

# Warners Bay High School

## Annual Report



2016



8440

## Introduction

The Annual Report for 2016 is provided to the community of **Warners Bay 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.

Dr Sharon Parkes

Principal

### School contact details

Warners Bay High School

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4954 9488

# School background

## School vision statement

Warners Bay High School is a valued, dynamic learning community which enjoys strong support from the local community and from its Alumni.

Students are actively engaged in their learning, resulting in assessment capable learners with high expectations who challenge themselves to achieve their personal best.

A suite of specialised programs support the full range of learners providing quality education for all to ensure confident, creative, resilient lifelong learners. Extensive co-curricular and extra-curricular programs reflect the value of diversity by responsible, productive citizens.

Ongoing professional learning for staff fosters a culture of passion, enthusiasm and continuous improvement in student learning outcomes.

## School context

Warners Bay High, situated on the eastern side of Lake Macquarie, is a comprehensive 7–12 school with an enrolment of over 1300 students. The school was established in 1966 and enjoys a good reputation in the community for the provision of a “Quality Education for all.”

The student profile is predominately Anglo-Saxon with 3.7% of students from an Aboriginal background. 6.5% of students come from non-English speaking backgrounds. The most prevalent of the 34 languages represented are Spanish, German, Cantonese, Mandarin, Italian and Tagalog.

The staff and parent community are relatively stable, with many staff and families having a long and strong connection with the school. The attendance profile for students has consistently been above state average for over ten years.

External data from the HSC, NAPLAN and VALID indicates good value – added growth. Overall in each external measure students’ results are often below the state average and percentage in Same School Group (SSG) of each measure in the highest band.

Student results in the band immediately below the top band are consistently and significantly above the percentage in the state and SSG. The previous School Plan 2012–2014 incorporated a number of initiatives and programs to lift the performance of students into the top two bands in the HSC, NAPLAN and ESSA. These programs and initiatives, together with additional initiatives will continue and are documented in the 2015–2017 School Plan.

Internal data collected through surveys of staff, students and parents (2016), along with student focus groups as part of the Visible Learning Initiative, identified staff professional learning, staff reflections and analysis of external data, indicates a strong valuing of the school’s rich and varied curriculum. These, together with the extensive co-curricular and extra-curricular initiatives and activities strengthen student learning outcomes. Of significant note, students indicate the wealth of cultural programs to develop student and staff knowledge and tolerance of individual difference. These include, but are not limited to NAIDOC celebrations, Sorry Day, Harmony Day, Student Exchange, MADD Nights, Soiree, ANZAC Day, Cultural Food Days and Charity Days.

Staff survey responses indicate strong support and commitment for co-curricular programs to support and extend student learning and development. These include and are not limited to VLE/Brainfood, QLE, Student Interviews, Mentoring, HSC Study tutorials, the Bridging Course, Numeracy programs, Student Welfare and Homework Help.

Technology, computer accessibility, BYOD practices and on-line learning access through MOODLE and Google Classroom are an integral component of school life in some faculties but are not yet consistently applied across the whole school.

Together with the four partner primary schools, Warners Bay High School implements programs across the Community of Schools (CoS) to develop a co-ordinated approach to school wellbeing and curriculum transition, and a focus on student feedback and staff feedback.

# 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.

When assessing progress across each of the Domains in the School Excellence Framework (SEF) the school executive made their decisions based on the evidence provided from both internal and external sources as well as documented DoE data. Often, the evidence validated descriptors at differing levels of the SEF, however, final decisions were made to ensure the evidence validated achievement of each of the descriptors for each element in the relevant domain.

In the domain of Learning, the on-balance judgement was that the school was at 'Sustaining and Growing'. In the domain of Teaching, the on-balance judgement was that the school was at 'Sustaining and Growing'. In the domain of Leading, the on-balance judgement was that the school was at 'Sustaining and Growing'.

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

Confident, Resilient, Engaged, Creative Life Long Learners

### Purpose

Warners Bay High School (WBHS) aims to produce highly successful life-long learners through rigorous academic and rich extra-curricular and co-curricular programs, resulting in a high public profile of success. We endeavour to have every student actively engaged in meaningful, challenging and future focusing 21st century learning experiences. Students achieve and thrive as creative and resilient learners and leaders, as well as confident, productive citizens.

### Overall summary of progress

A wide range of programs were implemented to lead students to be confident, resilient, engaged, creative life long learners. At the end of Term 4 the following programs (processes) were on track and will continue into 2017. HSC Mentoring; Numeracy Program (Year 8/9) Literacy Program (Years 7–10); QLE; Triple E; Visible Learning; Year 10 Bridging Course; High expectations and strategies for success (Elevate); Homework Help; Careers Programs; Stage 6 Learning Centre/Tutorials; Principal's Reading Challenge; Mock Trial; Debating; UNSWICAS Competitions; Specialist Clubs (Robotics, Film/Video, Bizfair); Chess; Checkers; Peer Support; Student Leadership; Welfare programs (NCCD, IEP, PLP); Year 7 Transition.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• 5% increase in the percentage of students scoring in the top two bands in each course in the HSC, NAPLAN Literacy & Numeracy, & ESSA external tests to at least state average or better.	Progress has remained steady with a large percentage of the students scoring in the two bands beneath the top band.	\$28,391
• 10% increase in of students applying for leaderships positions in the Student Executive & SRC.	A 20% increase in students applying for Leadership positions was recorded.	\$5,000
• Increased number of welfare programs to support a broader range of students.	The employment of a 0.1 position to organise and deliver welfare programs facilitated progress.	\$10,000
• Increased involvement of students in extra-curricular academic programs.	An increase in the involvement of Senior Students in programs including 'Elevate' occurred.	\$4,983
• Each Focus Day for each year group has a guest speaker to build student confidence, skills &/or resilience.	Each Focus Day incorporated guest speakers focusing on resilience.	Nil
• Mentoring program with senior students supporting junior students operational.	Mentoring program occurred for senior students with 15 staff involved for 60 students.	Costed through School Staffing of 0.1.
• Clubs & special interest groups.	A Robotics and Environmental Interest group was established.	\$2,500
• Special interest groups for boys, girls & elite sports people.	Special Interest Groups for Chess, Checkers, Principals Reading Challenge continued.	\$2,000

## Next Steps

Continue the broad range of initiatives to support student engagement and participation.

