

Warners Bay High School

Annual Report



2018



8440

Introduction

The Annual Report for **2018** is provided to the community of Warners Bay High School as an account of the school's operations and achievements throughout the year.

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

Dr Sharon Parkes

Principal

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School background

School vision statement

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

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

A suite of specialised programs support the full range of learners providing quality education for all to ensure future focused 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 3.2% of students from an Aboriginal background. 6.9% of students come from non-English speaking backgrounds. The most prevalent of the 33 languages represented are Afrikaans, Cantonese, French, German, Italian, Spanish and Tagalog.

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

External data from the HSC, NAPLAN and VALID indicates good value – added growth.

Overall in each external measure students' results are often below the state average and percentage in Same School Group (SSG) of each measure in the highest band.

Student results in the bands immediately below the top band are consistently and significantly above the percentage in the state and SSG. The previous School Plan 2015–2017 incorporated a number of initiatives and programs to lift the performance of students into the top two bands in the HSC, NAPLAN and VALID. These programs and initiatives, together with additional initiatives will continue and are documented in the 2018–2020 School Plan.

Internal data collected through surveys of staff, students and parents (2018), along with student focus groups as part of the Visible Learning Initiative, identified staff professional learning, staff reflections and analysis of external data, indicates a strong valuing of the school's rich and varied curriculum. These, together with the extensive co-curricular and extra-curricular initiatives and activities strengthen student learning outcomes. Of significant note, students indicate the wealth of cultural programs to develop student and staff knowledge and tolerance of individual difference. These include, but are not limited to NAIDOC celebrations, Sorry Day, Harmony Day, Student Exchange, MADD Nights, Soiree, ANZAC Day, Cultural Food Days and Charity Days. The range of sporting programs was valued most highly by all year groups.

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

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

Together with the four partner primary schools, Warners Bay High School implements programs across the Community of Schools (CoS) to develop a co-ordinated approach to curriculum transition, a focus on student feedback, writing and student leadership programs to support Aboriginal students through our Junior AECG.

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.

Our self-assessment 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>

Within the Learning Domain, the self-assessment of school progress was identified as Sustaining and Growing. Evidence included expansion of the curriculum to include delivery of Science, Technology, Engineering, Art and Mathematics (STEAM) across Years 8–12 with a significant percentage increase in the number of girls taking up STEAM courses; regular staff professional learning using external facilitators to improve staff skills to differentiate the curriculum; 100% take up of Google Classroom providing a means to deliver formative assessment with increased opportunities for feedback; a focus on audio feedback; student surveys and focus groups to obtain student voice; and external data analysis using SCOUT software.

Within the Teaching Domain, the self-assessment of school progress was identified as Sustaining and Growing. Evidence included NAPLAN and HSC data; student work samples; extensive professional learning programs for staff; coaching and mentoring programs; Hub School initiatives; Community of Schools (CoS) programs; and strong links with the University of Newcastle.

Within the Leading Domain, the self-assessment of school progress was identified as Sustaining and Growing. Evidence included an extensive range of co-curricular and extra-curricular programs; programs to support student wellbeing and development in all years; and strong community links including a Junior Aboriginal Education Consultative Group (JAECG).

Strategic Direction 1

Students as Future-Focused Learners

Purpose

Warners Bay High School (WBHS) aims to produce highly successful lifelong 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, as well as confident, productive citizens.

Overall summary of progress

A range of strategies have been completed to provide professional learning for staff in pedagogy, assessment and programming to ensure our students have the mindset of future-focused learners.

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">• The school is moving towards strong value-added results significantly above state average and SSSG.• Increased percentage of students scoring in the top two bands for NAPLAN• Staff survey indicates 4C's (creative thinking; collaboration; critical thinking; and communicating clearly in diverse mediums) incorporated into at least one lesson per week for 100% of staff.• Visible Learning Walkthroughs indicate students present as engaged learners with high expectations and a growth mindset when questioned.	\$44681 – Professional Learning	<ul style="list-style-type: none">• Initiated a whole school Literacy Program and prioritised Literacy and Numeracy in the WBHS School Plan as a key learning and teaching Strategic Direction, supported by the creation of a whole school Literacy Plan to inform professional learning, classroom practice and future planning, underpinned by an audit of school literacy practices.• Audited literacy teaching practices of staff and recorded that 72.4% of staff reported teaching literacy at least once a week. 50% of audited staff expressed an interest in learning how to evaluate NAPLAN data using SCOUT and Insights. 53.2% of audited staff regularly use Super Six strategies and A Learning And Responding Matrix (ALARM). 78.7% of staff responses reported that short answers are a common assessment style and 63.8% indicated that they made use of essay-style tasks. The Literacy Team responded by creating a uniform structure for short answer and essay responses. 87.2% of staff reported providing exemplars to students prior to assessment tasks. Meanwhile, 25.5% of staff indicated a need for further support in using comprehension strategies in teaching.• Drafted Procedures and Guidelines in Literacy Practices document to be reviewed by teachers and executive prior to publication in 2019.• Analysed school performance in NAPLAN with detailed item analysis to identify strengths and weakness of students in Years 7 and 9. This presentation was delivered to 18 executive and 75 staff to enable targeted teaching in areas of deficit.• Created the Literacy Team with one representative from each faculty attending fortnightly meetings to plan professional learning for Staff Meetings.• Adopted a model of instructional leadership wherein Literacy Team members were provided with opportunities to deliver professional learning in staff meetings, sharing best practice pedagogies in literacy across all 10 faculties. Twenty professional learning sessions were implemented.

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">• The school is moving towards strong value-added results significantly above state average and SSSG.• Increased percentage of students scoring in the top two bands for NAPLAN• Staff survey indicates 4C's (creative thinking; collaboration; critical thinking; and communicating clearly in diverse mediums) incorporated into at least one lesson per week for 100% of staff.• Visible Learning Walkthroughs indicate students present as engaged learners with high expectations and a growth mindset when questioned.		<ul style="list-style-type: none">• Utilised Staff Meetings to train all school teaching staff in paragraphing structures, short answer responses, vocabulary reinforcement activities, sentence types and the mode continuum.• Reviewed Super Six strategies in teaching comprehension of texts during the Term Three Staff Development Day.• Trained the Literacy Team in the procedures of Best Start Year 7 2019 online implementation processes.• Received 43 Future Focused Learning Plan submissions which were used to prioritise training and development. As a result these teachers were able to receive targeted support that enabled them to deliver highly engaging lessons that focused on 21st Century skills for learning.• Initiated team teaching partnerships across a number of faculties to support teachers in the delivery of Future Focused Learning initiatives, using the Instructional Leader Future Focused Learning and Technology Support Officer. This developed confidence in teachers and students and ensured that support was available as new concepts, procedures and technologies were utilised for the first time.• Implemented two optional Professional Development afternoons and several ad hoc presentations for teachers to engage with new technologies and reinforce the use of Google Classroom, Google Suite and Future Focused Learning Strategies. This resulted in several teachers obtaining accreditation in Google Suite and the delivery of engaging lessons for students.

