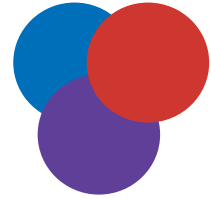
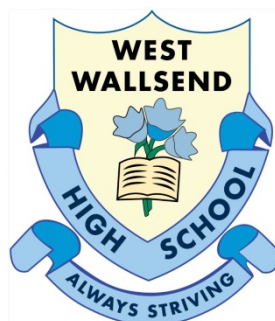


West Wallsend High School Annual Report



2015



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Introduction

The Annual Report for 2015 provides to the community of West Wallsend High School an overview 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 Fiona Walsh, Principal with Deputy
Principals: Tony Keevill (L) and Ian West (R)

Dr Fiona Walsh
Principal

School contact details:

West Wallsend High School

Apple Tree Road

West Wallsend, 2286

www.westwalls-h.schools.nsw.edu.au

westwalls-h.school@det.nsw.edu.au

02 4953 2111

Message from the Principal

During 2015 we have been able to implement innovative school programs and processes which are detailed in the 2015-2017 School Plan. For example we have:

Altered our day structure to include tutorial time for every year, with a focus on literacy improvement in the junior school and study preparation in the senior school. We have also put in place specific literacy and numeracy programs, including the utilization of PLAT, a mathematics transition pedagogy initiative with our fabulous partner primary schools, and targeted NAPLAN lessons. Our aim is to be at or above state average in both literacy and numeracy within three years.

2015 saw a significant increase in our Year 7 and 9 NAPLAN data, with overall growth being 7-scaled points above 2014 results. Our specialized whole school tutorial groups and faculty Literacy programs led by Catherine Grace, Karen Parker, Elisabeth Connor, Tracey Wallace, Elisabeth Robson, Stacey Cross and Kylie Evans led to vast improvements in the area of literacy across the school. We endeavor to continue these programs next year.

Highly successful GATS programs have operated for students in Years 7-12. As part of the GATS program we had six students complete first year university courses. Each of the six students excelled in their area of learning as did all students who participated in the numerous learning opportunities provided for them throughout the year. Our GATS programs across the school involved the hard work of over 35 staff members.

Technology utilization in the school has increased with professional learning opportunities being made available not only to our staff but also to our partner primary students. For example, one of our STEM students, has been working with primary students at Barnsley Public School to write code. Mr McDermott, Principal of Barnsley Public School, has provided this opportunity for his students and has utilized the expertise of high school students for this to occur. This program has been so successful, it will be expanded next year through the leadership of one of our technology teachers, Peggy Mangovski.

We have reimaged the school through our Positive Behaviour for Learning focus, something which has been seen regularly in our Newcastle Herald advertisements. I would like to publically thank the PBL team, especially Michael Chandler, Stacey Cross and Jamie Watts for their exemplar work this year.

One of our students was selected to perform at the Reprise Concert at the Newcastle Conservatorium in 2016. The concert showcases outstanding HSC student achievement across the state.

Another student received a highly commended award for their work in the Newcastle Herald's, Young Writer of the Year competition. They were also successful in gaining early entry into a fine arts degree at Newcastle University as a result of gaining a distinction in a first year university course completed this year.

A Year 9 student was a silver medalist at the 2015 Pacific School Games representing NSW CHS in swimming.

Year 12 engineering studies students won the Aeronautical Engineering Module School Award. This state wide competition is organized by the Faculty of Engineering and Information Sciences at the University of Wollongong.

Student leadership and the Student Representative Council are for me a high priority in this school. Mrs Simpson has done a terrific job coordinating the SRC this year. The SRC has been very active addressing areas for improvement across the school and being exposed to numerous leadership opportunities such as MUNA. I would like to thank the SRC members for their hard work through the year and I know 2016 will be another terrific year for our SRC, led by Mrs Evans.

Culturally, we celebrated special events such as Naidoc Day, ANZAC Day and Remembrance Day. Other programs that were scheduled through the year offered students a range of different challenges and as a result we have seen a significant increase in engagement of students with learning and their school community.

Professional learning opportunities for staff have dramatically increased through strategic mapping of individual and faculty needs and addressing those needs through a myriad of opportunities, including a professional learning weekend away to aid in the implementation of our new three year plan.

I would like to thank Tony Keevill, Ian West, and the Executive Leadership Team, staff, the Student Leadership Team and our learning community who have certainly embraced a change philosophy and are making significant alterations in practice to bring about educational excellence for students. We all look forward to making a difference in 2016.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parent and student leaders and provides a balanced and genuine account of the school's achievements and areas for development.

Dr Fiona Walsh

Principal

Message from the P and C

2015 was another successful year for our P&C. Meetings were informative with discussions provided about new school directions and initiatives.

During the past year, the P&C raised money to provide support for a number of school initiatives. We have continued to select an art work for the annual presentation celebration.

