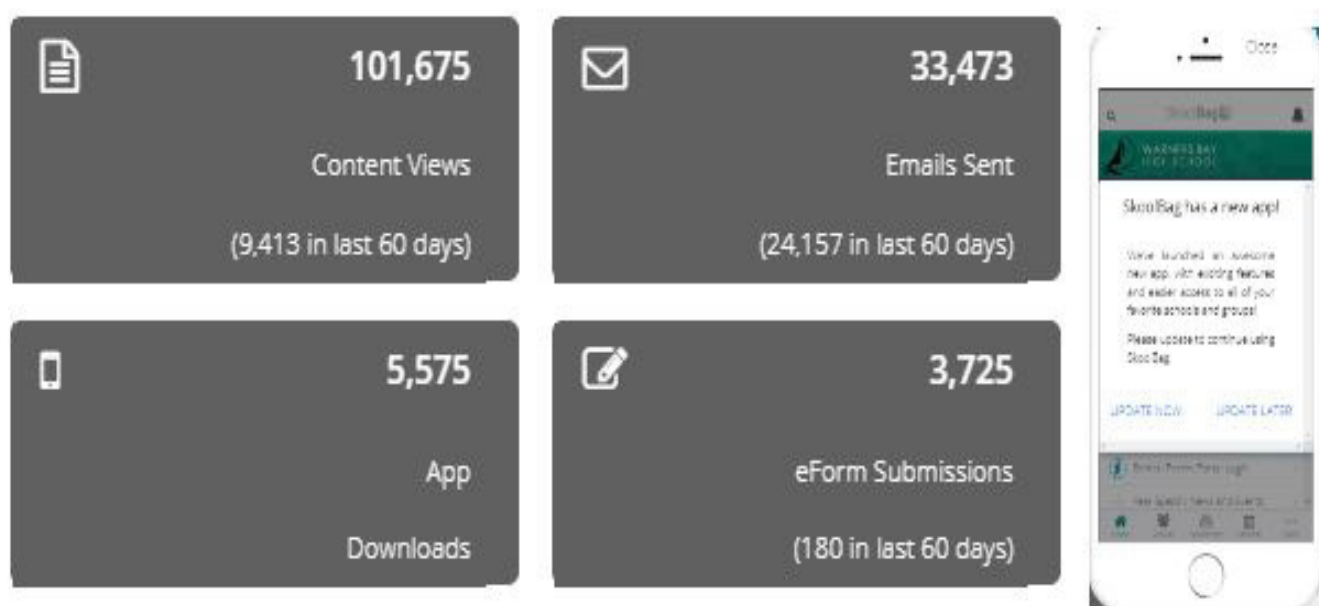
In Creative and Performing Arts

- Celebrated student successes and participation in Creative and Performing Arts events through school publications such as the School Communicator, Parent Bulletin, SkoolBag App 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. Six students received this prestigious award, encouraging participation and confidence in their art making.
- 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. Six students received this award, highlighting the depth of talent in music classes.
- Continued to communicate the successes and important educational events of the Warners Bay High School CAPA Faculty using the school website and Facebook page, 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 Visual Arts 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 a Ceramics Program consisting of four workshops to create a series of Merran Esson inspired clay sculptures. This program encouraged 12 students to be active members of the school community and instilled a sense of pride.
- Co-ordinated, developed and implemented the Music GATS program creating partnerships through the celebration of Music education within our school community. Twenty four students from Warners Bay, Eleebana, Valentine and Biddabah Public Schools worked with Music students from Warners Bay High to develop their ensemble skills.
- Presented three Music, Art and Drama performance evenings, attracting over 400 people to each performance and providing students with opportunities to demonstrate their achievements in CAPA.
- Facilitated Year 10 Ceramics and Visual Arts students' artworks in the Launchpad@ Lake Mac Libraries exhibition at Charlestown Library 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 20th century Modern Art, 21st century postmodern art and contemporary social commentary as evidenced in Case Study work. This was explored through experiential learning and visits to contemporary galleries such as the Museum of Contemporary Art and The Art Gallery of NSW.
- 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 Technology

- Rolled out the new update for the Skoolbag App. Its use has continued to grow with up to 5,575 current app downloads and consistent use made evident by over 100,000 views.