Next Steps

Through whole school professional learning and individualised support, staff will be encouraged to focus on the 21st Century skills for learning for students in their classes.



Strategic Direction 2

Strong Community Support and Satisfaction

Purpose

Data collected from students, staff, parents and the community indicate satisfaction with the school's contribution to the community as a leading organisation for its impact on learning programs and continuous improvement.

Overall summary of progress

Through the use of technology parents and the school community are provided with information relating to the school's priorities and directions.

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">• Parent, student and community satisfaction is improved.• An increasing number of Alumni provide mentoring, coaching and support for students and staff	<p>\$1366 – Skoolbag app lease</p> <p>\$165395 – University of Newcastle Hub project expenditure</p>	<ul style="list-style-type: none">• Rolled out the new update for the Skoolbag App. Its use has continued to grow with up to 5,575 current app downloads and consistent use evident in over 100,000 views.• Facilitated a parent forum on digital communication addressing how the school could further improve their processes to meet the needs of all stakeholders. This focus group resulted in a shift away from a sole reliance on phone notifications and now incorporates emails. 24,157 emails were sent in the last 60 days of the 2018 school year.• Stimulated growth in the online participation of parents and whole school community with over 1000 likes of the flagship Facebook page – Warners Bay High School. This has created a continuous feed of fun and vibrant school images, videos and albums. The reaction of parents has been 100% positive and all participants have engaged with the Facebook site in the spirit in which it was designed. Parents and carers are able to show support for all students while the nature of photo submissions means that photo privacy is maintained.

Next Steps

A continued focus on involving the school community including harnessing support from the school's Alumni will strengthen community support for the school's programs and initiatives.

Strategic Direction 3

Teachers as Leaders of Learning

Purpose

Warners Bay High School aims to ensure that students are motivated, supported and inspired by teachers who are passionate about their subject area. Teachers will practice and plan for the ongoing learning and development of each student in their classes through evidence-based teaching strategies. Teachers will enthusiastically and willingly contribute to the school learning culture and the sharing of skills expertise through mentoring, coaching and observing of each other's practices. Teachers will maintain professional awareness, actively engage in their ongoing professional learning and development, and share their learning with colleagues and staff in other schools.

Overall summary of progress

Teachers have willingly engaged in professional learning in and out of school hours to strengthen their skills to support students in their learning.

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">• Research and evidence informs teaching practice.• Teaching and Learning programs show evidence of action based on feedback on teaching practices• Leadership opportunities are provided to all staff.	<p>\$20,000 – University of Newcastle Hub money</p> <p>\$44681 – Professional Learning</p>	<ul style="list-style-type: none">• A suite of after-hours leadership programs were implemented for Early Career Leaders, aspiring leaders and other interested staff members involving 18 staff participating in a series of 6 after-school workshops for each leadership program.

Next Steps

The school focus on teacher professional learning driven by data analysis and current research will continue as a solid platform for ongoing school improvement.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$31,247	<ul style="list-style-type: none"> • Conducted Personalised Learning Plan (PLP) meetings with 20 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. • Organised six Junior AECG meetings with an average of 14 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 connections. • Organised and co-ordinated whole school celebrations for NAIDOC Day. This included a ceremony led by the Junior AECG for Years 7 and 9 students, morning tea with parents, four 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 and the significance of the Apology in 2008. • 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 professional learning program. This increased staff awareness about Aboriginal culture and how best to support the educational outcomes of our Aboriginal students. • Provided the opportunity for three staff to attend a Cultural Capacity Training workshop with Speaking in Colour. This workshop increased their cultural understanding and their ability to incorporate Aboriginal perspectives into the classroom.
English language proficiency	\$10,331	Throughout the year six students were supported by 0.4 English as a Second Language or Dialect (EAL/D) teacher working 2 days per week. One day per week was funded through Equity funding.
Low level adjustment for disability	\$98,306	<ul style="list-style-type: none"> • Co-ordinated and implemented the successful Years 6–7 "Leapfrog" Transition Program for 26 students. The program was developed for students requiring individualised attention and support when moving into a large comprehensive high school. Anecdotal Parent and student 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

Low level adjustment for disability	\$98,306	<p>way around the school, reading timetables, locating staff from different faculties and understanding the day-to-day running of a large high school.</p> <ul style="list-style-type: none"> • Conducted 12 Learning and Support Team meetings for students with disabilities and/or support needs who will be attending Warners Bay High School in 2019. All students have a Learning Support Plan which will be 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 are held weekly with the Deputy Principals, Head Teacher Welfare, Stage Head Teachers, the School Counsellor and Learning and Support Teacher in attendance. Teachers have expressed satisfaction in 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, Stage Head Teachers and Year Advisers. Many students accessing daily support demonstrate improved emotional wellbeing and therefore educational success. • Developed 69 individual Health Care Plans in consultation with parents and carers. These plans were implemented and supported by our First Aid Officers for 69 students. Review of Health Care Plans occurs annually or as needed. • 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. 80% 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.
Socio-economic background	\$134,921	<ul style="list-style-type: none"> • Co-ordinated the REACH workshop for 234 Year 7 students seeking to improve awareness of behaviours and the individual's impact on peers and the environment. Students completed a survey about the effectiveness of the program in enhancing student self-awareness, confidence, positive choices, help-seeking, empathy and making connections, with the majority of students expressing positive feedback. • Implemented the REACH workshop for 240 Year 8 focusing on student identity and influence. This workshop empowered students to gain a greater sense of self and to understand what influences their identity. Students completed a survey about the effectiveness of the program in enhancing student self-awareness, confidence, positive choices, help-seeking, empathy and making

