

Whitebridge High School Annual Report



2017



8390

Introduction

The Annual Report for **2017** 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. Mr Ian Wilson Principal Terms 1 & 2 and Mrs Margaret Rennie Principal Terms 3 and 4, led a vibrant school community to achieve the successes outlined within the school plan 2017.

Nadene Harvey

Principal

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Message from the Principal

Principal message

Whitebridge High School saw many changes in 2017. We welcomed Melissa Krempin as Deputy Principal in Term 2, and farewelled our principal Ian Wilson at the end of Term 2.

Ian is an inspirational leader who was proud of every achievement at Whitebridge. He encouraged and supported everyone associated with Whitebridge to achieve their personal best in all endeavours whether it be on the sporting field, in the playground, in academic pursuits or cultural experiences. As a leader Ian was visionary in his goal to ensure students in our care were exposed to diverse and challenging experiences in preparation for life in the community. Ian has taken the position as Director of Albert Einstein School in Ho Chi Minh City, Vietnam. We congratulate him on an outstanding career in NSW public education and wish him the best in his new endeavour.

Melissa Krempin joined the senior executive team from Narara Valley High School and was a most welcomed addition to Whitebridge. Melita Morow filled the position of relieving Deputy principal in Terms 1, 3 and 4. I am extremely appreciative of the roles of both Melissa and Melita. I thank them both for their leadership and also all staff who supported them in this capacity.

In 2017, our school looked closely at our Learning Centres in our continuing pursuit of excellence. Beginning in Term 2, we commenced Learning Centre reviews which were conducted each term. I would like to thank the members of these review teams for their professionalism and also the learning centres for their cooperation and enthusiasm during the review. It is proposed to continue this process in 2018 with an additional four Learning Centres to undertake the review process.

In 2017 we have continued to provide 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 achieve quality outcomes in student growth in learning, academic achievement, student placement in apprenticeships, traineeships and employment opportunities. We are proud of our facilities and bushland setting. We are proud of our 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 community of schools. We are also proud and extremely grateful that we have a supportive community and parent body that encourages students to really 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.

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. I would also like to thank Christine Beverley for her contribution as president of the P&C over the last three years.

Congratulations to the outgoing Year 12 student body. This group of young people were outstanding role models for the rest of the school. I particularly congratulate Andrew Dunford and Zara Handscomb for the leadership of the Student Executive Council through the role of School Captains. Andrew and Zara were supported by the vice captains and senior councillors Jacob Morrison, Sophie White, Jack Whitby and Angelica Hidalgo. I am indebted to the work of Jeremy Hayden and Hayley Terry, Year Advisors, who together led this cohort of students over the past six (6) years. Hayley picked up the responsibility of the final year when Jeremy was on leave.

The HSC results included our first accelerated group of mathematics students. The results reflected their efforts in completing one HSC course while still in Year 11. Overall, our students performed well right across the board for the cohort.

Finally, I welcome our new principal Mrs Nadene Harvey. Nadene has joined us from Merewether High School. I am confident that the future of Whitebridge will continue in a positive way with the makeup of the senior executive.

Mrs Margaret Rennie

Principal

Term 3 & 4 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

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated:

Learning: The results of this process indicated that in the School Excellence Framework domain of Learning:

The results of this validation process indicated that in the SEF domain of Learning, Whitebridge High School is Sustaining and Growing. The exception to this consistent judgement is in the element of Student Performance Measures, where evidence indicates that we are Delivering. Analysis of external data (RAP and SMART) is an ongoing process as well as analysis of internal performance in both assessment and examinations. Students not meeting national minimum standards in literacy and numeracy are identified from NAPLAN data and a learning adjustment register is developed and accessed by all staff in preparation for teaching students.

Teaching: The results of this process indicated that in the School Excellence Framework domain of Teaching:

The results of this validation process indicated that in the SEF domain of Teaching, Whitebridge High School is Sustaining and Growing. The exception to this is in the area of Collaborative Practice where we are excelling. At Whitebridge High School we are committed to providing quality teaching to all students supported by quality professional learning mapped to the three school strategic directions. Using the expertise in house has seen the development of strategies to support improvement in writing (ALARM matrix) and development of 21st Century learning skills by introducing Inquiry Based Learning into the Year 7 curriculum.

Leading: The results of this process indicated that in the School Excellence Framework domain of Leading:

The results of this validation process indicated that in the SEF domain of Leading we are Sustaining and Growing, this is evident in all domains. There has been considerable changes to school administration systems and structures over the past three years. This is the result of the introduction of new technologies (LMBR), appointment of a school funded business manager, increased expenditure on technologies to address work flow deficits.

Opportunities for staff to take on leadership roles within the school has developed an understanding amongst staff of the complexities of school management and as a result built leadership capacity within the staff.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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 Skoolbag app has 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 with positive input from the CAT team and connections with the BEACON foundation.

Continued partnership with the University of Newcastle Confucius Institute to promote the study of Asian languages has exposed students to the culture, language and life of some of our nearest trading partners. 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)	Funds Expended (Resources)	Progress achieved this year
Published scope and sequence 7–10	<ul style="list-style-type: none"> Assigned to school funded Head Teacher Teaching and Learning for coordination. Learning Centre Leaders complete as part of their normal allocation of duties. 	All year 7 to 10 scope and sequences published on the school website and updated regularly.
Uniformity in scope / sequence and programming 7–12	Learning Centre Leaders complete as part of their normal allocation of duties.	<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.
Improved value added results evident in external assessment	<ul style="list-style-type: none"> Additional 0.3 teacher allocation from SBAR to run intensive small group workshops targeting improved literacy results. Learning Centre Leaders completed SMART data analysis as part of their normal allocation of duties. 	<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.
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 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 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 Future Focused 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 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, sharing of expertise and learning from other learning centres has been encouraged.

Learning Adjustment Registers (LARs) have been embedded into classroom practice. 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 Head Teacher 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 three years.

Feedback from students has taken the form of interviews and written reflection. All information from student feedback is shared with staff in learning centres 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.

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 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.

The PDP process has strengthened and as such greater discussion with supervisors and observations with colleagues has taken place 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)	Funds Expended (Resources)	Progress achieved this year
Positive movement along Literacy Continuum with all students at year level or beyond	<ul style="list-style-type: none">• All students below national minimum standards identified from NAPLAN results placed on the Literacy Continuum. Movement and placement from 2016 made as a result of triangulated data from in school assessment for	LAST worked with students on FoR strategies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Positive movement along Literacy Continuum with all students at year level or beyond	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 school community recognition	All students had an increased understanding of local charities and the important work needed to support charitable events raising money for local kids with terminal illnesses. Year 11 students enrolled in FSK (Foundation Skills) collaboratively worked with the local council to enhance the area behind Whitebridge High School. 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.	Staff completed as part of their normal allocation of duties.

