

Warners Bay High School

Annual Report



2017



8440

Introduction

The Annual Report for **2017** 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.

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Principal

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School background

School vision statement

Warners Bay High School is a valued, dynamic learning community that 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) 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. A 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 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 acknowledge 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 for and commitment to co-curricular programs to support and extend student learning and development. These include but 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 part of school life in some faculties but are not yet consistently applied across the whole school.

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

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:

- In the School Excellence Framework domain of Learning: the evidence indicates "Sustaining and Growing" for the Learning Culture, Well-being, Curriculum and Learning and Student Performance Measures, and "Excelling" for the Assessment and Reporting element. Overall, in the Learning domain the school is "Sustaining and Growing"
- In the School Excellence Framework domain of Teaching: the evidence indicates "Sustaining and Growing" for the Effective Classroom Practice, Data Skills and Use and Collaborative Practice elements with Learning and Development and Professional Standards elements at "Excelling". Overall, in the Teaching domain the school is "Sustaining and Growing".
- In the School Excellence Framework domain of Leading: the evidence indicates the Leadership element at "Excelling", with the School Planning, Implementation and Reporting, School Resources and Management Practices and Processes elements at "Sustaining and Growing". Overall, in the Leading domain the school is "Sustaining and Growing".

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

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–focused 21st century learning experiences. Students achieve and thrive as creative and resilient learners and leaders, and are confident, productive citizens.

Overall summary of progress

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 5% increase in the percentage of students scoring in the top two bands in each course in the HSC, NAPLAN Literacy and Numeracy, and VALID external tests to at least state average or better.	<p>\$89727 – Professional Learning</p> <p>\$52056 – LAST</p> <p>\$11585 – EDROLO</p>	<p>The percentage of students scoring in the top two bands in HSC, NAPLAN and VALID continues to grow. In the 2017 HSC students scored 65 Band 6 results, an increase of 8.57% from 2016 and 275 Band 5 results, an increase of 29 Band 5's.</p> <p>VALID – An increase in the number of students achieving Levels 5 and 6 from 19.3% in Year 8 to 39% in Year 10. This also represents an increase of 3.7% from Year 10 in 2016.</p>
<ul style="list-style-type: none">• 10% increase in students applying for leaderships positions in the Student Executive and SRC.	<p>\$3885 – Student Leadership</p>	<p>More students volunteered for SRC involvement as well as more students nominated for the Student Executive.</p> <p>Organised and conducted a Leadership Day for 20 members of the Student Executive at Brown Sugar in Term Four to identify priorities for the coming year and determine how they can continue to promote the wellbeing of students and contribute to the development of the WBHS School Plan.</p>
<ul style="list-style-type: none">• Increased number of welfare programs to support a broader range of students.	<p>\$16762 – Year 7 Focus Day</p> <p>\$3318 – Year 8 Focus Day</p> <p>\$984 – Year 9 Focus Day</p> <p>\$7578 – Year 10 Focus Day</p>	<p>A 7 – 12 Scope and Sequence has been developed to provide relevant, meaningful and timely advice and support relevant to each year group. Guest speakers are incorporated in each Focus Day program.</p> <p>Facilitated the participation of ten students in Eastlakes Family Services' 'White Ribbon Day' Luncheon to raise awareness of domestic violence and the programs that are available to address this issue.</p>
<ul style="list-style-type: none">• Increased involvement of students in extra–curricular academic programs.	<p>\$97724 – Sport</p> <p>\$382 – Mock Trial</p> <p>\$380 – Debating</p>	<p>A broad range of extra– and co–curricular programs continue to be offered as reported in the Achievements 2017 booklet.</p>
<ul style="list-style-type: none">• Each Focus Day for each year group has a guest speaker to build student confidence, skills and/or resilience.	<p>\$26555 – Elevate</p>	<p>A 7 – 12 Scope and Sequence has been developed to provide meaningful and timely advice and support relevant to each year group. Guest speakers were incorporated in each Focus Day program.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> Mentoring program with senior students supporting junior students operational. 	\$20823 – Additional staffing	Organised for 57 students from Year 12 to undertake a revised coaching / mentoring program at the beginning of Term Four under the supervision of 25 volunteer teachers. The development of a comprehensive mentoring program with support documentation emphasising such topics as goal setting, time management and study techniques enabled the expansion of this program by 30% from 2016.
<ul style="list-style-type: none"> Clubs and special interest groups. 	\$2000 – Resources	<p>Established a Robotics Club that meets bi-weekly to promote student interest and ability in computer programming and robotics.</p> <p>Participated in the regional CO2 Dragster competition with students achieving excellent results.</p>
<ul style="list-style-type: none"> Special interest groups for boys, girls and elite sports people. 	<p>\$93 – Chess</p> <p>\$482 – Touch Football</p> <p>\$962 – Rugby League</p> <p>\$207 – Cross Country</p> <p>\$10000 – % Library Budget</p>	<p>Facilitated the participation of 45 students in the Principal's Reading Challenge (PRC); 30 girls and 15 boys across the whole school. 452 books were read up until the end of November. Two Year 9 students received the Premier's Reading Challenge medallion for participating in the PRC every year since Year 3. Year 9 participants all showed growth in reading scores in NAPLAN with one exception.</p> <p>Facilitated the involvement of students in 28 Combined High Schools and other sponsored knockout competitions resulting in: winning the Years 9/10 Boys Touch Australia National Schools Cup; CHS Gold Medallists in the 4x50m Freestyle and Medley Relays; CHS medallists in Trampolining, Athletics, Cross Country and Swimming; Hunter Region Champions in CHS Open Girls Football; Hunter Region Indoor Soccer Champions in Year 7/8 Boys; U-15s Girls Netball progressing to the CHS Finals in 2018.</p> <p>Celebrated the success of 16 students awarded placings medals at NSW Combined High Schools major carnivals including Swimming, Athletics and Cross Country.</p> <p>Celebrated the success of one student who was awarded a Combined High Schools Sporting Blue for Athletics.</p>

Next Steps

In 2018 a Literacy Improvement Team will be established to build on the 2017 Literacy Program to increase student growth in literacy for Years 7 to 9.

In 2018 the school will continue to implement a broad range of extra and co-curricular programs.