<p>Socio-economic background</p>	<p>\$134,921</p>	<p>connections with over 78.9% of students expressing positive feedback.</p> <ul style="list-style-type: none"> • Delivered the student 'Self-esteem and Positive Peer Dynamics' REACH workshop to 237 Year 9 students. The workshop aimed to shift the peer dynamic to encourage mutual respect, empathy and individual expression. Students completed a survey about the effectiveness of the program in enhancing student self-awareness, confidence, positive choices, help-seeking, empathy and making connections with over 55% of students expressing positive feedback. • Facilitated the REACH program 'Bird Cage and the Locker Room'. Male and female students were separated and challenged to explore and critically question expectations and ideas about gender in society. Over 90% of the students provided positive feedback about the program, such as 'it helped us understand more about bullying', 'I got to understand people around me in my year group' and 'It made me think about what I'm saying to others'. • Co-ordinated the Crossroads Program for 167 Year 11 students focusing on 'Safe Travel'. Roadwhyz empowers students with the knowledge and skills needed to stay safe on the roads. Students completed a survey with 86% stating that the program enhanced their understanding of the impact of poor decision making on their own and others' lives when driving. • Delivered the 'Sexual Health' component of the Crossroads Program to all Year 11 students, providing education in safe sexual relationships, respect and consent and managing the individual's physical and emotional wellbeing as a young adult. • Supported students in Year 8 to develop an awareness of mental illness, break down the myths of mental illness and understand how people with a mental illness can lead successful lives using Headspace, a national evidence-based service that provides support to secondary students who may be affected by a mental illness but also raise awareness. • Implemented the Top Blokes Program for 56 selected male students requiring social education and mentoring to improve their mental health and social wellbeing. The program was highly effective in fostering young men's inclusion, building their resilience and empowering them to reach their full potential. • Identified that over 11 different paragraphing styles were being used across the school and implemented a plan to standardise one model for Years 7 to 10. • Launched a whole school writing initiative involving cross-curriculum collaboration and the adoption of a school-wide paragraphing structure (TEEEL) with accompanying visual support via the display of posters in all classrooms. • Planned for the implementation of 2019 Best Start Year 7, a literacy and numeracy assessment that occurs in Weeks 1– 5 of
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Socio-economic background	\$134,921	<p>Term One. Best Start Year 7 provides a snapshot of a range of literacy and numeracy skills and understandings that students bring to secondary school. It also allows for the identification of students who need additional support and targeted teaching strategies that meet the learning needs of students.</p> <ul style="list-style-type: none"> • Supported student learning by placing support staff in classes and using group withdrawal methods to remediate and support the consolidation of basic skills.
Support for beginning teachers		<ul style="list-style-type: none"> • Provided professional development and assistance to five Early Career Teachers and two Casual staff members who subsequently satisfied requirements for accreditation as Proficient Teachers. • Provided support to three experienced permanent members of staff who successfully applied for maintenance of accreditation as Proficient Teachers with NESA. • Developed and implemented a structured professional development program to build the capacity of seven Early Career Teachers. • Facilitated the accreditation of a further three members of staff as Supervisors of Pre-service Teachers, bringing the total number of WBHS teachers who have completed online training with the Australian Curriculum , Assessment and Reporting Authority (ACARA) to 48. • Provided professional experience placements for 24 Teacher Education Students from the University of Newcastle, providing in excess of 700 hours of professional guidance, mentoring and coaching support. • Facilitated the induction of 25 Teacher Education Students (TES) from the University of Newcastle into a school setting. The TES were welcomed into each of the faculties and shadowed staff as they carried out the activities associated with a typical school day at Warners Bay High School. • Provided ongoing professional development to all staff to increase skills in coaching. The Term One School Development Day featured workshops led by consultants from "Coach in a Box" to develop further skills in mentoring and effective communication. All executive participated in a further workshop on "Having Difficult Conversations" to further enhance leadership skills. • Facilitated the participation of 20 teachers in a University of Newcastle designed multi-phased course with an emphasis on quality teaching practices, coaching strategies, leadership and teacher wellbeing. This course was presented by members of the University of Newcastle School of Education. • Initiated and conducted in consultation with executive staff, an audit of the Early Career Teachers mentoring procedures, based on support procedures in 2017. This resulted in a new set of school procedures designed to more effectively address the needs of early career teachers across all faculties.

Support for beginning teachers

conducted a multi-phased professional learning course to increase leadership skills and knowledge. The course was presented by the Principal, Stage 6 Deputy Principal, Head Teacher Teaching and Learning and the HUB Co-ordinator. Participants reported greater confidence in leadership capabilities.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	623	611	636	671
Girls	684	676	643	620

Student attendance profile

School				
Year	2015	2016	2017	2018
7	95.1	94.4	94.5	94.2
8	91.4	92.1	92.1	93
9	91	91	92.2	91.9
10	92.7	90.1	91.3	90.7
11	93.4	91.6	91.8	91
12	93	92.4	94.1	93.3
All Years	92.7	91.9	92.6	92.4
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

Non-attendance is managed through an SMS messaging service to parents/carers of students who are absent; individual contact with parents/carers by Deputy Principals and Head Teacher Welfare; correspondence with parents/carers; and 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	0	4.5
Employment	0	0	6.5
TAFE entry	0	0	2.5
University Entry	0	0	79
Other	0	0	3.5
Unknown	0	0	4

Year 12 students undertaking vocational or trade training

The Year 12 was comprised of 162 students completing their Year 12 studies. Of this cohort:

- 5% of students have enrolled in TAFE courses
- 6.5% of students have been successful in gaining an apprenticeship or traineeship
- 6.5 % of students were unable to be contacted

Year 12 students attaining HSC or equivalent vocational education qualification

100% of Year 12 students attained their HSC or equivalent vocational education.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	14
Classroom Teacher(s)	65.7
Learning and Support Teacher(s)	1.3
Teacher Librarian	1.4
School Counsellor	1
School Administration and Support Staff	17.17
Other Positions	1

*Full Time Equivalent

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

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	0

Professional learning and teacher accreditation

Staff undertook twelve hours of Professional Learning in lieu of the last two Staff Development Days. Optional courses included: ICT Workshops; EPAC; NESA; Roadshow; G-suite; Google classroom; CPR; ALARM; Uni Hub; and Having Difficult Conversations. Teachers engaged with new technologies and reinforced the use of Google classroom, Google Suite and Future Focused learning strategies. This resulted in several teachers obtaining accreditation in Google Suite and the delivery of engaging lessons for students.

15 staff members are in the process of gaining accreditation at the Proficient stage of the Australian Professional standards for Teachers, with 70 staff members maintaining accreditation at the Proficient stage.

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	922,483
Revenue	13,609,644
Appropriation	12,908,809
Sale of Goods and Services	31,398
Grants and Contributions	648,071
Gain and Loss	0
Other Revenue	9,323
Investment Income	12,043
Expenses	-13,356,368
Recurrent Expenses	-13,369,053
Employee Related	-12,040,063
Operating Expenses	-1,328,990
Capital Expenses	12,686
Employee Related	0
Operating Expenses	12,686
SURPLUS / DEFICIT FOR THE YEAR	253,276
Balance Carried Forward	1,175,759

Within the balance carried forward, \$788,000 is for planned capital expenditure. The infra-structure enhancements include re-surfacing of the basketball courts; multiple screens for the Multi-Purpose Centre (MPC); Extension of the Year 7 Covered Outdoor Area (COLA) and undercover walkways to the demountables. All projects are being actioned by Asset Management Unit in Term 1, 2019.

The balance carried forward also includes \$245,818 Commonwealth money GTIL (University Hub Partnership); and \$8,241 funds remaining in the MyGoals Aboriginal project.

