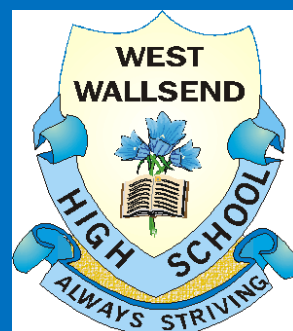




Education &
Communities

Public Schools NSW

8411



Our school at a glance

Students

Our school enrolment, in 2012, at the end of the year, was 614 students, of which 314 were boys and 300 were girls. This figure does not include the 21 students enrolled at the Lake Macquarie Adolescent Support Unit.

Staff

In 2012, our school had a Principal, 1 teaching deputy Principal, 7 Head teachers and 34 Classroom Teachers. Additionally, we had a Teacher of Mild Intellectual disabilities, a Teacher-Librarian, two LASTs (Learning and Support Teachers) and 2 School Counsellors who shared the role. Lake Macquarie Adolescent Support (LMAS) had a Head Teacher Support and 3 teachers.

Our school administrative and support staff consisted of a School Administrative Manager, school Administrative officers, a General Assistant, a Farm Assistant and School Learning Support Officers.

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

Significant programs and initiatives

West Wallsend High School is great school which aims to maximise learning opportunities and outcomes for all students. Our school affords students many experiences and activities that enrich their education. During 2011 we have implemented or initiated:

- Various programs to improve literacy and numeracy across the school. These included full implementation of faculty based spelling and vocabulary program, resulting in reading growth significantly greater than national and state student and state growth averages. Glossary sheets were prepared in all subject areas. Numeracy activities were completed across the curriculum for NAPLAN practice
- STRIVE values implementation continued with values posters mounted on the wall in B block
- GATS special interest program involved 25 junior students. A Challenge Day was held for

students in Year 5 with a Science/Mathematics theme and a challenge day for AAA class

- Continuation of the ME Project, selection of 25 school based trainees in Year 9 and 10. Site visits and work experience at Ampcontrol in Metals and Engineering and Information Technology. Participation in the F1 car program and the electric bike programs as part of ME Project
- Continuation of University Links with 25 teachers attending the University Open Day.
- Introduction of the Sugarloaf Cup for all Year 6 and 5 students across partner schools.
- Job Coach employed at the school. Students participated in Castle Programs, Employment Passport Program and PPOW Program
- West Wallsend High School joined with six other schools to for Lakeside Transition Group and gained funding to support transition to work programs. Career Advisers formed a collaborative group from six schools to coordinated work experience and other school to work activities
- P&C purchased defibrillator for the school
- Year 11 and 12 students provided with study sessions from the Friends on Campus team from Newcastle University
- Profile of SRC was raised. Students organized an LMG leadership day and a group of Year 9 students ran leadership workshops in all partner schools with Year 5
- TAFE Landscaping course taught at school with 80% of students gaining employment in landscaping industry a mini golf course was constructed during the year
- Student attendance significantly improved due to mapping and follow up with student attendance data
- One Band 6 result in General Mathematics, 26 band 5 results
- Employment of additional support teacher to identify problems in literacy, help staff with adjustments for students with disabilities
- Students from AAA class ran tutoring program with partner schools for students in Year 4

- Clever Climate program introduced with Year 8 students
- IPADs introduced in all faculties, interactive projectors installed in some rooms and projector system installed in assembly hall
- Cyber Smart – Anti-bullying and Say No to Bullying program implemented for Years 7, 8, and 9
- Breakfast club initiated each Friday, funded by Sugar Valley Neighbourhood Centre
- Transition and Educational Support Team formed and position of Welfare Coordinator initiated
- Drumbeat implemented for a group of students at risk
- Medication Program reviewed
- Appointment of Student Welfare worker who organized a range of programs across the school
- Work experience programs for a number of students at Newcastle University in Biology and Chemistry faculties
- STRIVE interviews extended to Years 8, 9 and 10
- Tutoring funded by the school for several senior students
- Digital Shared Stories program implemented for GATs students in Years 8 and 9
- Creative writing group established
- Cancer Sux walkathon involved entire school and donated funds to support research into bowel cancer.

