

Whitebridge High School Annual Report



2018



8390

Introduction

The Annual Report for **2018** 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.

Nadene Harvey

Principal

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Message from the Principal

It has been my pleasure to lead Whitebridge High School in 2018. The school has much to be proud of with an enthusiastic student body, a committed staff and supportive parents and wider community. The school commenced the first year of its three year strategic plan 2018 – 2020 and worked solidly towards achieving our targets in learning, teaching and leading. Students were offered many opportunities across a broad curriculum and many extracurricular opportunities, achieving success in academic competitions, sporting tournaments, cultural events and strengthening individual student wellbeing. A strength of the school has been openly identified as strong relationships between students and staff where students feel they are known, valued and cared for. The student leadership team grew significantly in their role and were open to quality conversation and increased student voice in collaborating on the new directions for the school. I commend the student team for their commitment to whole school improvement. Staff have maintained high standards of professionalism and continue to do their best in supporting student learning and progress. Students excelled in the HSC 2018 with Abbey Carr awarded Dux of the school and achieving an outstanding ATAR of 96.05. Students were supported to seek a range of pathways beyond school, with many students successful in gaining employment and apprenticeships as well as very positive transitions into tertiary education. The staff team have been committed to quality professional development and delivering high standards of education to all. The P and C has contributed significant funds to the school which has assisted in the funding of a number of targeted programs that support all students of the school. I thank the P and C and the canteen managers and volunteers for their ongoing efforts to support students and our school. The P and C meets at 6pm on the second Monday of every month throughout school terms.

Message from the school community

The Whitebridge High School Parents and Citizens' Association (WHS P&C) is a group of community minded people, parents and carers, who work with the Principal and the school community in a productive partnership. We meet on the second Monday of the month at 6 pm in the school library and are open to anyone interested. Being part of the P&C is a great way of getting to know the school and be part of the school community. Our main fundraiser is the school canteen run by a mix of paid and voluntary staff. They do a fantastic job in providing some freshly prepared, tasty and healthy food choices for students and staff.

In 2018 the WHS P&C raised \$45,000 in funds for the school for various projects. This year the money has been used to purchase water stations and WHS branded drink bottles for the 2019 Y7 students as a welcome to our school and to encourage the use of re-usable water bottles. Money has also been used to purchase new blinds for some classrooms. The blinds double as an educational tool with educational prints some examples include geographical maps, art works, literary works and the periodic table.

Message from the students

2018 was a positive school year for the student body of Whitebridge High School. As school leaders, we took on the responsibility of student leadership, whilst managing the increased workload associated with the significance of the HSC examinations and a desire to achieve our best. Students enthusiastically participated in all major schooling events such as the Annual Swimming Carnival, Athletics carnival and the 80's themed cross country carnival. Additional programs were offered throughout the year to support singers, musicians, artists, athletes, leaders and public speakers. Friendships among the students strengthened over the year of 2018 and a concerted effort was made throughout the school to address positive relationships and focus on anti bullying to ensure students enjoy coming to school and to recognise the importance of relationships within the outside world as being critical for the continuation of positive social health of students.

Another exciting highlight in 2018 was the improved and repealed physical appearance of Whitebridge High, such as the new landscaping around the grounds, where this created a positive and refreshing atmosphere. The hallways of A Block and the classrooms within received revitalising of new paint and structuring of chairs and tables where this positively affected the learning environment for all students.

In regards to the 2018 school executive, the introduction of Ms Harvey into the team saw the Senior Executive of the school soar to new heights in regards to constructing new, exciting ideas and forecasting future events to make sure that Whitebridge High School continues to improve for all students. A valuable new development for 2018, was the Captain's Networking Day, where the student executive groups from all High School's in the region came together in mutual collaboration. These initiatives were strongly supported and lead to increased student voice and ownership across our school

We are proud of what we have achieved as student leaders at Whitebridge High School and have appreciated the support received by staff to ensure that Whitebridge High School was and continues to be a great place to learn.

Erin Grey

2018 School Captain

School background

School vision statement

Whitebridge High School is a future focused educational community committed to the values of respect, responsibility, and fostering individual talents in an inclusive environment building capacity for lifelong learning.

School context

Whitebridge is a proudly comprehensive high school that offers its students the best educational opportunities, in an inclusive, safe and secure learning environment. We are committed to a broad, balanced and relevant curriculum that extends students in all areas of learning and develops their skills to be successful in our constantly changing world. The diverse curriculum is designed to support all students to grow as learners and it challenges students to achieve their best.

The curriculum places emphasis on the fundamentals of literacy and numeracy as well as catering for students' creative, technological, cultural, vocational and sporting interest and aptitudes through both curriculum courses and extra curricula programs. The school offers a unique Wilderness Program that enhances students' personal development and forms part of our strong focus on student wellbeing.

Whitebridge High School offers quality environments that enrich learning and celebrates positive relationships between teachers, students, the school and its community. We are a proud member of the Whitebridge Community of Schools fostering and enhancing communication between partner primary schools and our high school so that students and their families can enjoy a high quality kindergarten to Year 12 educational experience.

The school is comprehensive in its curriculum and inclusiveness. It aims to achieve excellence and equity and incorporates extension programs for gifted and talented students and support programs for students with identified learning needs.