- Facilitated a parent forum on digital communication addressing how the school could further improve their processes to meet the needs of all stakeholders. This focus group resulted in a shift away from a sole reliance on phone notifications and now incorporates emails. 24, 157 emails sent in the last 60 days of the 2018 school year.
- Stimulated growth in the online participation of parents and whole school community with over 1000 likes of the flagship facebook page- Warners Bay High School. This has created a continuous feed of fun and vibrant school images, videos and albums. The reaction of parents has been 100% positive and all participants have engaged with the Facebook site in the spirit with which it was designed. Parents and carers are able to show support for all students while the nature of photo submissions means that photo privacy is maintained.



In Technological and Applied Studies

- Initiated the development of the WBHS TAS Facebook page to showcase student projects, designs and successes to parents and the community.
- Celebrated student success and participation through school publications such as the Parent Bulletin and WBHS Website.
- Provided opportunities for 17 students to showcase their practical Textiles and Design and Industrial Technology Metals design projects and major works in a series of static displays mounted in the Front Office foyer.
- Catered for 150 participants in the NAIDOC Day celebrations at WBHS with the assistance of 10 Year 11 Hospitality students.
- Conducted a practical food preparation activity for 20 students visiting from our Japanese sister school, Sugunami High School, exposing them to Australian cuisine and cultural practices.
- Facilitated the completion of 70 hour Work Placements within the local community for



8 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 12 students and 3 members of the community with particular expertise in timber, metal and textile-based activities.
- Initiated the contact with Alex Parker from the University of Newcastle's NeW Space City Canvas to create an opportunity for future HSC Design and Technology students to visit and observe collaborative design spaces.
- Welcomed Creative Industries Career and Study Pathways to University staff who visited WBHS to discuss the Creative Industries degree.
- Designed and developed the TAS 'Gotcha' reward system to recognise and reward students on best practice, behaviour and effort in all TAS subjects. The weekly prize draw was welcomed and enjoyed.

In PDHPE

- Facilitated the involvement of 180 students in 28 Combined High Schools and other organisation - sponsored knockout competitions, resulting in; winning the Years 9/10 Boys Touch Australian 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 Boys Football, Hunter Region Indoor Soccer Champions in Years 7 and 8 boys and the Under 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 and displaying and developing their skills.
- Celebrated the success of 14 students awarded placings medals at the NSW Combined High Schools major carnivals including Swimming, Athletics and Cross Country.
- Celebrated the success of 7 students awarded Hunter Sport Blues acknowledging their achievements in representing the Hunter Area.

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 additional support in Mathematics a number of times during the week.
- Initiated the 'Maths and Milo' program which involved staffing a tutorial room every morning from 8.00am to 9.00am. This enabled students to seek assistance from specialist teachers in an informal environment.

In History

- Designed an electronic survey to gather feedback on student satisfaction with History courses. Feedback provided contributed to positive changes in teaching practice, particularly lesson introductions.
- Commemorated ANZAC Day and Remembrance Day, raising awareness of the Centenary of the signing of the Armistice which ended World War 1.



- Facilitated the installation of a Remembrance Memorial commemorating the Australian Infantry Force. The Memorial utilised funding from the Department of Veterans Affairs Armistice Centenary Grant and will be a focal point for future commemorations.

In Social Science

- Facilitated the celebration of Harmony Day, with students and staff organising festivities in the MPC featuring international food vendors and drumming. Thirty teachers and 120 students, including all WBHS English as an Additional Language/Dialect (EALD) 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.

- Enlisted the aid of one high-performing student, (as part of establishing an alumni), and a solicitor, and interactions with court staff to assist the School Mock Trial Team in preparation for the Inter-school Competition.

