

Whitebridge High School Annual Report



2016



8390

Introduction

The Annual Report for **2016** is provided to the community of **Whitebridge High School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Ian Wilson

Principal

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Message from the Principal

In 2016 we continued the continuation of the provision of many positive experiences and achieve successful outcomes for our students. We are proud that we are a comprehensive school that opens its doors to all students in our local area. We are proud that we punch above our weight in terms of student outcomes, academic achievement, student placement in apprenticeships, traineeships and employment opportunities. We are proud of our facilities, and bushland setting. We are proud of our dynamic and high calibre teachers and their endless capacity for doing the best for their students while continuing their own professional development to be better at their teaching. We are extremely proud that our school has an inclusive and cohesive culture that demonstrates the diversity of our local community and family of schools. We are also proud and extremely grateful that we have a supportive community and parent body that encourages students to fully engage in their learning and do their best. In short Whitebridge High School is a great school, doing its best to be a source of community, safety and learning for our students.

It was great to be back in the principal position last year. I am extremely appreciative for the leadership of Margaret Rennie and Janine Taylor, the senior executive and the Learning Centre Leaders who form the executive of the school.

Supporting our school is the Parents and Citizens Association (P&C) and Canteen team. These groups have given their time and efforts to assist in the day to day operations of teaching and learning, as well as feeding our students and the overall governance of our school. Thank you for your contribution over the year. Together we work cohesively to ensure our school is the best it can be for our students.

Of note in 2016 was the leadership of our student governance teams. I congratulate Anna Stoddard and Lachlan Davis for their leadership of the Student Executive Council through the role of School Captains, they have lead the SRC excellently. I am indebted to the work of Edward Ryan, Year 12 Advisor, who led this cohort of students over the past six (6) years.

Congratulations to Leroy France the 2016 Dux of the School. Our HSC results were very pleasing with the whole 2016 cohort producing results that showed a distinct shift in the distribution across the bands moving up from band 2 to band 3, band 3 to band 4 and band 5 to band 6. This is good result right across the board for the cohort.

In 2016 our school continued to pay a high level of attention to student voice. This innovation in our practice stems from the school's participation in the Australian Institute of Teaching and School Leadership (AISTL) national innovation program. Together with Warners Bay High School we explored the use of student voice and feedback both to students from teachers and from students to teachers about learning and teaching. This practice is based on the 'effect size' research of John Hattie and construction and use of language ineffective feedback by Carol Dweck. We are impressed with the impact of this collaboration with a neighbouring high school and the developments in teachers' learning and practise across the two schools. We have been able to explore initiatives in teachers' practice for the benefit of our students.

We have continued our focus on developing our school to meet the needs of our students to participate on a global stage through our relationships with sister schools in China and Japan. The school conducted field trips to China and Japan in 2016.

We also look forward to continuing our school programs that nurture the qualities of respect, self-discipline, responsibility and courteous behaviour as well as reinforcing high expectations in learning and achievement for all students in 2017.

School background

School vision statement

Whitebridge High School will be a learning environment that prepares students to meet the challenges and seize the opportunities of the 21st Century.

We will strive to develop optimistic, future-focused and outward looking students who are creative and critical thinkers, collaborative learners, and effective communicators, capable of thriving in a rapidly changing world.

Our vision is built on a fundamental principle of public education:

- that in a just and civilized society all students have the right to the highest quality education;
- an education that provides a fair go for all, is comprehensive in curriculum;
- that places high expectations on all participants in the education process;

and that aims at developing effective life-long learners and responsible citizens.

School context

Whitebridge High School draws students from the local community that includes the suburbs of Charlestown and the southern beaches area of Newcastle. It has out-of-area enrolments of over 15%. It is a co-educational, comprehensive high school of 970 students with a broad socio-economic profile. The school has an indigenous student population of 4%, and a language background other than English of 5%. Additionally, there are two multi-categorical classes and an ED class catering to students from Years 7 to 12.

The school is deeply integrated into its community with strong links through the Whitebridge Community of Schools (WCoS) with the six partner primary schools. This relationship provides the community with a real sense of K-12 public education. Whitebridge High also has academic and research links with Newcastle TAFE and Newcastle University. The Beacon Project forges close links with local businesses expanding to 37 school-business partnerships in 2016.

Whitebridge High School has actively sought opportunities to connect with the world beyond the local context. During the last two years the school has established a strong focus on Asia and the school's place in this geographical region. Part of this program has been to:

- establish classes in Mandarin;
- develop 'sister-school' relationships with schools in China;
- arrange reciprocal excursions for students;
- and create through the sponsorship of the Chinese government, a Confucius classroom.

These arrangements are in addition to the teaching of Japanese language and other cultural experiences available to students.

The staff of Whitebridge High are a blend of experienced and early career teachers. Their professional expertise is supplemented with a strong commitment to provide students with co-curricula experiences, especially in sport, cultural activities, science and engineering, wilderness experiences, and through excursions targeted at supporting in-class learning.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Utilising the School Excellence Framework to inform, monitor and validate the progress and impact of our teaching and learning strategies throughout the year. Through examination of our school plan we were able to identify the areas of the School Plan that address areas within the School Excellence Framework. Targeted staff meeting activities allowed reflection on the progress made across school expectations identified in the School Plan and Framework. This provides an overview of our improvement efforts on these high level expectations.

Our focus is on **Learning, Teaching and Leading**. The performance of the school in creating a positive and productive 21st Century Learning culture among students, teachers, leaders and the broader school community has been a feature of our progress. A more focused approach to individual learning needs combined with a focus on digital delivery of content has been a component of our progress throughout the year. Parents and carers are increasingly invited to be an active part in planning and supporting student progress with their learning directions. The ongoing partnership with our Aboriginal community continues to increase levels of participation, contribution and achievement in learning at the school.

The focus on **Teaching** within the school has been an ongoing collaborative partnership for all staff members. Teaching staff within the school are afforded the opportunity to work as team in the development of teaching strategies throughout all stages of the curriculum. Integration of engaging teaching practices which are easy to access and ubiquitous in combination with data analysis allowing decision making has perpetuated a growth of teaching practice throughout the school as evident in classroom observations, student reflection and feedback.