Our school values are Learning, Respect and Responsibility and through this we nurture the qualities of respect, self-discipline, responsibility and courteous behaviour. We recognise, acknowledge and celebrate personal achievement as well as providing opportunities for students to learn good citizenship and community responsibility

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. 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.

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 and Assessment, where evidence indicates that we are Delivering. Analysis of external data is an ongoing process as well as analysis of internal performance in both assessment and examinations. The school is continuing to make adjustments to assessment practice to enhance assessment variety and validity to support increases in student achievement measures. Students not meeting national minimum standards in literacy and numeracy were identified and support programs were implemented.

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. 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. A focus on the implementation of Quality Teaching Rounds has supported staff to engage in improved teaching practice through observing colleagues and reflecting on individual teaching practices aligned to the professional standards. Staff have engaged in regular and

sustained professional learning underpinned by evidence in educational research.

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, the exception to this is in the area of school resources where we are excelling. There has been considerable changes to the development and administration of consistent school procedures and systems. In addition, significant improvements have been made to school physical resources through expenditure of school and community funds to enhance planned school maintenance. This has resulted in improvements to quality learning environments across the school. Opportunities for staff to take on leadership roles has continued with a focus on aspiring leadership and instructional leadership skills of middle management within the school.

Our self-assessment process will continue to 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

Inspired Learning

Purpose

Develop a high expectations learning environment where students are challenged to achieve academic growth through engaging and relevant curriculum programs that focus on developing learner skills for further success. Students will be inspired to take positive learning risks to achieve personal improvements in a safe and supportive school.

Overall summary of progress

In the area of Inspired Learning the school focused on three main processes. Academic and Pastoral Wellbeing saw a comprehensive range of wellbeing activities planned and implemented across all year groups. The introduction of targeted academic wellbeing programs supported students to develop positive learner skills and study strategies. A key development in this area was the Kick Start HSC program and the introduction of senior academic interviews, mentoring and targeted study skills presentations.

High Expectations and Engaged Learning had a focus on enhancements to Gifted and Talented Learning programs across the school and a consistency in the communication and implementation of high expectations throughout classrooms, playground and involvement in wider school events. Attention to authentic engagement of students in school planning and school improvement was a key element to improving student voice and input to the school's directions.

A Learning Skills audit allowed for a targeted focus on enhancing student's responsibility for learning outcomes. Teachers used explicit teaching strategies and embedded the development of core learner skills into classroom teaching programs. Technology continues to be an area for development and staff engage across a wide network of technology applications to ensure technology is used confidently by students as a tool for learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
25 % Increase in student school level engagement measured using Tell Them From Me survey. From average 6.05 / 10 in 2017.	Teacher release to support engagement in professional learning. Adjusted teaching allocation to support team teaching and observations of practice.	Student engagement has increased on 2017 data as indicated from TTFM student survey. The average engagement has grown from 6.05 to 6.43. Of particular note the school has experienced significant improvement as reported by students in the areas of positive teacher student relationships, positive learning climate and expectations for success.
10 % increase in students achieving proficiency at Year 9 in the NAPLAN domain of numeracy from 26% in 2017.	Staffing allocation for school literacy and numeracy strategy	Whilst raw data indicates stable results from 2017 – 2018 in this area, given this student group did not have NAPLAN Numeracy performance tied to HSC outcomes such a strong performance in Numeracy is a very positive outcome and indicates consistency in this area.
30% of all HSC results achieved in the top 2 Bands up from 24% in 2017, and a 20% reduction of results in the lowest 2 bands of HSC performance.	professional learning in quality teaching and syllabus implementation	110 graduating students completed 477 HSC examinations in 2018. Band 5 and 6 HSC results were stable with 23% of all results achieved in the top 2 Bands. Results in the bottom 2 Bands of HSC performance continues to be an area for improvement.

Next Steps

In the Area of Inspired Learning school based evaluation and planning has presented the following areas for future progress. The goal to improve student engagement and academic and pastoral wellbeing will focus on strong attendance processes and review and improvement to the schools reward and recognition schemes. Learning will be enhanced through visible learning strategies with a key focus on Learning Intentions, Success criteria and quality assessment and feedback practices. Students ownership and responsibility as learners will be supported through a program of self

assessment and portfolio evidence in the Year 7 Enrichment program. Further developments in the structure and engagement of the SRC will continue to enhance student voice in the school.

Strategic Direction 2

Innovative Evidence Based Teaching

Purpose

Create a stimulating and engaging learning environment underpinned by high expectations and innovative evidence based teaching practices that enhances student learning outcomes and meets the diverse needs of students, staff and community

Overall summary of progress

In the area of Innovative Evidence Based Teaching the school focused on three main processes. The utilisation of a literacy and numeracy team to identify students requiring support through targeted programs allowed for the majority of students to achieve minimum standards for the HSC within 2018. Key programs were integral in the development of explicit literacy and numeracy strategies in class teaching and learning programs.

In the area of professional learning and collaboration extensive professional learning was delivered to staff by staff aligned with PDP goals and school identified areas of development to increase knowledge, understanding and practice aligned with the Australian professional standards. A particular area of focus was on Quality Teaching rounds and professional learning delivered through cross faculty learning communities.