Next Steps

- Build on the use of student voice to inform teaching and learning strategies.
- Continue to support students in literacy, particularly reading comprehension and writing.
- Ensure feedback from and to students is used effectively to enhance student learning.
- Continued support of the WCoS literacy and numeracy day.
- Continual review of Stage 4 learning and structure to allow for focused teacher professional development of new pedagogies and deeper learning with the framework of learning in a digital age, STEAM and Future Focused 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 Learning Adjustment Registers for each student. Professional development for specific disabilities has been available to relevant and interested staff. Aboriginal leadership opportunities have been established with identified students engaging in school wide leadership activities. Student leadership opportunities are available not only to elected SRC members but in numerous other events, such as volunteering, 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)	Funds Expended (Resources)	Progress achieved this year
Evaluation of teaching programs with the inclusion of adjustments	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

- Continued implementation on investigation of Visible Learning with a focus on Student Voice.
- 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 and quality teaching observations to be established within a Quality Teaching Rounds framework.
- 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 Future Focused Learning.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> Local Aboriginal history (The Yulerbah Track) and storytelling. This day included Aboriginal students from our Community of Schools and allows our Aboriginal students to plan and lead activities for the day. 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 	<ul style="list-style-type: none"> Storytelling / Yarn day completed with the support of the Local Aboriginal community and part of staff teaching allocation. PLP funding allocation used to support Connecting to Country training.
Low level adjustment for disability	<ul style="list-style-type: none"> SLSO support for students and staff in classroom. Learning Adjustment Registers available to all teaching staff. Ongoing communication with Learning Centres and Learning Support Team Meetings. 	<ul style="list-style-type: none"> SLSO staffing funding through integration support funding. LAR's and LST meetings completed as part of regular LAST staffing allocation.
Socio-economic background	<ul style="list-style-type: none"> Targeted testing for the identification of students requiring literacy support. Implementation of adjusted strategies and ideas to accommodate individual literacy needs. Ongoing continuation of the FoR (Focus on Reading) Program. FoR strategies embedded into learning centre programs with the ALARM (A Learning and Responding Matrix) program. 	<ul style="list-style-type: none"> Low socio-economic funding used for the employment of teaching staff to support the FoR program. Low socio-economic funding used for teacher release to support the implementation of ALARM.
Support for beginning teachers	Progress meetings with supervising teachers to determine and record progress on goals. Regular progress meeting conducted to ensure goals conform to Australian Teaching Standards. Regular release provided for beginning teachers to support goal achievement.	Beginning teacher allocation used to support release and training of beginning teachers and supervisors.
DramaWorks	Successful implementation and execution of the DramaWorks program finalised in 2017.	SBAR funding used for the finalisation of the program within the school.
Asia Acces and Mandarin Language Strategy	Continued partnership with the Confucius institute and Newcastle University.	University support teacher to work with Chinese teacher to support and implement programs.

Beacon

- Continued support for the Beacon program through participation in local meetings.
- Regular completion of student surveys to establish career aspirations.
- Continued support and implementation of the Beacon SHINE program.
- Establishment of additional local business partnerships to support the Beacon program.

Annual allocation of \$3000 to support the ongoing continuation of the Beacon program.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	520	518	504	497
Girls	506	481	461	436

Student attendance profile

School				
Year	2014	2015	2016	2017
7	92.3	91.4	95.4	93.2
8	91.9	87.6	92.5	91.4
9	88.4	88.2	89.1	88
10	87.5	87.4	91.6	85.9
11	92.5	85.4	90.6	86.6
12	93.8	89.9	95.2	90.9
All Years	90.7	88.2	92.3	89.2
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

- Student attendance is above the state average for Years 7, 8 and 12. Student attendance in Year 9, 10 and 11 is slightly below the state average. The school community supports a positive culture for school attendance and student attendance is monitored daily. The school works closely with regional support personnel such as the Home School Liaison Officer the Aboriginal Community Liaison Officer and the Learning Engagement Team to support the positive attendance and engagement of students in learning.
- Specific programs of daily SMS attendance notices to parents and carers as well as internal monitoring processes for individual students have supported positive attendance. A positive recognition program for 100% attendance is celebrated across the school.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	1	5
Employment	9	7	28
TAFE entry	2	2	2
University Entry	0	0	51
Other	1	1.5	4
Unknown	0	0	10

Students engage in a careers and transition support program to assist them to seek employment and pursue pathways for post school success. A significant proportion of students aspire to and gain University entry upon completion of the HSC. Students who do wish to continue at school and seek employment are supported through comprehensive strategies of work experience and work placement to establish positive school to work pathways with a high success rate of students transitioning directly from the school into recognised employment and training.

Year 12 students undertaking vocational or trade training

VET

Whitebridge High School delivers the following VET Frameworks in Stage 6: Construction, Hospitality, Food & Beverage Service, Skills for Work and Vocational Pathways, Sport Coaching and Metals and Engineering. WHS continues to work closely with career links who are responsible for sourcing and organising work placement options for our students. work placement is mandatory is all VET courses except for FSK. Work placements provide access to the industry in which the students have chosen to study. On occasions, students have gained casual employment and offers of apprenticeships. Work placement enhances students work readiness skills. FSK ran a breakfast club in Terms 1 and 2 which enabled students to understand the important of customer service, food preparation and the presentation of food.

Year 12 students attaining HSC or equivalent vocational education qualification

The class of 2017 collectively completed 517 HSC

examinations. One third of all courses studied saw achievement in HSC performance above the state average. All students attained the HSC and or a recognised VET qualification.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	1
Head Teacher(s)	11
Classroom Teacher(s)	49.8
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.5
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	2
School Administration & Support Staff	15.77
Other Positions	1

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools report on Aboriginal composition of their workforce. We have two (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	18

Professional learning and teacher accreditation

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

Responding to the current evidence of the role of ongoing professional development for teachers and executive to improve student outcomes, Whitebridge High School has embarked on a new approach to

utilising staff meetings.

At each of our fortnightly meetings, staff have been involved in targeted professional learning. This learning has been identified through the analysis of all staff's Performance and Development Plan goals aligned to the Australian Professional Teaching Standards and the school plan. The learning that has undertaken has been delivered by staff with expertise in the areas and with some external presenters.

Staff led workshops included:

"Managing Difficult Conversations with Parents"

"Whole school literacy at Whitebridge High School"

"Supporting Students with Additional Needs"

"Implementing CANVAS at Whitebridge High School"

"Discover Microsoft 365"

"Promoting Teacher Wellbeing"

These sessions built further leadership capacity in our teachers as well as providing relevant information to increase student achievement.

All sessions have been registered with through MyPL and staff enrol in these lessons to allow them to keep track of learning and to provide evidence towards 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 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	789,574
Revenue	10,354,442
Appropriation	9,919,948
Sale of Goods and Services	53,833
Grants and Contributions	370,431
Gain and Loss	0
Other Revenue	0
Investment Income	10,230
Expenses	-10,405,233
Recurrent Expenses	-10,373,215
Employee Related	-9,499,679
Operating Expenses	-873,536
Capital Expenses	-32,018
Employee Related	0
Operating Expenses	-32,018
SURPLUS / DEFICIT FOR THE YEAR	-50,791
Balance Carried Forward	738,782

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. There is regular use of the school's Overview Report to indicate the current financial position. There are no unusual spending patterns. The school made use of surplus funding to support a school based Literacy and Numeracy Bump It Up program 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.

	2017 Actual (\$)
Base Total	8,066,069
Base Per Capita	150,748
Base Location	0
Other Base	7,915,321
Equity Total	485,574
Equity Aboriginal	39,251
Equity Socio economic	196,350
Equity Language	630
Equity Disability	249,343
Targeted Total	915,232
Other Total	375,983
Grand Total	9,842,857

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

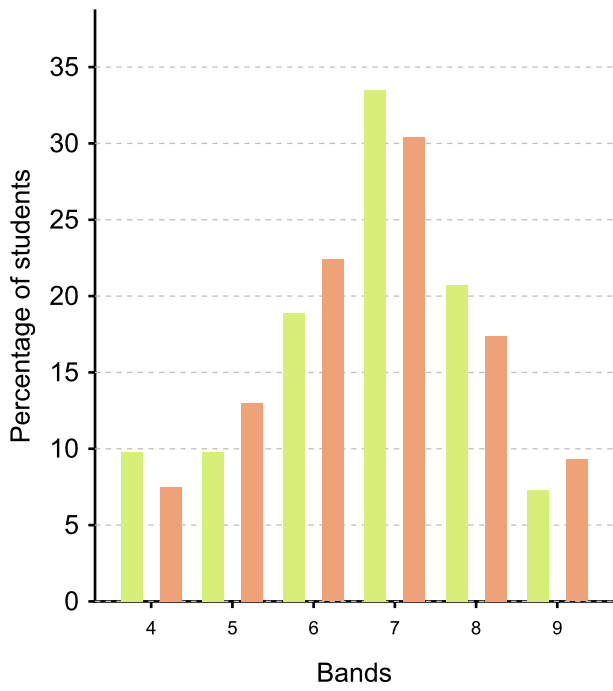
NAPLAN

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.