Also a band of enthusiastic members continue to run the successful uniform shop, which is having a wonderful impact on our school image. The new supplier found in 2013 has been very successful in providing a quality uniform.

May I conclude by extending an invitation to each and every parent to come along and join the P&C. Membership is open to anyone interested.

Mrs. Jennie Middlemas

Message from student representatives

During 2015 the SRC was involved in a range of school activities. Regular meetings were held and these meetings were formalised during the year.

The School Captains, Vice-Captains and Prefects were selected using a thorough process involving a leadership forum and interviews. The Student Leaders are part of the SRC and were involved in running the Year 12 Formal, The Anzac and Remembrance Day ceremonies, various assemblies and the School Awards Presentation.

We are looking forward to the new vision and direction in the school in 2016.

Sinead Etheridge and Daniel Roxby

School background

School vision statement

At West Wallsend High School, we believe in working collaboratively, within and beyond the school, in a strategic, enthusiastic and purposeful way. This will inspire the provision of a high quality education, to foster creative and innovative individuals with an innate love of learning. Our commitment to the development of the whole child will leave a legacy of capacity-building for our community as our students grow into adults contributing positively to society and a better place for all.

We value: *Respect, Responsibility and Excellence.*

School context

West Wallsend High School is on the western side of Newcastle. It is a 7-12 coeducational high school of approximately 630 students. Our school values and culture underpin our daily work in ensuring our learning community strive for excellence, respect and responsibility. Students are offered a broad range of subjects in an environment of high expectations. The school has a diverse range of students with 10% identifying as Aboriginal people, 12% selective academic programs, 68 vocational education students and one class dedicated to the education and support of students with disabilities.

West Wallsend has a tradition of strong parent and community involvement. Our staff are committed to school improvement.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

Time was spent at a professional learning weekend early Term 4, evaluating the school plan and cross referencing the elements of the School Excellence Framework. Staff reflected on the progress being made across the school, based on the expectations identified in the framework. This process ensured that our improvement measures aligned with high level expectations identified in the School Excellence Framework.

In the domain of Learning, 2015 priorities have focused on curriculum and learning, assessment and reporting and student performance measures. The strong performance of the school in creating a positive and productive learning culture amongst staff and students has been a focus of the school. Our focus in reviewing all stage 6 programs, assessment and teaching strategies to optimise student performance in the Higher School Certificate has resulted in greater student engagement in learning. We have also successfully provided for the strong participation and contribution of our Aboriginal community in learning at the school. The development of positive and respectful relationships has led to a productive learning environment. Numerous initiatives have been implemented to address student performance. We have successfully improved student performance measures during 2015.

In the domain of Teaching, effective classroom practice, data skills and use and collaborative practice has been the focus of the school. A study skills program for stage 6 and literacy tutorials for stages 4 and 5 has been implemented across the school, for twenty minutes, three times a week. The use of effective programs for learning, the importance of data-analysis to inform decision-making and the growing of teaching practice through teacher showcasing has led to identifying, understanding and implementing effective teaching methods.

In the domain of Leading, our priority area has been leadership management practices and processes. Leadership development is central to the achievement of school excellence. Our focus has been to provide numerous opportunities for staff to refine and develop their leadership capability. A significant number of staff have led initiatives across the school which has built staff capabilities and has resulted in the initial development of a dynamic school learning culture.

The new approach to school planning, supported by the new funding model to schools, is making a major difference to our progress at school. The achievements and identification of 2016 milestones are outlined in the following pages of this report. Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

Strategic Direction 1

Innovative Teaching and Dynamic Leadership

Purpose

To build a collaborative leadership that fosters an enriched learning environment that delivers innovative teaching and learning experiences enabling students to reach their potential in a global society.

Overall summary of progress

The learning culture of the school has significantly improved through programs such as targeted literacy, targeted numeracy, GATS, PBL, Stage 4/5 tutorials, stage 6 tutorials, HSC analysis, LMAS and Technology.

PBL has ensured the use of a consistent approach to teaching and learning of appropriate behaviour in various school contexts. There has been significant observable changes in behaviour featuring more positive and respectful relationships throughout the school community.

Literacy performance of students has been enhanced in stages 4 and 5. Study patterns of senior students have increased dramatically throughout the year, indicating a learning focused culture.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	Funds Expended
<ul style="list-style-type: none">Percentage increase of students achieving State average in literacy, numeracy and ESSALiteracy and numeracy continuumNAPLAN	<ul style="list-style-type: none">90% confidence interval achieved as a result of numerous literacy programs being implemented across the school, clearly indicating success of programs in student outcome achievement.98% of students in year 8 demonstrated improvement in persuasive writing through pre and post testing of targeted program.	\$145,579.61 (equity funds) \$32,000 (Aboriginal background funds)
<ul style="list-style-type: none">Value added student achievement	<ul style="list-style-type: none">Overall NAPLAN growth of 7 scaled points above results in 2014.Suspension rates have decreased 11% in comparison to 2014.Stage 6 students have increased their commitment to study from an average of 2.87 hours per week to 11.5 hours per week.	\$71,456.73 (equity funds)

Next steps

- Continue to build on targeted literacy, targeted numeracy, GATS, Personalised Learning Support for Aboriginal Students and Individual Sponsorships for Aboriginal Students (previously Norta Norta), PBL, Stage 4/5 tutorials, stage 6 tutorials, HSC analysis, LMAS and Technology.
- Continue to build on PBL initiatives, developing consistency of behaviours across all external areas and into the classroom.