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	10,954,682
Base Per Capita	248,414
Base Location	0
Other Base	10,706,268
Equity Total	410,152
Equity Aboriginal	31,247
Equity Socio economic	134,921
Equity Language	10,331
Equity Disability	233,653
Targeted Total	842,162
Other Total	144,557
Grand Total	12,351,553

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

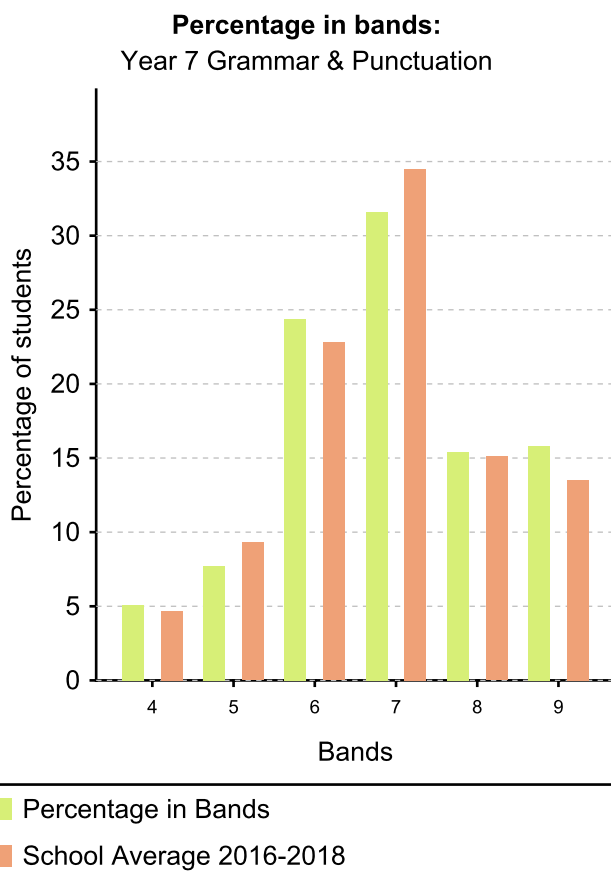
NAPLAN

In the National Assessment Program, the results across the Years 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.

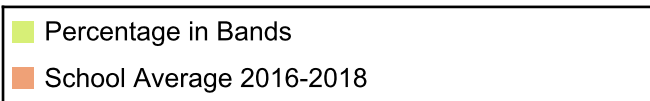
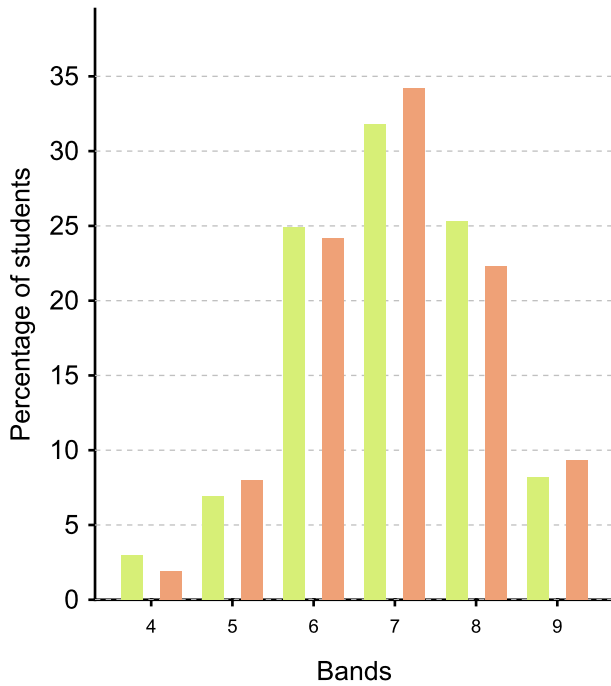
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

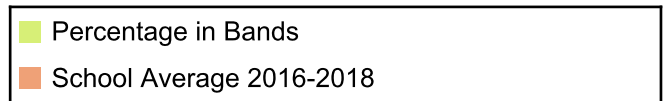
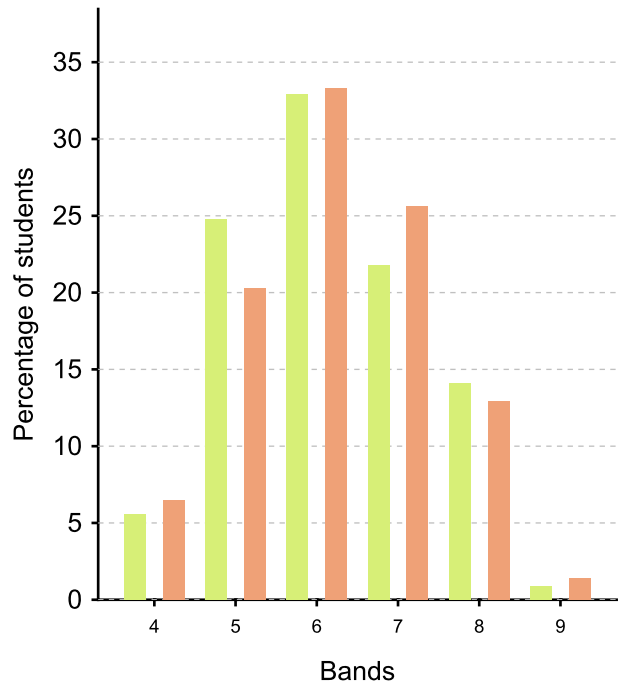
The percentage of students scoring in the two bands beneath the top band (Band 9 for Year 7; Band 10 for Year 9) accounts for the majority of student performances with very few students scoring in the bottom bands. Results in writing for both Years 7 and 9 indicate a need for continuing intervention in 2019 at the school and Community of Schools (CoS) level.



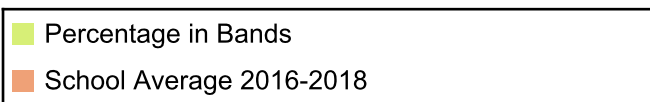
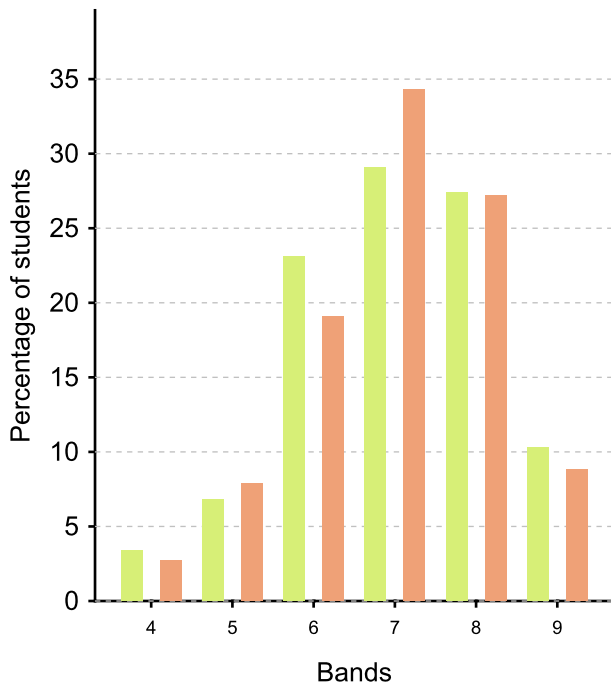
Percentage in bands:
Year 7 Reading