## Strategic Direction 2

Community Connected Community Valuing Trust, Respect & Pride; Learning Culture with High Expectations, Valuing Diversity with Responsible & Productive Citizens

### Purpose

Internal data collected from students, staff and parents indicates a culture of good links with the community and extensive highly valued co- and extra-curricular programs. To lead the school into the future, stronger partnerships need to be forged which strengthen and extend current programs to position our students as responsible, contributing, informed citizens with the school as a vital partner in authentic community links.

### Overall summary of progress

A wide range of programs and structures were implemented to connect the school with the community such that students value diversity as responsible productive citizens. These include: cultural programs (EAL/D, ANZAC Day; JAECCG; International visit to Japan, Japanese Exchange, Sorry Day, NAIDOC); extension of student leadership programs (Peer Support, Student Executive mentoring junior students, Volunteering, Student voice in community programs); effective/enhanced communication platforms to parents (school app); Community of Schools combined SDD; Harnessing community support (Alumni);

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>Internal survey data collected indicates good links with the community and extensive highly valued co- and extra-curricular programs.</li></ul>	Strong community links established through 50th Anniversary and Alumni program.	\$9,679
<ul style="list-style-type: none"><li>20% increase in the valuing of Aboriginal Education Programs (determined by internal survey).</li></ul>	Increased number of staff participating in Aboriginal Education Programs.	\$18,251
<ul style="list-style-type: none"><li>20% increase in the valuing of cultural programs (determined by internal survey). 10% of students involved in volunteering programs.</li></ul>	Achieved improvement measure.	\$4,827
<ul style="list-style-type: none"><li>20% of outgoing students register for the Alumni to support the school and its programs.</li></ul>	Achieved improvement measure with 100% of outgoing students registering for Alumni.	Within School Staffing.
<ul style="list-style-type: none"><li>50% growth in the use of digital communication to parents and students.</li><li>20% growth in collaboration across CoS.</li></ul>	Achieved.	\$14,266
<ul style="list-style-type: none"><li>Increase in numbers of JAECCG programs.</li><li>Increase in parent support for JAECCG initiatives.</li><li>Weekly support for EAL/D students.</li></ul>	Achieved.	\$59,059

## Next Steps

Strengthen Alumni to ensure there is a process on the school website for ex–students to register their support of school programs and the nature of the support they can offer.

Continue the Aboriginal Education Programs and extend the MyGoals project/resource.

Strengthen CoS programs through Head Teacher/Stage Leader Professional Learning and network meetings.



### Strategic Direction 3

#### Teaching – Inspired & Passionate Teachers

##### Purpose

In schools that excel, students are motivated, supported and inspired by teachers who are passionate about their subject area, make learning relevant and meaningful, have contemporary content knowledge and have a genuine concern for the learning, engagement and well-being of their students. Teachers practice and plan for the ongoing learning and development of each student in their classes through evidence-based teaching strategies. Teachers enthusiastically and willingly contribute to the school learning culture and the sharing of skills expertise through mentoring, coaching and observing of each other's practices. Teachers stay professionally aware and actively engage in their ongoing professional learning and development. WBHS provides the framework to foster, support and develop teachers who engage the full range of learners through innovative and evidence-based teaching to ensure students have the opportunity to achieve their personal best throughout their learning journey.

##### Overall summary of progress

A wide range of programs and initiatives were implemented to ensure staff are passionate and inspired teachers. These included an integrated approach to staff development based on staff identified Professional Development Plans (PDP) resulting in an integrated staff Professional Learning program. Leadership opportunities for staff aspiring to higher levels of accreditation were expanded. Strong Partnerships with the University of Newcastle with a focus on supporting pre-service teachers resulted in the development of resources and a culture of coaching conversations to ensure successful University placements. Extensive professional learning occurred for staff implementing the Australian Curriculum. Staff skills for using ICT in the classroom to engage students in their learning were strengthened through extensive professional learning.

##### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• 40% of staff offer their expertise to support the ongoing development of staff skills.	50% of staff offered expertise to staff to support development of staff.	Professional Learning Funds.
• 100% of staff participate in ongoing Professional Learning programs	Achieved.	\$88,806
• 20% of staff provide mentoring or coaching support to facilitate the ongoing development of staff within the school & across networks of schools.	100% of staff involved in mentoring and coaching.	Partnership/Hub expenditure for coaching.
• 50% of teachers work beyond their classrooms to contribute to broader school programs	Achieved	Nil Cost
• 100% of executive teachers use evidence-based teaching strategies and model instructional leadership in their faculty.	Achieved. All executive modelled instructional leadership.	In Professional Learning Funds (\$15,259 – Leadership).
• WBHS is recognised as expert in the provision of support to pre-service, beginning and early career teachers.	Achieved. University Hub Partnership achieved objectives.	\$20,059
• Strong University–School links through Hub School projects with research informing practice on a regular basis.	Achieved through Hub Program.	Programs funded through Partnership/Hub funding.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• 100% of staff participate in walkthrough as a process to improve pedagogy to facilitate student learning.	Achieved.	Nil.
• WBHS recognised as a lead school in Visible Learning.	Invitations for presentations from other schools received.	Funds incorporated in Teacher Professional Learning spending.
• WBHS excelling in number of Band 5 and Band 6 HSC outcomes.	Band 5 and 6 HSC results indicated 16 course results above state average.	Funding incorporated in Teacher Professional Learning funds.  (\$15,479 – Quality Teaching)
• 100% of mentor–teachers use language of the Standards at Graduate Level to provide written feedback to pre–service teachers.	Achieved.	In Hub funds.