Strategic Direction 2

Effective Whole School Systems and Infrastructure

Purpose

To systematically improve whole school organisational effectiveness through embedding quality systems into school practice.

Overall summary of progress

A taskforce of teachers was established to address inefficient systems and infrastructures within the school. A situational analysis was conducted to identify concerns, followed by an action plan to address concerns.

All staff were involved in the situational analysis providing rich data in addressing inefficient systems.

The action plan is currently in place and being worked on by the task force.

Staff have engaged with the new strategic planning process and are routinely monitoring, evaluating and reviewing milestone implementation and impact. The engagement of the school community more generally in this process is ensuring a positive and strategic approach to the progress of the school.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	
<ul style="list-style-type: none">Increase contemporary learning spacesSurvey monkey staff uptake	<ul style="list-style-type: none">Comprehensive research was conducted in semester one on various learning spaces, providing vital background information for the development of learning spaces relevant to West Wallsend High School. Staff have provided feedback and a taskforce established to address learning spaces across the school.	\$10,000 (equity funds)
<ul style="list-style-type: none">EDVAL / SENTRAL data	<ul style="list-style-type: none">Communication has increased through the utilisation of Sentral by staff for positive, wellbeing and data notifications.	\$10,300 (global funds)

Next steps

- Further continuation of the development of contemporary learning spaces across the school.
- Further refinement and development of quality systems and processes across the school to support effective communication.
- A deeper understanding of the evidence relating to the impact of initiatives in the school plan.

Strategic Direction 3

Enhance collaborative relationships within the school learning community

Purpose

To build stronger relationships as an educational community by leading and inspiring a culture of collaboration.

Overall summary of progress

A strategic approach to further developing relationships with our local community has been a priority this year. Numerous initiatives have been organized and implemented to strengthen our community relationships. Initiatives have included information evening for parents/carers, Expo night, Career markets, University open day, work experience, ME awareness, Plan-it Youth, local newspaper advertising and free tutorial sessions for stage 6 students.

The development of deeper understandings and valuing of Aboriginal culture has been achieved through a range of cultural activities and teaching initiatives.

The numerous community initiatives we have implemented has had a positive impact on the culture of the school as well as contributing to stronger community involvement in our school.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	
<ul style="list-style-type: none">Attendance and wellbeing dataIncreased parent/community involvement	<ul style="list-style-type: none">School attendance has remained steady over the last 3 years.Parent/Community involvement has increased by 600% through information evenings and showcase events.	\$54,800 (RAM allocation funds)
<ul style="list-style-type: none">Sponsorship donations	<ul style="list-style-type: none">Sponsorship for the school has doubled from our local community.	\$13,600 (Global funds)

Next steps

- Further development of positive relationships with our community.
- Further development of aboriginal initiatives with our local AECG.

Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
<p>Aboriginal background funding</p> <p>Aboriginal programs and community partnerships</p>	<p>Strategic Area 1 and 3</p> <p>A process of effective consultation around the development and implementation of Personal Learning Plans (PLPs) was established in 2015.</p> <p>Aboriginal students are demonstrating higher average levels of academic progress than non-Aboriginal students.</p> <p>There has been a strengthened partnership and the promotion of genuine collaboration between the school and Aboriginal families, local AECG and Aboriginal community organisations.</p>	<p>\$4,400 – Teacher release and consumables for excursions (RAM Funds)</p> <p>\$32,000 Aboriginal Community Program Costs (RAM Funds)</p> <p>\$43,447.13 Supporting Aboriginal student programs funding (Global Funds)</p>
<p>English language proficiency funding</p>	<p>No funds received in 2015.</p>	
<p>Targeted students support for refugees and new arrivals</p>	<p>No funds received in 2015.</p>	
<p>Socio-economic funding</p> <p>GATS</p>	<p>Strategic Area 1</p> <p>Partner primary schools</p> <ul style="list-style-type: none"> • Year 5/6 GATS, technology and leadership days with partner primary schools. • Visit to all partner primary schools to discuss initiatives and further develop relationships with the community. <p>Year 7/8 GATS class</p> <ul style="list-style-type: none"> • Selection process utilising standardized test and portfolio work. • Numerous interviews with primary parents. • Fortnightly professional learning meetings with year 7/8 teachers. • Professional learning opportunities – GATSTA conference 29 May, Strathfield. • Development of thematic learning units with overarching theme. 	<p>\$14,300 (RAM Funds)</p> <p>Associated program costs</p> <p>\$145,579.61 (RAM Funds)</p> <p>Sass staff support</p> <p>\$41,874.03 (RAM Funds)</p>