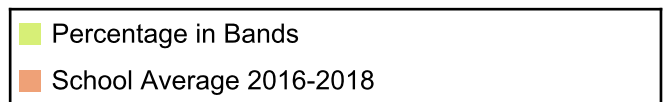
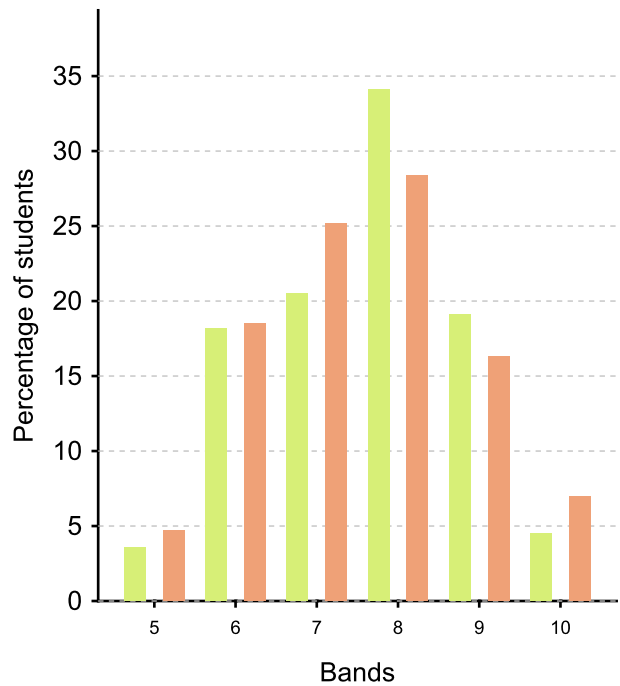
Percentage in bands:
Year 7 Writing



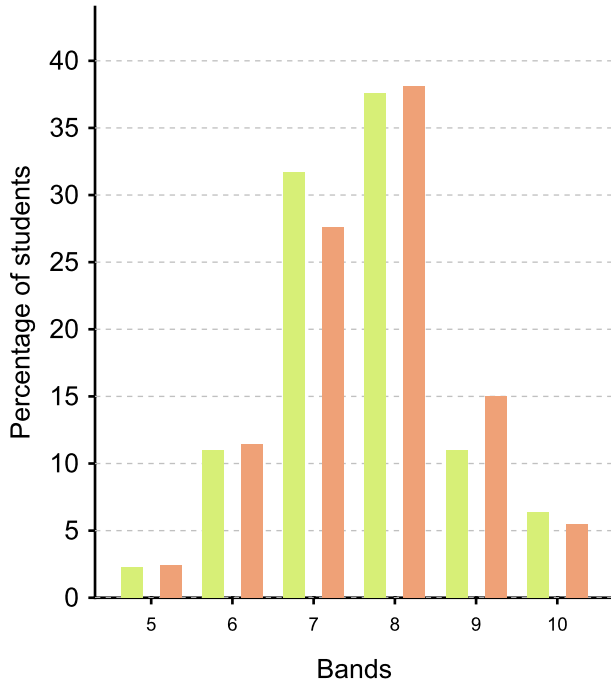
Percentage in bands:
Year 7 Spelling



Percentage in bands:
Year 9 Grammar & Punctuation

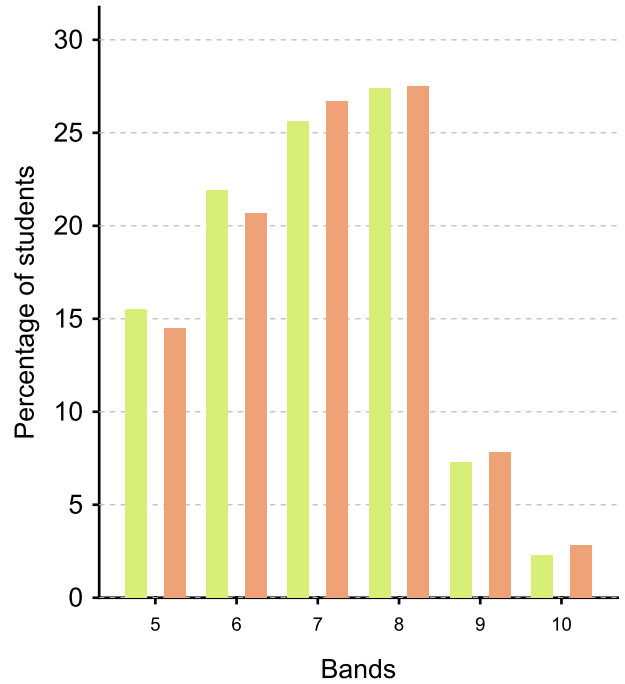


Percentage in bands:
Year 9 Reading



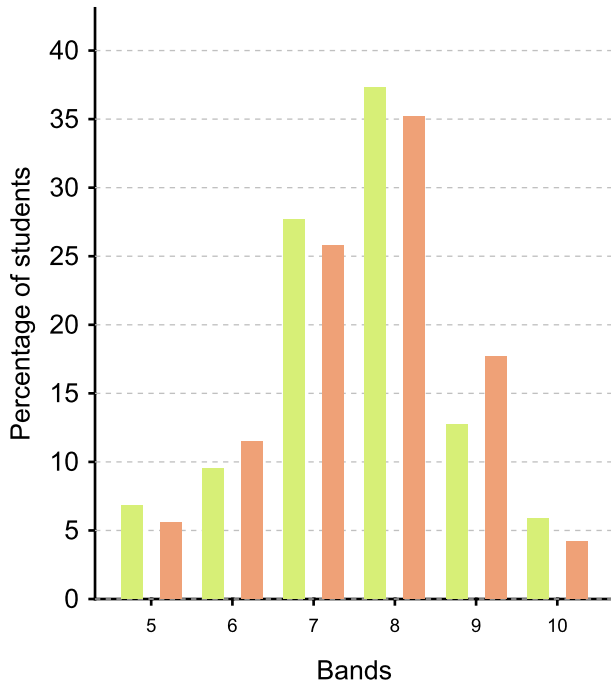
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2016-2018

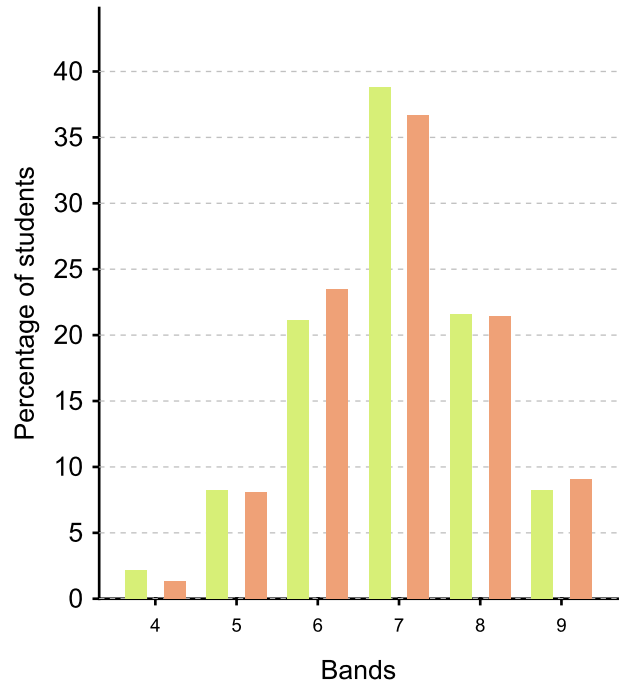
Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2016-2018