Strategic Direction 2

Community Connected Community Valuing Trust, Respect and Pride; Learning Culture with High Expectations, Valuing Diversity with Responsible and 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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Internal survey data collected indicates good links with the community and extensive highly valued co- and extra-curricular programs.	\$41646 – staffing for co-ordinator	<p>Expanded the school's professional relationship with the University of Newcastle to identify best practice regarding Teacher Education Students (TES) training during professional placements. Evaluations of the experiences of both TES and our school's co-operating teachers confirmed the effectiveness of the current school induction program and the identification of a specific list of factors leading to successful placements.</p> <p>Internal survey data collected indicates extensive support for school programs and strong community links.</p>
<ul style="list-style-type: none">20% increase in the valuing of Aboriginal Education Programs (determined by internal survey).	\$32122	<p>Conducted 37 PLP meetings with students with at least one parent or carer in attendance. All PLP's were updated and placed onto the network drive for staff to access and implement.</p> <p>Organised six Junior AECG meetings with an average of ten students attending each meeting. As a result of the discussions at these meetings, students planned NAIDOC week activities and a Sorry Day address, and increased their cultural connection with others.</p> <p>Organised and co-ordinated whole school celebrations for NAIDOC Day. These included a ceremony led by the Junior AECG, morning tea with parents, partner primary school representatives and community members, and performances by the Warners Bay High School Dance and Didgeridoo Groups.</p> <p>Organised for Junior AECG students to address the whole school on Sorry Day. This increased staff and students' awareness of the impact of the Stolen Generation on Aboriginal People today.</p> <p>Developed and uploaded content for the Awabakal, Warners Bay Community MGoals page. This promotes and informs parents and the community about cultural events occurring in the school.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> • 20% increase in the valuing of Aboriginal Education Programs (determined by internal survey). 		<p>Released three staff to participate in the Kumaridha Local AECG Connecting to Country. This increased staff awareness of Aboriginal culture and how best to support the educational outcomes of our Aboriginal students. Planned and organised an excursion for 56 students and five staff across the Warners Bay Community of Schools to the Australian Wildlife Walkabout Park. Students participated in two workshops about Aboriginal tools and Aboriginal shelter making. This increased and supported their cultural understanding.</p> <p>Provided an opportunity for 20 students to attend the Bangarra Dance Workshop in Taree. The workshop enabled students to learn about the significance of Aboriginal dance and to perform a modern Aboriginal dance.</p> <p>Facilitated the formation of an Aboriginal Dance Group, led by an Aboriginal person in the community. Ten students met every fortnight and have learnt eight traditional Aboriginal dances and boomerang throwing skills. This has increased and supported their cultural understanding.</p> <p>Facilitated the formation of a Didgeridoo Group. Sixteen male students met once a fortnight and have learnt how to circular breathe and play a range of animals sounds. This has increased and supported their cultural understanding.</p> <p>Planned and organised for 400 Year 7 and 8 students to experience a performance by Aboriginal Australian performer, Sean Choolburra. Students watched traditional dances and listened to traditional music and stories. This increased their awareness of Aboriginal culture.</p> <p>Facilitated the formation of a Contemporary Art Group. Six students met once a fortnight and learnt about technique and colour. This has increased and supported their cultural understanding.</p> <p>Hosted the Kumaridha Local AECG AGM for 2017.</p>
<ul style="list-style-type: none"> • 20% increase in the valuing of cultural programs (determined by internal survey). 10% of students involved in volunteering programs. 	<p>\$2000 – Harmony Day</p> <p>\$20823 – EAL/D teacher</p> <p>\$20823 – Additional staffing</p>	<p>Provided the opportunity for 40 Year 10 International Studies and Year 11 Society and Culture students to visit the Hindu Temple in Wollongong and Lakemba Mosque on an overnight excursion to deepen their understanding of other cultures.</p> <p>Organised and conducted a cultural excursion to Sydney for Year 11 Chinese students, practising Tai Chi at the Confucius Institute Sydney, visiting a Chinese cartoon exhibition and wearing traditional dress at the Chinese Gardens. This cultural immersion supplemented their understanding of the Chinese language and culture as they prepared for the HSC.</p> <p>Facilitated the celebration of Harmony Day with students and staff organising festivities in the MPC</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> • 20% increase in the valuing of cultural programs (determined by internal survey). 10% of students involved in volunteering programs. 		featuring international food vendors and drumming. Twenty-seven teachers and 140 students including all WBHS ESL and International Studies students, contributed to a PowerPoint showcasing diversity within our school community which resulted in increased awareness of diverse cultures, tolerance and acceptance of others.
<ul style="list-style-type: none"> • 20% of outgoing students register for the Alumni to support the school and its programs. 		The school's Alumni Facebook page continues to grow with hundreds of ex-students available to provide support, advice and mentoring to current students.
<ul style="list-style-type: none"> • 50% growth in the use of digital communication to parents and students. • 20% growth in collaboration across the CoS. 	\$15401	<p>A number of online processes have been provided in order to engage the local community across a number of platforms including phone apps, Web 1.0 and Web2.0 (social media) and third party applications. Parents can access information from the sensitive password protected Parent Portal to publicly available social media. Parents can engage with social media through email responses to the Skoolbag app and direct posting on the School Facebook site.</p> <ol style="list-style-type: none"> 1. Portal – parent-teacher interview bookings, timetables, daily bulletin, teacher notices and wellbeing data 2. School Official Website – curriculum information, photo galleries and DoE supplied news items 3. Skoolbag App – alerts, reminders and calendar of events sent out with year level notifications 4. Official School Facebook site – celebration of student achievement with a reach of over 4000 individual engagements including parents and the wider community.
<ul style="list-style-type: none"> • Increase in numbers of JAECC programs. • Increase in parent support for JAECC initiatives. • Weekly support for EAL/D students. 	<p>\$20823 additional staffing</p> <p>\$15169 – MyGoals</p>	<p>Increased the number of Aboriginal students participating in AECG programs.</p> <p>Organised six Junior AECG meetings with an average of ten students attending each meeting. As a result of discussions at these meetings, students planned NAIDOC week activities and a Sorry Day address, and increased their cultural connection with others.</p> <p>Supported 6 EAL/D students through weekly meetings and in-class support.</p>

Next Steps

Continue to strengthen and expand the Newcastle University Hub School Partnership Program.

Continue to strengthen and expand Alumni, AECG links and business and community support for school programs.

Strategic Direction 3

Teaching – Inspired and 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 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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 40% of staff offer their expertise to support the ongoing development of staff skills.	\$89727 – Professional Learning	Fifteen staff delivered 21 professional learning workshops for 87 staff. Provided professional experience placements for 27 Teacher Education Students from the University of Newcastle, providing in excess of 750 hours of professional guidance, mentoring and coaching support.
<ul style="list-style-type: none">• 100% of staff participate in ongoing Professional Learning programs	\$89727 – Professional Learning	100% of staff participated in Teacher Professional Learning programs at school, network and state level.
<ul style="list-style-type: none">• 20% of staff provide mentoring or coaching support to facilitate the ongoing development of staff within the school and across networks of schools.	\$7900 – Coach-in-a-box consultants	Provided professional experience placements for 27 Teacher Education Students from the University of Newcastle, providing in excess of 750 hours of professional guidance, mentoring and coaching support. Co-ordinated and conducted three hours of Professional Coaching training for 45 members of staff to further develop their ability to support TES and Early Career Teachers. Delivered a series of seven workshops during staff meetings to expand knowledge of the Australian Professional Standards for Teachers and their application to their coaching of Teacher Education Students during their educational placement at our school.
<ul style="list-style-type: none">• 50% of teachers work beyond their classrooms to contribute to broader school programs		More than 80% of teachers organised and implemented programs for students as extra- and co-curricular learning opportunities.
<ul style="list-style-type: none">• 100% of executive teachers use evidence-based teaching strategies and model instructional leadership in their faculty.	\$5450 – Simon Breakspear presenter \$5750 – James O'Loughlin presenter	External Validation confirmed the school as "excelling" in the use of data and performance with an evidence-based approach to all programs.
<ul style="list-style-type: none">• WBHS is recognised as expert	\$373068 – University Hub	Evaluated the experiences of 12 early career