	<ul style="list-style-type: none"> • Funding and relief time. • End of year showcase. <p>Year 9/10 GATS enrichment program</p> <ul style="list-style-type: none"> • Comprehensive nomination and selection process via portfolio work and interview. • Case managers of 5-6 students (16 in total). • External and internal mentors established. • Period allowance and funding available for student use. • Sponsorship. • Whole GATS days for intensive work on projects. • Three elements of project completion. • Marking Rubric. • End of year showcase. <p>Year 10/11 high achievers student program</p> <ul style="list-style-type: none"> • First year university courses offered through Newcastle University. • Six students completing Engineering Studies, 2D Studies and Foundations of Health and Disease. • Internal and external mentors. • Study skills program three days a week. • Senior study. • After school tutorials once a week. <p>Year 12</p> <ul style="list-style-type: none"> • High achievers program offered through the Lakeside Transition Group of schools. • Full teaching load on all year 12 classes. • Study skills program three days a week. • Senior study. • After school tutorials once a week. 	
<p>Low level adjustment for disability funding</p>	<p>Strategic Area 1</p> <p>All students requiring adjustments and learning support are catered for within class programs and other whole school strategies. 47 students were referred for learning support.</p>	<p>Welfare Program costs \$26,156.73 (RAM Funds) Casual salary \$60,401.85 (RAM Funds)</p>
<p>Support for beginning teachers</p>	<p>Strategic Area 1 and 2</p> <p>Professional learning opportunities were made available to two beginning teachers. Areas of professional learning covered included technology, differentiating the curriculum, assessment and reporting, Non-violent intervention training.</p>	<p>\$26,254.76 (RAM Funds)</p>

Other school focus areas	Impact achieved this year	Resources (annual)
Transition Pedagogy program	<p>Strategic Area 1</p> <p>The Mathematics faculty have been working with Stage three teachers from partner primary schools on a transition pedagogy program in mathematics. The program aims to develop a continuum of learning in mathematics from stage three and four supporting student learning. Our NAPLAN results in 2015 indicate improvement as a result of this program.</p>	\$6,000 (RAM Funds)
Positive relationship campaign	<p>Strategic Area 3</p> <p>In consultation with Newcastle Herald the Media Team at West Wallsend High School has developed advertising campaigns for the duration of 2015. The campaign has been deemed a success due to the positive feedback provided by our community.</p>	\$25,000 (RAM Funds)
Lake Macquarie Adolescent Support (LMAS)	<p>Strategic Area 1</p> <p>A situational analysis was conducted of the leadership and operational methods at LMAS. An action plan was developed and implemented, completely rejuvenating the Unit. Student outcome achievement and success rate has significantly improved from 15% to 100%.</p>	\$8,000 (Global Funds)
Technology	<p>Strategic Area 1</p> <p>A situational analysis of technology infrastructure, needs and professional learning was conducted and implemented throughout 2015. An electronic technology help desk was established. A technology team was initiated. An audit of all school technological equipment was conducted and centralised.</p>	<p>Technology Support funds</p> <p>\$67,770.22 (RAM Funds)</p>

Student information

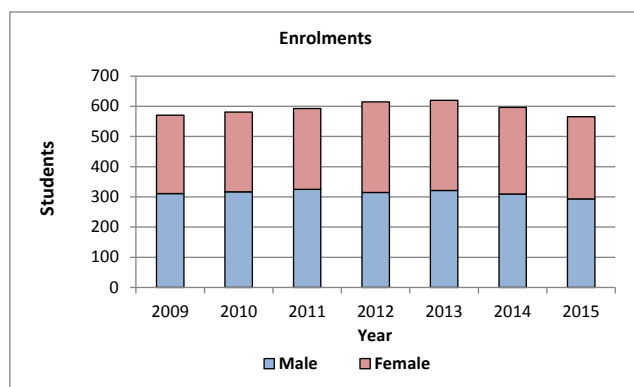
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

Enrolments have stabilized in comparison to 2014, maintaining similar numbers in the school. We have broadened the curriculum that we offer to better meet the needs of students in each year.

Student Enrolment

Gender	2009	2010	2011	2012	2013	2014	2015
Male	311	317	325	314	321	309	293
Female	259	264	268	300	299	287	272



Note: Enrolments for central schools are for 7-12.

Student attendance profile

Attendance was monitored rigorously during 2015, students not maintaining acceptable attendance being referred to the Home School Liaison Officer. Attendance figures for 2015 remained consistent again and we will continue to target this area to further improve our figures which are currently higher than similar schools.