In the area of **Leadership** our focus has been to change from current management processes to a more inclusive leadership model reinforcing the teamwork environment across the whole school. Our leadership model used in the implementation of our key strategic directions has reinforced our focus on a collaborative teaching environment allowing for growth of all staff, giving a greater sense of ownership with programs being implemented throughout the school. Effective leadership is a key part of the development of school excellence. The leadership team continues to successfully implement the initiatives that consist of different learning possibilities in a dynamic learning culture steeped in real life problem solving and deep learning skills.

The new approach to school planning, supported by the new resource allocation funding model allows school the freedom required to implement continual self-assessment and that in conjunction with the external validation process will further assist the school to refine the strategic priorities in our school plan leading to improvement in the delivery of education to students.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Continual Improvement in Learning

Purpose

Every student in our care is engaged in meaningful learning experiences and achieves their full potential as a learner, leader and a responsible and productive citizen.

Overall summary of progress

Substantial progress has been made in developing clear learning outcomes for students and staff and communicating this information to students. Feedback to students has led to a clearer understanding of individual learning expectations and feedback from students has created an improved learning culture in classrooms.

Parent teacher evenings have been used as a vehicle to not only report and reflect on individual student achievement but also to identify and communicate different learning strategies suitable and applicable to student learning and achievement.

Our monthly newsletter and schoolbag app have been successful in communicating with parents and the school community with positive feedback to the school.

Identifying and building on community links to support students in their post school destinations has been enhanced in 2015 with positive input from the CAT team and connections with the BEACON foundation.

In 2015 a Confucius Classroom was established, opened and supported by the University of Newcastle Confucius Institute.

The study of Asian languages has exposed students to the culture, language and life of some of our nearest trading partners. Overseas excursions to China (2016), Japan (2016) and visits from Chinese and Japanese students have created further opportunities for our students to experience other cultures first hand.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Published scope and sequence 7–10	All scope and sequences published on the school website and regularly updated.	Learning Centre Leaders complete as part of their normal allocation of duties.
Uniformity in scope / sequence and programming 7–12	<ul style="list-style-type: none"> All school learning centres using standard format for published scope and sequence documentation for Years 7 to 10. Year 11 and 12 published scope and sequences use standardised formatting within each learning centre. 	Learning Centre Leaders complete as part of their normal allocation of duties.
Improved value added results evident in external assessment	<ul style="list-style-type: none"> Bands 5 and 6 students identified in 2015 Year 7 NAPLAN results analysis placed into a school funded Bump It Up program. Analysis of HSC results using RAP package and SMART data identified areas of value adding and areas for improvement. 	<ul style="list-style-type: none"> Additional 0.3 teacher allocation from SBAR to run intensive small group workshops targeting improved literacy results for 2017 NAPLAN. Learning Centre Leaders completed SMART data analysis as part of their normal allocation of duties.
An awareness of strategies that can be used to enhance learning	A learning and responding matrix (ALARM) established and implemented across learning centres.	<ul style="list-style-type: none"> Additional 0.2 teacher allocation from SBAR. Professional Learning used to support teachers upskilling in the ALARM

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
An awareness of strategies that can be used to enhance learning	A learning and responding matrix (ALARM) established and implemented across learning centres.	model.

Next Steps

- Continue to build on the improved learning processes.
- Strengthen the support for Gifted and Talented students, establish an enrichment team and further develop the wilderness program by investigating opportunities for an urban challenge and low ropes challenge course.
- Continue to embed authentic and engaging differentiation practices into teaching and learning programs.
- Review stage 4 learning and structure to allow for new pedagogies and deeper learning with the framework of learning in a digital age, STEAM and 21 Century Learning.

Strategic Direction 2

Continual Improvement in Teaching

Purpose

- To develop a cohesive and supportive culture of teaching and learning practices that fosters the continual improvement of student and teacher learning outcomes.
- Every staff member is engaged in ongoing, relevant and evidence-based learning and practice at an individual and collective level.
- To provide an aspirational culture of high expectation for students as learners as they engage as active partners in the learning process.

Overall summary of progress

Teaching and Learning practices have been enhanced in 2015 by the introduction of the PDP process and the need for all staff to display their ongoing commitment to the teaching profession. To support staff in 2015, sharing of expertise and learning from other learning centres has been encouraged.

LARs have been embedded into classroom practice over 2015. LARs are prepared by LAST and professional development is regularly undertaken at staff meetings, All LARs are readily accessible to staff in electronic and hard form.

SMART and RAP packages were analysed at SDD. This professional development is led by the Team Leader, Teaching and Learning. Appropriate strategies for addressing specific learning deficits were discussed and embedded into teaching practice.

Feedback to students is systematic and regular, can still be improved over the next two years. Feedback from students has taken the form of interviews and written reflection. All information from student feedback is shared with staff in learning centre and full staff meetings.

Super 6 strategies to improve reading and comprehension target all students, are embedded into teaching practice and are supported by additional staff where team teaching is appropriate. Literacy, numeracy and ICT practices are included in teaching and learning programs and reviewed regularly by learning centres.

Professional learning for improvement in literacy is included in fortnightly staff meetings. Weekly learning centre meetings also undertake professional learning in literacy.