Specific Bump it up strategies were implemented across classrooms to build students capacity in a range of literacy skills. In the domain of reading and spelling, 23% and 22% of students achieved in the top 2 bands of Year 9 respectively. Student writing is an area of ongoing development with 13% of students achieving in the top two bands for Year 9. Performance in Band 10 in the area of reading was significantly higher showing a positive trend against the previous 2 years. Data shows a positive trend in all domains of Literacy as measured against 2015 and 2016 Year 9 data.

Our Year 9 students achieved average growth scores above that of other NSW DoE students and NSW all students, across the domains of reading, writing and grammar and punctuation. This positive outcome for student growth reflects a positive impact of explicit teaching and learning strategies as well as the ongoing implementation of the school's Bump it Up strategy.

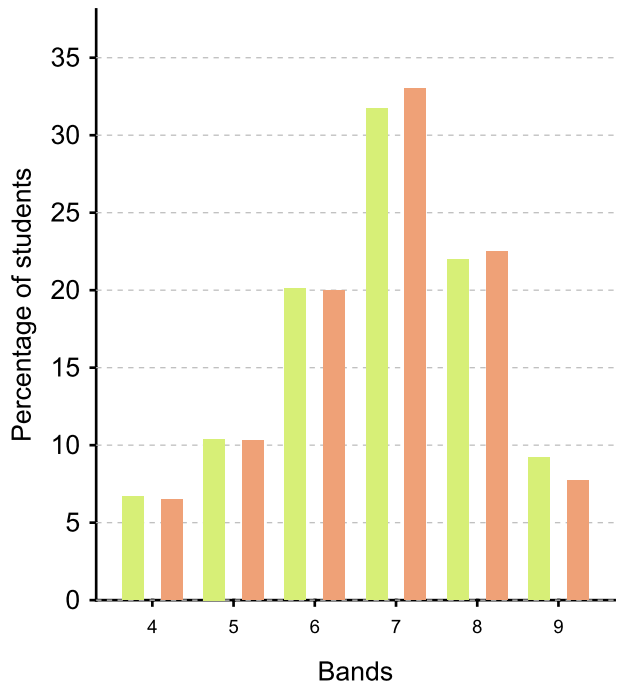
Percentage in bands:
Year 7 Grammar & Punctuation



Band	4	5	6	7	8	9
Percentage of students	9.8	9.8	18.9	33.5	20.7	7.3
School avg 2015-2017	7.5	13.0	22.4	30.4	17.4	9.3

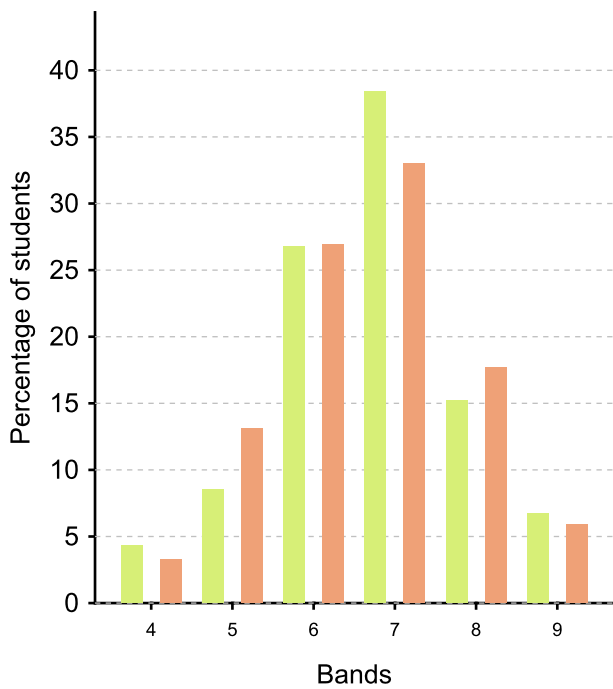
Band	4	5	6	7	8	9
Percentage of students	4.3	8.5	26.8	38.4	15.2	6.7
School avg 2015-2017	3.3	13.1	26.9	33.0	17.7	5.9

Percentage in bands:
Year 7 Spelling

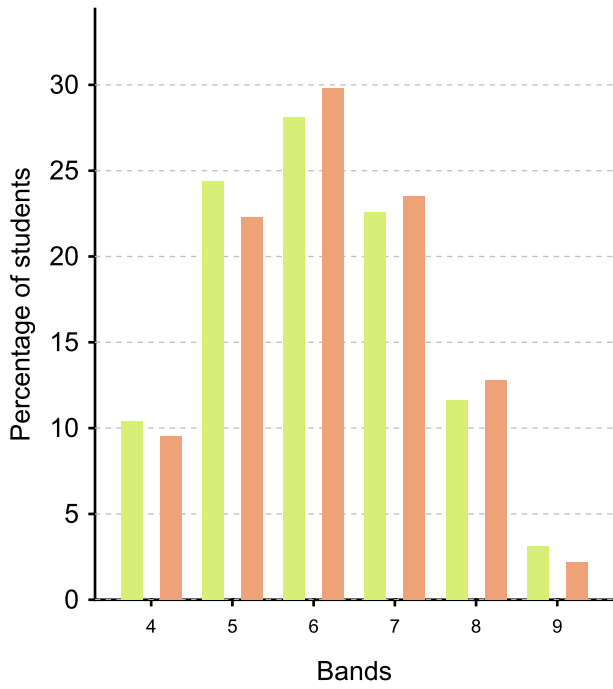


Band	4	5	6	7	8	9
Percentage of students	6.7	10.4	20.1	31.7	22.0	9.2
School avg 2015-2017	6.5	10.3	20.0	33.0	22.5	7.7

Percentage in bands:
Year 7 Reading



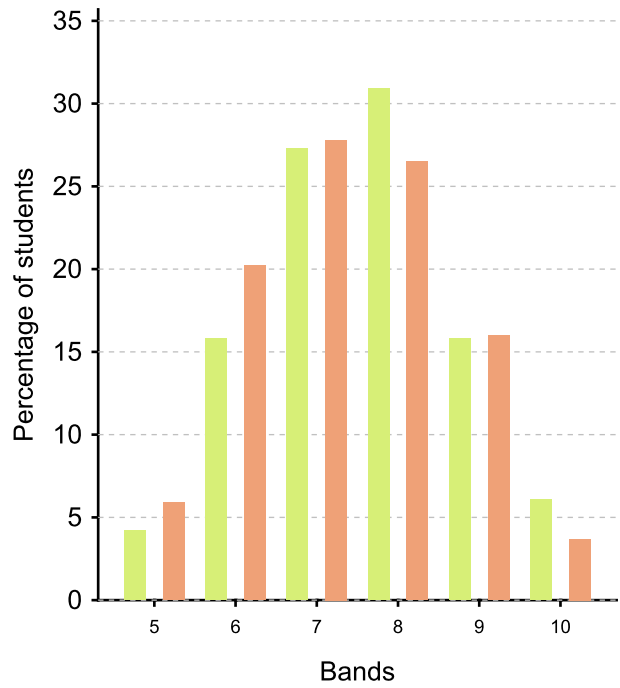
**Percentage in bands:
Year 7 Writing**



Band	4	5	6	7	8	9
Percentage of students	10.4	24.4	28.1	22.6	11.6	3.1
School avg 2015-2017	9.5	22.3	29.8	23.5	12.8	2.2