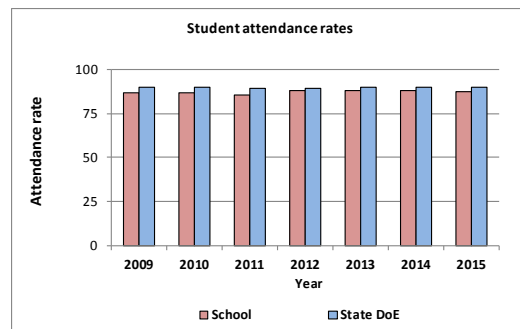
Attendance was monitored by a teacher who also worked very closely with the Home School Liaison Officer. Both full day absences and partial absences were monitored. A number of parent meetings were held to discuss attendance and programs implemented to improve attendance. Improvements have been maintained for the last two years.

In 2015, roll call continued to be marked electronically. This continues to be successful.

Student attendance

Year	School							
	2009	2010	2011	2012	2013	2014	2015	
7	92.0	91.2	89.4	92.8	91.7	90.4	91.9	
8	89.4	88.3	87.4	89.3	89.4	90.2	85.8	
9	86.2	85.3	88.1	87.4	87.7	86.4	87.9	
10	86.8	84.1	83.8	87.8	83.4	87.0	86.2	
11	82.3	84.6	80.1	81.9	87.9	85.6	85.4	
12	84.5	86.4	83.8	87.0	86.8	89.2	84.7	
Total	87.0	86.5	85.5	88.0	87.9	88.0	87.2	

Year	State DoE							
	2009	2010	2011	2012	2013	2014	2015	
7	92.3	92.6	92.5	92.4	93.2	93.3	92.7	
8	90.0	90.5	90.1	90.1	90.9	91.1	90.6	
9	88.8	89.1	88.8	88.7	89.4	89.7	89.3	
10	88.7	88.3	87.1	87.0	87.7	88.1	87.7	
11	89.4	89.1	87.6	87.6	88.3	88.8	88.2	
12	89.4	89.8	89.2	89.3	90.1	90.3	89.9	
Total	89.7	89.9	89.2	89.1	89.9	90.2	89.7	



Note: Attendance rates for central schools are for 7-12.

Retention Year 10 to Year 12

West Wallsend High School provides a comprehensive Year 7 to Year 12 Career Education Program.

The goals of the Program are to assist students to:

- Understand and manage influences relating to career planning and lifelong learning;
- Develop skills, knowledge and capabilities to make career decisions;
- Apply their learning to achieve educational and career aspirations; and
- Build resilience in their capacity to manage change throughout their lives.

Delivery of the Career Education Program at West Wallsend High School is led by our School Careers Adviser and supported by a wide range of activities, events and resources. We have established effective partnerships with external organisations that enhance student experiences and outcomes. Outcomes include work experience, work placement, mentoring and job seeking skills.

A significant feature of West Wallsend High School is the provision of school based vocational learning in

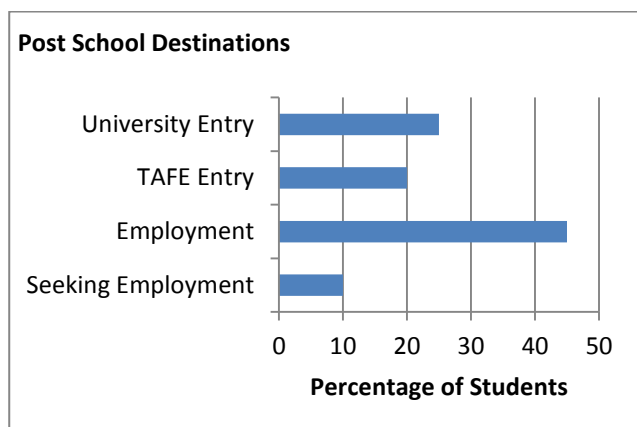
- Hospitality
- Retail
- Business Services
- Information Technology
- Metals and Engineering
- Construction

Vocational education courses are delivered by staff with industry specific training and ongoing industry currency.

In 2015 approximately 65 percent of senior students completed a school based vocational education course.

Additionally approximately 40 percent of senior school students undertook external vocational training at a local TAFE campus as one of their subjects within their Preliminary or HSC program.

Post-school destinations for Year 12 students



Year 12 students undertaking vocational or trade training

During 2015, 65% of Year 12, HSC students at WWHS participated in school based Vocational Education in Hospitality, Metals and Engineering, Construction and Business Services. Students were taught by Industry Accredited teachers and accessed Work placement organised by Careerlinks.

35% of HSC students also accessed Vocational Education & Trade Learning via TVET courses provided by the Hunter Institute of TAFE.

2% of HSC students also undertook School based Traineeships.

Year 12 students attaining HSC or equivalent vocational educational qualification

Delivery of vocational education (VET) at West Wallsend High School includes Retail Services, Hospitality, Metals and Engineering, Construction, Information Technology and Business Services. Most VET courses enable students to achieve a Certificate II Level. During 2015, 35 students attained VET qualifications with their HSC program of study, 23 students gained VET qualifications with The Hunter Institute of TAFE via VET courses at a Cert II Level.