## Next Steps

Continue focus on quality teaching through the Visible Learning Program in particular, staff "walkthrough" program.

- \* Continue University/Hub school program with production of video for Pre–service Teacher Training and for Pre–service Teacher Induction at Warners Bay High School.
- \* Continue to build the skills of executive staff as Instructional Leaders.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	See 'Aboriginal Evaluation' in Annual Report	\$53,594
<b>English language proficiency</b>		NIL
<b>Low level adjustment for disability</b>	See 'In Welfare and Support'	\$218,768
<b>Socio-economic background</b>	See in 'Welfare and Support'	\$79,361
<b>Support for beginning teachers</b>	Reduced teaching load and mentor (0.1 per week), Professional Learning, Mentoring, Extensive Induction.	\$100,020
<b>Professional Experience Hub Partnership</b>		
<b>Professional Experience Hub School / University Projects</b>	<p>Annual Milestone; Produce and share package of materials which facilitate successful Prof. Exp for initial teacher education; Feedback from CoS executive/prospective Mentors.</p> <p>Utilised the services of a student from the University of Newcastle's Teacher Outreach Program to provide tutoring and mentoring support to our Senior students.</p> <p>Conducted two workshops to assist the parents of Year 7 students to understand more about the curriculum and how to support their students' learning in high school. Eighty parents attended these information evenings which focused on 'How to help your child with Maths'; 'Brainfood'; 'STEM'; and curriculum for Stage 4 students.</p> <p>Introduced an 'iStem' course in Year 8 utilising community expertise in Science, Technology and Engineering resulting in 30 students selecting the 'iStem' curriculum Elective in Year 9, 2017.</p> <p>Utilised the University of Newcastle Partnership with four undergraduates assisting students within the school.</p>	\$365,000

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	673	665	624	613
Girls	684	686	686	678

### Student attendance profile

School				
Year	2013	2014	2015	2016
7	94.1	95	95.1	94.4
8	92.3	93.3	91.4	92.1
9	91.8	91.4	91	91
10	91.2	92.8	92.7	90.1
11	91.2	92.9	93.4	91.6
12	92.3	93.9	93	92.4
All Years	92.2	93.2	92.7	91.9
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

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			6
Employment			5
TAFE entry			8
University Entry			77.5
Other			
Unknown			6

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

The following observations were noted:

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

Of our university bound students:

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

Significant changes have been noted from the past few years:

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

#### Notes:

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

- Students and parents praised the quality of teaching at WBHS and greatly appreciated the assistance given by staff in preparing students for the future.
- Many students said they wished they were back at Warners Bay High and they miss it!

### Year 12 students undertaking vocational or trade training

#### Year 12 2016 Career Pathways

##### Pathways – /165 students

University – undertaken by 70% of students

Newstep – undertaken by 6% of students

TAFE – undertaken by 6.5% of students

Apprenticeship/Traineeship – undertaken by 6% of students

Looking for work – 5.5% of students

Full-time employment – undertaken by 1.08% of students

Gap Year – undertaken by 1.00% of students

Unable to contact 7.00% of students

**Above State Band 6/E4:** Business Studies, Community and Family Studies, Economics, Engineering Studies, Hospitality, Senior Science, Society & Culture, Textiles and Design, Visual Arts

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

## Workforce information

### Workforce composition

Position	FTE*
Principal	1.2
Deputy Principal(s)	2
Head Teacher(s)	14
Classroom Teacher(s)	63.7
Learning and Support Teacher(s)	1.2
Teacher Librarian	1.4
School Counsellor	1
School Administration & Support Staff	14.57
Other Positions	1.2

\*Full Time Equivalent

In 2016 three staff were Aboriginal staff members representing 3.3% of the staffing composition. Website

### Year 12 students attaining HSC or equivalent vocational education qualification

#### ATAR RANKING

HIGHEST ATAR = 95.0

#### ATAR /139 Students

**90–100** : 10 students representing 7% of eligible students

**80–90** : 24 students representing 17.25% of eligible students

**70–80** : 30 students representing 21.5% of eligible students

**60–70** : 31 students representing 22% of eligible students

**50–60** : 24 students representing 17.25% of eligible students

**Below 50:** 21 students representing 15% of eligible students

### 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	39.1

**Non-ATAR** : 14 students representing 9% of students

## Professional learning and teacher accreditation

### 1. School Development Days

Term 1: Leadership Pathways

Performance and Development Framework

Understanding learning and the conditions when learning is more likely to happen with Professor John Fischetti

Term 2: Coaching in a Box – coaching and leadership development

The shape of things to come in education with Michael McQueen

Concurrent Workshops: Engaging way of using technology, Using Sentral

Term 3: Understanding disabilities and the strategies for teachers

Concurrent Workshops: Technology, EduTech, Mental Health of Young People, Leading Aboriginal Education, Thinking and Learning Strategies, Unpacking the BOSTES Directive Verbs,

Science, Technology, Engineering and Mathematics (STEM) course

Countering Violent Extremism

### 2. Additional Professional Learning

After school: ICT for deeper understanding; Google Classroom; Coaching Conversations; Mental Health First Aid; Neuroscience; SafeTALK Training; Stress and Neuroscience; BOSTES Results Analysis Pack; Using Chrome Books

Spring Vacation: Growth Mindset with James Anderson

3. **Support for beginning teachers:** reduced teaching load + mentor (0.1 per week); professional learning opportunities, mentoring program, extensive induction program
4. Professional Learning Expenditure