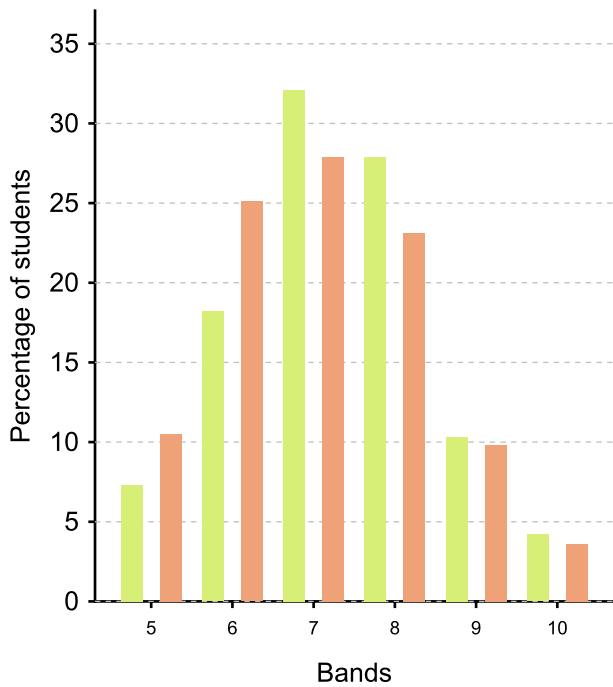
Band	5	6	7	8	9	10
Percentage of students	7.3	18.2	32.1	27.9	10.3	4.2
School avg 2015-2017	10.5	25.1	27.9	23.1	9.8	3.6

**Percentage in bands:
Year 9 Reading**

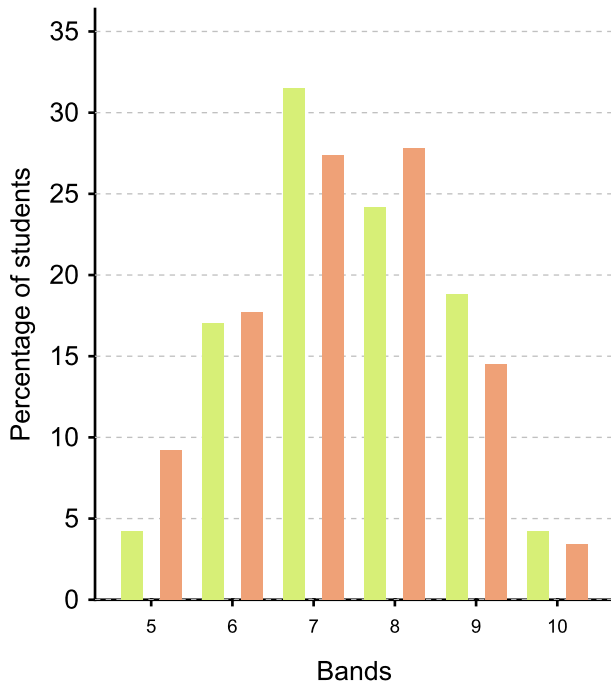


Band	5	6	7	8	9	10
Percentage of students	4.2	15.8	27.3	30.9	15.8	6.1
School avg 2015-2017	5.9	20.2	27.8	26.5	16.0	3.7

**Percentage in bands:
Year 9 Grammar & Punctuation**



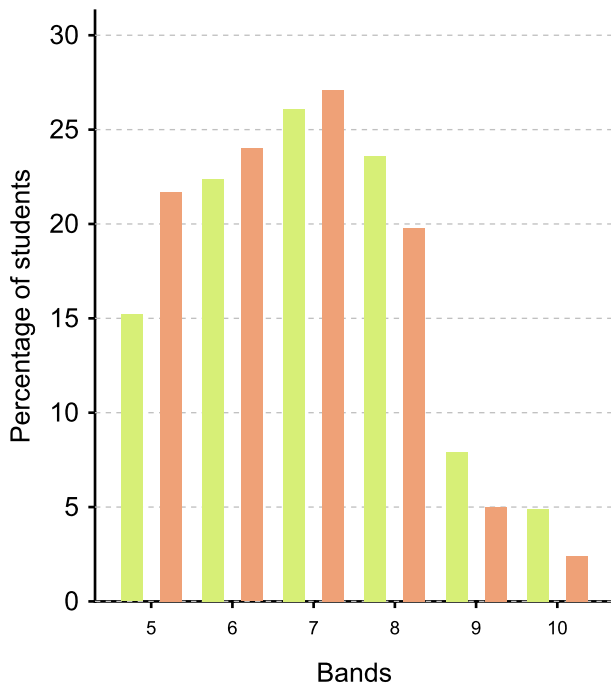
**Percentage in bands:
Year 9 Spelling**



■ Percentage in Bands
■ School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	4.2	17.0	31.5	24.2	18.8	4.2
School avg 2015-2017	9.2	17.7	27.4	27.8	14.5	3.4

**Percentage in bands:
Year 9 Writing**

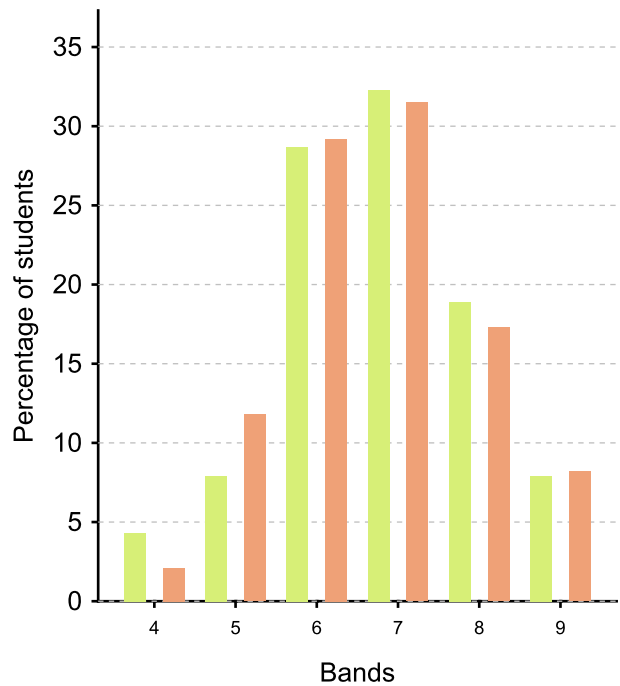


■ Percentage in Bands
■ School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	15.2	22.4	26.1	23.6	7.9	4.9
School avg 2015-2017	21.7	24.0	27.1	19.8	5.0	2.4

A significant growth in the domain of Numeracy was achieved by Year 9 students as measured against their Year 7 data of 2015. 79.6% of students achieved at or above expected growth in the domain of Numeracy. The average growth of students was above both the average growth for other DoE schools and the average growth of all students in NSW.