2015 saw the development of differentiation of learning using a range of strategies. Learning centres approached these opportunities as a way to enhance the learning of students, engage students in meaningful work and build on students' current knowledge. There have been many different strategies used to tap into student talent and interest. Meetings with supervisors and using the opportunity to discuss, reflect and plan for individual PDPs has ensured that all members of staff have had the chance to look closely at their own practice and how they can improve their teaching practice. 2016 will see the PDP process strengthened and as such more discussion with supervisors and colleagues to enhance and build teachers who are committed to their ongoing development as members of the teaching profession.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Positive movement along Literacy Continuum with all students at year level or beyond	All students below national minimum standards identified from NAPLAN results placed on the literacy continuum. Movement and placement from 2015 made as a result of triangulated data from in school assessment for students in Years 8 and 10, and NAPLAN results for students in Years 7 and 9. Focus on reading strategies used to improve literacy skills for students below national benchmark.	LAST worked with students on FoR strategies.
Increase in student participation in enrichment activities with	Colour Run: Students from Years 7–12 were involved in a whole school event coordinating with	Staff completed as part of their normal allocation of

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
school community recognition	<p>the local community event held outside of school hours. All students had an increased understanding of the local charity and the important work needed to support this charitable event raising money for local kids with terminal illness.</p> <p>Year 11 students enrolled in FSK (Foundation Skills) collaboratively worked with the local council to enhance the area behind Whitebridge High School.</p> <p>Students of Year 10 participated in a diverse and increased variety of service learning opportunities including sailing for the disabled, meals on wheels, childcare and working with local primary schools.</p>	duties.

Next Steps

- Build on the use of student voice to inform teaching and learning strategies
- Continue to narrow the gap of deficits in our students in literacy, particularly reading comprehension and writing. This strategy will be addressed over the next two years.
- Ensure feedback from and to students is used effectively to enhance student learning.
- Establish a literacy and numeracy day with WCoS.
- Review stage 4 learning and structure to allow for focussed teacher professional development of new pedagogies and deeper learning with the framework of learning in a digital age, STEAM and 21 Century Learning.

Strategic Direction 3

Continual Improvement in Leading

Purpose

All staff work within a culture of organisational leadership through a collaborative approach to decision making that is accountable, transparent and reflects local and systemic priorities. This is inclusive of our agreed Whitebridge Community of Schools priorities.

Overall summary of progress

Staff awareness of the national collection of data has been ensured via presentation at staff meetings highlighting staff responsibilities. All students requiring support have been identified and the LAST has prepared LARs for each student. Professional development for specific disabilities has been available to relevant and interested staff. A Junior AECG has been established with identified leaders providing leadership opportunities for ATSI students. Student leadership opportunities are available not only to elected SRC members but in numerous other events, such as volunteering at Sony Camp, leading sporting teams, chess challenge, supporting year 6 students on orientation days.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Evaluation of teaching programs with the inclusion of adjustments	Audit of teaching programs planned for 2017. Learning Centres undertake regular evaluations of teaching programs. Learning adjustment registers for each student not meeting national minimum standards as identified by NAPLAN results are included in SENTRAL and all teachers learning programs.	Staff completed as part of their normal allocation of duties.
Learning registers to be modified to include all documentation of adjustments for the collection of data. Adjustments are modified to suit individual needs and communicated to parents and relevant staff.	LAST liaises with classroom teachers to update information on individual student's learning needs and required adjustments. Staff use the SENTRAL system to record communication with parents, carers and/or students to maintain current records and identify adjustments that are adequate or need modification. LAST collects and collates data from SENTRAL. Data is entered into ERN.	Staff completed as part of their normal allocation of duties.
Use of terminology in programs, learning registers and other documentation as required.	This process is a working document with modifications made as necessary to suit the requirements of specific courses in Learning Centres.	Staff completed as part of their normal allocation of duties.

Next Steps

- Visible Learning with a focus on StudentVoice will be investigated further in 2017.
- Establish more opportunities for student leadership
- Develop a deeper understanding of evidence relating to the impact of initiatives in the school plan.
- Classroom walk throughs to be established.
- Review Stage 4 learning and structure to allow opportunities for leadership development of staff in the investigation and creation of new pedagogies and deeper learning with the framework of learning in a digital age, STEAM and 21st Century Learning

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Local Aboriginal history (The Yulerbah Track) and storytelling. This day included Aboriginal students from our Community of Schools and allow our Aboriginal students to plan and lead activities for the day.</p> <p>The Junior AECG representatives made reports at the Minimbah AECG meetings as well as staff members participating in the Connecting to Country training conducted by the Minimbah AECG.</p>	<p>Storytelling / Yarn day completed with the support of the Local Aboriginal community and part of staff teaching allocation.</p> <p>PLP funding allocation used to support Connecting to Country training.</p>
Low level adjustment for disability	<p>SLSO support for students and staff in classroom.</p> <p>Learning Adjustment Registers available to all teaching staff.</p> <p>Ongoing communication with Learning Centres and Learning Support Team Meetings.</p>	<p>SLSO staffing funding through integration support funding.</p> <p>LAR's and LST meetings completed as part of regular LAST staffing allocation.</p>
Socio–economic background	<p>Targeted testing for the identification of students requiring literacy support.</p> <p>Implementation of adjusted strategies and ideas to accommodate individual literacy needs.</p> <p>Ongoing continuation of the FoR (Focus on Reading) Program.</p> <p>FoR strategies embedded into learning centre program with the ALARM (A Learning and Responding Matrix) program.</p>	<p>Low socio–economic funding used for the employment of teaching staff to support the FoR program.</p> <p>Low socio–economic funding used for teacher release to support the implementation of ALARM.</p>
Support for beginning teachers	<p>Progress meetings with supervising teachers to determine and records progress on goals.</p> <p>Regular progress meeting conducted to ensure goals conform to Australian Teaching Standards.</p> <p>Regular release provided for beginning teachers to support goal achievement.</p>	<p>Beginning teacher allocation used to support release and training of beginning teachers and supervisors.</p>
DramaWorks	<p>Identification of venues to support the implementation of DramaWorks programs.</p> <p>Publication of events and venues in SchoolBiz.</p> <p>Evaluation of tutors and enrolments in the program.</p> <p>Implementation of risk assessments and tutor contracts to support the program.</p> <p>Successful implementation and execution of the DramaWorks program.</p>	<p>\$12,000 of regional funding used to support the program.</p>
Asia Acces and Mandarin Language Strategy	<p>Increased numbers of international student inquiries and enrolment at Whitebridge High School.</p> <p>Increased student interest in studying Asian</p>	<p>University support teacher to release Chinese teacher for WCoS support.</p> <p>Community volunteer</p>