West Wallsend LMG consists of West Wallsend High School and its partner primary schools: West Wallsend Public, Edgeworth Heights Public and Barnsley Public. Together we have worked to implement consistent approaches and a seamless movement from primary to secondary settings and are continuing to investigate ways to work with one another.

Student achievement in 2012

NAPLAN results were outstanding in 2012. Growth exceeded expected state growth in all areas. Numeracy results were particularly

impressive. Higher School Certificate results showed improvement with a number of students gaining Band 5 and 6.

Messages

Principal's message

I feel very privileged to be the Principal at West Wallsend High School during 2012. It is an excellent school which is moving in a promising direction. West Wallsend High School is a wonderful community focussed school that serves a proud local area and has extremely strong links with the local community and our three partner schools.

Our school shares the core values recognised by the NSWDET and NSW Government as representing the aspirations and beliefs of the Australian community as a whole. These include: integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy.

West Wallsend has excellent, dedicated, caring teachers and friendly, helpful support staff. Strong working partnerships have been developed between the school staff, the parents and the wider community members.

Our students are encouraged to strive to do their best. This is reflected in our school motto, "Always Striving". We also encourage the students to maximise their learning opportunities by providing opportunities for performing arts, sport and excursions as well as ensuring that sound developments are achieved in literacy and numeracy. We are committed to providing students with academic and social skills required to be successful and happy when they leave school and to help them achieve their life goals.

I trust that the community is as proud of its school as I am and that it shares with me the pride that I take in reflecting upon the achievements of our staff, students and community in 2012.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

*Ann Campbell
Principal*

P&C Message

2012 was a most successful year for our P&C. Meetings are informative with discussions provided about school programs and initiatives.

During the past year, the P&C raised money to provide support for a number of faculties and purchased a defibrillator for the school. They continued to select a Year 12 art work for the Art Award which was donated to the school and awards for our annual presentation celebration and the sports award dinner. The P&C ran various fund raising activities, including; a Pie Drive, Entertainment Book sales, a jewelry evening and a very successful shopping trip.

Also a band of enthusiastic members continue to run the successful uniform shop, which is having a wonderful impact on our school image.

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 Jenni Middlemas

Student representative's message

During 2012 the SRC was involved in a range of school activities. Regular meetings were held and these meetings were formalized during the year.

The school captains, vice captains and prefects were selected with interested students attending a leadership forum and the group selecting students for the leadership team, who were subsequently interviewed by an interview panel.

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, the West Wallsend High School Business Breakfast and the School Awards Night.

Jade MacPherson, Dylan Reichart

School context

Student information

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

Student enrolment profile

Enrolments increased in 2012, increasing overall numbers in the school. We continued to offer a

broad curriculum catering for students from all ability groups to ensure that they are prepared for life beyond school.

Gender	2008	2009	2010	2011	2012
Male	301	311	317	325	314
Female	251	259	264	268	300

Student attendance profile

Attendance was monitored rigorously during 2012, with students not maintaining acceptable attendance being referred to the Home School Liaison Officer. Attendance figures for 2012 were equal to the region and showed significant improvement.

	Year	2008	2009	2010	2011	2012
School	7		92.0	91.2	89.4	92.8
	8		89.4	88.3	87.4	89.3
	9		86.2	85.3	88.1	87.4
	10		86.8	84.1	83.8	87.8
	11		82.3	84.6	80.1	81.9
	12		84.5	86.4	83.8	87.0
	Total	88.7	87.0	86.5	85.5	88.0
Region	7		91.5	91.7	91.2	91.7
	8		88.9	89.6	88.8	89.0
	9		87.8	87.6	87.5	87.5
	10		87.6	87.2	85.7	85.9
	11		88.2	87.5	85.5	85.6
	12		88.4	88.7	87.4	88.3
	Total	#N/A	88.7	88.7	87.7	88.0
State DEC	7		92.3	92.6	92.5	92.4
	8		90.0	90.5	90.1	90.1
	9		88.8	89.1	88.8	88.7
	10		88.7	88.3	87.1	87.0
	11		89.4	89.1	87.6	87.6
	12		89.4	89.8	89.2	89.3
	Total	89.9	89.7	89.9	89.2	89.1

Management of non-attendance

The English Head Teacher continued to monitor attendance and worked closely with the Home School Liaison Officer. A number of parent meetings were held to discuss attendance and programs implemented to improve attendance. We were thrilled with the improvements achieved in 2012.