Consistency and Quality of practice ensured all staff had access to comprehensive quality induction programs and support systems. Staff seeking higher levels of accreditation and leadership positions were supported through regular development in an aspiring leaders program. Professional Learning used a base of evidence from educational research and school data analysis.

All faculties implementing New HSC programs in 2019 were supported through comprehensive development and planning opportunities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Literacy & numeracy strategies are embedded in all class programs and registered for implementation.	Additional staffing funds for implementation of school based literacy and numeracy strategy	Program reviews and executive sharing occurred twice throughout 2018 with evidence of explicit literacy strategies across all faculties.
80% of students achieve equal to or above expected growth in Year 9 writing as measured by NAPLAN (62% in 2017).	Staffing to implement school based literacy strategies, programming funds to embed core writing into teaching and learning programs	small progress evident in writing growth with ongoing development to be continued in 2019 towards the 80% target.
Quality teaching improvements are evident through staff participation in Quality Teaching Rounds with an effect size of greater than .4	professional learning funds to facilitate QTR.	A QTR program was established with 2 effective groups operating throughout 2018. Additional staff were trained in QTR with a view to growing the program in 2019
Relevant course programs adhere to New HSC requirements and are resourced appropriately for implementation in 2019.	PL programming and syllabus implementation, additional general funds for resourcing of new programs.	All staff preparing for 2019 implementation accessed PL and completed readiness for implementation as required. This target has been achieved 2018.

Next Steps

The school will continue to drive improvement in literacy and numeracy through the development of faculty literacy plans, individual explicit teaching and continued focus on key school wide strategies and bump it up programs. Visible learning

strategies evidenced within educational research will form the basis of classroom teaching. Learning Intentions, success criteria and quality assessment practices will support ongoing development and growth in learning. Staff will be further supported through an extension in the schools' QTR program and a commitment to engaging all staff in registered professional learning. The school is aiming to become a registered provider of professional learning.

Strategic Direction 3

Strategic Leadership and School Improvement

Purpose

Whitebridge HS staff embrace leadership responsibilities. Quality administrative systems and practices support all stakeholders. School leaders build capacity and inspire a professional learning culture that promotes high expectations and community engagement resulting in sustained and measurable whole school improvement.

Overall summary of progress

A key area for improvement in Strategic Leadership was the development of administrative systems and processes that were clearly communicated to staff. A number of key school based procedures were reviewed and clarity was established within a school roles and responsibilities document. The Sentral administrative & learning management system was used as the base for school wide communication and record keeping. The school website was relocated to the School Website Services to streamline its presentation consistent with many other public schools. Two Learning Centre reviews were conducted by a panel of both internal and external staff providing quality feedback for improvement of faculty programs, assessment and systems for school improvement. A targeted program for the review of teaching programs across the school was undertaken and HSC monitoring and student improvement systems were implemented. School facilities and resources were improved with painting, carpeting, technology and resourcing to enhance the standard of the schools learning environments. Community Engagement sessions were held each term with parents offered the opportunity to come into the school and learn about programs and strategies relevant to the support of their children. The school newsletter the Whitebridge WoW was reintroduced and was presented monthly in a new digital format in response to parent feedback from a 2017 survey.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School administrative systems and procedures are clearly articulated and accessible to all staff.	Staffing allocations	Wide consultation occurred and resulted in the development of a draft role and responsibility document for school staff which was implemented as a guide in 2018. A number of key school processes were reviewed and written to ensure improved consistency of practice across the school. Documents were communicated for currency through the Sentral administrative platform.
Learning centre reviews provide positive feedback and direct actions for continuous improvement in teaching and learning.	school special project funds	Global Roaming and Mathematics participated in a review in 2018. The faculties were provided with positive feedback and guidance on areas for further development.
80% capture of 6–7 enrolment of students living within the Whitebridge High School zone (65% 2017).	Transition program funds, wellbeing services.	Strong orientation and transition programs were implemented throughout 2018 with a subsequent change to the school enrolment procedures and the introduction of Enrichment classes for 2019. The response to a positive transition program has seen student enrolment capture from local schools increase to 68% for Year 7 2018 and 73% for Year 7 2019.
Parents report positive perceptions above other Government Schools average from 5.7 / 10 in 2017 as partners in learning. Measured across the 7 domains of the perspectives of parents TTFM survey.	school communication and engagement program funds	Parent feedback through a variety of mechanisms including survey, email communication, P&C and Engagement Sessions has provided evidence of positive support for school initiatives and programs. Parents report positive perceptions of school improvement in 2018.

Next Steps

To continue the school focus on High Expectations, a series of workshops and executive walkthroughs will be strengthened in 2019. This will ensure a positive learning culture that reflects the schools core values and high expectations. Ongoing self assessment using the School Excellence Framework will continue with parental engagement and student voice an added element to whole school assessment.

School communication platforms such as the newsletter, website and Facebook page will be strengthened with consistent messaging to occur around school values aligned with positive media and sharing of student and community success.

Further refinement and development of key processes and procedures within the school will continue to ensure widespread consistency of practice and confidence in the school.