Beginning Teacher: 6332

Quality Teaching 15479

Student Welfare 8514

Technology 15205

Leadership 15259

Curriculum Delivery 28017

**TOTAL: \$88806**

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

### Financial summary

The information provided in the financial summary includes reporting from 01 January to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	908 159.16
<b>Revenue</b>	12 587 374.47
(2a) Appropriation	11 822 908.02
(2b) Sale of Goods and Services	41 035.35
(2c) Grants and Contributions	706 282.45
(2e) Gain and Loss	0.00
(2f) Other Revenue	2 997.86
(2d) Investment Income	14 150.79
<b>Expenses</b>	-12 457 176.37
Recurrent Expenses	-12 413 609.99
(3a) Employee Related	-11 149 949.31
(3b) Operating Expenses	-1 263 660.68
Capital Expenses	-43 566.38
(3c) Employee Related	0.00
(3d) Operating Expenses	-43 566.38
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	130 198.10
<b>Balance Carried Forward</b>	1 038 357.26

The school expended all the 6100 (RAM allocation) and more from School and Community sources as per programs and initiatives identified in the School Plan. This Balance Carried Forward figure includes \$375303 Commonwealth money for GTIL (University Hub Partnership); \$19940 funds remain in the MyGoals Aboriginal Project: The \$658106 held in 6300 (School & Community) has committed funds for the Chromebook initiative as per the school's focus area for 2017 (\$58703): Softfall installation for our Autism Unit (\$10000).

Funds have also been retained to enclose an area to support the senior student study program \$30000 and building maintenance (e.g. outside painting) \$30000.

## Financial summary equity funding

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

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	10 747 854.95
Base Per Capita	89 080.62
Base Location	0.00
Other Base	10 658 774.33
<b>Equity Total</b>	351 723.02
Equity Aboriginal	53 594.09
Equity Socio economic	79 361.12
Equity Language	0.00
Equity Disability	218 767.82
<b>Targeted Total</b>	207 202.84
<b>Other Total</b>	108 753.88
<b>Grand Total</b>	11 415 534.69

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.

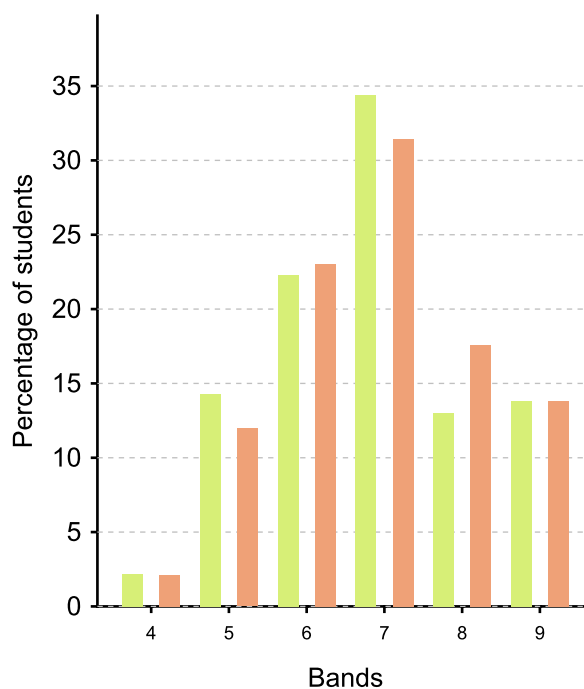
## School performance

### NAPLAN

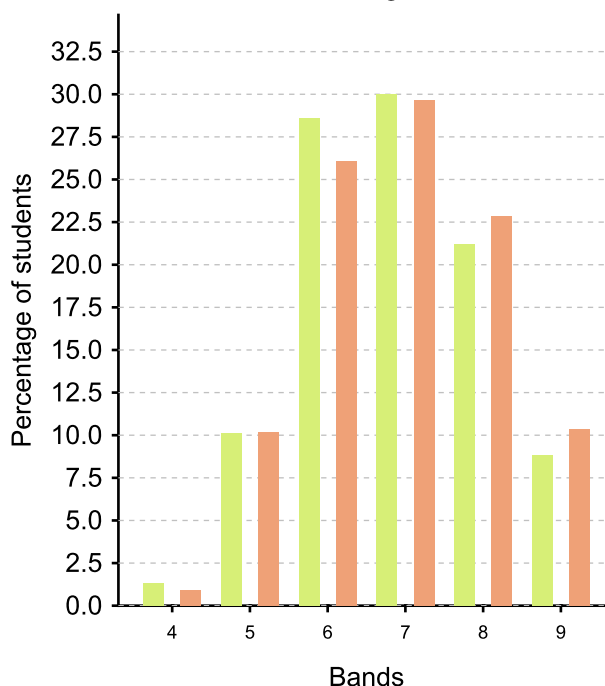
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In Literacy, NAPLAN data indicates the majority of students achieving in Bands 7 and 8, a small percentage of students scoring in the bottom Bands 5 and 4.