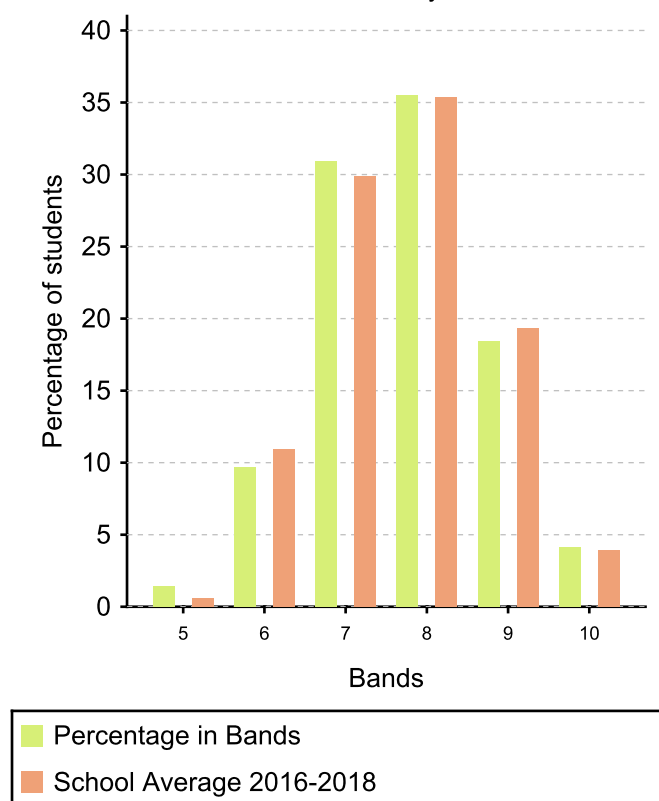
Data indicates a 4% decline in the percentage of students scoring in the top band (Band 9 for Year 7 and Band 10 for Year 9) from Year 7 to Year 9 in NAPLAN Numeracy.

Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 9 Numeracy



In Year 7, 27% of students scored in the top two bands in Grammar & Punctuation; 33% of students scored in the top two bands in Reading; 38% of students scored in the top two bands in Spelling; and 15% of students scored in the top two bands in Writing (the school and the partner primary schools have an initiative to address this issue).

In Year 9, 7% of students scored in the top two bands in Reading; 23% of students scored in the top two bands in Grammar & Punctuation; 17% of students scored in the top two bands in Spelling; and 7% of students scored in the top two bands of Writing.

In Year 7, 28% of students scored in the top two bands of Numeracy. In Year 9, 12% of students scored within the top two bands of Numeracy.

Four Aboriginal students are in the Year 7 cohort. NAPLAN results indicated the following:

In Literacy:

- Spelling – 3 students were "at or above expected growth".
- Grammar & Punctuation – 2 students were "at or above expected growth".
- Writing – 1 student were "at or above expected growth".

In Numeracy:

- 3 students were "at or above expected growth".

Eleven Aboriginal students were in the Year 9 cohort. NAPLAN results indicated the following:

In Literacy:

- Spelling – 5 students were "at or above expected growth".
- Grammar & Punctuation – 8 students were "at or above expected growth".
- Writing – 4 students were "at or above expected growth".
- Reading – 7 students were "at or above expected growth".

In Numeracy:

- 7 students were "at or above expected growth".

Percentage of students in the Top Two Bands:

Year 7

20% – Numeracy

25% – Spelling

Year 9

33% – Grammar & Punctuation

13% – Numeracy

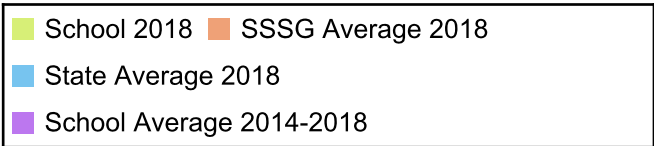
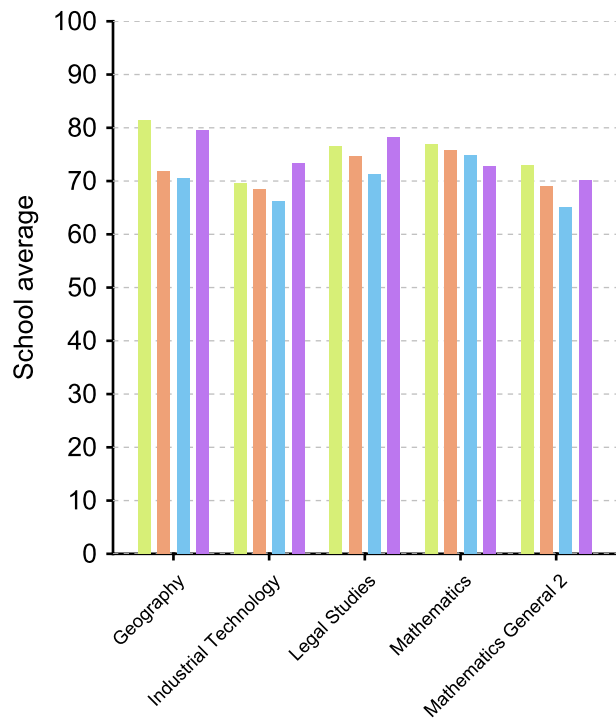
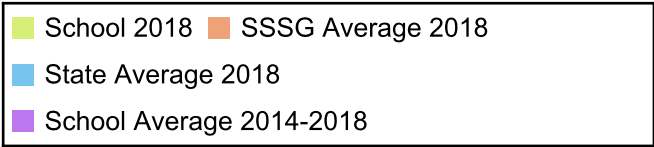
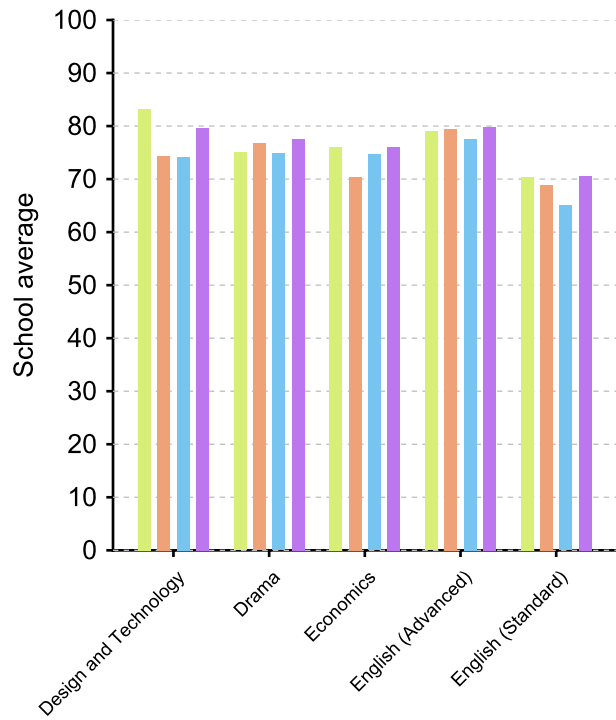
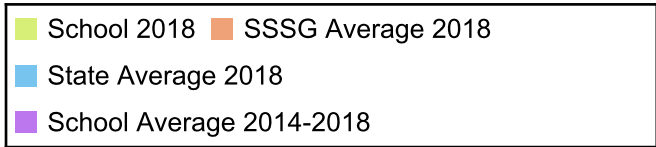
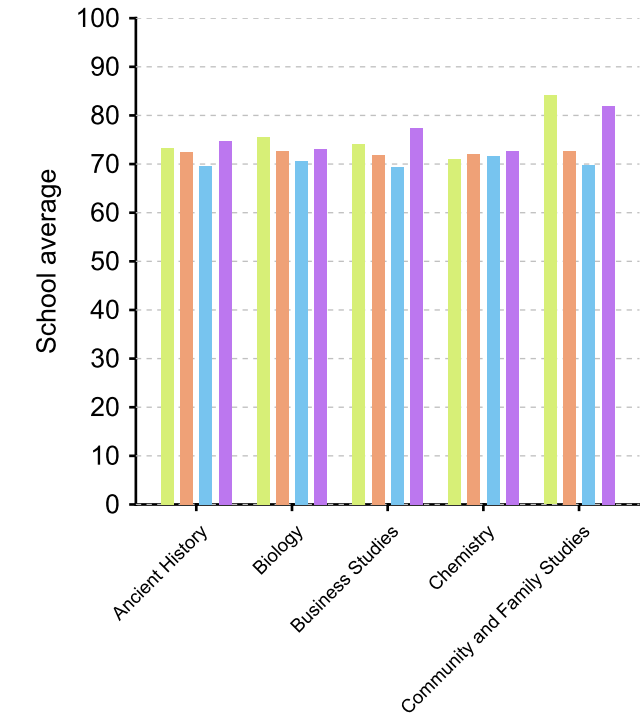
28% – Reading