In Student Welfare

- Co-ordinated and implemented the successful Years 6-7 “Leapfrog” Transition Program for 26 students. The program was developed for students requiring individualized attention and support when moving into a large comprehensive high school. Anecdotal Parent and student 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 around the school, reading timetables, locating staff from different faculties and understanding the day-to-day running of a large high school.
- Conducted 12 Learning and Support Team meetings for students with disabilities and/or support needs who will be attending Warners Bay High School in 2019. 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 at risk through the Learning and Support Team meetings. Meetings are held weekly between the Deputy Principals, Head Teacher Welfare, Stage Head Teachers, the School Counsellor and Learning and Support Teacher. Teachers have expressed satisfaction in 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, utilizing strategies such as time-out and mentoring through contact with the School Counsellor, Head Teacher Welfare, Stage Head Teachers and Year Advisers. Many students accessing daily support demonstrate improved emotional wellbeing and therefore educational success.
- Developed 69 individual Health Care Plans in consultation with parents and carers. These plans are implemented and supported by our First Aid Officers for 69 students. Review of Health Care Plans occurs annually or as needed.
- Liaised with Eastlakes Youth Services to provide individual mentoring through highly trained Youth Workers supporting students who are at risk of not completing their Record of School Achievement. 80% 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.

In Special Education

- Conducted 25 Individual Education Plan (IEP) meetings with families in both mainstream and Support Unit. All IEPs were updated after review meetings and placed on SENTRAL for all staff to access and implement.
- Developed and reviewed Behaviour Management Plans, Risk Assessments and Crisis Management Plans for twenty five students in both the mainstream and Support Unit. All plans were updated and placed on SENTRAL for all staff to access and implement.
- Developed strong and positive relationships with the eleven students, their families and the three staff who started in the two new support classes this year.
- Utilised Integration Funding Support (IFS) to employ a number of School Learning Support Officers throughout the year to assist students in the mainstream who have a range of diagnosed difficulties or require additional individualised support.
- Evaluated the effectiveness of School Learning Support Officers for students in mainstream. Adjusted this support where necessary to cater for students' individual needs, including providing extra teacher support. School Learning Support Officers enabled students to access the curriculum according to their individual needs, to become more organised and engaged with learning.
- Organised and held a fundraising stall where staff and students could purchase cupcakes in order to raise money for the RSPCA. The stall was quite successful and raised \$366.00
- Celebrated the involvement of eight Support Unit students who performed on stage at the end of year Formal Assembly for Year 8. Students sung and played musical instruments with their mentor music teacher.
- Celebrated the participation of three Aboriginal students in the school's Didgeridoo Group. This allowed them to feel connected to culture and the school community.

In Literacy

- Prioritised Literacy and Numeracy in the WBHS School Plan as a key learning and teaching strategic direction, supported by the creation of a whole school Literacy Plan to inform professional learning, classroom practice and future planning, underpinned by an audit of school literacy practices.
- Audited literacy teaching practices of staff and recorded that 72.4% of staff reported teaching literacy at least once a week. 50% of audited staff expressed an interest in learning how to evaluate NAPLAN data using SCOUT and Insights. 53.2% of audited staff regularly use Super Six strategies and A Learning And Responding Matrix (ALARM). 78.7% of staff responses reported that short answers are a common assessment style and 63.8% indicated that they made use of essay-style tasks. The Literacy Team responded by creating a uniform structure to short answer and essay responses. 87.2% of staff reported providing exemplars to students prior to assessment tasks. Meanwhile, 25.5% of staff indicated a need for further support in using comprehension strategies in teaching.

- Drafted Procedures and Guidelines in Literacy Practices document there is to be reviewed by teachers and executive prior to publication in 2019.

How do I write a **TEEEL Paragraph?**

T	TOPIC	What is the main idea of the paragraph? Use key words from the question. -Define, identify, outline	The author demonstrates... One could argue that... This piece shows us... In this text, we are shown...
E	EXPLAIN THE TOPIC	Give more detail on the key idea. Explain the idea further and if text-based make links to the text. - Explain, account, what/why, cause/effect	This is shown in the quote... For example, the author... This is evident in the line... This is shown in the illustration... This is demonstrated by...
E	EXAMPLES TO SUPPORT THE TOPIC	Give EVIDENCE of what you are discussing. This may involve identifying a technique, example, facts, figures, opinions or a statement to support your argument. - Analyse, examine, how/why, predict, interpret, synthesise	This is an example of... This is a ... The use of...demonstrates... By using...
E	EVALUATE HOW EXAMPLES SUPPORT THE TOPIC	Judge the example in shaping meaning of the main idea. How do those facts, figures, opinions or statements prove that you are right? Do they connect? Or explain their significance in relation to the Q. -Compare, contrast, appreciate, justify, significance	This is significant because... The author does this to show us... This example demonstrates... This suggests that... Based on this it appears...
L	LINK TOPIC AND CONNECT TO Question and/or next paragraph	Link back to your topic, reinforce the key ideas and connect your answer to the question. Ensure you are using key words from the question.	Therefore, Thus, Due to this...