<p>Asia Acces and Mandarin Language Strategy</p>	<p>Languages at Whitebridge High School.</p> <p>Continued partnership with the Confucius institute and Newcastle University.</p> <p>Two (2) international excursions, each including homestay experiences as well as visits to cultural sites of significance to China and Japan.</p> <p>Hosting of two (2) single day visits by two (2) different schools from Beijing China and a four (4) week homestay from 16 students and one (1) teacher from the Ellen Young College in Hong Kong. Each visit allowed our student to form bonds with international students and their families and allowed our student to practice their language skills in a formal and informal manner.</p> <p>Hosting of a Chinese culture day to promote Chinese culture in the school community.</p>	<p>assistance for cultural days.</p> <p>Parent volunteer assistance with international excursions.</p>
<p>Beacon</p>	<p>Continued support for the Beacon program through participation in local meetings.</p> <p>Regular completion of student surveys to establish career aspirations.</p> <p>Continued support and implementation of the Beacon SHINE program.</p> <p>Establishment of additional local business partnerships to support the Beacon program.</p>	<p>Annual allocation of \$3000 to support the ongoing continuation of the Beacon program.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	517	520	518	505
Girls	495	506	482	462

Our 2016 enrolment profile is consistent with previous years.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	94.1	92.3	91.4	95.4
8	89.6	91.9	87.6	92.5
9	90.3	88.4	88.2	89.1
10	86.9	87.5	87.4	91.6
11	87.2	92.5	85.4	90.6
12	91.6	93.8	89.9	95.2
All Years	89.9	90.7	88.2	92.3
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

The school works with the District Home School Liaison team to address non-attendance matters. After an extensive follow up process through the use of school attendance data and parent/home contact, matters of continued non-attendance are referred to the Home School Liaison Team.

The school provides for a staff member to report on incidences of non-attendance so that the Student Wellbeing team can follow up and support students to achieve improved school attendance.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	19	12
Employment	78	80	26
TAFE entry	22	0	5
University Entry	0	0	44
Other	0	0	12
Unknown	0	1	1

Year 12 students undertaking vocational or trade training

In 2016, twenty two students completed a Certificate II qualification in TAFE vocational education training. Three students completed traineeships as part of their HSC and vocational education training

Year 12 students attaining HSC or equivalent vocational education qualification

Ninety nine percent (99%) of Year 12 students received a HSC or vocational equivalent qualification in 2016.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	1
Head Teacher(s)	11
Classroom Teacher(s)	51.4
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
School Counsellor	2
School Administration & Support Staff	16.17
Other Positions	2.6

*Full Time Equivalent

The Australian Education Regulation, 2014 requires

schools to report on Aboriginal composition of their workforce. We have one (2) staff members of Aboriginal heritage.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	30

Professional learning and teacher accreditation

100% of staff are proficient under the NESAs teacher accreditation.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	700 000.34
Revenue	10 636 154.23
(2a) Appropriation	10 123 273.77
(2b) Sale of Goods and Services	22 248.84
(2c) Grants and Contributions	480 966.11
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	9 665.51
Expenses	-10 546 580.88
Recurrent Expenses	-10 486 224.57
(3a) Employee Related	-9 466 221.12
(3b) Operating Expenses	-1 020 003.45
Capital Expenses	-60 356.31
(3c) Employee Related	0.00
(3d) Operating Expenses	-60 356.31
SURPLUS / DEFICIT FOR THE YEAR	89 573.35
Balance Carried Forward	789 573.69

The school's financial management and governance structures consist of a small group that is reflective of our school community. This includes the senior executive, the SAM, Business Manager, Executive staff and parent representatives. Full disclosure of the school budget and discretionary spending proprieties is made to executive staff, P&C and staff.

Regular use of the school's Overview Report to indicated the current financial position.

There are no unusual spending patterns.

The school made use of surplus funding to support the Bump It Up and FoR (focus on reading) strategies.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	8 315 239.74
Base Per Capita	68 245.10
Base Location	0.00
Other Base	8 246 994.64
Equity Total	410 291.33
Equity Aboriginal	69 476.28
Equity Socio economic	81 924.34
Equity Language	13 908.18
Equity Disability	244 982.53
Targeted Total	936 885.91
Other Total	341 473.89
Grand Total	10 003 890.86

The school held two sell-out shows at Lizottes, featuring talented senior music students with some guest appearances by juniors. Lizottes is a professional establishment and there was much community comment on the outstanding professionalism of the performers as well as the sound crew, who are junior WHS students.

Students at WHS were exposed to traditional Chinese dancing performances through the school's *Harmony Day* celebrations, and LOTE students experienced a range of cultural activities through the Japanese and Chinese courses.

Year 12 Visual Arts students exhibited a first class show at Lake Macquarie Art Gallery.

Dance students performed creditably at Starstruck and the MADD night, as well as school based events such as harmony day.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

School-based assessment

DramaWorks

DramaWorks is an annual DEC funded arts program which provides week-long workshops for gifted and talented drama students in Years 9 –11 from across the Hunter. The aim of this event is to afford students an opportunity to experience unique drama workshops designed and delivered by professional teaching artists from a variety of theatrical disciplines. Both these events were coordinated and organised by Bradley McDonald.

Sport

Outside of school many students compete at state and national level in a variety of sports including water polo, touch football, tennis, basketball, netball, soccer, rugby league, surfing, athletics, swimming, rugby union and gymnastics. Whitebridge High School continues to offer a wide variety of individual and team activities, giving the opportunity for students to compete at a regional, state and national level. Much thanks to all staff and parents involved in coaching, managing and transporting students.