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

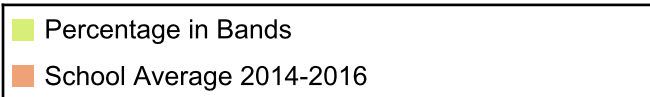
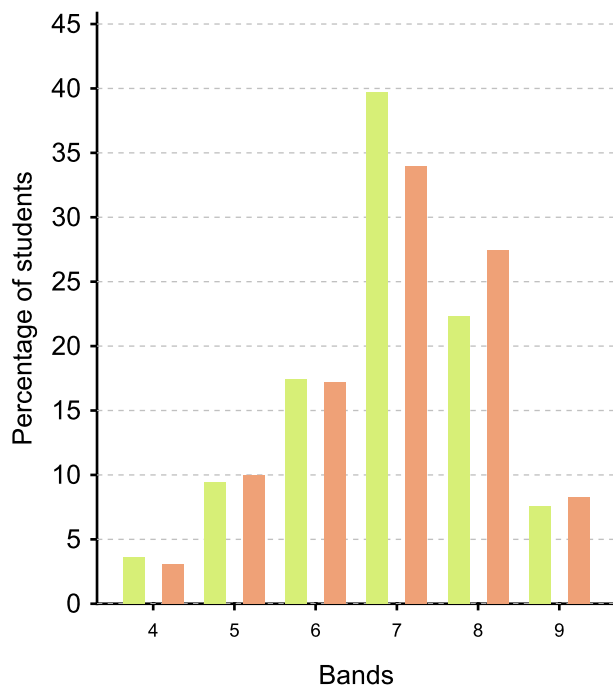


**Percentage in bands:**  
Year 7 Reading

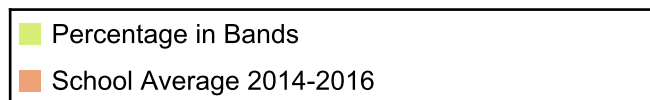
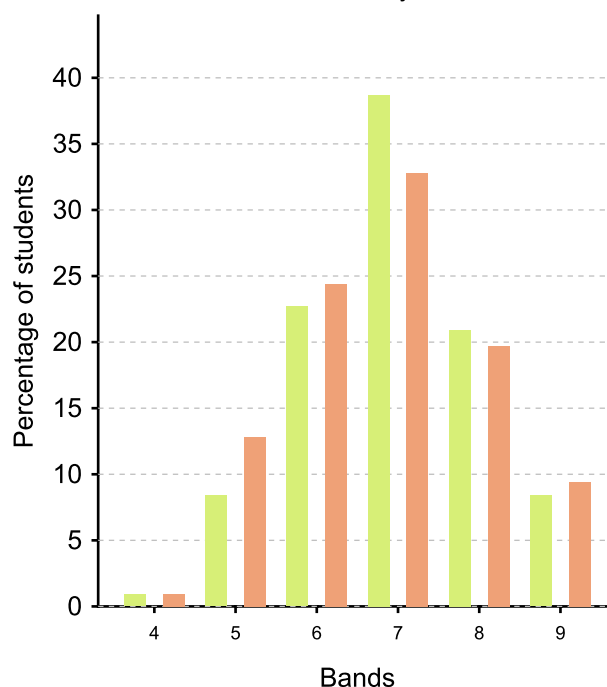




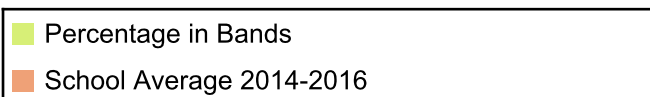
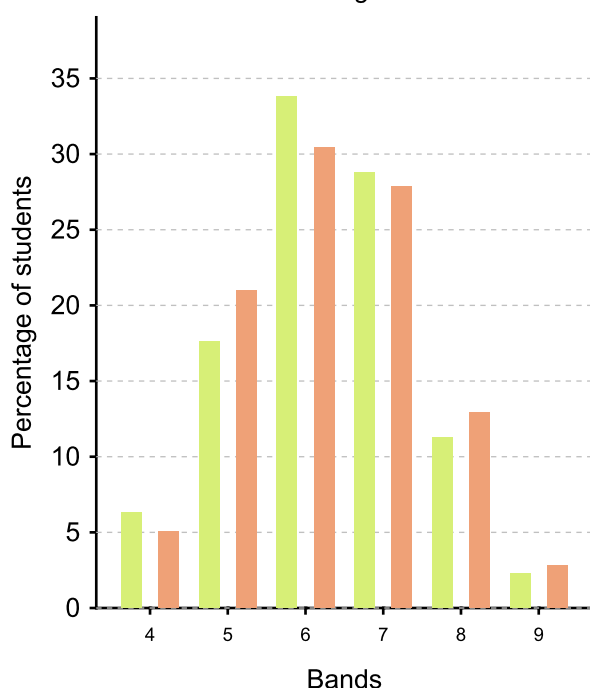
**Percentage in bands:**  
Year 7 Spelling



**Percentage in bands:**  
Year 7 Numeracy



**Percentage in bands:**  
Year 7 Writing



In Numeracy, data indicates the majority of students achieving in Bands 6, 7 and 8 with a very small percentage scoring in the lowest Bands, Bands 4 and 5.

#### STATE REPORTING REQUIREMENTS – Performance of Aboriginal Students in NAPLAN

In Year 7, Reading for Aboriginal students scoring top Band 9, there was an increase of 11.7% from 2015. For Aboriginal students scoring Band 8, there was a decrease of 31.7% from 2015.

In Year 7 Writing for Aboriginal students scoring top Band 9, there was an increase of 12.5% from 2015. For Aboriginal students scoring Band 8, there was an increase of 12.5% from 2015.

In Year 7 Spelling, no Aboriginal students scored the top Band 9. For Aboriginal students scoring Band 8, there was a 29.2% decline from 2015.

In Year 7 Grammar and Punctuation for Aboriginal students scoring the top Band 9, there was a 12.5% increase from 2015. For Aboriginal students scoring Band 8 there was a 16.7% decrease from 2015.

In Year 7 Numeracy, for Aboriginal students scoring Band 9, there was a 8.3% decrease from 2015. For Aboriginal students scoring Band 8, there was a 12.5% increase from 2015.

In Year 9 Grammar and Punctuation, Band 10 there was a 1.6% increase. For Aboriginal students scoring in Band 9, there was a 20% increase from 2015. No students scored Band 10 in 2015 or 2016.

In Year 9 Reading, for Aboriginal students scoring the top Band 10 there was an increase of 13.9% from 2015. No students scored Band 9.