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	7
Classroom Teacher(s)	33
Learning and Support Teacher(s)	1.9
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	0.9
School Administrative & Support Staff	16
Other positions	0
Total	63

The Aboriginal composition of the workforce at West Wallsend High School is 6%.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Graduate degree or diploma	100
Postgraduate degree	18

Professional learning and teacher accreditation

Sixty-four staff members have participated in significant professional learning throughout the year. Professional learning has been designed and delivered around individual, faculty and whole school needs as well as DEC mandatory requirements. Professional learning has been delivered at staff development days, staff meetings, executive meetings and faculty meetings. Examples of professional learning undertaken by staff include:

- Teaching and learning
- Child Protection Legislation,
- WHS training,
- CPR and Anaphylaxis
- Consistent Data Collection and Disability standards,
- SENTRAL and EDVAL use,
- Technology use
- Literacy training
- Behaviour management tools
- Accreditation support
- GATS
- PBL

We have also continued the position of a 2IC in each Key Learning Area . The average expenditure per teacher on professional learning at the school level was \$865.60. The total school expenditure on teacher professional learning was \$52,802.24. Three beginning teachers worked towards Board of Studies Teaching and Education Standards (BoSTES) accreditation in 2015. Eleven new scheme teachers have maintained accreditation at Proficient. No staff member has sought voluntary accreditation or is maintaining voluntary accreditation at Highly Accomplished or Lead.

Financial information

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	463,460.42
Global funds	477,330.95
Tied funds	906,492.98
School & community sources	151,450.46
Interest	14,287.60
Trust receipts	33,652.50
Canteen	163,548.06
Total income	2,210,222.97
Expenditure	
Teaching & learning	
Key learning areas	47,887.17
Excursions	45,905.47
Extracurricular dissections	77,516.55
Library	9,210.18
Training & development	2,472.86
Tied funds	792,840.04
Casual relief teachers	171,692.02
Administration & office	110,726.58
School-operated canteen	149,524.66
Utilities	114,835.98
Maintenance	89,077.52
Trust accounts	51,234.87
Capital programs	15,300.00
Total expenditure	1,678,223.90
Balance carried forward	531,999.07

Financial summary

A full copy of the school's 2015 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.

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

NAPLAN - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Year 7 NAPLAN Reading

	School	SSG	State DoE			
Average score, 2015	516.6	512.6	538.9			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	4	31	29	24	13	3
Percentage in Bands	3.8	29.8	27.9	23.1	12.5	2.9
School Average 2010-2015	5.3	21.0	29.7	28.3	13.0	2.8
SSG % in Band 2015	5.7	24.3	34.8	21.1	10.9	3.1
State DoE % in Band 2015	3.7	17.5	28.3	23.4	16.7	10.4

Year 7 NAPLAN Writing

	School	SSG	State DoE			
Average score, 2015	481.3	470.0	497.3			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	20	31	26	16	10	2
Percentage in Bands	19.0	29.5	24.8	15.2	9.5	1.9
School Average 2011-2015	12.2	33.9	30.8	15.5	6.5	1.2
SSG % in Band 2015	21.8	30.6	28.2	12.8	5.9	0.8
State DoE % in Band 2015	14.6	24.7	26.8	18.4	11.6	3.8

Year 7 NAPLAN Spelling

	School	SSG	State DoE			
Average score, 2015	517.1	521.0	547.3			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	15	13	25	27	22	3
Percentage in Bands	14.3	12.4	23.8	25.7	21.0	2.9
School Average 2010-2015	7.2	13.1	24.8	31.1	21.1	2.7
SSG % in Band 2015	13.1	13.3	23.8	27.0	19.4	3.5
State DoE % in Band 2015	8.7	9.8	19.5	25.6	25.0	11.4

Year 7 NAPLAN Grammar and Punctuation

	School	SSG	State DoE			
Average score, 2015	506.5	502.9	535.0			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	18	20	27	16	17	7
Percentage in Bands	17.1	19.0	25.7	15.2	16.2	6.7
School Average 2010-2015	11.1	18.6	30.7	24.4	10.5	4.7
SSG % in Band 2015	15.4	18.3	30.6	19.9	10.3	5.4
State DoE % in Band 2015	10.3	13.3	28.8	20.6	15.6	14.4

NAPLAN - Numeracy

Year 7 NAPLAN Numeracy

	School	SSG	State DoE			
Average score, 2015	499.3	506.0	540.4			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	7	26	37	20	6	1
Percentage in Bands	7.2	26.8	38.1	20.6	6.2	1.0
School Average 2010-2015	5.6	26.9	39.2	20.1	7.2	1.0
SSG % in Band 2015	4.0	30.5	34.8	20.7	7.6	2.3
State DoE % in Band 2015	2.8	20.5	28.4	22.8	12.7	12.8