Increased participation in school events from parents and community will be reviewed and streamlining of the calendar of events will occur.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$48,587 plus additional funds from school general resources to support identified programs through cultural celebration, staffing and specific student support programs	A range of comprehensive Aboriginal Education programs have been implemented increasing whole school cultural awareness and providing strong avenues for Aboriginal student learning, culture and leadership growth within the school.
English language proficiency	\$12,275 staff allocation	Students were supported through language support programs to develop English language proficiency and individual progression.
Low level adjustment for disability	\$263454 – 1.6 FTE & staffing additional	support was implemented for students and development of staff to further meet the additional learning needs of students and staff training requirements.
Socio-economic background	\$ 192,259 staffing, program costs, staff release, transition program costs, student assistance.	a comprehensive range of additional learning and wellbeing programs were implemented to assist in improving the learning outcomes for students
Support for beginning teachers	Beginning Teacher allocation staffing and additional professional learning funds	all beginning teachers engaged in induction and mentoring support and benefited from reduction in face to face teaching to better prepare and develop, aligned with the teaching standards

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	518	504	497	499
Girls	481	461	436	406

Student attendance profile

School				
Year	2015	2016	2017	2018
7	91.4	95.4	93.2	90.8
8	87.6	92.5	91.4	87.6
9	88.2	89.1	88	89.2
10	87.4	91.6	85.9	84.5
11	85.4	90.6	86.6	79.7
12	89.9	95.2	90.9	86.8
All Years	88.2	92.3	89.2	86.6
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

A school appointed attendance coordinator oversees matters relating to promoting positive student attendance, management of non-attendance, engaging and informing parents and seeking involvement of relevant support agencies both within the school and wider community to ensure the best possible outcomes for student attendance.

Relevant parties

follow Department of Education guidelines in attempting to resolve attendance issues. Through the use of attendance data, attendance concerns are identified early, relevant protocols are followed, DoE and external support agencies are informed if necessary and referrals are made to the Home School Liaison Officer.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	1	14	20
Employment	6	25	6
TAFE entry	1	15	10
University Entry	0	0	52
Other	0	0	2
Unknown	0	0	5

A comprehensive Careers and Transition team operates within the school with a range of quality initiatives to support students to identify their desired post school pathway and work with school staff to support personal progress and achievement of transition goals for employment and further education. The school Careers advisor maintains a register of post-school destinations and conducts post-school surveys of all students who leave the school.

Year 12 students undertaking vocational or trade training

Students are actively encouraged to seek work experience in various trade areas and are provided weekly apprenticeship / traineeship employment opportunities. 152 students successfully completed work experience in 2018. 37 Year 11 and 6 Year 12 students participated in TVet programs. The school implements VET courses in Hospitality, Construction and Metals Engineering with additional staff trained to deliver Sports Coaching and Skills for Work. In 2018 5 Year 12 students and 7 Year 11 students were supported to undertake SBAT programs.

Year 12 students attaining HSC or equivalent vocational education qualification

100 % of all graduating students achieved the HSC or an equivalent qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	1
Head Teacher(s)	11
Classroom Teacher(s)	50.5
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	16.37
Other Positions	1

*Full Time Equivalent

School staff are a high quality team of teaching and school support personnel, within which 4 staff members identify as Aboriginal.

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	42

Professional learning and teacher accreditation

All staff have engaged in school identified professional development with a guaranteed minimum of 40 hours of professional development throughout 2018. In addition, many staff have elected to participate in externally provided and registered professional development. All professional development has aligned to the Department of Education strategic directions, school strategic priorities and, or professional teaching goals with a clear link to the Australian professional teaching standards. Teachers requiring accreditation and those maintaining accreditation have been supported to achieve proficiency and maintenance respectively. A group of staff have elected to work on a school based leadership initiative and have explored higher levels of accreditation.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	738,782
Revenue	11,020,367
Appropriation	10,619,604
Sale of Goods and Services	19,328
Grants and Contributions	371,262
Gain and Loss	0
Other Revenue	0
Investment Income	10,171
Expenses	-10,927,240
Recurrent Expenses	-10,926,331
Employee Related	-9,867,543
Operating Expenses	-1,058,789
Capital Expenses	-909
Employee Related	0
Operating Expenses	-909
SURPLUS / DEFICIT FOR THE YEAR	93,126
Balance Carried Forward	831,909

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. Budget / Finance meetings are scheduled and communicated to staff and are an open forum for any interested staff member to attend. 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 school based initiatives such as, improvement to school facilities, Quality Teaching, Syllabus Implementation, Community Engagement and the study skills centre.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	8,239,476
Base Per Capita	184,884
Base Location	0
Other Base	8,054,592
Equity Total	516,575
Equity Aboriginal	48,587
Equity Socio economic	192,259
Equity Language	12,275
Equity Disability	263,454
Targeted Total	1,127,465
Other Total	385,501
Grand Total	10,269,017

improvement across the top 3 bands in 2018. Explicit writing strategies have been a feature of class programs and whilst improvement is still an ongoing target, early indicators are positive. Student writing has shown some improvement in the top 2 bands and with NAPLAN no longer linked to the HSC minimum standards in 2018 a resultant change can be seen when compared to the 3 year trend as a result of very strong performances during the year 2017. Strong improvement in the domains of spelling, reading and grammar and punctuation were also evident in 2018.