The Student Representative Council

- Co-ordinated the participation of 10 students in the 40 Hour Famine Challenge. Participants were required to subsist for 40 hours relying only what they could pack into a small backpack. More than \$1000 was raised to help provide essential services for some of the world's most vulnerable children.

University / School Preservice Teaching Partnership

- Continued expansion of WBHS's professional relationship with the University of Newcastle to identify best practice regarding Teacher Education Student placements. Ongoing evaluations of the experiences of both preservice teachers and our school's co-operating teachers confirmed the 2017 identification of a specific list of effective factors leading to successful placements. These findings were shared with Professional Experience Co-ordinators of Hunter schools at a University of Newcastle organised meeting and 40 high school principals at a meeting of the Hunter Secondary Principal's Council. Ten schools have met with the WBHS HUB co-ordinator seeking further information regarding the research results and use of the support documents developed at the school.
- Supervised 28 Teacher Education Students from the University of Newcastle in their educational placements. 27 of these preservice teachers satisfactorily completed their placement. Feedback from these preservice teachers praised the support and commitment

of their co-operating teachers, the support from other teachers and the engagement of our students.

- Participated in a University organised Master of Teaching school visit. The University organised for WBHS to host an immersion day during Term 1. 55 Teacher Education Students visited WBHS. Following presentations by the staff on University nominated topics the Teacher Education students were split into groups of 3 to 4 to observe at least 2 classes. 30 WBHS classroom teachers participated in this program. Evaluations from the University Students were overwhelmingly positive, praising the energy and skill of teachers and expressing great appreciation for their support.
- Nominated as a “Most Valuable Partner” as part of the University of Newcastle 2018 Student Engagement Awards.
- Developed lesson observation sheets to assist Teacher Education Students in their observation of WBHS teachers. Slightly modified versions of these sheets were used by the University in their own programs.
- HUB Co-ordinator participated in the University of Newcastle GLEN Symposium, an international forum to highlight programs in teacher education from across the world. The HUB Co-ordinator also participated in training for University Supervisors in the new University initiated “Teaching Performance Assessment” procedures, new government introduced procedures to ensure the development of effective classroom teachers entering the teaching profession.



STRATEGIC DIRECTION : 3

Teachers as Leaders of Learning

Professional Learning

- Facilitated teacher professional learning with 12 optional professional learning sessions hour developed and led by various teaching staff and conducted outside school hours. Topics included using ICT to engage students; Project Based Learning; Future Focused Learning; ALARM Matrix; NESA Standards/accreditation; GOOGLE classroom; and Managing Difficult Conversations.
- Conducted 18 professional learning sessions for 85 staff during scheduled staff meetings covering topics such as coaching; library digital resources; Code of Conduct; Teachers' Mutual Bank; Mental Health; and Literacy.
- Conducted an optional Professional Learning program for four Early Career Head Teachers.
- Facilitated the presentation of a three hour workshop relating to Teacher Management and Performance for 18 executive staff.
- Facilitated a Community of Schools (CoS) professional learning program - "Christine Anu - In Conversation and Song" for 85 teaching staff and 30 AECG parents and students.
- Developed and implemented a Leadership and Development program spanning ten sessions for staff aspiring to Leadership positions. Sessions included "A Passion for Leadership"; Faculty Leadership; The Leadership Framework; Team Building; The Front Office Demystified; Accountability; Programming and Registration; Coaching; Communication Principles; and Negotiation/Mediation.

In English

- Encouraged 40 students to participate in holiday tutorial sessions to remediate and enrich their skills in essay writing in English and theory development in Drama. Tutorials were also offered before school on a regular basis to assist students in developing their skills in analysing texts in preparation for Paper One in the HSC.
- Analysed RAP and SMART HSC data to refine teaching programs and scope and sequences to ensure a process of continuous growth in student results. Mentoring and collaborative practices were shared via faculty meetings and a review day held on Saturday 7 April when all faculty members attended for the day and evaluated teaching programs in preparation for the remainder of the year to ensure that all programs reflected best practice.
- Continued the development of 10 teacher's skills through the provision of access to a range of training opportunities with a particular focus on the new HSC syllabus. Teachers attended local workshops at West Wallsend High facilitated by Paula Madigan as well as courses run by the NSW Teacher's Federation in Sydney.
- Organised for members of the faculty to participate in the annual ETA conference in Sydney

to ensure that relevant content knowledge continued to be accessed and being brought back to the faculty for benefit for of all staff.