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
in the provision of support to Teacher Education Students, beginning and early career teachers.	Partnership funding \$41646 – staffing for co-ordinator	<p>teachers during their induction to the school. The results, along with information gained from a workshop with the school executive, have led to a greater understanding of the challenges facing beginning teachers. Planning for a revised Induction Program is currently underway.</p> <p>Provided professional development and support to four Early Career Teachers and two Casual staff members who satisfied requirements for accreditation as Proficient Teachers.</p> <p>Presented at a state conference our examples of best practice in teacher education and school / university partnerships.</p>
• Strong University–School links through Hub School projects with research informing practice on a regular basis.	\$373068 – University Hub Partnership funding \$41646 – staffing for co-ordinator	Ensured all co-operating teachers of Teacher Education Students participated in a structured evaluation to identify most effective practices. The findings of “What Works in Pre-service Teacher Placement” were presented to all staff to enable them to better prepare for 2018 pre-service teacher placements from the University of Newcastle.
• 100% of staff participate in walkthrough as a process to improve pedagogy to facilitate student learning.		All teaching staff participated in the Visible Learning Walk-through process providing feedback to teachers on student learning.
• WBHS recognised as a leading school in Visible Learning.		Hosted executive from three schools to review the Visible Learning Walk-through Program
• WBHS excelling in number of Band 5 and Band 6 HSC outcomes.	\$89727 – PL \$11585 – Edrolo	In 2017, from the cohort of 173 students there were 65 Band 6 and 275 Band 5 results.
• 100% of mentor–teachers use language of the Standards at Graduate Level to provide written feedback to Teacher Education Students.	\$373068 – Professional Experience Hub School Grant	<p>100% of mentor – teachers consistently use the languages of the Standards when providing feedback to Teacher Education Students.</p> <p>Produced videos to be used by the University of Newcastle in their Teacher Education Program. These included videos targeted at all Teacher Education Students preparing to undertake their first placement, a school introduction video and a series of coaching conversation videos to provide models of effective coaching practices. Two teachers addressed Teacher Education Students at the University before the students’ first placement to bridge the gap between the expectations of schools and Teacher Education Students.</p> <p>Participated in a state-wide research program in conjunction with the University of NSW to identify effective coaching / mentoring practices for Teacher Education Students.</p>

Next Steps

Targeting Professional Learning programs with an emphasis on Future-Focused Learning will support staff to engage students in learning for continuous improvement in student learning outcomes.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$32122	<p>Conducted 37 PLP meetings with students with at least one parent or carer in attendance. All PLP's were updated and placed onto the network drive for staff to access and implement.</p> <p>Organised six Junior AECG meetings with an average of ten students attending each meeting. As a result of the discussions at these meetings, students planned NAIDOC week activities and a Sorry Day address, and increased their cultural connection with others.</p> <p>Organised and co-ordinated whole school celebrations for NAIDOC Day. These included a ceremony led by the Junior AECG, morning tea with parents, partner primary school representatives and community members, and performances by the Warners Bay High School Dance and Didgeridoo Groups.</p> <p>Organised for Junior AECG students to address the whole school on Sorry Day. This increased staff and students' awareness of the impact of the Stolen Generation on Aboriginal People today.</p> <p>Developed and uploaded content for the Awabakal, Warners Bay Community MGoals page. This promotes and informs parents and the community about cultural events occurring in the school.</p> <p>Released three staff to participate in the Kumaridha Local AECG Connecting to Country. This increased staff awareness of Aboriginal culture and how best to support the educational outcomes of our Aboriginal students.</p> <p>Planned and organised an excursion for 56 students and five staff across the warners Bay Community of Schools to the Australian Wildlife Walkabout Park. Students participated in two workshops about Aboriginal tools and Aboriginal shelter making. This increased and supported their cultural understanding.</p> <p>Provided an opportunity for 20 students to attend the Bangarra Dance Workshop in Taree. The workshop enabled students to learn about the significance of Aboriginal dance and to perform a modern Aboriginal dance.</p> <p>Facilitated the formation of an Aboriginal Dance Group, led by an Aboriginal member of the community. Ten students met every fortnight and have learnt eight traditional Aboriginal dances and boomerang throwing skills. This has increased and supported their cultural understanding.</p>

Aboriginal background loading	\$32122	<p>Facilitated the formation of a Didgeridoo Group. Sixteen male students met once a fortnight and have learnt how to circular breathe and play a range of animals sounds. This has increased and supported their cultural understanding.</p> <p>Planned and organised for 400 Year 7 and 8 students to experience a performance by Aboriginal Australian performer, Sean Choolburra. Students watched traditional dances and listened to traditional music and stories. This increased their awareness of Aboriginal culture.</p> <p>Facilitated the formation of a Contemporary Art Group. Six students met once a fortnight and have learnt about technique and colour. This has increased and supported their cultural understanding.</p> <p>Hosted the Kumaridha Local AECG AGM for 2017.</p>
English language proficiency	\$8819	Supported 6 EAL/D students through weekly meetings, in-class support and additional tutoring.
Low level adjustment for disability	\$211898	<p>In 2017, 37 students from Years 7 and 8 accessed the Learning and Support Program. This program involved the students attending small group lessons, twice a week. Spelling, grammar, punctuation, reading and comprehension skills were the focus of these lessons. The program ran for 8 months.</p> <p>Utilised School Budget Allocation Report (SBAR) funding to employ an additional 0.5 Learning and Support Teacher to provide intensive learning support for students requiring additional educational assistance resulting in student improvement.</p> <p>In total, 1.8 Learning and Support Teachers were able to offer students with additional learning needs the support required to achieve their individual goals by the end of the school year.</p>
Socio-economic background	\$140486	Delivered a broad range of support programs for students completing the HSC and RoSA, focusing on organisation, study skills, time management and the management of student anxiety. Anecdotal feedback from the 24 students and families indicated positive outcomes for their child, with students overcoming their individual educational obstacles to achieve personal academic goals.
Support for beginning teachers	\$55341	Evaluated the experiences of 12 early career teachers during their induction to the school. The results, along with information gained from a workshop with the school executive, have led to a greater understanding of the challenges facing beginning teachers. Planning for a revised Induction Program is currently underway.

Support for beginning teachers	\$55341	Provided professional development and support to four Early Career Teachers and two Casual staff members who satisfied requirements for accreditation as Proficient Teachers.
Professional Experience Hub Partnership	\$373068 – Professional Experience Hub School Grant	<p>Provided professional experience placements for 27 Teacher Education Students from the University of Newcastle, providing in excess of 750 hours of professional guidance, mentoring and coaching support.</p> <p>Produced an orientation video for Teacher Education Students (TES) outlining the expectations of various members of a typical secondary school community in relation to students completing Professional Experience Placements. This video was shown to an audience of over 100 fourth year students during a presentation at the University of Newcastle by two members of the WBHS staff prior to these students undertaking placements throughout the Newcastle/Central Coast region.</p> <p>Facilitated the accreditation of a further three members of staff as Supervisors of Teacher Education Students, bringing the total number of WBHS teachers who have completed online training with the Australian Curriculum, Assessment and Reporting Authority (ACARA) to 45.</p>
Professional Experience Hub School / University Projects		Feedback from CoS executive/prospective Mentors.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	661	623	611	636
Girls	685	684	676	643

Student attendance profile

School				
Year	2014	2015	2016	2017
7	95	95.1	94.4	94.5
8	93.3	91.4	92.1	92.1
9	91.4	91	91	92.2
10	92.8	92.7	90.1	91.3
11	92.9	93.4	91.6	91.8
12	93.9	93	92.4	94.1
All Years	93.2	92.7	91.9	92.6
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 profile for each year group 7 – 12 has increased from 2016. Attendance data for all years is above state Department of Education.