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

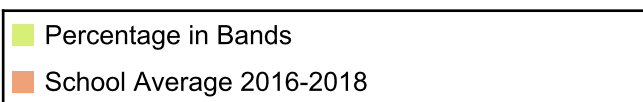
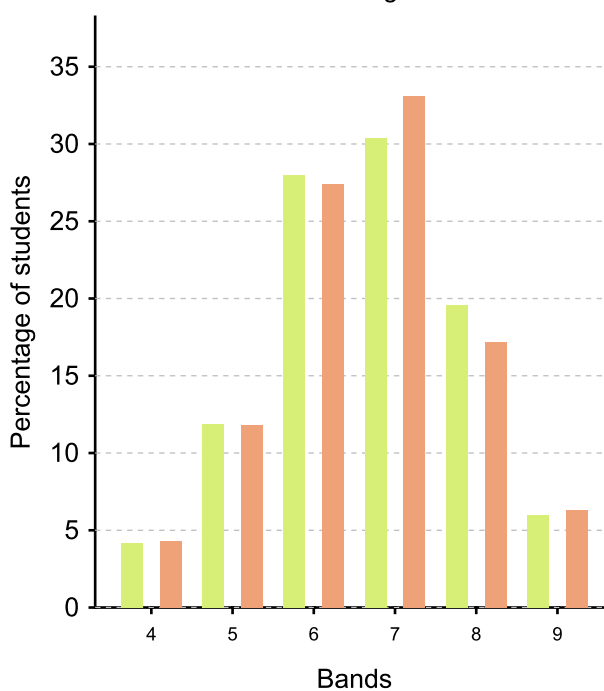
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

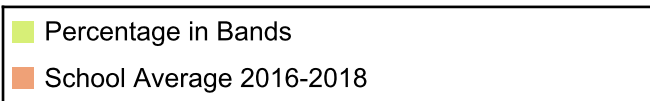
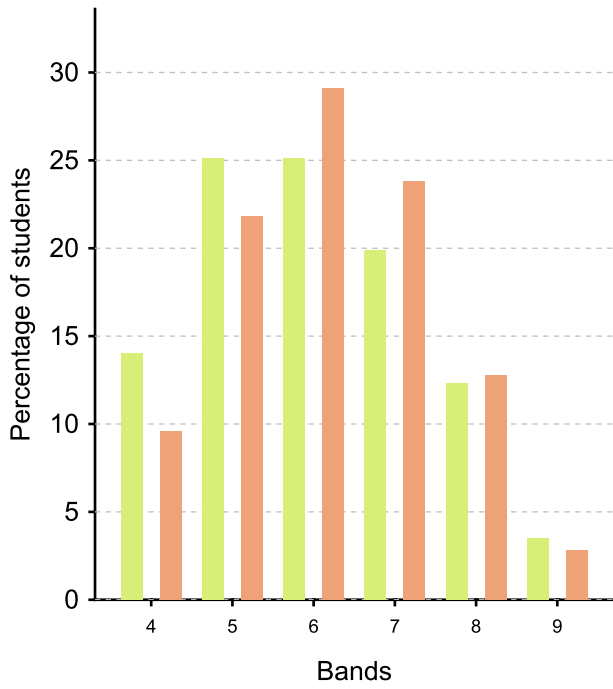
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Student growth in Literacy continues to be a major focus of the school and its partner Primary Schools. Year 7 data shows some improvement in the top 2 bands in the domain of reading and spelling as compared to the 3 year trend data. Year 9 performance data, shows significant improvement with a reduction of students in the bottom 2 bands in the domain of reading when compared to the 3 year trend and a subsequent

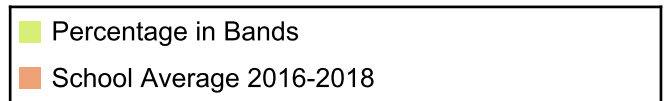
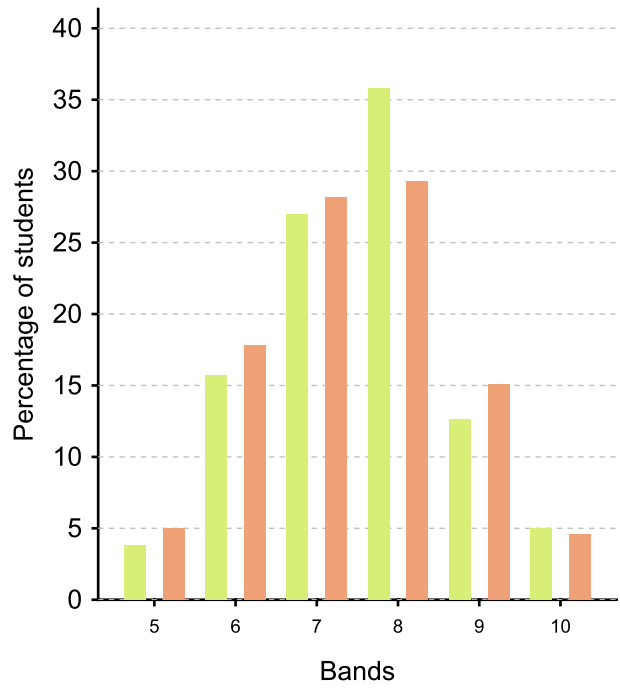
Percentage in bands:
Year 7 Reading