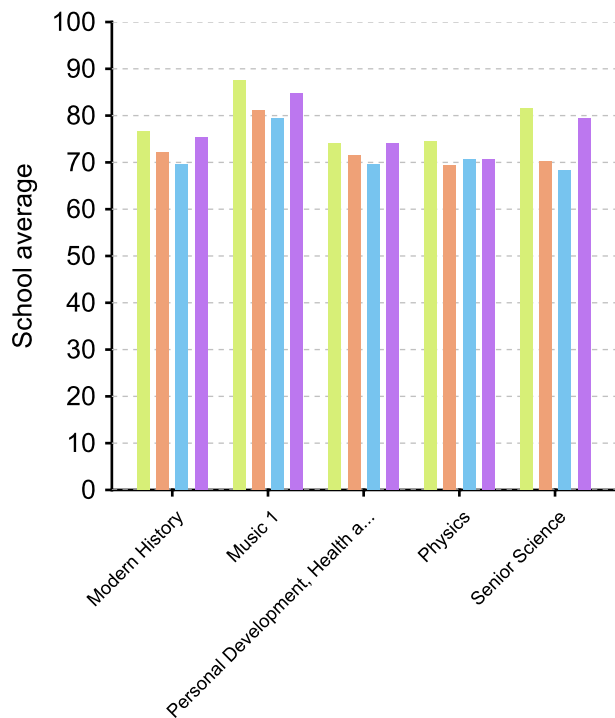
11% – Spelling

Higher School Certificate (HSC)

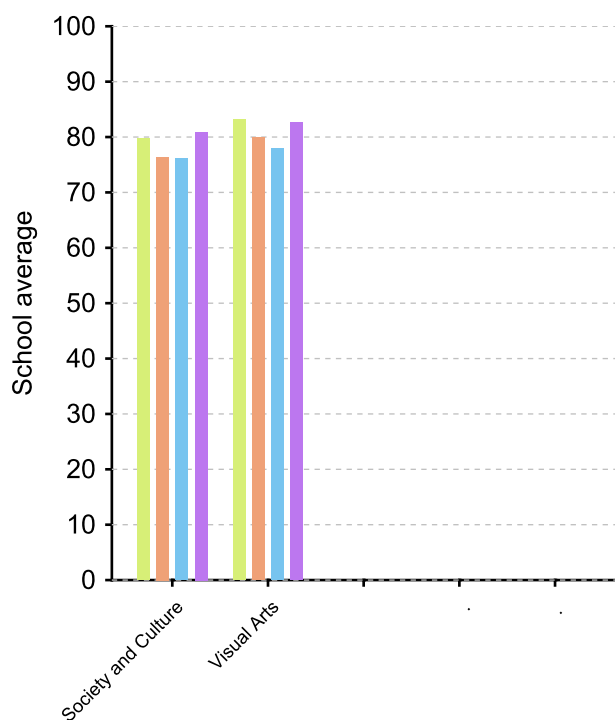
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The following 19 HSC courses were above the Similar School Group Average (SSG) 2018; Ancient History; Biology; Business Studies; Community and Family Studies; Design and Technology; Economics; English (Standard); Geography; Industrial Technology; Legal Studies; Mathematics; Mathematics General 2; Modern History; Music 1; PHDPE; Physics; Senior Science; Society & Culture; Visual Arts.





School 2018 SSSG Average 2018
 State Average 2018
 School Average 2014-2018



School 2018 SSSG Average 2018
 State Average 2018
 School Average 2014-2018

The following 21 HSC courses were above the State Average 2018: Ancient History; Biology; Business Studies; Community and Family Studies; Design and Technology; Drama; Economics; English (Advanced); English (Standard); Geography; Industrial Technology; Legal Studies; Mathematics; Mathematics General 2; Modern History; Music 1; PDHPE; Physics; Senior Science; Society & Culture; Visual Arts.

Parent/caregiver, student, teacher satisfaction

In 2018, 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 2017 resulting in the Strategic Directions 2018–2020.



Policy requirements

Aboriginal education

- Facilitated the attendance of nine JAECC students and three teachers at NAIDOC ceremonies at our partner primary schools. This provided a leadership opportunity for these students and strengthened community and school links.
- Organised for six students and two staff to attend Walk a Mile Koori Style. This event raised awareness of domestic violence in the community and provided students with the opportunity to stand with others against domestic violence.
- Provided an opportunity for 20 students to attend a Cultural Workshop with an Aboriginal Elder. This workshop enabled students to learn more about their heritage and the use of culturally appropriate images.
- Facilitated the continuation of an Aboriginal Dance Group, led by an Aboriginal person in the community. Ten students met every fortnight and learnt four traditional Aboriginal dances. This increased and supported their cultural understanding.
- Facilitated the continuation of a Didgeridoo Group. Eight male students met once a week and have learnt how to circular breathe and play a range of animal sounds. This has increased and supported their cultural understanding.
- Facilitated the continuation of a Contemporary Art Group. Six students met once a week and learnt about technique and colour. This increased and supported their cultural understanding.