- Participated in the bi-annual State Drama Conference where members of staff attended workshops on a range of different theatre styles and were exposed to best practice in both practical and theoretical aspects of Drama with a focus on Stage 6. On their return teachers were able to implement a number of different strategies in their class room to benefit students in their preparation for the HSC.
- Collaborated with 10 teachers from other local schools in a Hunter ETA writing project that allowed schools to share their own classroom programs and practices in a collegial way to assist in the development of resources for all schools in the area. This involved a meeting and discussion and then the sharing of resources through the media platform, SWAY.



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 the lessons of their colleagues and looked specifically at areas of pedagogy where improvement could be made. As a result, Mathematics teachers participated in meaningful dialogue about pedagogy and ways to improve student learning outcomes.
- Developed the skills of the Mathematics faculty in the use of Sentral Markbook and Google Classroom to improve student engagement and support and provide opportunities for students to improve their learning outcomes.
- Utilised the support of the University of Newcastle Mathematics faculty to collaboratively mark University student assignments which are directly linked to the Stage 5 Mathematics syllabus.

In Science

- Released two staff members to attend an Early Career Teacher workshop. This workshop provided information about managing the learning environment and attaining Accreditation at Proficient status. As a result one staff member has submitted their accreditation and the other has begun collecting their evidence as per NSW Education Standards Authority (NESA) requirements.
- Arranged for one staff member to attend a NSW Teachers' Federation course on Classroom Management through Effective Teaching. This course enabled the teacher to increase their skills in the classroom to strengthen student learning and engagement.
- Released one early career teacher to attend a Science VALID Item Writing workshop. This two day course trained teachers on how to write diagnostic test items. The staff member now has an increased ability to develop quality assessment tasks.
- Arranged for three 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 criteria.
- Released one staff member to attend a workshop on the new Stage 6 Science Syllabus. This workshop provided information about the new Depth Study requirements. The staff member has been able to assist all faculty staff in the development of Depth Studies for Years 11 and 12.
- Facilitated the participation of six staff members in an online Science Extension course. This course provided information about the content and Research Project requirements. As a result staff are now aware of the increased statistical requirements and the structure of the Research Project.
- Organised two staff to attend the Conasta Science Conference in the July school holidays. Workshops and key note speakers addressed current and emerging issues in Science, including the new Stage 6 Syllabus. This increased and supported the implementation of the new syllabus.
- Organised for one staff member to attend a workshop on the new Stage 6 Biology Syllabus. This two day workshop provided information about the theory and practical elements of the new course. The staff member now has an increased understanding of the requirements of the course.
- Released one staff member to attend the Royal Botanic Gardens workshop on embedding Aboriginal perspectives into the new Stage 6 Biology syllabus. This workshop increased the staff member's knowledge of bush medicine and how to incorporate Aboriginal content into the new syllabus.
- Organised for one staff member to attend a workshop on the new Stage 6 Investigating Science syllabus. The workshop unpacked the content and skills embedded in the new course and increased the staff member's knowledge and ability to develop quality learning programs.

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 on 'Lifting Achievement Year 7-12' at a workshop as part of the Professional Development afternoons. The focus was on strategies that can be utilised in the classroom to enhance learning and achievement, including assessment and feedback activities.
- Released all nine faculty members to work collaboratively to evaluate new programs, assessment schedules, tasks and resources for the Australian Curriculum Geography for Years 7-10 in 2019.
- Released two staff members to attend a two day ELC Business Studies Teacher's Conference and another day on 'Understanding and Successfully Teaching Finance in HSC Business Studies' allowing them to design and implement more effective teaching and learning programs, provide networking opportunities and enhance student learning outcomes.
- Released one staff member to undertake an online course, 'Enabling Growth Mindsets' to develop skills in building a growth mindset and assisting students to lift achievement in the HSC.
- Encouraged four staff members to undertake HSC Marking in Society Culture and Business Studies to assist with the provision of intensive individual mentoring for HSC students to improve exam technique.