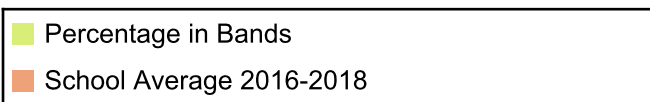
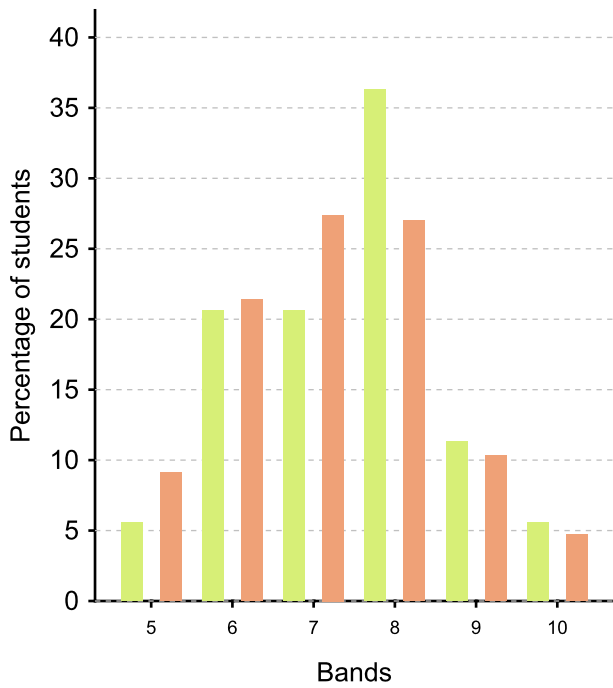
Percentage in bands:
Year 7 Writing



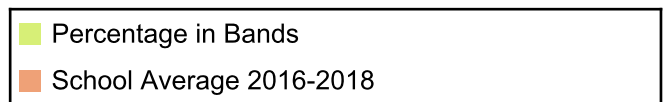
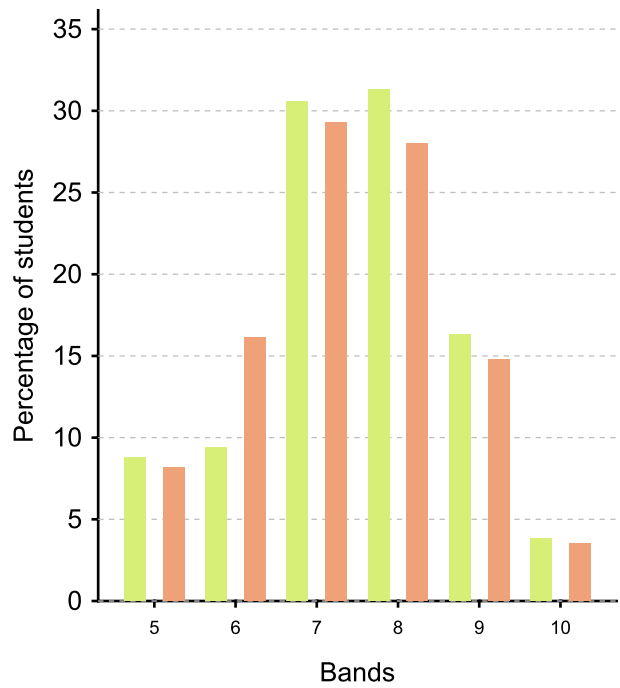
Percentage in bands:
Year 9 Reading



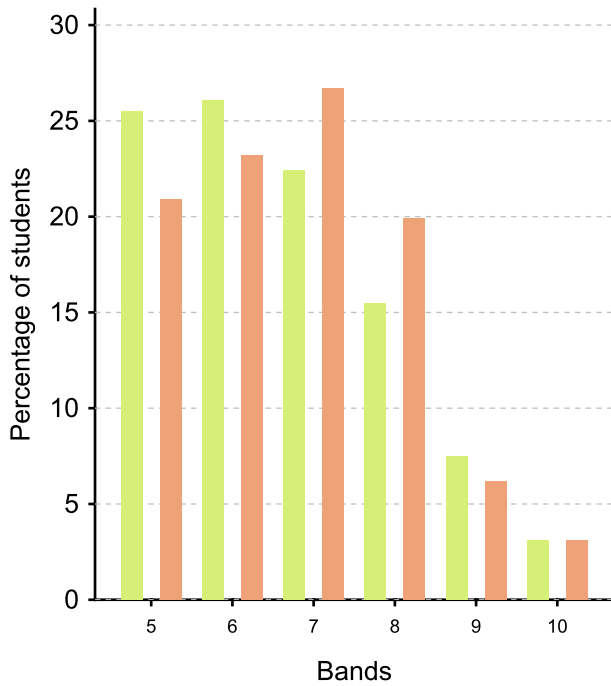
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in bands:
Year 9 Spelling