Non-attendance is managed through an SMS messaging service to parents of students who are absent; individual contact with parents/ carers by Deputy Principals and Head Teacher Welfare; correspondence to parents/carers; HSLO intervention as required.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	5	2
Employment	3	12	3.5
TAFE entry	4	14	5
University Entry	0	0	75
Other	9	8	6.5
Unknown	0	1	6.5

Year 12 Post-school Destinations 2017

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

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

The following observations were noted:

- Approximately 78% of the 2016 cohort are continuing through to tertiary study (This includes university, TAFE and private colleges)
- 68% of the total Year 12 cohort were offered courses at university 73% including Newstep
- 75% of our HSC ATAR students were offered university courses (81% including Newstep)
- 5% of students have enrolled in TAFE courses
- 6.5% of students have been successful in gaining an apprenticeship or traineeship
- 3.5% of students were successful in gaining full-time employment
- 3.5% of students are taking a GAP year
- 2% of students are looking for work
- 6.5 % of students could not be contacted

Year 12 students undertaking vocational or trade training

Seven percent (7%) of the Year 12 students undertook vocational training.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of the Year 12 cohort received their HSC.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	13
Classroom Teacher(s)	64.6
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.2
Teacher Librarian	1.4
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	15.57
Other Positions	1.2

*Full Time Equivalent

Three full time Aboriginal teaching staff comprising 3.5% of our staff mentor, advise and support our 42 Aboriginal 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

Professional learning and teacher accreditation

School Development Days

Term 1: Simon Breakspear presentation

- "The Future of Learning" – Simon Breakspear presenter
- "Innovation for Better Learning" – Simon Breakspear presenter
- "Making Innovation Happen" – workshop by Simon Breakspear

Term 2: James O'Loughlin presenter

- "Innovation is a State of Mind" – James O'Loughlin presenter
- Australian Professional Standards for Teachers As a Professional Learning Continuum
- "Innovation Mindset" – James O'Loughlin presenter
- "Making Meaning from Data" – Faculty workshop
- "The Three Deadly facts about Poor Posture" – Dr Jason Gere from Biomax Wellness Centre presenter

Term 3:

- Implementation of the Australian Curriculum led by Head Teachers
- Planning for senior careers lessons – Careers team
- Welfare/well-being strategies in the school – Welfare team.
- Aboriginal Education led by WBHS Aboriginal Education team and Ms Jodie Stewart (DoE consultant)
- Smart Salary/ Salary Packaging

Additional Professional Learning

After school:

- Mandatory Child Protection
- Anaphylaxis
- e-Emergency Care
- ALARM and Edutech
- SCOUT
- Wellbeing
- Numeracy
- CPR
- Faculty Professional Learning
- Qwestacon

Professional Learning Expenditure

\$77210 – Beginning Teacher

\$3000 – Quality Teaching

\$2910 – Student Well-being

\$1215 – Technology

\$3429 – Leadership

\$28364 – Curriculum Delivery

\$116128 – Total

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	1,038,357
Revenue	12,647,432
Appropriation	11,914,453
Sale of Goods and Services	57,564
Grants and Contributions	654,182
Gain and Loss	0
Other Revenue	8,901
Investment Income	12,332
Expenses	-12,763,307
Recurrent Expenses	-12,764,460
Employee Related	-11,467,627
Operating Expenses	-1,296,834
Capital Expenses	1,153
Employee Related	0
Operating Expenses	1,153
SURPLUS / DEFICIT FOR THE YEAR	-115,875
Balance Carried Forward	922,483

The school expended all the 6100 (RAM allocation) and more from school and Community sources as per programs and initiatives 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 and Community) has committed funds for the Chromebook initiative as per the school's focus area for 2017 (\$58703); and Soffall 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 (i.e. outside painting) \$30000.

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	10,752,069
Base Per Capita	196,672
Base Location	0
Other Base	10,555,397
Equity Total	393,325
Equity Aboriginal	32,122
Equity Socio economic	140,486
Equity Language	8,819
Equity Disability	211,898
Targeted Total	395,391
Other Total	140,742
Grand Total	11,681,527

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

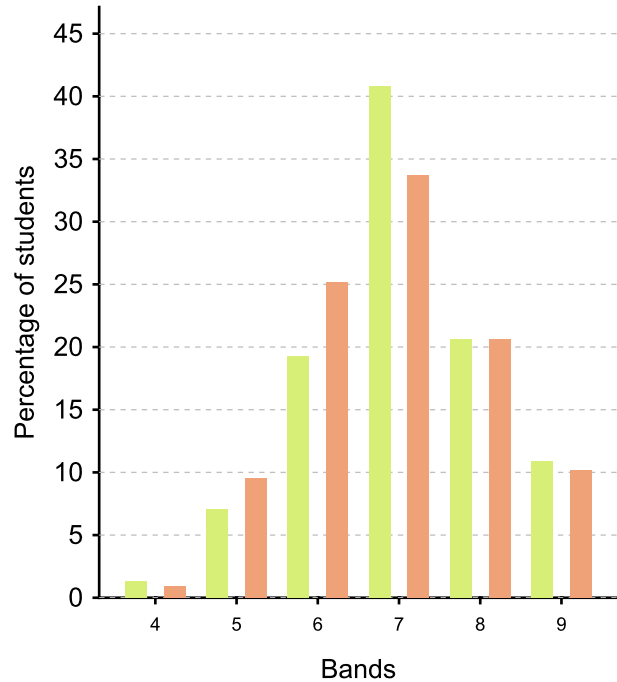
NAPLAN

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 understanding demonstrated in these assessments.

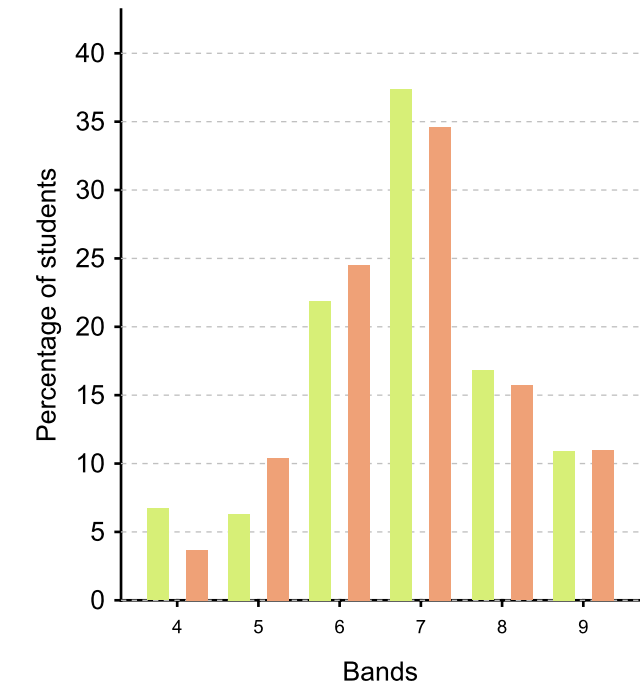
The percentage of students scoring in the two bands beneath the top band (Band 9 for Year 7 ; Band 10 for Year 9) accounts for the majority of student performances with a very small percentage of students scoring in the bottom bands.

Results in "Writing" for both Years 7 and 9 indicate a need for intervention in 2018 at the school and Community of Schools (CoS) level.