Arts

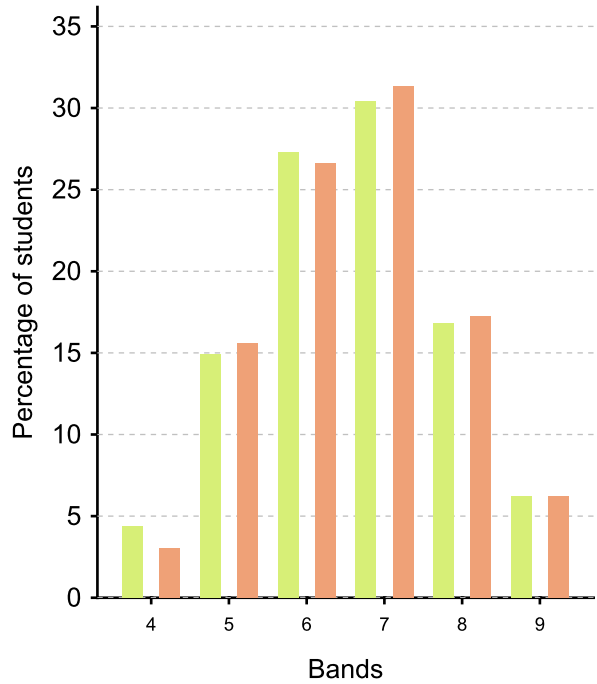
Whitebridge High School had a high participation level for the Starstruck event with both 7 group and solo efforts in dance and singing. Kirra Prior and Kaitlyn Sim in year 12 was a featured soloists for the third year running.

NAPLAN

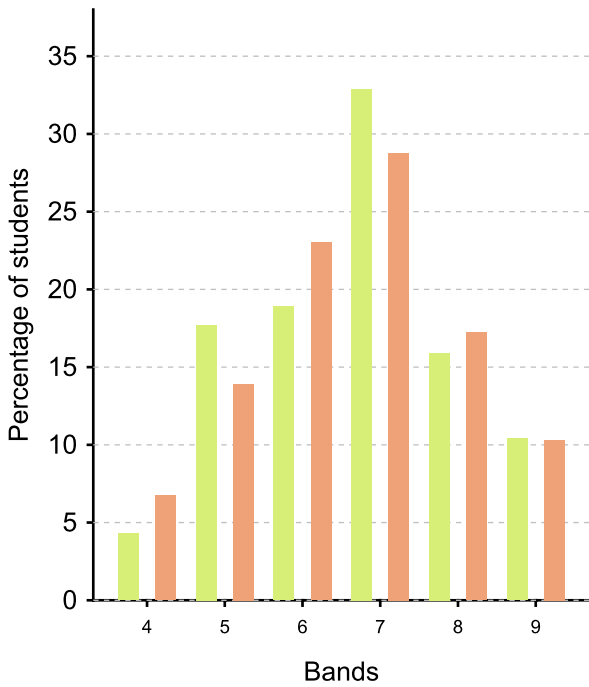
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Results indicated that our 55.6% of Year 9 students achieved at, or greater than, expected growth in their reading results. This was a slight improvement over the Year 7 students' result of 55.1%. The NAPLAN result in writing and spelling showed a slight improvement over the 2014 averages, although the proportion of students who achieved below minimum standard in writing increased to 29% of the cohort.

**Percentage in bands:
Year 7 Reading**



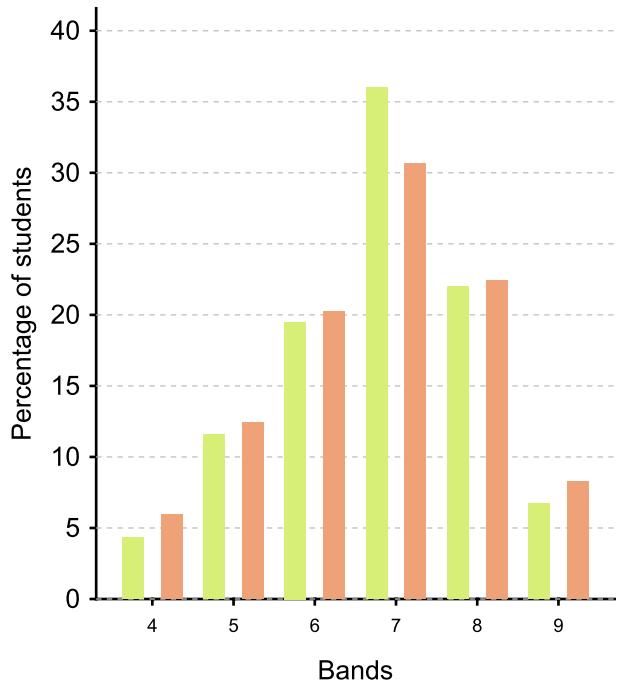
**Percentage in bands:
Year 7 Grammar & Punctuation**



Percentage in Bands (Green bar)
School Average 2014-2016 (Orange bar)

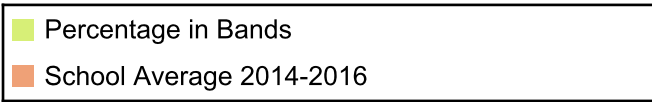
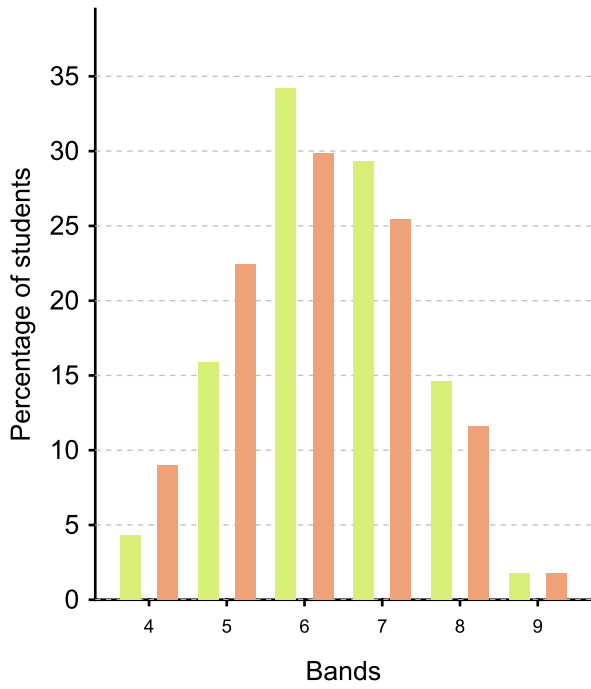
Percentage in Bands (Green bar)
School Average 2014-2016 (Orange bar)