Post-school destinations

Year 12 students undertaking vocational or trade training

A large interest was shown by students at the school in vocational or trade training in 2012. 85% of students undertook a VET course at school or a course at TAFE. Results in VET

subjects in the HSC were outstanding and work experience reports were favourable in all cases.

Year 12 students attaining HSC or equivalent vocational educational qualification

100% of students who completed Year 12 attained the HSC in 2012.

35% of students have commenced university studies. 34% of students have accepted careers in trades and trade training. 27% have undertaken full-time and casual employment and at the time of our survey 4% were seeking work.

Staff information

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

The staff of West Wallsend High School is made up of experienced and enthusiastic teachers. They place high value on their individual professional learning and the outcomes of their students.

Staff establishment

Position	Number
Principal	1
Deputy Principal(s)	1
Head Teachers	7
Classroom Teachers	34
Teacher of Emotional Disabilities	3
Teacher of Mild Intellectual Disabilities	1
Support Teacher Learning Assistance	2
Teacher Librarian	1
Counsellor	1
School Administrative & Support Staff	16
Total	67

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

We have one indigenous Head Teacher and one indigenous school learning support officer at the school.

Staff retention

During the year Mr Paul Nelson finalized his retirement and we created a new head teacher position in PD/H/PE. This position was accepted by Mr Shayne Mason. Meanwhile Mr Paul Johnson has continued as relieving Head Teacher Computing Studies, Industrial Arts and Visual

Arts. The teaching position created by the changes was accepted by Mr Kevin Gray who had been a long term casual teacher at the school. We were thrilled to welcome him into the full time position.

Mrs Robyn Leggatt continued to relieve as Principal at Swansea High School and Mr Cowling has relieved in this position throughout the year.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	18

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary	30/11/2012
Income	\$
Balance brought forward	491,248.86
Global funds	409,221.35
Tied funds	427,367.93
School & community sources	183,857.29
Interest	25,523.12
Trust receipts	41,360.55
Canteen	230,928.17
Total income	1809507.27
Expenditure	
Teaching & learning	
Key learning areas	90,979.29
Excursions	66,918.27
Extracurricular dissections	74,774.69
Library	7,853.58
Training & development	3,353.24
Tied funds	476,437.85
Casual relief teachers	104,176.69
Administration & office	119,374.04
School-operated canteen	223,730.14
Utilities	103,798.91
Maintenance	42,558.36
Trust accounts	40,301.26
Capital programs	40,921.17
Total expenditure	1395177.49
Balance carried forward	414329.78

A large percentage of the balance that is carried forward consists of funds that are tied to

particular programs. These funds cannot be spent in other areas of the school.

There is one paid manager of the school canteen and several paid assistants. Funds raised by the canteen are used to provide educational resources for the students.

A full copy of the school's 2012 financial statement is tabled at the annual general meetings of the School P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

During 2012 achievements were made in the areas of literacy and numeracy, welfare, staff development, community and improvements in student learning outcomes.

Achievements

Arts

Music

Senior music students attended an HSC Music Day at the Conservatorium of Music in Term 1. The day provided students with valuable information on the performance, aural, composition and musicology electives of the HSC course. Performances by former HSC candidates who were nominated for 'Encore' in 2012 were a highlight of the day. Our own Teagan McCaig, accompanied by Josh Studley, performed one of her HSC pieces, 'Mist' for a panel of HSC markers in the afternoon Performance Master class. The panel critiqued the performance and Teagan received some valuable advice. Another highlight of the day was a performance of two contemporary Australian works written by Iain Grandage and performed by The University of Newcastle Chamber Choir.