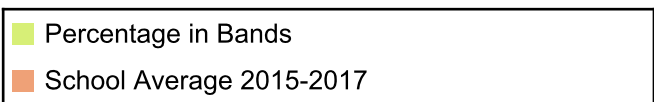
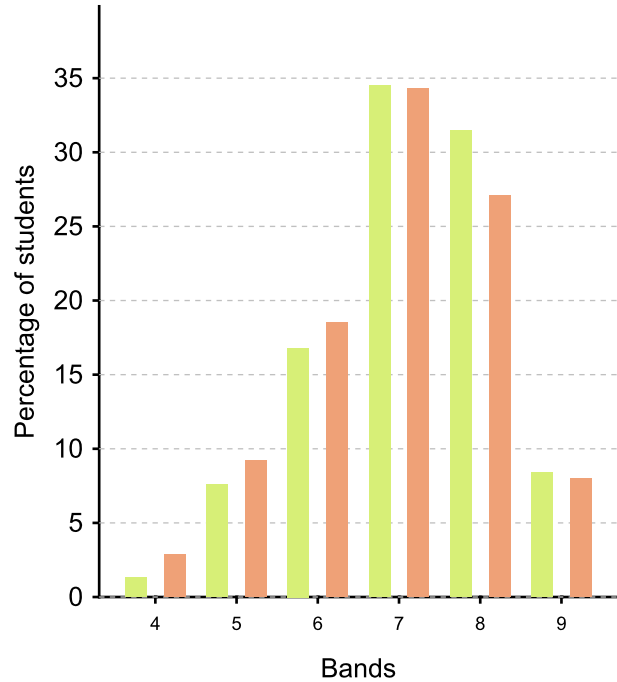
Percentage in bands:
Year 7 Reading



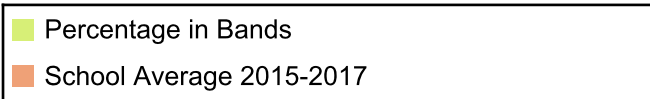
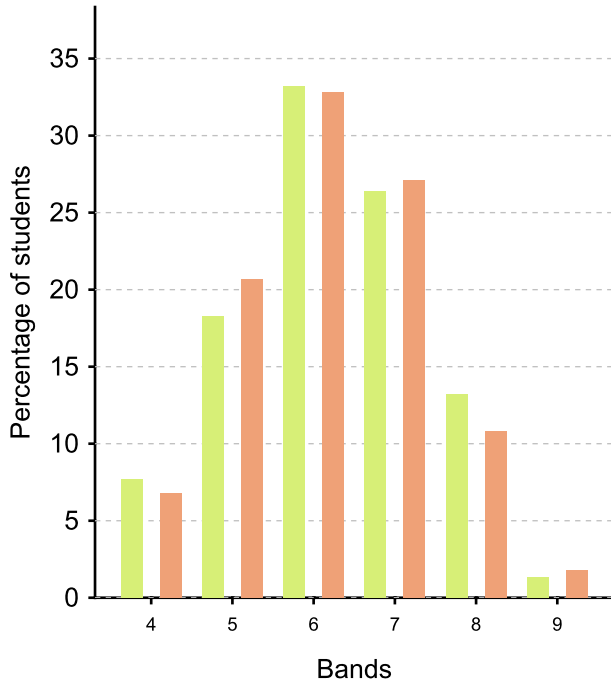
Percentage in bands:
Year 7 Grammar & Punctuation



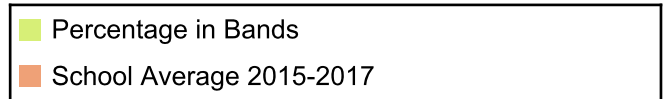
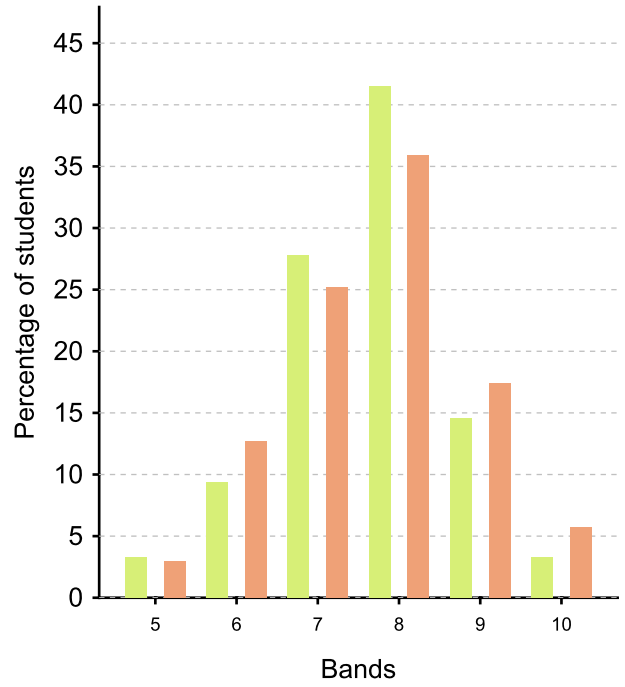
Percentage in bands:
Year 7 Spelling



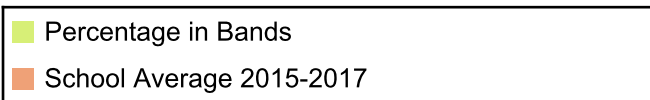
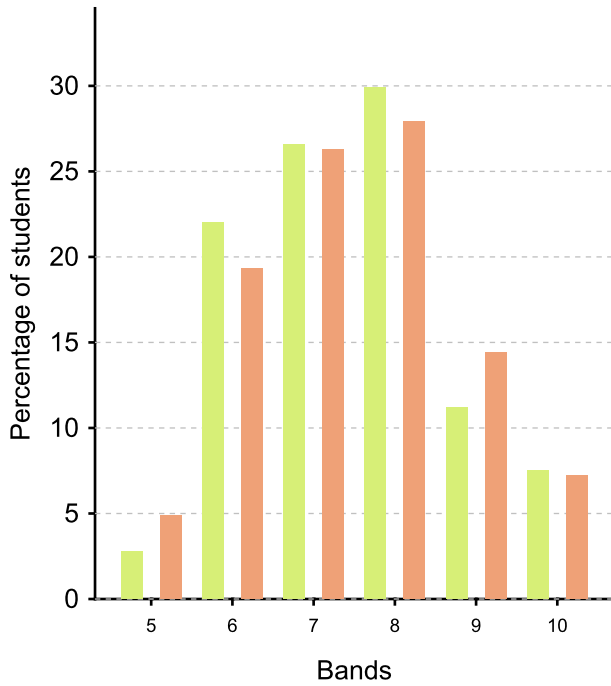
Percentage in bands:
Year 7 Writing