**Percentage in bands:
Year 7 Spelling**

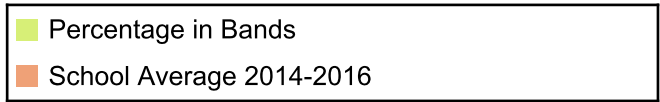
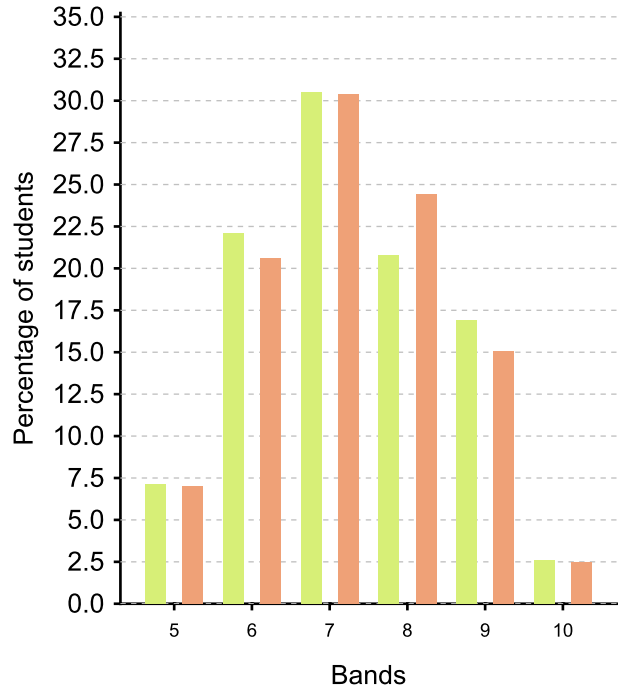


Percentage in Bands (Green bar)
School Average 2014-2016 (Orange bar)

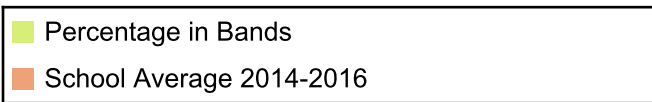
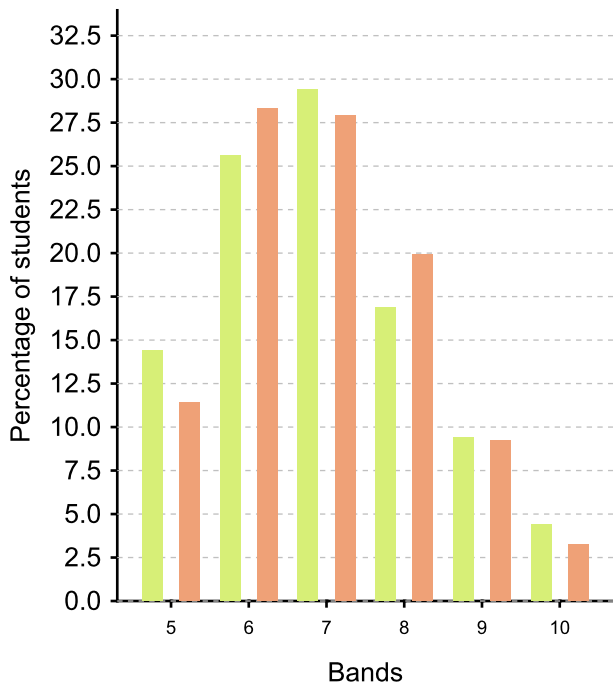
Percentage in bands:
Year 7 Writing