Music students from Years 11 and 12 performed at the 'Bald and Beautiful' Day held at Wests. This was a wonderful opportunity for students to perform in front of a large audience.

The Vocal group participated in the audition, rehearsal and performances for StarStruck in the

StarStruck choir. These students were able to experience the excitement, commitment and effort involved in a large scale production.

In Term 3 the music night was held and students from years 7-12 performed in front of staff, students, family and friends at an evening concert. Students performed a variety of items both as soloists and as members of ensembles.

In August a small group of students from Years 7-12 performed for the West Wallsend Senior Citizens monthly meeting at the West Wallsend Workers Club. The audience was very appreciative and commended students on their efforts.

HSC music students performed their HSC program at an afternoon concert given for their family and friends. A small afternoon tea was provided and it was a lovely opportunity for family and friends to hear the work the students had put into their pieces.

Teagan McCaig, Josh Studley and Stacey Saggus provided musical entertainment at the annual Business Breakfast. Although it was an early start, the students efforts were greatly appreciated by those who attended.

During Term 4, Logan Osland, Madeline Daunt, Meagan Dodds, Patrick Faulkner, Mitch Eichler and Ashley Cox performed at the Sports Award Dinner.

Throughout the year regular special assemblies and presentation ceremonies provided many students with the opportunity to showcase their talents.

Visual Arts

During the year Visual Arts students had the opportunity to experience five art excursions. A visit to the NSW Art Gallery and Armoury exhibition, the travelling Art Express Exhibition at Newcastle Regional Art Gallery, The Archibald showcasing contemporary approaches to the portrait, a film critic with the senior digital

photography students, and finally one of the best outdoor sculptural exhibitions in the world, Sculpture By The Sea, starting at Bondi Beach and working around the headlands and beaches to Tamarama Beach.

The Visual Art students presented two major exhibitions this year. The Year 12 Visual Art students presented an exhibition of their HSC Body of Work to their families and community as part of a cultural evening.

During Term 4 the Year 10 Visual Art and Year 10 Digital Photography class assembled a very impressive collection of art works showcasing two years of quality work.

Senior art students had the opportunity to explore a range of techniques and new materials with a special workshop aimed at developing their knowledge of art practice.

While Mrs Tandy was on leave during 2012, Mrs Mansfield joined the faculty bringing with her film and digital photography expertise, with her Year 12 Digital photography class they have developed a cross faculty project producing a commercial with Year 11 Drama students. She has also produced and edited the Year 12 graduation and created a stop motion film with her Year 10 photography class to be presented at the final assembly. In addition she has worked with Year 9 students to create a Day of The Dead inspired mural at the top of B block. Participating artists are Jordann Charter-Smith, Jacinta Cilchrist, Melissa Lowe, Laura Salter, Sam Ryan, Jessika Eastment, Taylah Rooker, Shania Walters, Tianna Harrington, Shanaye Hall and Teagan Few.

Dance

2012 was a fantastic year for our Performing Arts/Dance students. WWHS is fortunate enough to have Elective Dance run across years 8, 9 and 10, allowing for opportunities both within and outside of our school. 2012 began on a high with our schools huge contribution to the annual Surfest competition through the very first

Flashmob! Approximately 40 students from our school, plus students from Belmont High School and local community members came together in a fun, energetic and exciting performance on Merewether beach, which came as a surprise to not only the community but a few very well-known surfers (Bethany Hamilton loved it!). This then set the bar high for Flashmobs in our school assemblies throughout the year. A huge congratulations to all of 2012 year 7's who were involved, not only were they the stars of the performance but they showed so much bravery in getting up on stage!

Once again our school was accepted into Star Struck. 32 students represented our school in an interesting Dance "Greensleeves". We had an amazing week of fun, laughter and dancing!