In Creative and Performing Arts

- Provided the opportunity for two members of staff to undertake HSC Visual Arts Critical and Historical examination marking to develop strategies for students to enhance deep knowledge and understanding of the theoretical components of Visual Arts.
- Facilitated 11 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 7 teachers to develop greater skills and techniques in areas such as ceramics, digital animation, Adobe Photoshop, painting, photography and conducting through online courses and peer mentoring programs.
- Provided the opportunity for one member of staff to participate in a welding sculpture short course at the National Art School. This professional learning provided a unique opportunity to work with Contemporary Australian Sculptor, Sam Valenz and to experience new products and new artmaking techniques.
- Facilitated the participation of five staff members in a Ceramics workshop. Staff were provided with the unique opportunity to work with Contemporary Australian Ceramic Artist, Merran Esson, to develop their skills, knowledge and understanding clay as an

expressive art form.

- Provided and facilitated opportunities for 7 staff members to engage with the contemporary and historical artworld by visiting art galleries to view exhibitions such as: Tim Maguire, The Archibald Prize, Sculpture by the Sea, Brett Whiteley, the Kaldor, the Kilgour Prize 2018 and the Biennale of Sydney. 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.
- Provided four staff members with Professional Learning opportunities by participating in eight workshops organised by the University of Newcastle HUB Professional Development. Staff were given the opportunity to expand their knowledge and understanding of education and pedagogy, working with leading educational experts.
- Released one staff member to participate in the STEAM Workshop at the Museum of Contemporary Art. This workshop provided learning strategies for teaching Science, Maths and Engineering through the lens of art, contemporary practices and how art can extend learning and engagement with concepts from the digital technologies in the Visual Arts curriculum, such as computational and algorithmic thinking.
- Strengthened the capacity to work collaboratively by creating a Team Drive through Google Drive. This shared network allowed teachers to store and access student work samples, programs, marking criteria feedback sheets, resources, worksheets, marks, registrations and assessment reports.
- Accepted an invitation to attend Virtual Art – A Visual Arts teacher focus group study. One staff member joined the Virtual Art focus group which comprised involving 20 teachers from across NSW, to collaboratively review, provide feedback on, and discuss the effectiveness of a series of online resources. Teachers individually and collectively answered a series of structured questions, in the form of a focus group. The group aim was to find a solution for teaching and learning students whose educational needs are not being met, due to lack of opportunities for engaging with art, as a result of their geographic location. Participants brainstormed and planned an ideal virtual learning event based on an existing KALDOR project, designed to increase and support teaching, learning and student engagement in learning environments around NSW.
- Released one member of staff to complete an update of qualifications for a Certificate IV in Training and Assessment to support the teaching of the Entertainment Industry. This course enabled staff to remain up-to-date with current industry requirements and additional competencies.
- Facilitated the participation of one staff member in the Musical Futures Workshop, an innovative approach to music learning, based on a pedagogy that is driven by the musical culture of the participants. It brings real-world music learning processes into schools and other formal settings, engaging and inspiring all, and promoting inclusion and diversity.
- Supported the participation of two Music teachers in an HSC Composition marking day, focusing on strategies to enhance HSC Music examination results.

- Encouraged one staff member to complete a conductor's professional training program that focused on developing an understanding of how to conduct students and bring personality into the way music is conducted and performed.