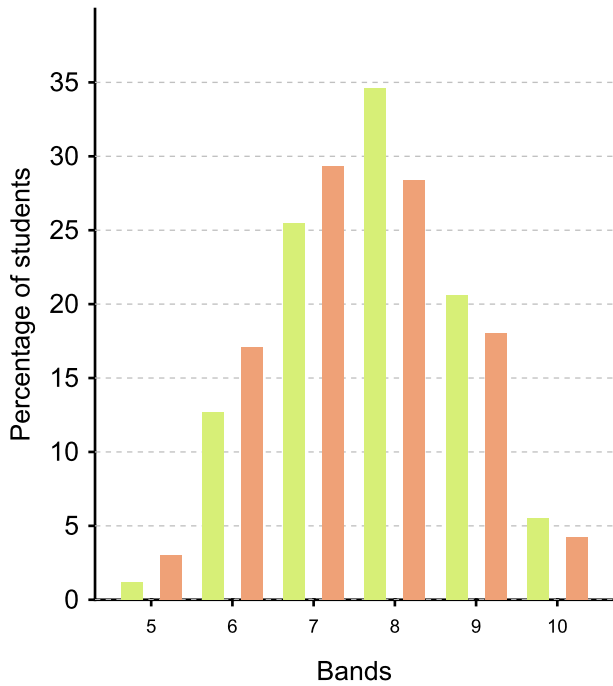
**Percentage in bands:
Year 7 Numeracy**



■ Percentage in Bands
■ School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	4.3	7.9	28.7	32.3	18.9	7.9
School avg 2015-2017	2.1	11.8	29.2	31.5	17.3	8.2

**Percentage in bands:
Year 9 Numeracy**



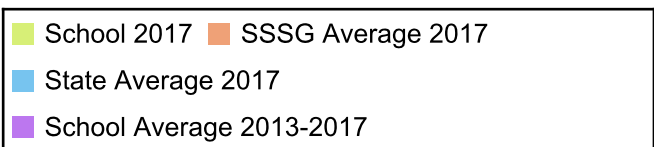
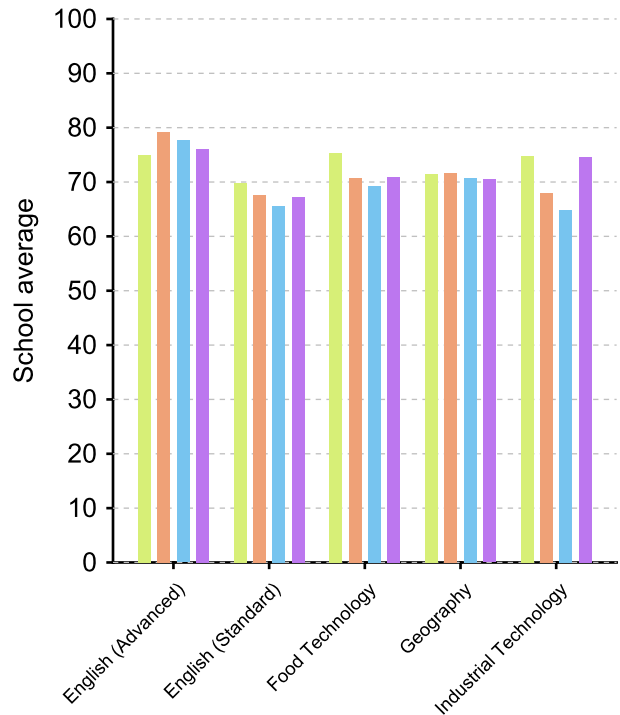
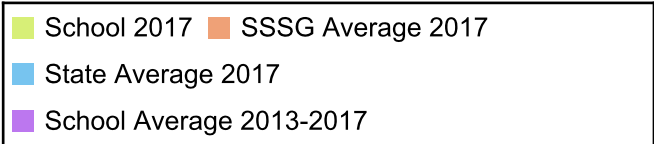
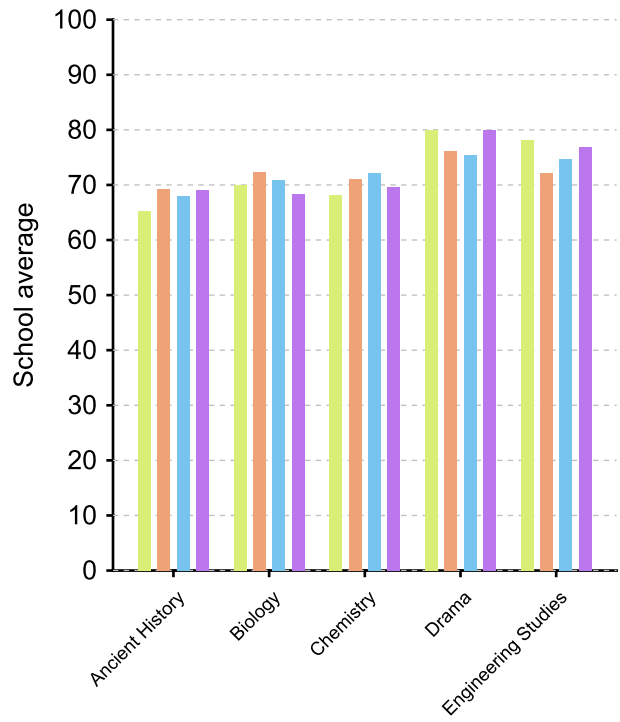
Band	5	6	7	8	9	10
Percentage of students	1.2	12.7	25.5	34.6	20.6	5.5
School avg 2015-2017	3.0	17.1	29.3	28.4	18.0	4.2

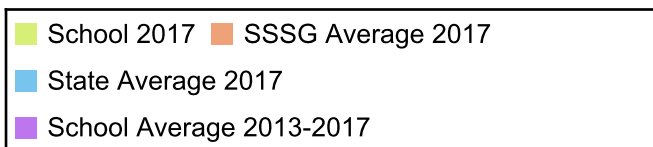
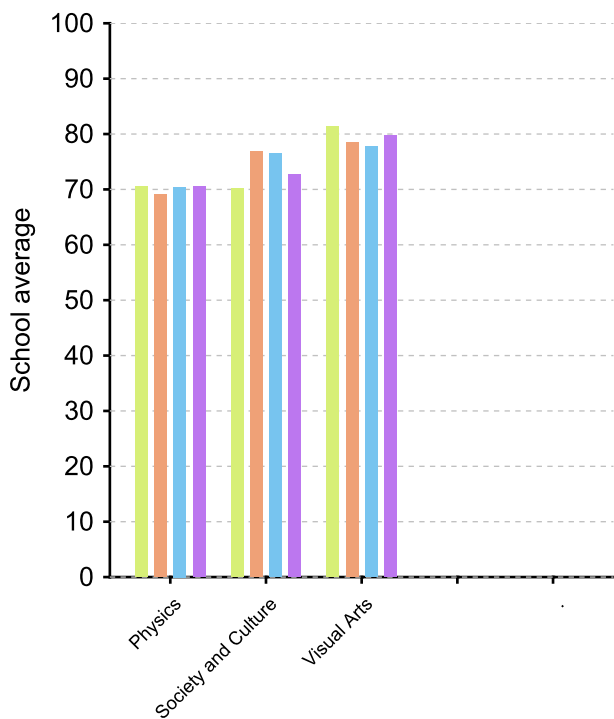
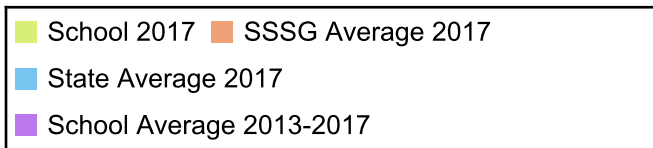
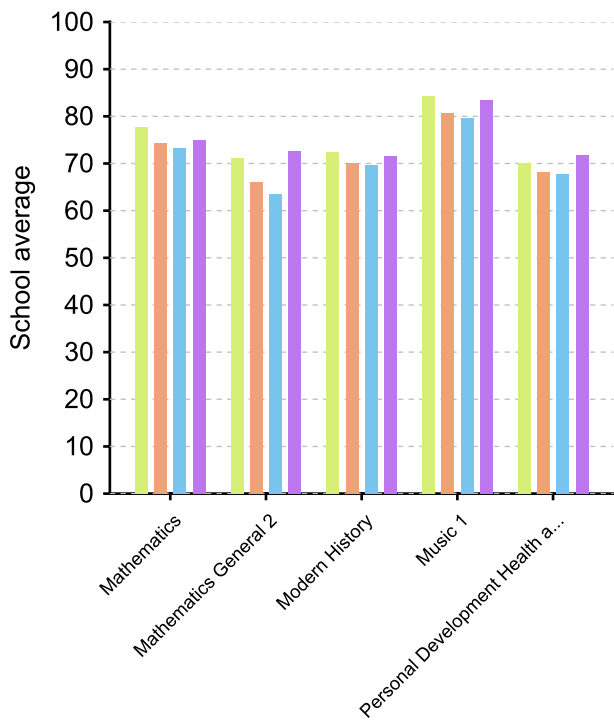
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Aboriginal and Torres Strait Islander students have performed and achieved personal learning growth both consistently with and above their peers across a range of NAPLAN domains. In Reading 66.7% of students achieved above or equal to expected growth. In the domain of Writing 60% achieved at or above expected growth. Expected growth was achieved at 80% and 90% respectively in the domains of Spelling and Grammar. Aboriginal and Torres Strait Islander students are supported to achieve and have exceeded the improvement targets.