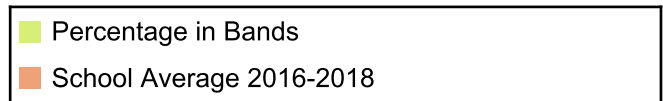
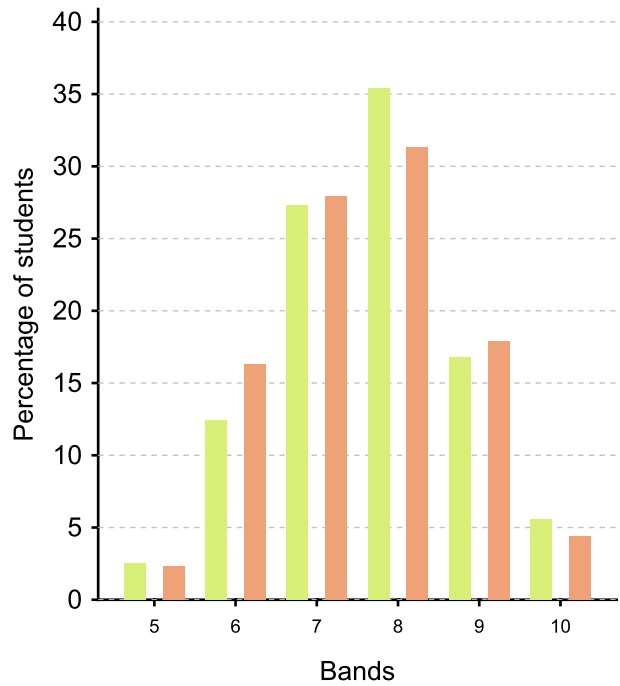


Percentage in bands:
Year 9 Writing



Year 7 numeracy was over represented in the middle 2 bands of 6 and 7 for the 2018 cohort when compared to the school 3 year trend. Year 9 data shows positive growth and strong performance in the top 3 bands with approximately 58% of all results being in Band 8,9 & 10.