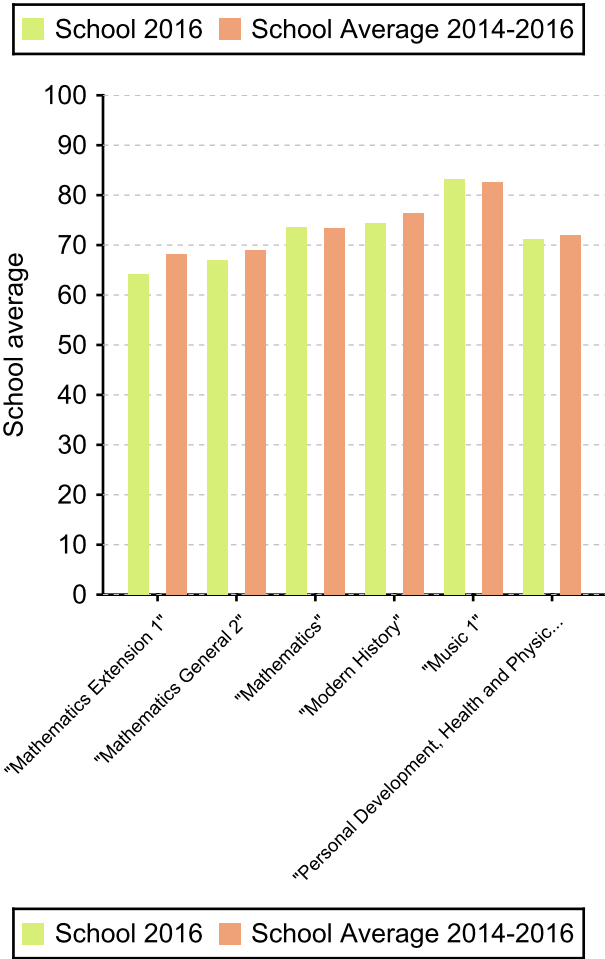
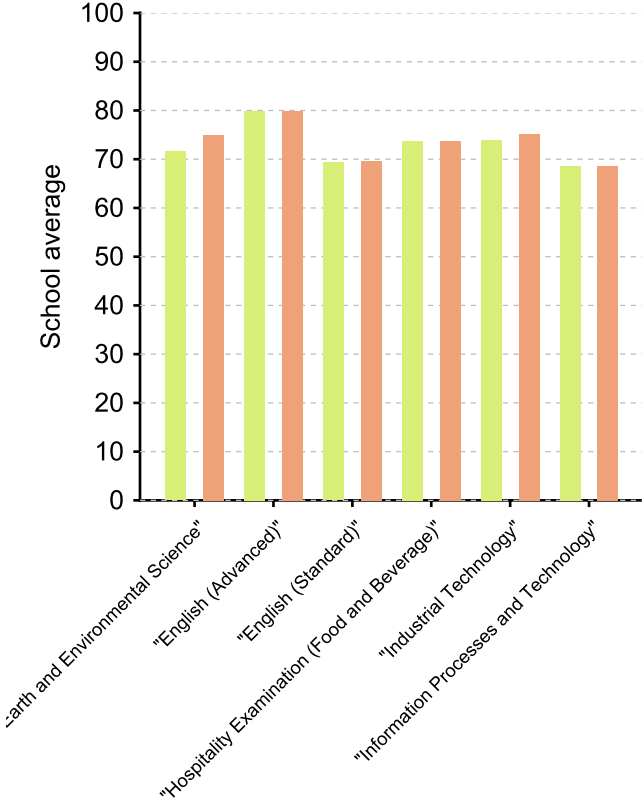
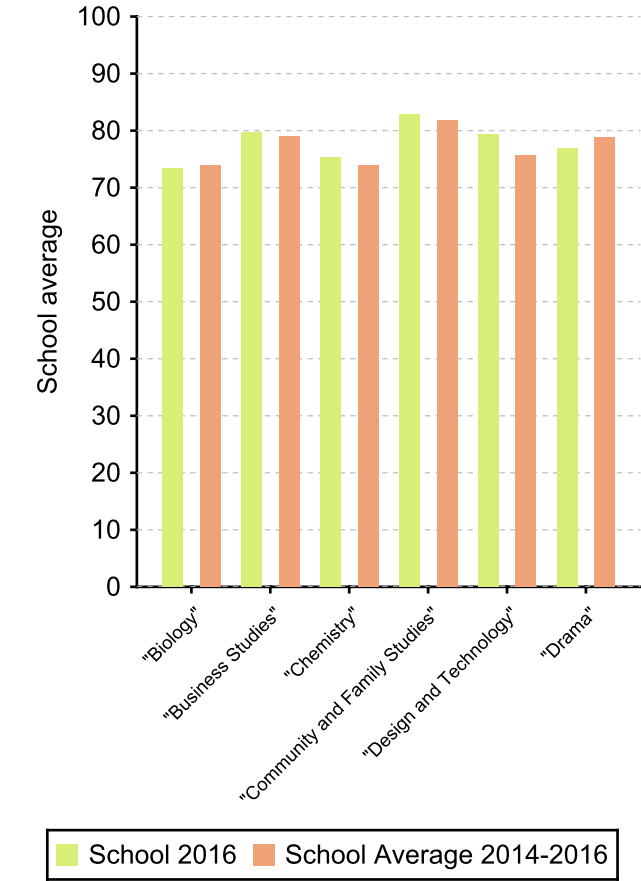
In Year 9 Writing, for Aboriginal students scoring Band10 there was a 20% increase from 2015. In Year 9 Writing, for Aboriginal students scoring Band 9, there was a 20% increase from 2015.