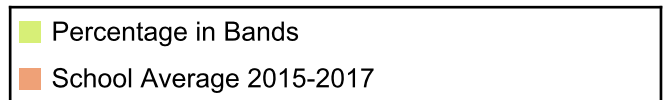
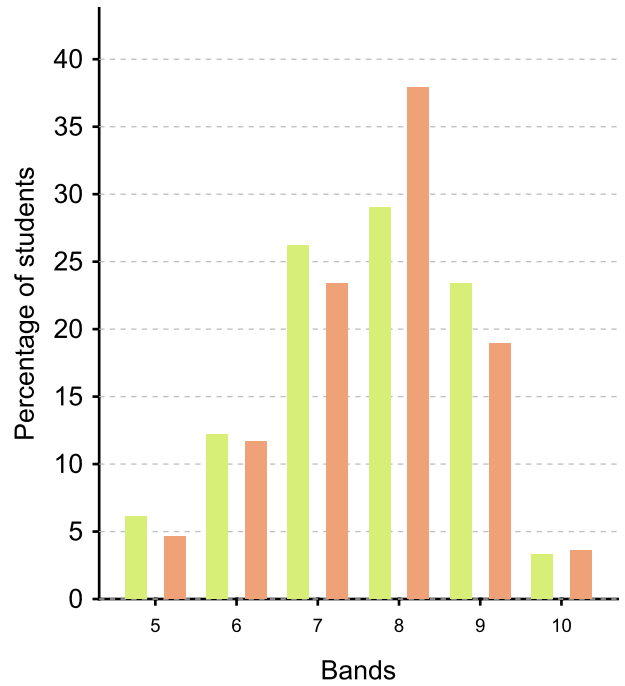
Percentage in bands:
Year 9 Reading



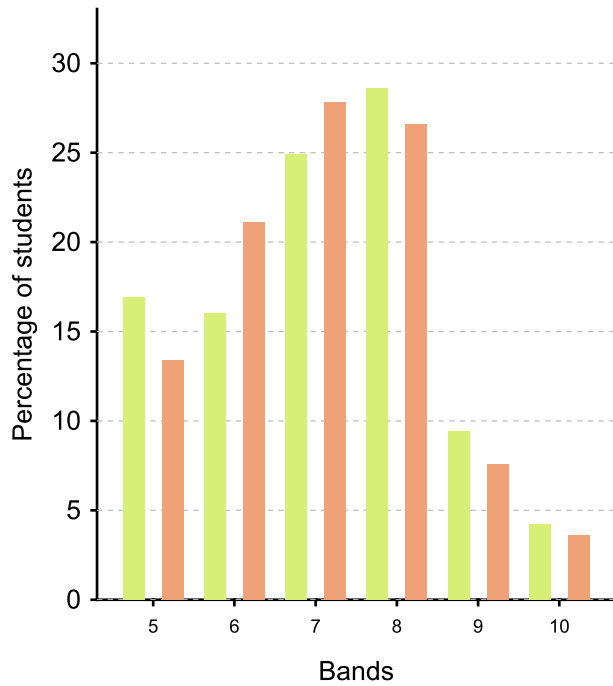
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in bands:
Year 9 Spelling



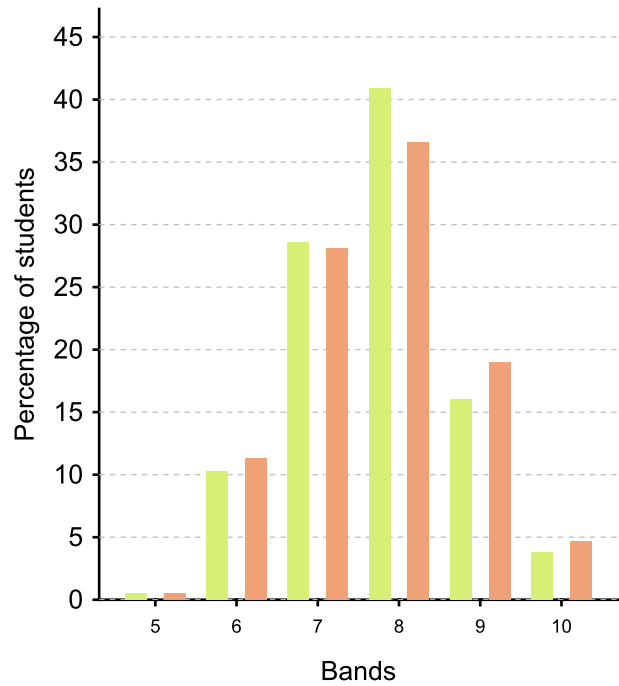
Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2015-2017

Data indicates a decline in the percentage of students scoring in the top band (Band 9 for Year 7 and Band 10 for Year 9) from Year 7 to Year 9 in NAPLAN Numeracy.

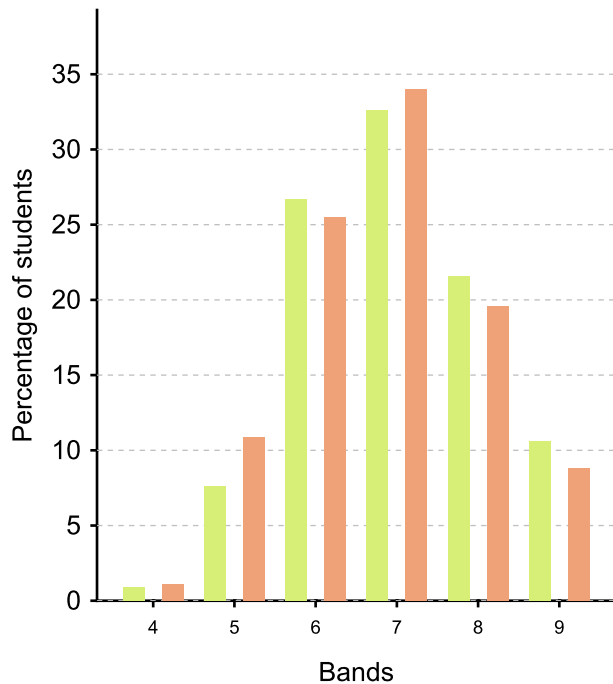
Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2015-2017

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.