As the year progressed, Year 9 Dance were involved in a major assessment task that required them to choreograph, select and cut music and design costumes for the WWPS Year 2 class. They spent 6 weeks at the Primary school leading a small group of dancers and preparing them for their big performance. Every girl did a fantastic job, demonstrating outstanding leadership skills, so much so that the little ones were confident enough to perform at our end of year assembly!

Year 8 Dance did an amazing job throughout the year choreographing different performance pieces, taking the class through warm-ups and performing on assemblies. They have been well prepared for the challenges they face in year 9 and 10 Dance.

Sport

School sporting carnivals were held for swimming, cross country and athletics. At the School swimming carnival at East Maitland Pool in February, Stockrington proved to be champions in the pool. Sugarloaf and Rhondda shared the honours in the Cross Country carnival championship at the end of term 1. The Athletics carnival brought more fierce rivalry on the sporting field and, with a great team effort,

Sugarloaf were crowned carnival champions. As a result of their two carnival victories in the year, Sugarloaf were crowned House champions for 2012.

One hundred and twenty students represented West Wallsend High at Westlakes Zone Carnivals conducted throughout the year. We had two students named as Zone Champions and six students represent the Region in CHS competitions. Following on from success in the CHS carnivals, Ainslie Kinkade qualified for, and competed in, the Australian swimming titles held early in 2012 and Callen Meir and Ryan McGinniskin competed in the Australian schools Athletics carnival.

The sporting experience for the students of our school is nurtured and supported by many dedicated and committed teachers. Much of this occurs as a result of the effort and encouragement of our school's PE staff. Thank you to Mr Graham, Miss McCaffrey, Mr Munro and Mr Watts for their coaching and managerial skills.

The entire staff of West Wallsend High School contributes in one way or another to the success of our students in the sporting arena. Coaches of knock-out teams, Gala day coaches (staff and Year 10 students), Gala Day referees and umpires (Year 11 students) and all members of staff who make themselves available to officiate and support students so that they can compete in school and zone carnivals. A big thank you to everyone involved.

Our students in Years 7 and 8 participated in the third annual Westlakes Zone Junior Gala day. It was a day enjoyed by all involved and the Zone looks forward to this continuing in the future.

West Wallsend High competed in twelve State K.O. competitions with mixed success. Our Open Boys Rugby League team were the best performed of these teams. They made the Regional final of the University Shield CHS knockout competition and were duly announced

as the team of the year at the Sports Awards Presentation. This presentation took place in November and recognised the sporting prowess of many of our students.

A highlight of the sport at West Wallsend High School in 2012 was again the Sugarloaf Cup. This year both Year 5 and 6 students from our partner schools competed against each other in a variety of games and physical activities. Barnsley Primary were narrow winners on the day and were represented at our Sports Awards night by two Year 6 students who received the Sugarloaf Cup and took it back to their school. A best and fairest award was introduced this year and the inaugural winner was Aenghus Beverley from West Wallsend Primary School. Well done Aenghus and the students from Barnsley Primary.

Congratulations to the major award winners for 2012. Junior Sportsperson of the Year was Liam Keating, WWHS Sporting Blue was awarded to Ainslie Kinkade and Sportsperson of the Year was presented to Nick Ryan.

Academic

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.

Yr 7: from Band 4 (lowest) to Band 9 (highest)

Yr 9: from Band 5 (lowest) to Band 10 (highest)

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

Reading – NAPLAN Year 7

Average score, 2012	School		SSG		State DEC	
	522.4		506.8		535.2	
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	3	22	32	43	12	2
Percentage in Bands	2.6	19.3	28.1	37.7	10.5	1.8
School Average 2008-2012	8.0	20.6	32.0	24.5	11.3	3.7
SSG % in Band 2012	11.2	23.6	28.3	22.0	12.0	3.0
State DEC % in Band 2012	7.1	16.3	23.6	24.5	18.7	9.8