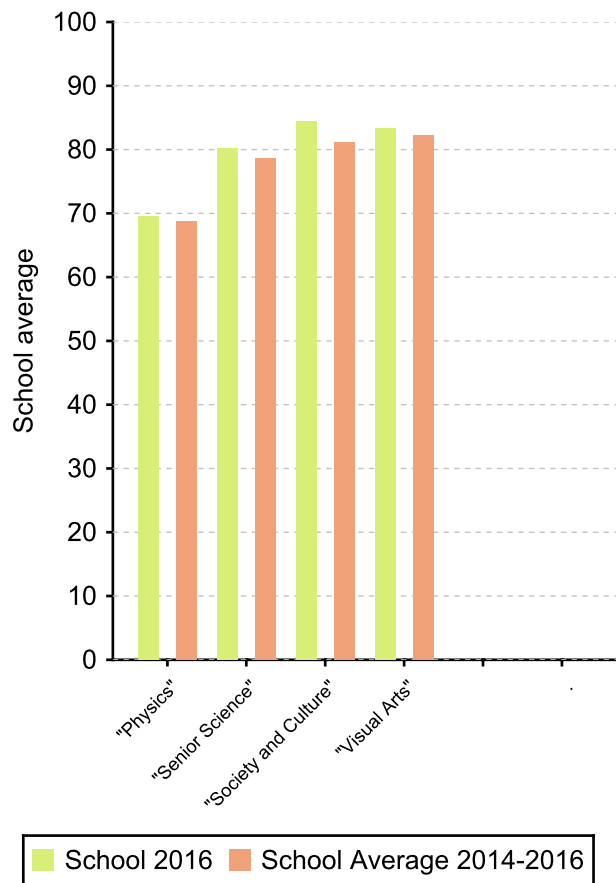
In Year 9 Spelling, for Aboriginal students scoring Band 10 there was a 20% increase from 2015. In Year 9 Spelling, for Aboriginal students scoring Band 9 there was a 20% increase from 2015.

In Year 9 Numeracy, no Aboriginal students scored Band 10. For Aboriginal students scoring Band 9, there was a 7.5% increase from 2015.

### Higher School Certificate (HSC)

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





**Above State Band 6/E4:** Business Studies, Community & Family Studies, Economics, Engineering Studies, Hospitality, Senior Science, Society & Culture, Textiles and Design, Visual Arts

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

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

In 2016, the school sought the opinions of parents, students and teachers about the school.

Student, staff and parent participation in school programs, activities and the P&C indicates satisfaction with school programs. The school continues to implement improvements based on an extensive survey of staff, students and parents conducted in 2015 resulting in the Strategic Directions for the 2015–2017 School Plan.

## Policy requirements

### Aboriginal education

- Conducted 31 PLP meetings with all students accompanied by at least one parent or carer. All PLP's were updated and placed onto the network drive for staff to access and implement.
- Organised seven Junior AECG meetings with an average of 15 students attending each meeting. As a result of the discussions at these meetings, students were able to identify and locate their country on the Aboriginal map of Australia.
- Organised and co-ordinated whole school celebrations for NAIDOC Day. These included a ceremony lead by the Junior AECG, morning tea with parents, partner primary school representatives and community members, a performance by the Warners Bay High School Didgeridoo Group and a performance by the Hunter Sports High School Dance Group.
- Organised a guest speaker to address the whole school on Sorry Day. This increased staff and student awareness of the impact of the Stolen Generation on Aboriginal people today.
- Developed and uploaded content for the Awabakal, Warners Bay Community MGoals page. This informs parents/community about cultural events occurring in the school.
- Attended four Kumaridha Local AECG meetings. This strengthened the partnership between the school and the local AECG.
- Released four staff to attend a course of Leading Aboriginal Education in the School. This increased the awareness of staff of how best to support the educational outcomes of our Aboriginal students.
- Planned and organised for an experienced Aboriginal person to teach a group of twelve students how to make and play a didgeridoo. The students gained knowledge about their culture and a sense of accomplishment in being able to perform at the NAIDOC ceremony.
- Arranged for one staff member and four students to attend Walk a Mile Koori Style. This White Ribbon Day event provided students with an opportunity to walk alongside other Aboriginal students and community members in support of this worthwhile cause.
- Planned and conducted an excursion for forty teachers, students and parents from across the Warners Bay Community of Schools to participate in two cultural workshops by Speaking in Colour. These workshops increased and supported their cultural understanding.
- Provided an opportunity for eleven students to attend the Bangarra Dance Workshop in Sydney. The workshop enabled students to learn about the significance of Aboriginal dance and to perform a modern Aboriginal dance.
- Collaborated, with the Warners Bay Community of Schools and Kumaridha Local AECG, to develop and sign a Memorandum of Understanding. This agreement recognises the strong partnership between the school and the Local AECG in supporting Aboriginal Education.

## Multicultural and anti-racism education

The school student profile is predominantly Anglo-saxon with 6.5% students coming from non-English speaking backgrounds. The most prevalent of the 34 languages represented are Spanish, German, Cantonese, Mandarin, Italian and Tagalog. To support a culture of valuing cultural difference within the school, WBHS:

- facilitated the designated Anti-racism officer supported students to build the culture of valuing individual difference
- facilitated the celebration of Harmony Day, with students and staff organising festivities in the MPC featuring international food vendors and drumming.

Twenty three teachers and 92 students including all WBHS ESL and International Studies students contributed to a PowerPoint showcasing delivery within our school community which resulted in increased awareness of diverse cultures, tolerance and acceptance of others.