Higher School Certificate (HSC)

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





Chemistry	68.1	71.1	72.1	69.5
Drama	80.0	76.1	75.5	80.0
Engineering Studies	78.2	72.2	74.8	76.9
English (Advanced)	74.9	79.1	77.6	76.0
English (Standard)	69.9	67.6	65.6	67.2
Food Technology	75.3	70.7	69.3	70.9
Geography	71.4	71.7	70.7	70.5
Industrial Technology	74.8	68.0	64.8	74.7
Mathematics	77.7	74.3	73.2	75.0
Mathematics General 2	71.2	66.0	63.6	72.7
Modern History	72.5	70.0	69.6	71.5
Music 1	84.2	80.8	79.7	83.4
Personal Development Health and Physical Education	70.0	68.3	67.7	71.9
Physics	70.6	69.0	70.4	70.5
Society and Culture	70.2	76.8	76.4	72.7
Visual Arts	81.4	78.5	77.7	79.7

In 2017, 33.3% of all HSC results were in the top 2 bands. Students participated in 18 courses across the school through to completion at HSC level. Of these 18 courses, school group statistics show Whitebridge High School student performance in 12 courses achieving above the state average and 12 courses also achieving above that of similar school groups.

Parent/caregiver, student, teacher satisfaction

The 'Tell Them From Me' survey was completed by school staff and a large percentage of students from all years. A small number of parents/caregivers also took advantage of this opportunity. The survey provided valuable feedback to the school on many aspects of school life. Results indicated students positive behaviours and relationships at school were considered to be above state average. Results will be used to inform future planning.

Subject	School 2017	SSSG	State	School Average 2013-2017
Ancient History	65.2	69.2	68.1	69.0
Biology	70.0	72.3	70.9	68.3



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 Whitebridge High School that, Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader school population. Whitebridge High School 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, the 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 ensures 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, addresses 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.**

Other school programs

Wellbeing

The Wellbeing Team consists of Year Advisors starting with our early transition Year 6 advisor through to Year 12 Advisor, School Counsellor, Deputy Principals, interested staff and Learning Centre Leader for Specialised Learning. This team meet once a fortnight to discuss the wellbeing policy, current topics of concern and host guest speakers from within the department and wider community to address the group and support our wellbeing programs.

Policy development for 2017 included an updated anti-bullying plan that will be published in 2018.

Year 12 students participated in a HSC preparation seminar day which also included an evening presentation for parents which supported parents with the strategies to support their children during the HSC. Year 11 attended a comprehensive Crossroads program with guest speakers and staff led activities around mental health, wellbeing, practising safe behaviours and reducing stress.

Year 7 – 10 students had varying presentations and activities throughout the year that focused on trying their best, achieving goals, cyberbullying, safe partying, safe online practices and the possible legal consequences of unsafe cyber practices. All wellbeing presentations and activities were age and year appropriate and were supplemented by in class learning activities to reinforce the learning experiences.

Our Transition program for students Year 6 – 7 included a leadership day with the partner primary schools. Whitebridge High School participated in this day and endorsed the message that all students are leaders. Have a Go Days were run in Week 3 Term 4 where students attend Whitebridge for the day and experienced various classroom activities and camp preparation. The Students with additional needs program (SWAN) runs for one morning a week for 7 weeks with the incoming Year Advisor and Leader of Wellbeing and helped to promote a smooth transition to high school in a small group environment. Orientation night welcomed new families and provided important information about our school to incoming students and

their families.

Teaching and Learning

The school has continued to review teaching and learning practices. All staff have analysed HSC and NAPLAN results using Smart data and the Results Analysis Package. Whole school literacy programs such as 'Bump it up' and ALARM have been implemented in response to correlated data. Teaching staff have taken responsibility for whole school literacy and numeracy practice, incorporating programs into teaching and assessment.

Beginning Teachers and Teacher Accreditation.

Beginning teachers received additional funding to support their career induction, being involved in relief from face to face, mentoring and release time for professional development. Many beginning teachers gained proficiency, several teachers maintained competency status and all teachers met accreditation and maintenance requirements as directed by the Australian Professional Standards for teaching. Teachers continued to develop a clearer understanding of Professional Standards and all teachers have embraced the Professional Development Plans, connecting their own professional development with the school plan and aligned with the Australian Teaching Standards.

School Sport

Whitebridge High School continues to foster outstanding sportsmen and women through its participation in a wide variety of regional, state and national competitions as well as the competitive and recreational sporting options available on a weekly basis. Our 2017 sporting achievements in Combined High School competitions include:

Two students represented their country; twelve students represented their state with one earning a NSW CHS Sporting Blue; seven earned NSW medals; 46 students represented the Hunter Region at NSW Championships and 3 students were awarded Hunter Region Blues. These achievements were in the sports of athletics, sailing, swimming, water polo, cricket, volleyball, touch football, hockey, cross country, Australian rules, netball, basketball, tennis, trampoline sports and baseball.

Our Bill Turner Soccer team placed 4th in this prestigious Australia wide competition and our school sporting teams won 5 Hunter Region finals to progress to NSW championships. Many thanks must go to all staff and parents involved in coaching, managing and transporting students as these outstanding achievements would not be possible without their valuable assistance.

Centre for Scientific Investigations (CSI)

A group of 29 Year 10 students attended the Science

and Engineering Challenge with Mrs Harman. A nationwide STEM outreach program presented by the University of Newcastle in partnership with communities, Rotary clubs, universities and sponsors, was designed to inspire students to utilise their creativity, problem solving, innovation and team work, complete a range of tasks and to consider the possibilities of future science and engineering based careers.

The Centre for Scientific Investigations underwent the first Whitebridge Learning Centre review at the end of Term 2 during the reporting cycle. The Learning Centre has consistently worked to build capacity for Whitebridge students in scientific literacy. CSI teachers employed explicit instruction in the use of verb scaffolds and the ALARM matrix to explore writing construction, depth of knowledge and enhance the writing capabilities of all science students. This direction in line with the school strategic plan has been embedded in programs, lessons and assessment tasks in the CSI Learning Centre. Care is given to adjusting examinations and assessment task to provide all students appropriate access to address all outcomes.