Percentage in bands:
Year 7 Numeracy

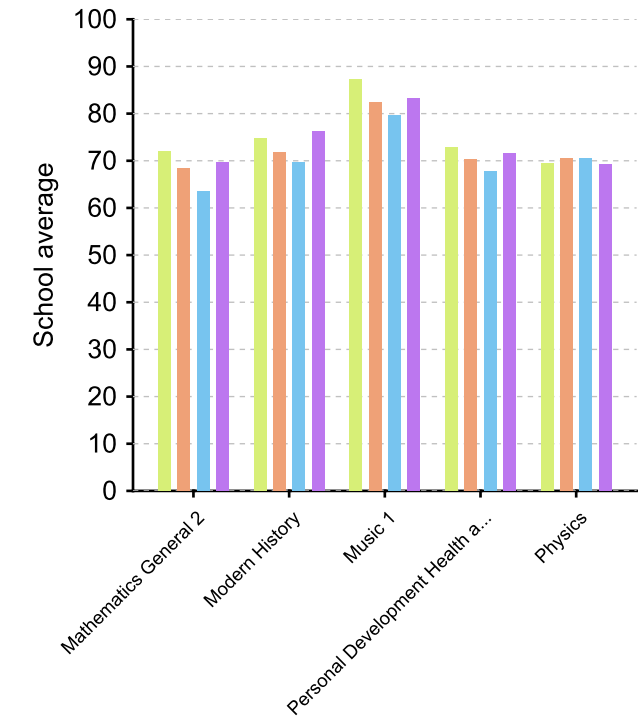
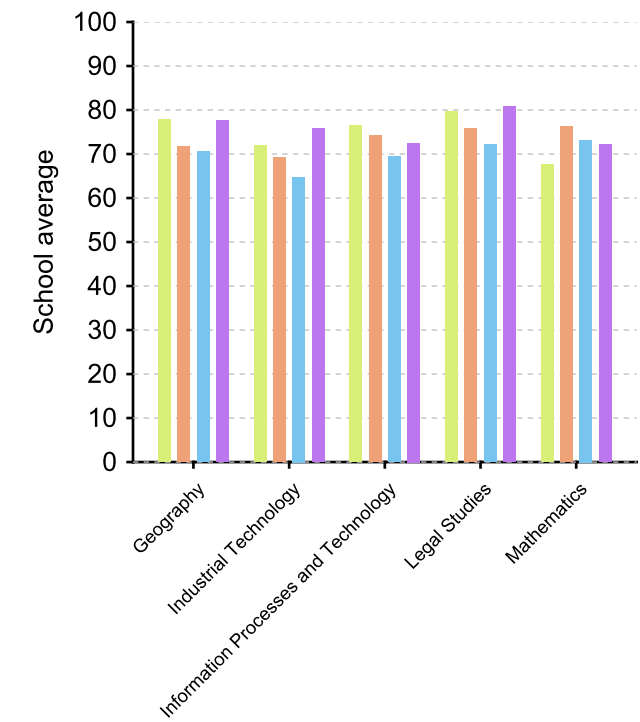
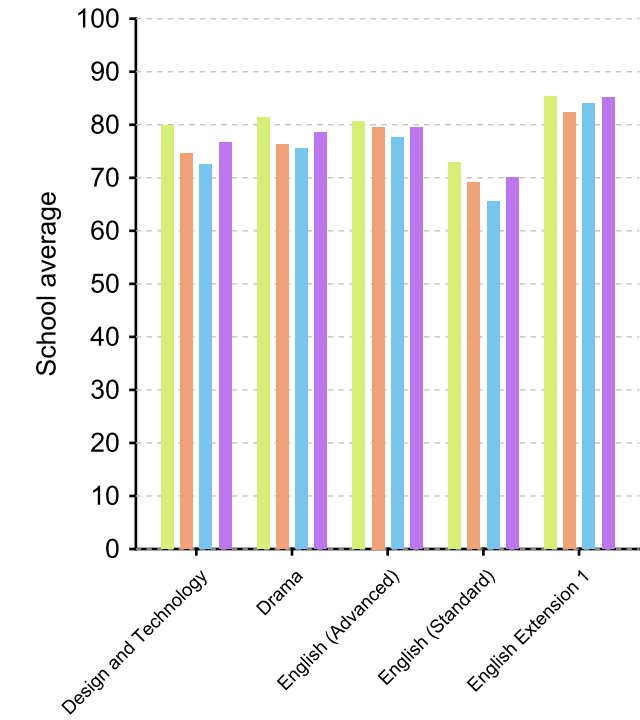
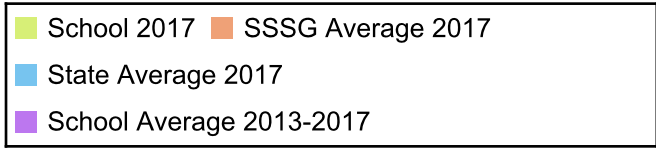
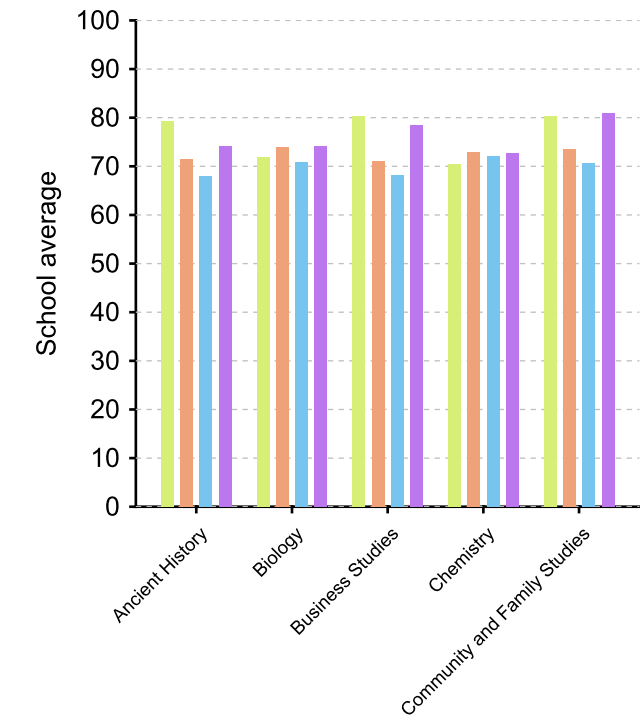


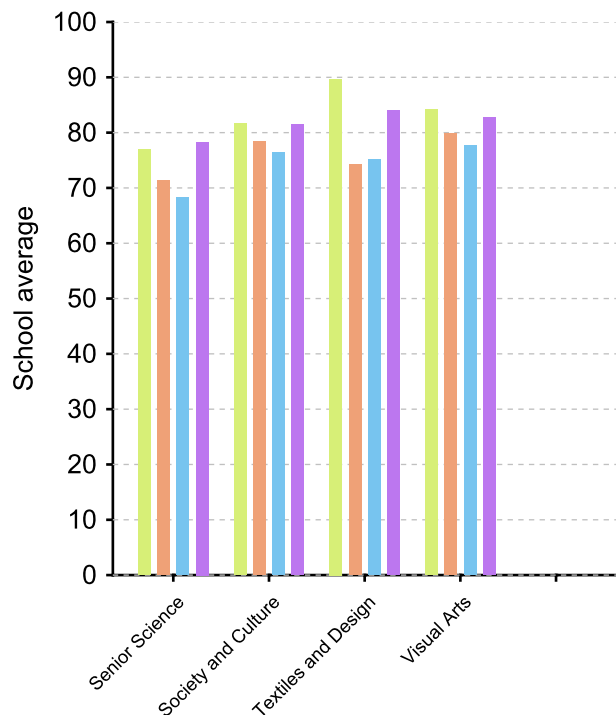
Percentage in Bands
School Average 2015-2017



Higher School Certificate (HSC)

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





Policy requirements

Aboriginal education

Year 7 NAPLAN

- The percentage of Aboriginal students scoring in the top two bands (Bands 8 and 9) in Reading was 11.1% which is 3.4% above NSW Department of Education (DoE) data.
- None of the 8 Aboriginal students scored in the top two bands in Writing which is 4.1% below NSW DoE data.
- The percentage of Aboriginal students scoring in the top two bands in Spelling was 22.2% which is 7.7% above NSW DoE data.
- The percentage of Aboriginal students scoring in the top two bands in Grammar and Punctuation was 11.1% which is 3.5% above NSW DoE data.
- None of the 9 Aboriginal students scored in the top two bands (Bands 8 and 9) in Numeracy which is 6.6% below NSW DoE data.

Year 9 NAPLAN

- The percentage of Aboriginal students scoring in the top two bands (Bands 9 & 10) in Grammar and Punctuation was 11.1% which was 5.2% above NSW DoE data for Aboriginal students.
- The percentage of Aboriginal students scoring in the top two bands (Bands 9 & 10) in Reading was 44.4% which was 28.8% above NSW DoE data for Aboriginal students.
- The percentage of Aboriginal students scoring in the top two bands (Bands 9 & 10) in Spelling was 22.2% which was 12.9% above NSW DoE data for Aboriginal students.
- No Aboriginal students scored in the top two bands (Bands 9 & 10) in Writing which was 3.3% below NSW DoE data.
- The percentage of Aboriginal students scoring in the top two bands (Bands 9 & 10) in Numeracy was 10% which was 5.6% above NSW DoE data for Aboriginal students.