Numeracy – NAPLAN Year 7

Average score, 2012	School	SSG	State DEC			
	504.8	497.3	536.3			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	3	29	49	22	11	0
Percentage in Bands	2.6	25.4	43.0	19.3	9.7	0.0
School Average 2008-2012	8.8	26.2	38.0	15.7	9.0	2.3
SSG % in Band 2012	10.2	31.7	30.5	17.8	7.1	2.6
State DEC % in Band 2012	6.3	21.2	26.5	20.2	12.2	13.5

Reading – NAPLAN Year 9

Average score, 2012	School	SSG	State DEC			
	554.1	542.7	568.5			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	4	31	39	12	8	2
Percentage in Bands	4.2	32.3	40.6	12.5	8.3	2.1
School Average 2008-2012	12.8	26.1	31.2	19.2	9.1	1.6
SSG % in Band 2012	15.5	27.0	29.5	18.4	7.3	2.4
State DEC % in Band 2012	9.8	20.5	26.9	22.3	14.0	6.5

Numeracy – NAPLAN Year 9

Average score, 2012	School		SSG		State DEC	
	553.2		547.2		585.4	
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	7	41	20	11	7	6
Percentage in Bands	7.6	44.6	21.7	12.0	7.6	6.5
School Average 2008-2012	9.8	34.0	29.8	15.8	7.4	3.2
SSG % in Band 2012	9.6	37.3	29.2	14.7	6.4	2.8
State DEC % in Band 2012	5.6	25.5	26.1	18.5	11.7	12.7

Progress in reading

Reading results were outstanding. The school growth was above expected state growth. Results were far superior to similar school groups. The vocabulary program was continued across the curriculum and was most successful as evidenced by the quality results.

Progress in numeracy

Progress in numeracy was exceptional. The school growth was above expected state growth. Results were far superior to similar school groups. The Mathematics faculty are to be congratulated on the outstanding results and their commitment to support numeracy across the curriculum.

Minimum Standards

Very few students are performing below minimum standards. Students identified as performing below minimum standards are provided with special programs to improve literacy and numeracy from the learning and support teachers.

Percentage of Year 7 students achieving at or above minimum standard (exempt students included)

Reading	97.4
Writing	95.7
Spelling	98.3
Grammar & Punctuation	98.3
Numeracy	97.4

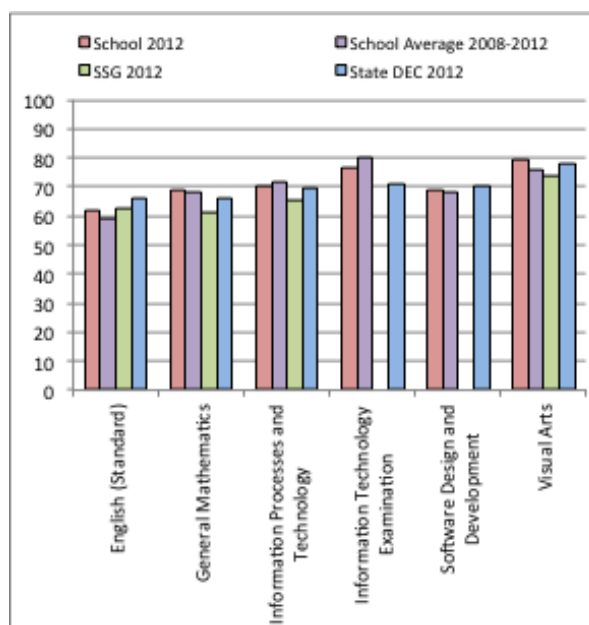
Percentage of Year 9 students achieving at or above minimum standard (exempt students included)

Reading	95.8
Writing	76.7
Spelling	88.9
Grammar & Punctuation	87.8
Numeracy	92.4

RoSA

Students achieved highly in Year 10 in 2012. With all students completing the requirements for Year 10 and their STRIVE 10 interviews. The majority of students in Year 10 intend to continue into Year 11 in 2013.