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.

Other school programs

- Celebrated the nomination of one HSC Music 1 student for the Encore showcase. This student was nominated for their outstanding Viva Voce during the HSC Music Examination undertaken by 4486 students.
- Celebrated the selection of one HSC Music student to perform as an instrumental soloist on the trumpet at Reprise 2019. This musical concert celebrated the success of HSC Music students from across the Hunter Region.
- Celebrated one nomination for ARTEXPRESS with one HSC Visual Arts student from 8772 students in NSW selected in the area of painting, thus maintaining the high standard and reputation of success that is embedded in the Visual Arts program at Warners Bay High School.
- Celebrated the selection of eight HSC Visual Arts students to participate in the First Class Exhibition 2019 in the areas of design, painting, sculpture, drawing, ceramics and collection of works. This exhibition celebrated the success of HSC Visual Arts students from across the Hunter Region.
- Celebrated the achievement of one HSC Visual Arts student who was awarded the S&S Creativity Award at ARTEXPRESS.
- Celebrated the achievement of one HSC Visual Arts student who had their Body of Work selected to be purchased for the 2018 NSW Education Standards Authority (NESA) Chairperson's Collection.
- Celebrated the achievement of one HSC Music

student who was awarded the Lions Club Scholarship for excellence in Music.

- Celebrated the achievement of one HSC Music student who was awarded the Lake Macquarie Winds Scholarship for excellence in Music.
- Organised the participation of seventeen Music students from the Vocal Ensemble to perform at the Boolaroo-Speers Point ANZAC Day Dawn Service at Speers Point. The performance was broadcast live on KOFM.
- Created three mini exhibitions at Charlestown Library showcasing 24 Year 10 Ceramic students' Teapot and Organica works and 50 Year 10 Visual Arts students' Still Life drawings.
- Provided sixteen students from Years 7, 8, 9 and 10 with the opportunity to perform in the regional performance initiative STARSTRUCK. The group performed two dances.
- Facilitated the participation of two students in STARSTRUCK as featured dancers.
- Provided an opportunity for all Year 7 Music students to participate in an African Drumming and Rhythms workshop with Musica VIVA. Students were given the opportunity to play a variety of traditional African drums, typical of African culture.
- Facilitated the involvement of 180 students in 28 Combined High Schools and other organisation – sponsored knockout competitions, resulting in; winning the Years 9/10 Boys Touch Australian 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 Boys Football, Hunter Region Indoor Soccer Champions in Years 7 and 8 boys and the Under 15s Girls Netball progressing to the CHS Finals in 2018.
- Celebrated the success of 14 students awarded placings medals at the NSW Combined High Schools major carnivals including Swimming, Athletics and Cross Country.
- Celebrated the success of 7 students awarded Hunter Sport Blues acknowledging their achievements in representing the Hunter Area.
- Continued expansion of WBHS's professional relationship with the University of Newcastle to identify best practice regarding Teacher Education Student placements. Ongoing evaluations of the experiences of both preservice teachers and our school's co-operating teachers confirmed the 2017 identification of a specific list of effective factors leading to successful placements. These findings were shared with Professional Experience Co-ordinators of Hunter schools at a University of Newcastle organised meeting and 40 high school principals at a meeting of the Hunter Secondary Principals' Council. Ten schools have met with the WBHS HUB co-ordinator seeking further information regarding the research results and use of the support documents developed at the school.
- Supervised 28 Teacher Education Students from the University of Newcastle in their educational placements. 27 of these preservice teachers satisfactorily completed their placement.

Feedback from these preservice teachers praised the support and commitment of their co-operating teachers, the support from other teachers and the engagement of our students.

- Participated in a University organised Master of Teaching school visit. The University organised for WBHS to host an immersion day during Term 1. 55 Teacher Education Students visited WBHS. Following presentations by the staff on University nominated topics the Teacher Education students were split into groups of 3 to 4 to observe at least 2 classes. 30 WBHS classroom teachers participated in this program. Evaluations by the University Students were overwhelmingly positive, praising the energy and skill of teachers and expressing great appreciation for their support.
- Nominated as a "Most Valuable Partner" as part of the University of Newcastle 2018 Student Engagement Awards.
- Developed lesson observation sheets to assist Teacher Education Students in their observation of WBHS teachers. Slightly modified versions of these sheets were used by the University in their own programs.
- HUB Co-ordinator participated in the University of Newcastle GLEN Symposium, an international forum to highlight programs in teacher education from across the world. The HUB Co-ordinator also participated in training for University Supervisors in the new University initiated "Teaching Performance Assessment" procedures, new government introduced procedures to ensure the development of effective classroom teachers entering the teaching profession.
- Facilitated teacher professional learning with 12 optional professional learning sessions developed and led by various teaching staff and conducted outside school hours. Topics included using ICT to engage students; Project Based Learning; Future Focused Learning; ALARM Matrix; NESA Standards/accreditation; GOOGLE classroom; and Managing Difficult Conversations.
- Conducted 18 professional learning sessions for 85 staff during scheduled Staff Meetings covering topics such as coaching; library digital resources; Code of Conduct; Teachers' Mutual Bank; Mental Health; and Literacy.
- Conducted an optional Professional Learning program for four Early Career Head Teachers.
- Facilitated the presentation of a three hour workshop relating to Teacher Management and Performance for 18 executive staff.
- Facilitated a Community of Schools (CoS) professional learning program – "Christine Anu – In Conversation and Song" for 85 teaching staff and 30 AECG parents and students.
- Developed and implemented a Leadership and Development program spanning ten sessions for staff aspiring to Leadership positions. Sessions included "A Passion for Leadership"; Faculty Leadership; The Leadership Framework; Team Building; The Front Office Demystified; Accountability; Programming and Registration; Coaching; Communication Principles; and Negotiation/Mediation.
- Prioritised Literacy and Numeracy in the WBHS

School Plan as a key learning and teaching strategic direction, supported by the creation of a whole school Literacy Plan to inform professional learning, classroom practice and future planning, underpinned by an audit of school Literacy practices.

- Audited Literacy teaching practices of staff and recorded that 72.4% of staff reported teaching literacy at least once a week. 50% of audited staff expressed an interest in learning how to evaluate NAPLAN data using SCOUT and Insights. 53.2% of audited staff regularly use Super Six strategies and A Learning And Responding Matrix (ALARM). 78.7% of staff responses reported that short answers are a common assessment style and 63.8% indicated that they made use of essay-style tasks. The Literacy Team responded by creating a uniform structure to short answer and essay responses. 87.2% of staff reported providing exemplars to students prior to assessment tasks. Meanwhile, 25.5% of staff indicated a need for further support in using comprehension strategies in teaching.
- Drafted Procedures and Guidelines in Literacy Practices document there is to be reviewed by teachers and executive prior to publication in 2019.