The HSC Physics and HSC Chemistry classes combined to visit University of Newcastle with Mrs Williams and Mr Mulhearn for the annual Experiment Fest. Students used the university laboratories to conduct investigations relevant to their courses and discuss both theoretical and practical material with university tutors in small groups. This was an inspiring visit for our HSC students, giving them a taste of what their future direction could be if they choose to continue to study science at the university.

Late in term 3, Year 7 travelled to Taronga Zoo. Students used observational skills to extend their knowledge of animal habitats, adaptations and threats to wildlife and ecosystems being explored in the Living World topic. At the Seal Show they discovered the range of unique abilities of several seal species, while at the Bird Flight Show they saw first hand how birds can be harassed if they enter another's territory, a side diversion, to the sight and flight abilities of Australian native birds.

CSI has maintained a focus on students working scientifically and developing a strong base of fundamental content knowledge. This basis has provided students with the necessary skills and a foundation to function when problem solving, with both abstract thought and critical thinking skill. The Learning Centre continues to evaluate and review programs and lessons to provide relevant substantial experiences for students to engage in problem solving at deeper levels both individually and collaboratively.

Consequently, Whitebridge undertook the new Year 10 VALID examination prior to the mandatory commencement next year. The majority of students appreciated the significance of the range in question styles available in the online testing and commented that for the most part they enjoyed the questions and that the test seemed easier than anticipated.

Ms Tompkins, Mrs Session, Mrs Graham and Ms Crosbie attended the VALID training and marking which gave them an opportunity to experience our students written responses for the extended section of the paper, marked using the SOLO taxonomy (developed at University of Newcastle) which allows delineation between concrete and abstract thinkers in the quality of written response. The student results were not as high for the cohort as anticipated, given the diligence of staff and the special extended response evaluation Mrs Williams had documented with this cohort throughout 2016.

In Year 8 VALID results both genders steadily improved. The small percentages of students in bands 1 & 2 continue to decrease and there was a significant increase in the mid 3 and 4 bands. Numbers of students in each outcome area in bands 5 and 6 more than doubled. This followed an intensive examination of low and poor responses with teachers modelling questions and response formulation techniques and students encouraged to attempt the questions. Targeted revision for some content areas from SMART data and Learning Centre program and topic evaluations, explicit teaching of key areas where misconceptions arise and teacher observation are the driving factors in this quality teaching direction. Nevertheless, in 2017 a similar strategy has not yielded the desired improvement prompting a fresh look at data and a revision of assessment strategies during 2018.

HSC results in Biology had increased numbers of students in Bands 4, 5, and 6 with decreasing numbers of students in the lower bands. In several areas of knowledge and understanding, students were above the state average and two areas requiring further analysis were identified. Chemistry yielded the lowest number of students in Bands 1, 2 and 3 and the highest in bands 4 and 5 for some time. In Physics the Z scores were the highest in 5 years although some students were still attempting an option they had not been taught at school.

During Terms 3 and 4 in 2017, CSI has focused teacher professional learning on programming for the new Senior Science Syllabi. Well placed to implement the preliminary course of Biology (and having commenced the Year 12 modules), Chemistry, Earth and Environmental Science and Physics preliminary programs are currently being completed, ready for 2018 implementation.

Specialised Learning Centre

The Specialised Learning Centre currently has 4 classes – 2 ED and 2 MC classes, with a fifth class (IM) commencing in 2018.

During 2017 we had one student complete his education – Life Skills HSC and subsequently gain employment. He is working two jobs, one of which he was offered while he was on work experience.

There have been many other students from within our unit that have achieved success in the mainstream

school, and also in the wider community through both work place learning or sporting success. Students from the senior MC program have been completing work place learning at various local businesses. Placements have included Dominos Pizza, Whitebridge Butchers and Pegs Café. All students have learnt valuable life skills that will be relevant to their future participation within the work force. Other students have also completed work experience in the school community. Through this program students have gained confidence and valuable communication skills. All students represented themselves and the school in a positive manner.

On the sports field we have had students from the MC class representing the school at zone level for athletics and state level for trampolining. It is a tremendous honour for these students to achieve representative selection, and again they have conducted themselves in outstanding manner displaying great skill and sportsmanship.

Students from all classes have had the opportunity to integrate into the mainstream setting with their peers during this past year. Some students have achieved academic success within their chosen integrated classes. Many students have also formed new friendships with their peers from these classes, which is great to see.

During this last term, the male students in the MC class have been involved with a program called the Art of Manliness. Students have had the opportunity learn new skills such as cooking a BBQ, male grooming and general communication skills. Students also have been involved in producing potted plants for sale. This program has enabled students to gain skills in money handling and budgeting.

Global Roaming

2017 was another busy year for the Global Roaming Learning Centre. Aside from our ongoing implementation of new junior curricula, and planning for the changes to various senior curricula, we continued to enjoy some varied learning activities including local visits to Fort Scratchley, the ANZAC bridge walkway and the Awabakal Environmental Education Centre, as well as the Tamburlaine viticulture senior Geography fieldtrip. Numerous HSC Study Days, the Senior Geography trip to the Stockton sand dunes, the 12SC and Extension History State Library and Chinatown excursion and the Modern History trip to the Sydney Jewish Museum were also highlights.

Students also participated in the Australian History Competition, the Australian share market stock exchange game, along with the very successful Business Studies market stalls which turned the quadrangle into a bustling business enterprise. Two teachers participated in a three day Connected To Country immersion learning activity which greatly enhanced their understanding of local indigenous culture and history.

Year 11 Society & Culture participated in the

Connected Classroom Asian program run by the University of New England and had occasional lessons with a school in South Korea. During Term 4, senior student Lauren Choi represented the school at the state-wide NSW Parliamentary Conference for students.

Lifestyle Empowerment

2017 saw another busy year in the Lifestyle Empowerment learning centre, focusing on the development of the whole student through our everyday practical and health lessons combined with school camps.

Year 7 camp maintained its position as a highlight for students attending our school. Under the expertise of Mr Martinelli, all of our new students spent 3 days getting to know each other and themselves at Riverwood Downs. This experience is like no other and sees students preparing their own meals over firewood bbq's, involving themselves in challenging "Warrior Walks", volleyball and other sporting pursuits. Night time sees competitive games of "Spotlight" rolled out followed by students sleeping around the campfire. This program is peerless and only successfully runs due to the dedicated staff who give up their time to ensure its smooth running.

In the back half of the year, Mrs Arms stepped up into the "Camp Master" role for Year 8 as Mr Martinelli took on a family adventure around Australia. Supreme organisation, including ordering the best weather possible for the bike camp ensued. Year 8 outdoor recreation enjoyed their 3 days riding bikes around Dungog and surrounds.

Mr Massingham and Mrs Miller/Ms McCabe did wonderful jobs planning the Year 9 and 10 camps, although Mr Massingham was unlucky with the weather for the bushwalkers as torrential rain challenged their resolve.

2017 also saw the Lifestyle Empowerment learning centre invest in the learning environment of our students. The GA, Mr Little constructed some "high desks" which allow students to stand or sit on a stool to work, while Mr Atkins painted the walls with whiteboard paint to allow students to plan their work. The faculty also invested in some functional furniture to allow students to learn in a way that makes them feel comfortable.

English

In 2017, the focus for the English faculty has been to implement explicit teaching strategies to improve the clarity and depth of writing in Stage 4 and Stage 5, to offer extracurricular opportunities to students to enrich their classroom experiences and to build resources for the implementation of the new Stage 6 Syllabus for 2018.

To complement the whole school implementation of ALARM, our faculty delivered explicit teaching of NESA verbs and paragraph scaffolds necessary to

communicate higher order thinking. These skills were integrated into assessment tasks across Stage 4 and Stage 5. Our students felt more supported and thus, felt confident to write extended responses. There was also an increase in student submission of all assessment tasks.