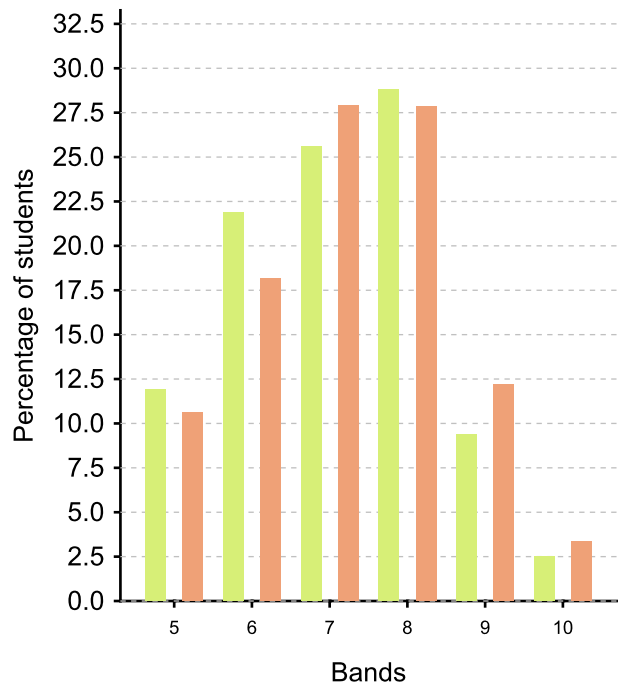
Percentage in bands:
Year 9 Reading



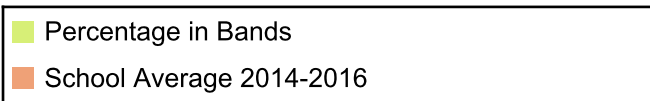
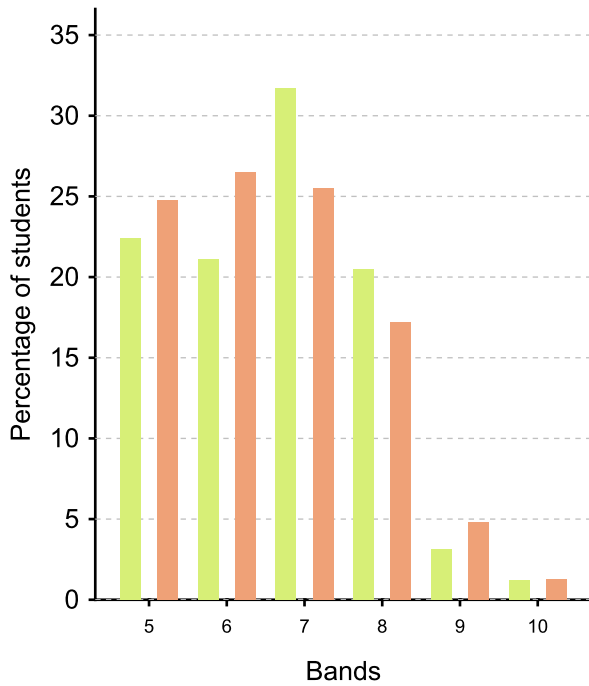
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in bands:
Year 9 Spelling

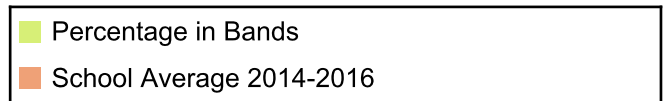
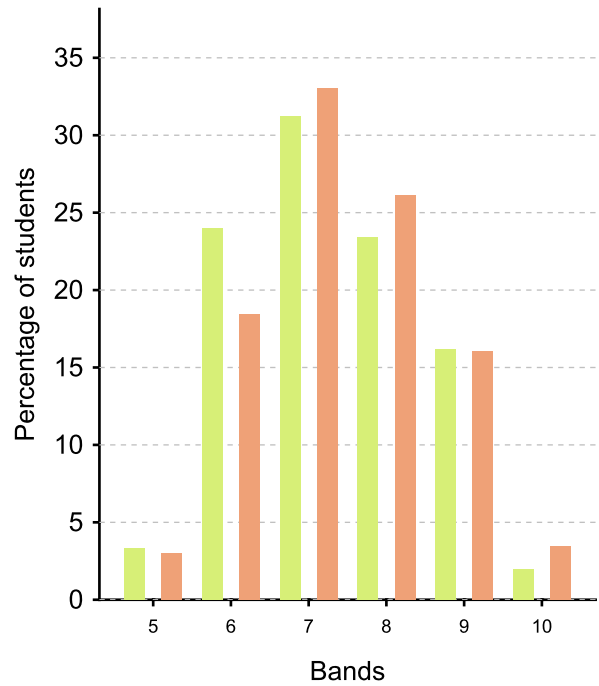


Percentage in bands:
Year 9 Writing



Results indicated that 66.7% of Year 9 students achieved at, or greater than, expected growth in their numeracy results. The average result in the NAPLAN numeracy test was the highest since 2012. 23% of the Year 9 students were at proficiency level which was higher than the previous five year's average of 21.6%

Percentage in bands:
Year 9 Numeracy

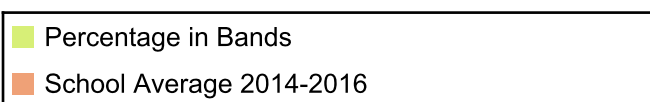
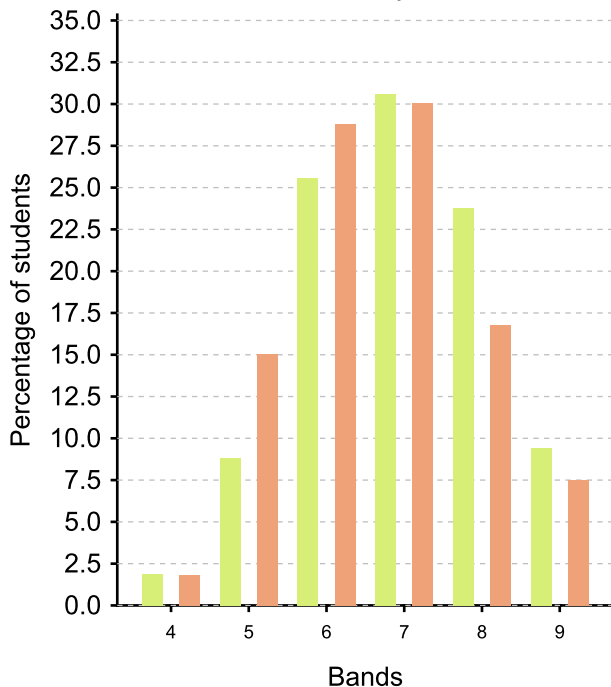