NAPLAN - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Year 9 NAPLAN Reading

	School	SSG	State DoE			
Average score, 2015	543.8	546.7	573.1			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	12	29	28	10	6	3
Percentage in Bands	13.6	33.0	31.8	11.4	6.8	3.4
School Average 2010-2015	10.5	29.6	34.5	16.4	7.6	1.4
SSG % in Band 2015	12.9	32.0	27.0	17.7	8.0	2.3
State DoE % in Band 2015	8.9	23.1	24.5	21.9	14.2	7.5

Year 9 NAPLAN Writing

	School	SSG	State DoE			
Average score, 2015	491.7	493.7	526.3			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	37	18	18	14	2	1
Percentage in Bands	41.1	20.0	20.0	15.6	2.2	1.1
School Average 2011-2015	36.8	28.5	19.9	11.0	2.7	1.1
SSG % in Band 2015	39.3	24.0	20.0	12.4	3.0	1.4
State DoE % in Band 2015	27.3	21.6	20.1	19.4	7.1	4.5

Year 9 NAPLAN Spelling

	School	SSG	State DoE			
Average score, 2015	548.9	556.8	583.6			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	16	17	22	27	6	2
Percentage in Bands	17.8	18.9	24.4	30.0	6.7	2.2
School Average 2010-2015	12.1	18.2	33.6	26.5	6.7	2.9
SSG % in Band 2015	16.1	16.6	27.7	25.3	10.7	3.6
State DoE % in Band 2015	10.8	12.5	23.0	28.1	16.7	9.0

Year 9 NAPLAN Grammar and Punctuation

	School	SSG	State DoE			
Average score, 2015	532.8	533.2	561.5			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	23	23	20	15	7	2
Percentage in Bands	25.6	25.6	22.2	16.7	7.8	2.2
School Average 2010-2015	19.6	29.4	25.3	18.6	5.8	1.3
SSG % in Band 2015	20.1	30.8	22.1	19.4	5.7	1.8
State DoE % in Band 2015	13.7	24.1	21.5	23.2	11.5	6.1

NAPLAN - Numeracy

Year 9 NAPLAN Numeracy

	School	SSG	State DoE			
Average score, 2015	559.5	556.2	590.6			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	2	24	32	26	5	1
Percentage in Bands	2.2	26.7	35.6	28.9	5.6	1.1
School Average 2010-2015	7.4	34.7	31.1	18.7	6.0	2.1
SSG % in Band 2015	4.5	29.7	36.4	20.3	6.5	2.7
State DoE % in Band 2015	3.2	19.8	29.9	22.2	12.2	12.7

Higher School Certificate (HSC)

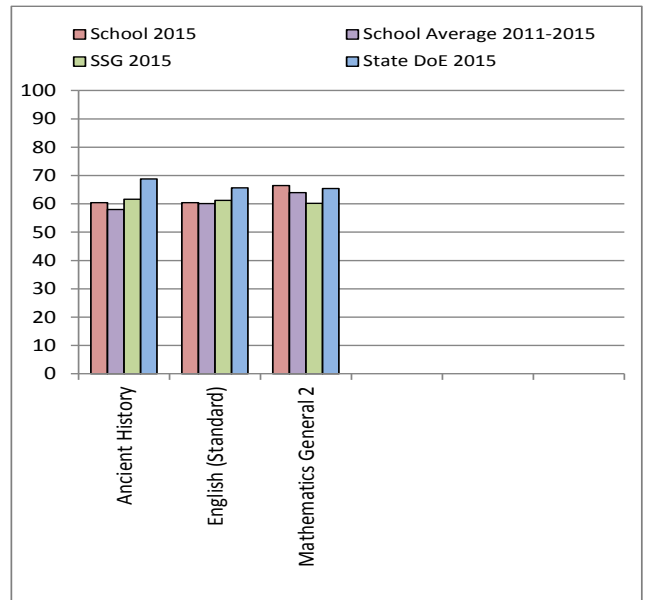
In the Higher School Certificate, the performance of students is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

Students at West Wallsend High have excellent results, exceeding the average score in General Mathematics when compared to students State wide in their HSC in 2015 (see below)

HSC Course Summary Table

Course	School 2015	School Average 2011-2015	SSG 2015	State DoE 2015
Ancient History	60.4	58.0	61.6	68.8
English (Standard)	60.4	60.1	61.2	65.7
Mathematics General 2	66.4	64.0	60.2	65.4

HSC Course Summary Table



Record of School Achievement-RoSA

Students achieved highly in Year 10 in 2015. All students completed the requirements for Year 10 and their STRIVE 10 interviews. The majority of students in year 10 intend to continue into Year 11 in 2016.