In Technological and Applied Studies

- Conducted a professional learning afternoon for the TAS faculty focusing on the new Stage 4 Technology Mandatory Syllabus to be implemented in 2019.
- Engaged in an ALARM workshop at WBHS. Six TAS teachers participated in a 3 hour Introduction to ALARM workshop, discussing the ALARM scaffold and how it can be utilised in TAS subject areas to enhance student learning and engagement.
- Supported two TAS/VET teachers completing their Certificate IV in Training and Assessment. This involved two days of training and a further two days release to complete.
- Supported one TAS teacher's participation in the University HUB Professional Learning - pilot program conducted by the University of Newcastle.
- Strengthened TAS leadership through the Head Teacher's participation in school-based leadership workshops focusing on the Leadership Capability Framework, difficult conversations, coaching strategies, situational leadership and building qualities of a strong leader.
- Supported one TAS teacher to participate in Unpacking Technology Mandatory Syllabus run by Donotpanic.net in Newcastle. This facilitate the development of programs and resources to support the implementation of the new syllabus in 2019.
- Facilitated the participation of one TAS teacher in the Design Thinking across the Curriculum: Deeper Learning through Real-World Projects professional development activity focusing on implementing positive strategies for Years 7 and 8 Technology Mandatory and Years 11 and 12 Design & Technology.
- Engaged and supported the participation of two TAS teachers of the Technology Mandatory Syllabus Implementation professional learning for the new Stage 4 syllabus to be implemented in 2019.
- Facilitated the participation of two TAS teachers in Coding in Stage 4 Technology Mandatory workshop to support the Digital Technologies section of the new Stage 4 syllabus. These teachers developed skills in using Arduino and Tinkersshield technologies which will be used to enhavnce student learning.
- Supported three TAS teachers to attend Happiness Mission workshops in Food and Ag, Textiles and Engineering to support he implementation of the new Technology Mandatory Stage 4 syllabus in 2019.
- Supported one TAS teacher to attend the Technology Education Conference Day participating in workshops in Virtual Reality and Augmentative Reality and Adobe Illustrator, and using a laser cutter. This teacher also attended the liate Technology Education Conference - Hands on Technology Weekend- CAD Autodesk Fusion 360.

- Supported one TAS teacher in the Professional Learning of Unity Game Coding, Fusion 360 (CAD Program) and a Scratch Programming course. These skills will be implemented in the Stages 4 and 5 Technology and Engineering courses 2019.
- Facilitated the participation of one staff member 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 –New PDHPE Syllabus Implementation' activity day to build the capacity of PDHPE staff members. This information was shared and delivered to the entire PDHPE faculty in preparation for the writing of new programs for 2019. 80% of the staff have completed the online training module to compliment this process.
- Released two staff members to attend a 'Sport Trainer' professional development day focusing on developing an awareness of risk management procedures applicable to school sport.
- Facilitated the participation of 1 teacher in the ACHPER PDHPE Syllabus Program Development professional development day. A further 2 teachers attended a local planning group to collaboratively develop programs for the new syllabus to be implemented in 2019.

In History

- Collaborated with the University of Newcastle School of Education to enable 23 Preliminary Ancient History students to participate in an archaeological dig at school. Ancient History Teachers benefited from the expertise of lecturers from the University and the positive experience inspired other teachers to trial experiential learning strategies. The archaeological dig required students to simulate authentic roles on a typical dig site. As a result, students developed a real world understanding of excavation and recording techniques.
- Inserviced teachers via two professional learning sessions in the use of ICT to enhance student learning with a focus on creating interactive activities using Edpuzzle, Hot Potato and Quizlet.

In Languages

- Convened the Hunter Head Teacher Networking event that prepared our three language staff for the implementation of the new curriculum.
- Organised and attended four Hunter Language Teacher Meetings over the year. Discussed objects of significance and relevance to the students studying languages in the Hunter

Region. Staff assisted with the organisation of the Last Word Film Contest and other activities open to all students studying languages in the area, hosted by the University of Newcastle.

- Refined and consolidated programs and resources for the Chinese Beginners course introduced in 2017. This course expanded the choice of future-focused languages available to students at Warners Bay High School.

In Student Welfare

- Facilitated professional development in the Student Wellbeing Framework for members of the student wellbeing team in order to enhance staff knowledge and understanding of how the framework applies to their role as Year Advisers. Wellbeing team members have developed a greater capacity to address the needs of the students in their cohort.
- Reviewed and updated the roles and responsibilities of the Year Advisers and aligned these responsibilities with the Student Wellbeing Framework. By mapping the role statement against the Wellbeing Framework, Year Advisers strengthened their understanding of the cognitive, physical, social, emotional and spiritual development needs of young people.
- Developed and implemented a Wellbeing Scope and Sequence for the delivery of programs which addressed the changing wellbeing needs of students throughout 2018. Year Advisers understand the current issues affecting their cohort, and this ensured the meaningful delivery of authentic programs and presentations by community based organisations which were responsive to the needs of young people.
- Facilitated the participation of three staff in the updated Anti-Racism Contact Officer (ARCO) Training course. This online course delivered knowledge about the policies, procedures and impacts of racism in schools. Staff are now able to effectively address, manage and report issues of racism within the school.