The Stage 4 debating team was successful in winning the first round of the Premiers Debating Challenge. Our team demonstrated consistent effective teamwork and communication skills coupled with an enthusiasm for current issues in education.

Our Year 10 Theatre sports team were also successful in gaining second place in the Central Coast and Lake Macquarie regions competition. Our team travelled to North Parramatta for the semi-final round of the competition but did not qualify for the final round of the competition.

Stage 5 and Stage 6 students were offered enrichment opportunities to attend workshops and study days including HSC workshops at the University of Sydney, the Sydney Writers Festival, the *Tempest* symposium at Riverside Theatre, *Jasper Jones* at the Civic Theatre as well as in-school performances, *Cyberbully* and *Flowers for Algernon*. These opportunities conveyed to our student show the world of literature can enrich their understanding of the complexities of human nature and the world in which they live.

HSC results for 2017 indicated a continued growth in achievement for our Standard cohort, with higher than state average in Module B and Module C. However, our Advanced results reflect areas for improvement, in particular, the Module paper.

Our faculty professional development addressed the implementation of the new HSC syllabus with a number of our staff attending the Secondary English Conference with the Centre for Professional Learning and the Annual English Teachers Conference with the English Teachers Association. Staff reported on the key ideas for the implementation process during faculty meeting times. Staff also accessed professional learning days to write programs and assessment tasks for the implementation of Year 11 course for Standard, Advanced and English Studies.

Mathematical Investigations

2017 was a positive and productive year for the Mathematical Investigations Learning Centre with student outcomes and learning always at the core of any programs and initiatives that are implemented within the faculty.

The HSC results within the faculty were pleasing, with highlights listed below

All courses were offered and ran throughout the HSC year including Extension 2, Extension 1, Mathematics, Mathematics General 2 and Mathematics General 1

In Mathematics General 2, 31.1% of students attained a Band 5 or Band 6 incompared to 17.2% in the state.

Of the 31.1% above, 8.1% received a Band 6, which equated to 6 students.

Three students achieved a Band 6 in Mathematics, 2 of which were part of the accelerated Mathematics program.

A number of Year 11 students completed their acceleration in Mathematics, and the program was also offered to Year 9 and Year 8 students. Evaluation of this model is ongoing, with greater emphasis on enrichment rather than acceleration into the future.

Teaching staff within the learning centre have participated in regular, meaningful professional learning, covering a range of areas as identified in PDPs. In particular, a strong emphasis was placed on the implementation of the new Mathematics Standard course in 2018. Further training and development is ongoing, particularly relating to pedagogical practices to deliver course content and incorporating non-traditional and alternative assessment tasks into the teaching and learning process. Staff will also be upskilled on the new calculus based courses that are planned to be implemented in 2019.

The Mathematical Investigations learning centre continues to maintain strong ties with the Whitebridge Community of Schools, with enrichment mathematics programs being offered to local feeder primary schools and a number of taster lessons held as part of the schools transition program.

Towards the end of the year, the faculty reviewed and revamped a number of teaching and learning programs for implementation in 2018. These programs will continue to be evaluated throughout the year, with a strong emphasis on quality teaching and learning activities to improve student outcomes.

Design, Food and Fashion

We continue to endeavour to inspire our students in the Design Food and Fashion Faculty. We had a Senior Textile class graduate in 2017. To enhance the students skills Mrs Box and Miss Hollings organised a Fashion Drawing excursion where skills learnt were transferred to the Major Work Portfolios. They also took the students to the local Sisley Work Wear manufacturing factory where students saw first-hand how specially designed innovative fabric was produced and then made into essential services uniforms. This was a wonderful experience for our students and they were able to transfer this knowledge in the HSC examinations.

We are implementing a new Stage 4 Technology program in 2019. This means all staff are focused on researching the requirements and where necessary upskilling to meet the new rigour of the course.

Master Chef was an enrichment program that was offered to Year 5 students from the Whitebridge Community of schools. The students were encouraged to design a healthy product that they had to produce and serve.

The Child Studies course continues to grow in popularity due to Mrs Terry's passion for the course. Students have the opportunity to care for our electronic baby. Many students quickly learnt the demands of parenting even when it was only for one night and they could give the baby back the next day.

Food Technology and Hospitality are very well supported through students choice. Hospitality continues to give students skills which often helps them to obtain part time work in local cafes. The Year 12 students run a school café one morning a week that enables them to improve their Barista skills. Hospitality gives students a glimpse into the demands and standards of the Industry. Students have gained employment in this area both in a part time capacity during their HSC year and also once they complete their HSC and move into fulltime employment.

The faculty prides itself on meeting the demands of our students and appreciates the importance of encouraging students to aim for excellence in their studies.

Imagineering

The focus of the Imagineering Learning Centre in 2017 was directed towards improved implementation and utilisation of existing technology resources and incorporating new technologies into our lessons.

Imagineering Learning Centre is well resourced, with students having access to a CNC Milling machine, 3D printers, and a number of robotic devices for students to code and control. Skilled and knowledgeable members of this learning centre delivered training opportunities to other staff members to improve and equalise learning outcomes for all students participating in lessons within Imagineering.

Outstanding learning opportunities were provided in Engineering lessons, with students designing and 3D printing slot car chassis and vacuum forming the car body, producing a slot car from "scratch" as well as programming the newly introduced Mars Rover robot in preparation for competition.

Engineers Without Borders visited in November for an Engineering Challenge Day. Students were challenged to produce a Prosthetic leg, a floating house, and to generate electricity from renewable sources. Students were thoroughly engaged and enjoyed the experiences provided to them.

In 2017 Imagineering Learning Centre started to introduce new technology into Technology Mandatory teaching content in preparation for the new syllabus. The Learning Centre has adopted Fusion 360 CAD software, with students developing and 3D printing their own Key/USB Tag. Students are programming Edison robots to meet the digital technologies aspect of the new curriculum. A new drawing module had been developed culminating in a drawing competition to draw a V8 supercar to coincide with the Newcastle round of the V8 supercars.

Continued high quality project development was evident in the results from the Year 12 Industrial Technology Timber class.

Creative Industries

The Creative and Performing Arts (CAPA) Faculty makes a significant contribution to the creative lives of our students with visual arts, photography, music and dance programs. The faculty has been very successful over many years with high levels of student achievement celebrated through:

ART EXPRESS and FIRST CLASS at the Lake Macquarie Art Gallery. Our Visual Arts HSC students' Body of Works are regularly exhibited. Our staff are constantly upskilling their own creative practice and well equipped to provide our students with new technologies and techniques. Our students attend excursions to the Art Gallery of NSW and Lake Macquarie Art Gallery to further extend their skills and knowledge. Our visual art students have been selected for the National Art School Extensive Studio Experience courses and for other events such as the Dobell Drawing workshops.

In Music our HSC students are performing well above the state average with selected students nominated for 'ENCORE' at the Sydney opera House and 'REPRISE' locally. Our music staff provide weekly rehearsals and performance opportunities for Band and Choir programs with our performance groups winning awards at Bandfest and Choralfest annually as well as performing at school functions and events including MADD night. In 2017 our performances at Lizottes were very successful, showcasing our senior students with full houses on both occasions. Many of our students have successfully auditioned for Starstruck as soloists, featured singers and technical crew. Elective music students regularly perform at 'Live Lunch' and the Kahibah Sports Club for families and friends.

Our Dance students achieve a high standard and have been accepted through audition for roles in Starstruck and the Hunter Dance Festival. HSC Dance students have been in the selection process for CALL BACK, a performance event for the best HSC Dance submissions.