Parent/caregiver, student, teacher satisfaction

The school nominated to take part in The University of Newcastle Aspirations Longitudinal Study, 2014-2015. Data was collected through Year 9 and 7 student surveys, staff surveys and parent and carer surveys. Data was analysed by University staff and reports presented to schools.

Findings and conclusions

- 86% of students and parents had aspirations for their child to attend university 16.8% of students responded that they were unsure of their parents' expectations for them and 12.5% did not know what their teachers expectations were Most popular occupation for females was nursing and males was engineering.
- There are stark differences between post school educational and career aspirations of students from differing socioeconomic backgrounds.

Policy requirements

Aboriginal education

Overall, Aboriginal students showed significant improvement in NAPLAN. For year 7 the total average school growth was 55, compared to the average state growth of 38. For year 9 students, the total average school growth was 31, compared to the average state growth of 29.

An Aboriginal Liaison Officer was appointed three days a week through utilization of RAM, to initiate and support various educational opportunities for Aboriginal students. The following activities were organised for Aboriginal students during 2015:

- Bro Speak and Sista Speak
- University of Newcastle visit to Wollotuka
- University summer school
- Sorry Day acknowledgements
- NAIDOC Day activities
- Community art, and cooking

- Glenrock excursion
- Mural created
- Butterfly Caves excursion
- Norta Norta tutoring
- Resumes developed
- Learning Circle completed
- Maitland Gaol excursion
- Sporting Awards Dinner

Multicultural Education and Anti-racism

West Wallsend High School's student enrolment is basically of Caucasian descent, including 65 Aboriginal students. Students and staff embrace cultural differences, treating all students as individuals. The values and attitudes developed by the school reflect respect for individuals and tolerance of other cultures.

These ideals were embraced on Harmony Day, led by the Anti-Racism Contact Officer (ARCO). A common teaching program was introduced across the school on the day, promoting intercultural understanding and anti-racism education. Parents and community members were invited to participate on the day.

Where necessary, interpreters are utilized by the school, enhancing communication with parents and community members.

Other school programs

Technology

Computing Studies at West Wallsend High School prepares students for their future technological needs by equipping them with future learning and digital technology skills. We aim to give students a broad understanding of past, current and emerging technologies, as well as provide them with a multitude of career based skills within the Information Technology Industry or the utilization of technology in other industries. Students also are able to use their own laptops where appropriate.

All Computing Studies programs are based on the Board of Studies syllabi and enable students to acquire skills in using computers to develop coding literacy, solve complex problems, investigate technology systems, design 2D and 3D graphics, effectively collaborate and use appropriate terminology in a variety of disciplines.

The Computing faculty are experienced educators with broad technological skills and extensive industry knowledge.

Students in Years 7 and 9 engage in a mandatory Computer Skills course which ensures every student has the opportunity to learn the necessary foundation skills to be successful in a technology infused, global market. In Years 8 to 10, students can choose elective subjects, such as Year 8 Animation, Film and Game Design, Years 9/10 Information Software and Technology and Years 9/10 *iSTEM to further enhance their career based skills. These courses offer a variety of hands on and problem based projects in 3D Modelling, Game Design, Robotics, Computer Programming, and Digital Media.

Gifted and Talented IT learning programs and various enrichment opportunities, such as excursions, competitions and clubs are also available for interested students. MakerSpace was a popular addition to the extracurricular activities. This pilot program was held after school once a week, allowing students to tinker, make and invent using a host of emerging technology tools and software. Due to its success, MakerSpace will grow and continue in 2016. Some of the competitions and or events students have participated in this year are Bebras Computational Thinking Challenge, NCSS Challenge and Hour of Code.

Senior students in Years 11 and 12 can select from a range of HSC courses, such as Information Processes and Technology (IPT), Software Design & Development (SDD), Industrial Technology Multimedia (ITM) and Information Digital Technology VET. All courses are delivered by specialist teachers and involve extensive practical and project work designed to boost HSC achievement and industry knowledge.

A broad range of state-of-the-art equipment and professional software applications are available to all students. Some of our newest equipment and tools include Intel Gallileo Arduino boards, Little Bits kits, Sphero Robots, 3D pens and Virtual Reality headsets. A multitude of new software programs have been added as well, including Minecraft EDU, Arduino IDE, Unity 3D and Open Broadcaster. These technology based tools have been integrated into various junior

and senior learning programs to ensure students have access to cutting edge resources.

*iSTEM (Science, Technology, Engineering and Mathematics) is a board endorsed, cross curricular course which extends students skills and knowledge with both theory and practical project work.

We have also continued the position of a 2IC in each Key Learning Area. The average expenditure per teacher on professional learning at the school level was \$865.60. The total school expenditure on teacher professional learning was \$52,802.24. Three beginning teachers worked towards Board of Studies Teaching and Education Standards (BoSTES) accreditation in 2015. Eleven new scheme teachers have maintained accreditation at Proficient. No staff member has sought voluntary accreditation or is maintaining voluntary accreditation at Highly Accomplished or Lead.