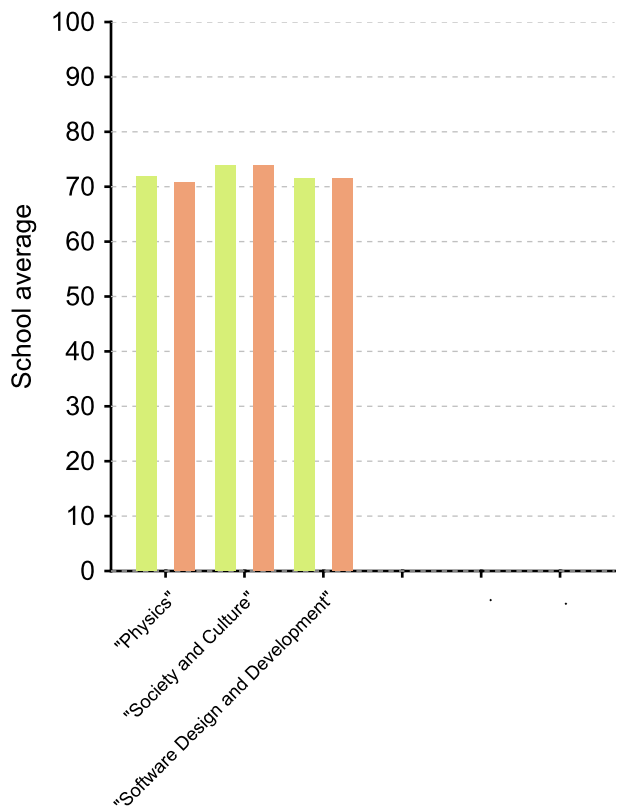
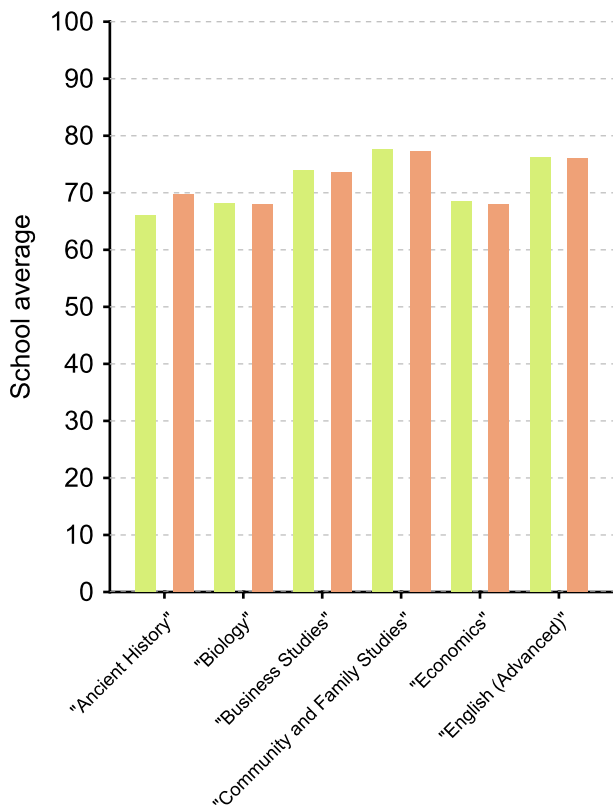
The My School website provides detailed information and data for national literacy and numeracy testing. <https://www.myschool.edu.au/SchoolProfile/Index/105475/WhitebridgeHighSchool/42108/2016>

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

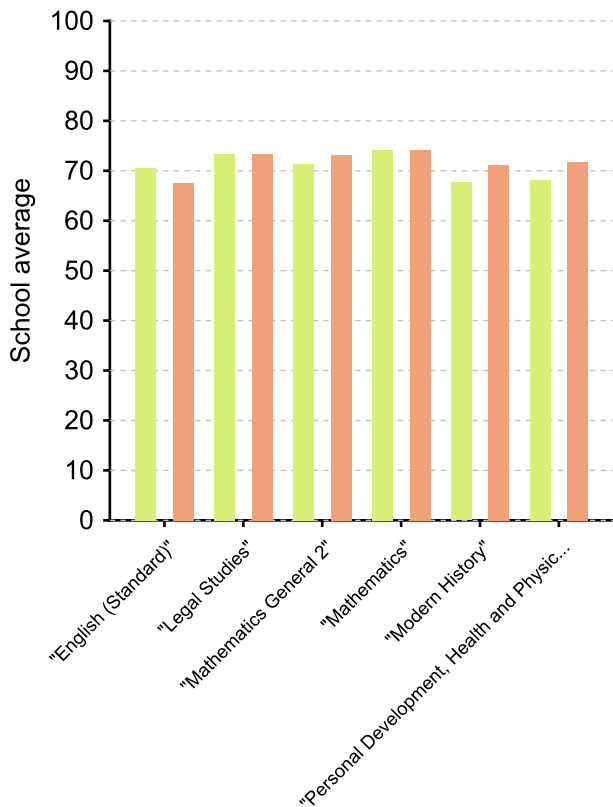
Percentage in bands:
Year 7 Numeracy





Legend: School 2016 (light green), School Average 2014-2016 (orange)

Legend: School 2016 (light green), School Average 2014-2016 (orange)



Legend: School 2016 (light green), School Average 2014-2016 (orange)

Parent/caregiver, student, teacher satisfaction

Policy requirements

Aboriginal education

Whitebridge High School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education and training.

It is the goal of the Whitebridge High School that, Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader school population.

Whitebridge High promotes inclusive education incorporating education about Aboriginal Australia for all students.

The school held a very successful Yarn day, incorporating Aboriginal culture. The school actively promotes the diversity of our school community through Harmony day activities; the inclusion of cultural diversity in our morning assemblies; school website and specific programs that promote the richness of our multi-cultural society.

Multicultural and anti-racism education

Community harmony is promoted through school policies and practices which counter racism and intolerance and develop intercultural understanding.

Whitebridge High School provides teaching and learning programs that enable all students to identify as Australians within a democratic multicultural society and to develop the knowledge, skills and values for participation as active citizens.

Whitebridge High School will ensure inclusive teaching practices which recognise and value the backgrounds of all students and promote an open and tolerant attitude towards different cultures, languages, religions and world views.

Students who are learning English as an additional language or dialect (EAL/D) are provided with appropriate support to develop their English language and literacy skills so that they are able to fully participate in schooling and achieve equitable educational outcomes.

Whitebridge High School, through differentiated curriculum and specific teaching and learning programs, will address the learning needs of students from culturally and linguistically diverse backgrounds requiring specific support.

Whitebridge High School promotes positive community relations through effective communication with parents and community members from diverse cultural, linguistic and religious backgrounds and by encouraging their active engagement in the life of the school.

Whitebridge High School rejects all forms of racism. It is committed to the elimination of racial discrimination in NSW Government schools – including direct and indirect racism, racial vilification and harassment – in all aspects of the learning and working environment.

No student, employee, parent, caregiver or community member should experience racism within the learning or working environment.

Whitebridge High School actively discourages the use of expressions of racism in learning and working environments, and challenging the attitudes that allow them to emerge. This is the shared responsibility of all NSW Public School staff.

All staff actively contribute to the eradication of racism by promoting acceptance of Australia's cultural, linguistic and religious diversity, challenging prejudiced attitudes and ensuring that sanctions are applied against racist and discriminatory behaviours.