In Special Education

- Provided professional learning for four teaching and three non-teaching staff. Professional learning covered topics including student and staff wellbeing, differentiating the curriculum for students with disability, trauma counselling, road safety, incorporating life skills into different key learning areas and understanding Autism. This improved staff teaching quality which positively impacted learner outcomes.

In Literacy

- Analysed school performance in NAPLAN with detailed item analysis to identify strengths and weakness of students in Years 7 and 9. This presentation was delivered to 18 executive and 75 staff to enable targeted teaching in areas of deficit.



- Created the Literacy Team with one representative from each faculty attending fortnightly meetings to plan professional learning for Staff Meetings.
- Adopted a model of instructional leadership wherein Literacy Team members are provided with opportunities to deliver professional learning in staff meetings, sharing best practice pedagogies in literacy and numeracy across all 10 faculties. Twenty professional learning sessions were implemented.
- Utilised staff meetings to train all school teaching staff in paragraphing structures, short answer responses, vocabulary reinforcement activities, sentence types and the mode continuum.
- Reviewed Super Six strategies in teaching comprehension of texts during the Term Three Staff Development Day.
- Trained the Literacy Team in the procedures of Best Start Year 7 2019 online implementation processes.

In Future Focused Learning

- Received 43 Future Focused Learning Plan submissions which were written in conjunction with teachers in order to prioritise training and development. As a result these teachers were able to receive targeted support that enabled them to deliver highly engaging lessons that focused on 21st Century skills for learning.
- Initiated team teaching partnerships across a number of faculties to support teachers in the delivery of Future Focused Learning initiatives, using the Instructional Leader Future Focused Learning and Technology Support Officer. This developed confidence in teachers and students and ensured that support was available as new concepts, procedures and technologies were utilised for the first time.
- Implemented two optional Professional Development afternoons and several ad hoc presentations for teachers to engage with new technologies and reinforce the use of Google Classroom, Google Suite and Future Focused Learning Strategies. This resulted in several teachers obtaining accreditation in Google Suite and the delivery of engaging lessons for students.

In Teaching and Learning

- Provided professional development and assistance to five Early Career Teachers and two Casual staff members who satisfied requirements for accreditation as Proficient Teachers.
- Provided support to three experienced members permanent members of staff who successfully applied for maintenance of accreditation as Proficient Teachers with NESA.
- Developed and implemented a structured professional development program to build the capacity of seven Early Career Teachers.
- Facilitated the accreditation of a further three members of staff as Supervisors of Preservice Teachers, bringing the total number of WBHS teachers who have completed

online training with the Australian Curriculum , Assessment and Reporting Authority (ACARA) to 48.

- Provided professional experience placements for 24 Teacher Education Students from the University of Newcastle, providing in excess of 700 hours of professional guidance, mentoring and coaching support.
- Facilitated the induction of 25 Teacher Education Students (TES) from the University of Newcastle into a school setting. The TES were welcomed into each of the faculties and shadowed staff as they carried out the activities associated with a typical school day at Warners Bay High School.

University / School Preservice Teaching Partnership

- Provided ongoing professional development to all staff to increase skills in coaching. The Term One Staff Development Day featured workshops led by consultants from “Coach in a Box” to develop further skills in mentoring and effective communication. All executive participated in a further workshop on “Having Difficult Conversations” to further increase leadership skills.
- Facilitated the participation of 20 teachers in a University of Newcastle designed, multi-phased course with an emphasis on quality teaching practices, coaching strategies, leadership and teacher wellbeing. This course was presented by members of the University of Newcastle School of Education.
- Initiated and conducted in consultation with executive staff an audit of the Early Career Teachers mentoring procedures, based on an evaluation of previous procedures in 2017. This resulted in a new set of school procedures designed to more effectively mentor early career teachers across all faculties.
- Eight executive and leadership aspirants conducted a multi-phased professional learning course to increase leadership skills and knowledge. The course was presented by the Principal, Stage Six Deputy Principal, Head Teacher Teaching and Learning and the HUB Co-ordinator. Participants reported greater confidence in leadership capabilities.