## Other school programs

### In Community Partnerships :

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

### In Technology :

- Developed the capacity of the Parent Portal to move beyond the access of data and information to allowing parents to respond to absences and request information online.
- Implemented an SMS absence alert system. This ensures full regulatory compliance by informing parents and carers on the same day that the absence occurs.
- Enabled Parent Teacher Interviews to be booked online. This improved the ability of parents and carers to assess teacher availability and make bookings in a fast and simple online process.
- Connected to more than 3100 parents, carers and

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

- Generated an average of 8500 views per month over a 12 month period. A dedicated website team update the site with recent photos and news to inform and help celebrate the achievements of Warners Bay High students with the wider school community.
- Created a Google+ Community page to assist in answering BYOD and ICT-related issues that parents may be having. This has increased access to up-to-date information and provided a moderated forum for all community members to post questions and have them answered in a timely and public manner.

### In Visible Learning :

- Implemented the Year 7 'Brainfood' program which ensured all 230 students understood the Growth Mindset and developed learning and organisational skills.
- Enhanced student learning in Year 8, as they reflected on an assessment task from each course and reviewed both the progress achieved and ways to improve in the future. Students presented evidence of their learning and discussed it with a group at the Visible Learning Expo in Term Four.
- In Gifted and Talented Programs : Facilitated Rich Assessment Tasks undertaken by 30 students enrolled in the Year 8 Triple E course. Students were required to conduct research into the fitness levels of adolescents and prepare a report on this matter.
- Conducted the Year 7 Triple E program as a cross-curriculum undertaking with the direct involvement of 12 staff members who conducted tutorials and acted as mentors, with the support of many more staff.
- Facilitated the participation of 12 students in the University of New South Wales International Competitions and Assessment for Schools (ICAS) Mathematics and English Competitions. In the Mathematics Competition two students received Distinctions, three received a Credit and one a participation certificate. In the English Competition, two students received Distinctions, one received a Credit, and three received participation certificates.
- Developed and successfully conducted a GATS Immersion Day to enrich and extend the learning of 44 Gifted and Talented students from our partner primary schools, and to further inform the selection process for the Year 7 2017 Triple E program.

## In Welfare and Support :

- Improved the numeracy withdrawal Learning Support Program in 2016 for identified students by collaborating more closely with the Mathematics faculty. Through effective consultation 92 students participated in this program held during regular Mathematics lessons. This program followed content covered in students' Mathematics classes using an individualised approach and contributed positively to each student's end of year results with an average growth of 8%.
- Delivered a broad range of support programs for students completing the HSC and RoSA focusing on organisation, study skills, time management and management of student anxiety. Anecdotal feedback from the 87 students and their families indicated positive outcomes for these students in overcoming their individual educational obstacles.
- Conducted 179 Individual Transition Meetings for students with special needs resulting in the development of individualised goal setting and educational planning by class teacher.
- Implemented and analysed the National Consistent Collection of Data for students with disabilities or imputed support needs. In 2016 Warners Bay HS identified 210 students with either an Individualised Education Plan (IEP) or a requirement for "reasonable adjustments" and addressed these needs through Quality Teaching and a Differentiated Curriculum.
- Collated and analysed data representing the changes identified for a total of 144 students with a disability through comprehensive individualised programs. Each student was assessed early in 2016 against a set of relevant criteria of social, physical and educational outcomes. Later in the year each student was again individually assessed against the same criteria and their results collated.
- Co-ordinated and implemented the successful Years 6–7 "Leapfrog" Transition Program for 22 students. The program was developed for students requiring individualised attention and support when moving into a large comprehensive high school. Parent and student anecdotal feedback has continued to be positive, particularly in relation to the effective collaboration with partner primary schools.
- Collaborated with the School Counsellor to deliver a Transition Program for students requiring significant support to adjust to the size and demands of a high school setting. All students gained confidence in navigating their way across the school, reading timetables, locating staff from different faculties and understanding the day-to-day running of a large high school.
- Conducted 25 Learning and Support Team meetings for students with disabilities and/or support needs who will be attending Warners Bay High School in 2017. All students have a Learning Support Plan which is communicated to staff prior to the students beginning high school.
- Prepared 74 Peer Support Leaders through a two-day training program led by the Peer Support Co-ordinator. Years 6–7 students established supportive links with their Year 10 Peer Support Leaders, ensuring that each student has a contact person when beginning high school.
- Developed individual Health Care Plans in consultation with parents and the Head Teacher Welfare for 45 students.
- Continued the successful Homework Centre each Tuesday and Thursday afternoon from Term One to the end of Term Four.
- Implemented the 'Shine' program for 12 students focusing on building resilience, strategies to manage adversity and conflict resolution skills.
- Catered for students with special needs and limited social skills through participation in the 'Green Room' each lunchtime. The program meets the needs of students who experience difficulties developing and maintaining friendships in a large school setting. All students demonstrated enhanced social skills and an ability to interact effectively with others.
- Co-ordinated the Year 7 "Focus Days" at the Morisset Outdoor Education Centre focusing on building cohesive, resilient and socially competent young people. Students engaged in a range of activities including rock climbing, the giant swing, Rock and Water, managing social conflict, "Girls Business" and "Managing Conflict".
- Facilitated the effective transition of students into Year 7 via the Year 6 Orientation Day and the Year 7 for a Day program, where Year 5 students from our partner primary schools spent a day at high school. Students were more prepared and less anxious about high school. Visiting primary staff rate the program as highly effective.
- Employed 4.6 School Learning and Support Officers to assist 71 students with a diagnosed disability in 2016 and requiring individualised support. Support provided students with the skills needed to maintain effective organisation skills and time management, and an increased ability to keep up with lesson's, which is essential for students to achieve their individual goals.
- Evaluated the effectiveness of the School Learning Support Officer's assistance and guidance of students with disabilities. On-going feedback from teachers and review meetings held throughout the year with parents and students indicate a high success rate for facilitating the achievement of individual student goals.
- Employed an additional 0.5 Learning and Support teacher to assist Stage 4 (Years 7 and 8) students identified as not meeting state average in literacy to provide them with intensive remediation to give them more opportunities for success at high school.