Percentage in bands:
Year 9 Numeracy

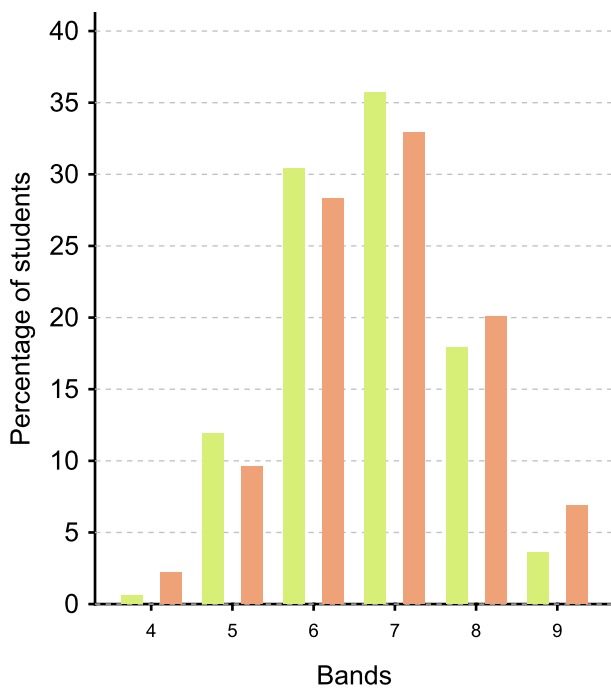


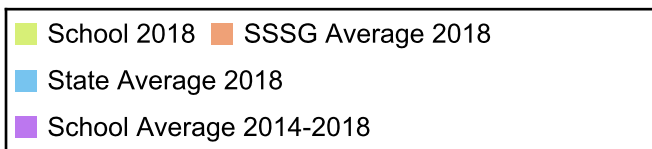
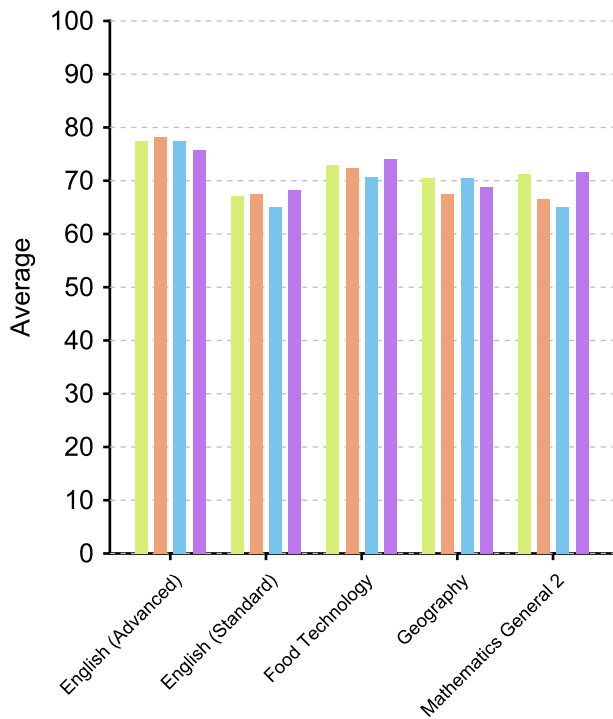
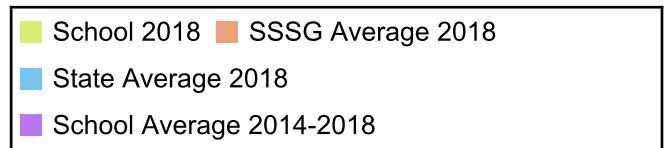
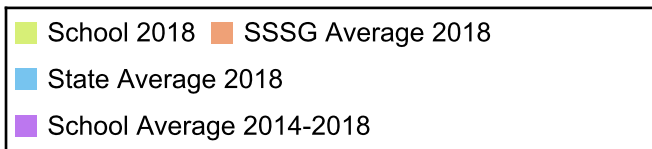
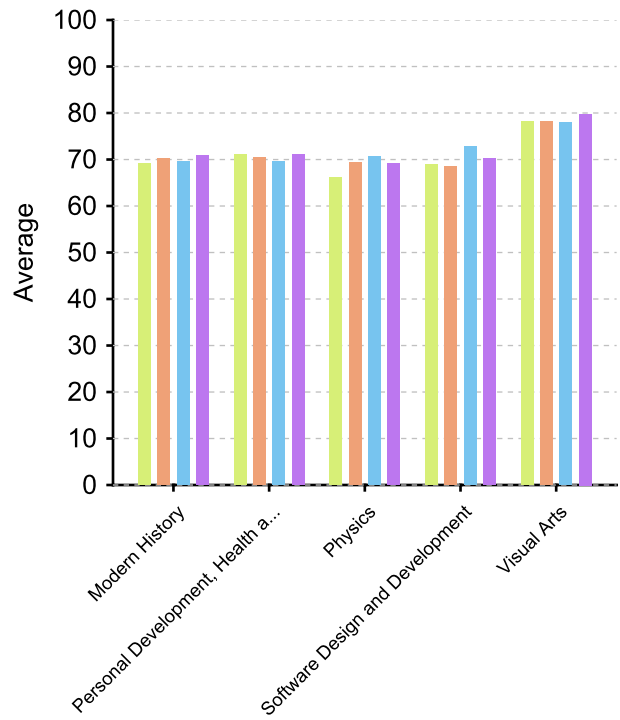
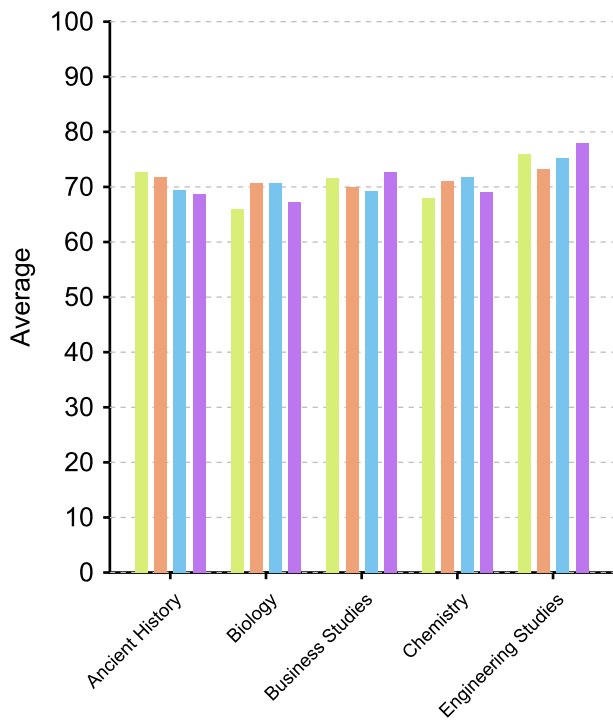
Year 9 Numeracy results demonstrated improvements across the top 3 bands with further strong data representing significant individual student growth across the cohort of students.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). The Schools HSC results were consistent with the school 3 year trend. Approximately 23% of all results were achieved in the top 2 bands. 110 students completed 477 HSC examinations. Of particular note, 3 students completing Extension 1 English all achieved in the E4 band, with 1 of those students also achieving E4 in Extension 2 English.

Percentage in bands:
Year 7 Numeracy





Parent/caregiver, student, teacher satisfaction

The school participated in a communication and engagement survey late in 2017 in which parents indicated a need for increased communication and access to further information about school activities and events and individual student progress and feedback across the school community. In response, a series of changes were implemented in 2018 inclusive of reintroducing the school newsletter which has been produced monthly in a digital format. Additional communication systems were streamlined including the skoolbag app, school facebook page and the transition to the Department of Education school website service. Parents participated in a series of parent engagement sessions as a new initiative to support information sharing and connections for parents with the school. Parents attending reported positive perceptions of the school and indicated a preference for the continuation of these initiatives in 2019. Student TTFM survey results report positive increases of student sense of belonging demonstrating a 5% increase from 2017. Students also report increases in positive learning climate and the expectations for success when compared to the TTFM data 2017. Students gave very positive feedback in regards to the schools wellbeing practices reporting a 5% decrease in students as a victim of bullying when compared to the 2017 statistic.

Policy requirements

Aboriginal education

This year saw some huge strides forward for Aboriginal education at Whitebridge High School. After the success of the junior AECG governance program run by Minimbah Local AECG, we were able to establish our own junior AECG. Indra Maley was successfully voted in as president of this important group and they have set about improving the profile of the Aboriginal students at WHS. They were instrumental in designing the Yarning circle which is set down for construction in 2019. They were also heavily involved in the highly successful NAIDOC day celebrations which saw a students taking a leadership role to teach the school some important aspects of Aboriginal culture. Students were involved in some art creating a sea of hands, cooking some Johnny cakes over the coals and playing Indigenous games. Many thanks go to the staff who helped operate these workshops and the students for presenting them. The day concluded with a smoking ceremony and some Indigenous dance where students were given the opportunity to learn about the origins of the dances and have a go at performing them.

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. 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.