Conducted 37 PLP meetings with students with at least one parent or carer in attendance. All PLP's were updated and placed onto the network drive for staff to access and implement.

The following 20 HSC courses were above the SSSG Average 2017: Ancient History; Business Studies; Community and Family Studies; Design and Technology; Drama; English (Advanced); English (Standard); English Extension 1; Mathematics General 2; Modern History; Music 1; PDHPE; Geography; Industrial Technology; IPT; Legal Studies; Senior Science; Society and Culture; Textiles and Design; and Visual Arts.

The following 21 HSC courses were above the State Average 2017: Ancient History; Biology; Business Studies; Community and Family Studies; Design and Technology; Drama; English (Advanced); English (Standard); English Extension 1; Modern History; Mathematics General 2; Music 1; PDHPE; Geography; Industrial Technology; IPT; Legal Studies; Senior Science; Society and Culture; Textiles and Design; and Visual Arts.

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 2017, the school sought the opinions of parents, students and teachers about the school's programs and activities. All indications showed that they were satisfied with the 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.

Organised six Junior AECG meetings with an average of ten students attending each meeting. As a result of the discussions at these meetings, students planned NAIDOC week activities and a Sorry Day address, and increased their cultural connection with others.

Organised and co-ordinated whole school celebrations for NAIDOC Day. These included a ceremony led by the Junior AECG, morning tea with parents, partner primary school representatives and community members, and performances by the Warners Bay High School Dance and Didgeridoo Groups.

Organised for Junior AECG students to address the whole school on Sorry Day. This increased staff and students' awareness of the impact of the Stolen Generation on Aboriginal People today.

Developed and uploaded content for the Awabakal, Warners Bay Community MGoals page. This promotes and informs parents and the community about cultural events occurring in the school.

Released three staff to participate in the Kumaridha Local AECG Connecting to Country. This increased staff awareness of Aboriginal culture and how best to support the educational outcomes of our Aboriginal students.

Planned and organised an excursion for 56 students and five staff across the Warners Bay Community of Schools to the Australian Wildlife Walkabout Park. Students participated in two workshops about Aboriginal tools and Aboriginal shelter making. This increased and supported their cultural understanding.

Provided an opportunity for 20 students to attend the Bangarra Dance Workshop in Taree. The workshop enabled students to learn about the significance of Aboriginal dance and to perform a modern Aboriginal dance.

Facilitated the formation of an Aboriginal Dance Group, led by an Aboriginal person in the community. Ten students met every fortnight and have learnt eight traditional Aboriginal dances and boomerang throwing skills. This has increased and supported their cultural understanding.

Facilitated the formation of a Didgeridoo Group. Sixteen male students met once a fortnight and have learnt how to circular breathe and play a range of animals sounds. This has increased and supported their cultural understanding.

Planned and organised for 400 Year 7 and 8 students to experience a performance by Aboriginal Australian performer, Sean Choolburra. Students watched traditional dances and listened to traditional music and stories. This increased their awareness of Aboriginal culture.

Facilitated the formation of a Contemporary Art Group. Six students met once a fortnight and have learnt about technique and colour. This has increased and

supported their cultural understanding.

Hosted the Kumaridha Local AECG AGM for 2017.



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 languages represented are Spanish, German, Cantonese, Mandarin, Italian and Tagalog. To support a culture of valuing cultural difference within the school, WBHS:

- facilitated the provision of a designated Anti-racism officer who supported students to build a 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-seven teachers and 140 students including all WBHS ESL and International Studies students, contributed to a PowerPoint showcasing diversity within our school community which resulted in increased awareness of diverse cultures, tolerance and acceptance of others.

Other school programs

In the Library

Facilitated nearly 3000 Library bookings over the year. This figure does not take into account students on study periods, itinerant support teachers, individual teachers working in the body of the Library, or small groups working with Learning Support Teachers of Student Learning Support Officers (SLSO) working with students in the body of the Library.

Continued to encourage teachers to bring classes to the library for research purposes and the opportunity to work on developing more sophisticated research skills.

In Student Welfare

Co-ordinated and implemented the successful Year 6–7 “Leapfrog” Transition Program for 31 students. The program was developed for students requiring individualised attention and support when moving into a large comprehensive high school. Parent and student anecdotal feedback has continued to be positive, particularly in relation to the effective collaboration with partner primary schools.

Collaborated with the School Counsellor to deliver a Transition Program for students requiring significant support to adjust to the size and demands of a high school setting. All students gained confidence in navigating their way around the school, reading timetables, locating staff from different faculties and understanding the day to day running of a large high school.

Conducted 19 Learning and Support Team meetings for students with disabilities and or support needs who will be attending Warners Bay High School in 2018. All students have a learning support plan that is communicated to staff prior to the students beginning high school.

Communicated and liaised with teaching staff to implement the reasonable adjustments needed to support students identified as being at risk through the Learning and Support Team meetings. Meetings were held weekly between the Deputy Principals, Head Teacher Welfare, School Counsellor and Learning and Support Teachers. Teachers expressed satisfaction with accessing current information about students in their classes who need additional support for a variety of welfare reasons.

Catered for the daily needs of students experiencing a range of complex issues, utilising strategies such as time-out and mentoring through contact with the School Counsellor, Head Teacher Welfare, Deputy Principal Wellbeing, Stage Head Teachers and Year Advisers. Many students accessing daily support demonstrated improved emotional wellbeing and therefore educational success.

Developed 81 individual Health Care Plans in consultation with parents that were successfully implemented by our First Aid Officers.

Facilitated the successful completion of compulsory asthma and anaphylaxis training for all staff.

Continued the successful Homework Centre each Tuesday and Thursday afternoon from Term One to the end of Term Four. The Homework Centre was utilised by many of our students and is recognised by parents as a wonderful way to engage their children in homework and study.

Co-ordinated the Year 7 “Focus Days” at the Morisset Outdoor Education Centre focusing on building cohesive, resilient and socially competent young people. Students engaged in a range of activities including rock climbing, the giant swing, Rock and Water, managing social conflict, “Girls’ Business” and “Boys’ Issues”.

Employed 5 School Learning and Support Officers (SLSO’s) over a period of 12 months to assist 76 students with a diagnosed disability and requiring individualised support. Support provided students with the skills needed to maintain effective organisation skills, time management, and the ability to keep up with the lesson, all of which are essential for students to achieve their individual goals.

Evaluated the effectiveness of the School Learning Support Officers’ assistance and guidance of students with disabilities. On-going feedback from teachers and review meetings held throughout the year with parents and students indicate a high success rate for achieving individual student’s goals.

Collaborated with Specialist teachers supporting students with complex disabilities to ensure students had equitable access to the curriculum through reasonable adjustments. Students made positive progress, achieving individual goals in the areas of communication, academic integration and social integration. Students’ Individual Education Plans were reviewed frequently and goals were adjusted on the basis of student achievement.

Liaised with Eastlakes Youth Services to provide individual mentoring through highly trained Youth Workers supporting students who were at risk of not completing their Record of School Achievement (RoSA). Eighty percent of these students either attained their RoSA or were able to gain employment in their chosen area of interest resulting in positive outcomes for these students.