Higher School Certificate



Significant programs and initiatives

Aboriginal education

NAIDOC Day was celebrated and organised along the theme "The Tent Embassy – 40 Years On". This involved our partner schools, invited guests and parents and carers. All Year 7 to 10 students

participated in a range of activities, with Aboriginal students assisting with the organisation and running. A focus was the Tent Embassy theme – highlighting the history of the tent embassy researched by individual students and significance conveyed to all WWHS students. All students participated in Aboriginal games.

Students participated in a Touch Football Day at Toronto. PLPs were completed for all students. Norta Norta tuition program continued to support Aboriginal students. Pathways Awards to students completing Year 10 and Year 12. Newcastle Knights continued their association with the School, particularly with the Aboriginal students. The Aboriginal Sport's Award was awarded to Jessie Milajew.

The following performances and excursions were organized for Aboriginal students:

- The play – 'Lost and found in smoke'
- Sydney Aboriginal Dance Theatre
- Maitland Gaol Excursion
- Dolphin Cruise and Sand boarding Excursion to Worimi Country

Multicultural education

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.

Other programs

Respect and Responsibility

At West Wallsend High School, students are expected to respect other people, the environment and themselves. The discipline and welfare system is set up to provide students with the strategies to take responsibility for their behaviour. Many programs are implemented which provide students with these self-management strategies.

Connected Learning

Our school operates fully self-managed Network Environment, with all students having user names

and passwords and being confident to access computers independently. Teachers plan units of work that make use of technology: computers, digital cameras, video, smartboards and video conferencing with other schools. Student skills are developed by using computers to assist with development of Literacy and Numeracy, along with other Key Learning Areas.

The expertise in our computing staff transfers to high student achievement by using computers for learning in education and real world scenario's, such as computer networking and developing software applications for Android and Apple devices.

We pride ourselves on leading through innovation with the introduction of current technologies such as iPads in each faculty being used in conjunction with our new interactive projectors and interactive white boards. We have also installed a state of the art projector and automatic screen in our hall for our school functions and presentations.

In 2012 we have been able to secure links with Glendale TAFE to offer IT Staff and students training courses. We also have AMP Control at Tomago offering our computing students work experience at their site. The computing faculty in our school is not only preparing our students for the 21st century, we are also taking our school there as well.

Vocational Education

During 2012 West Wallsend High School provided a broad and popular range of vocational educational opportunities to our students. The vocational education provision is underpinned by a comprehensive Career Education Program providing Career information, work experience, individual student case management and career planning interviews for students in Years 9-12. Enhancing the Career Education Program of the school are opportunities for students to participate in partnership programs with outside agencies such as Careerlinks , Employment Passport Program, Try A Trade, Castle Employment and JobCentre Australia.

Students in Stage 5 & 6 participated in school delivered industry training in Retail, Information Technology, Construction, Business Services, Hospitality and Metals and Engineering. Additionally Students accessed TAFE delivered Vocational Education at various Hunter TAFE Campuses. In addition students participated in industry training by becoming School Based Trainees with local businesses.

Students also gained access to employment skills by participating locally created courses in Landscaping, Bricklaying, Welding and Beauty Therapy. West Wallsend High School further developed its partnership with AMP Control via the ME Program. Students with disabilities have been assisted by the Job Coach position established at our school and business representatives attended the Business Breakfast.

Progress on 2012 targets

Target 1

Improved student learning outcomes through quality teaching and learning experiences and use of technology

Staff professional learning included sessions related to the quality teaching framework and the Technology Team prepared a Technology Plan which included professional learning for all staff in use of technology.

Our achievements include:

- TARS process amended to include all areas of the NSW New Scheme Teaching Standards and implemented across all faculties
- Staff demonstrated skills in technology use during staff meetings
- 180 learning plans developed and provided for staff for students with disabilities.

Target 2

Continued growth in literacy and numeracy levels in all students

Literacy and Numeracy team developed materials for staff to use in all lessons to focus on growth in literacy and numeracy

Our achievements include:

- NAPLAN results for Year 7 and 9 showed growth in all areas.
- NAPLAN results were above similar school groups in all areas.
- Staff embedded literacy strategies in all lessons, with a focus on extending vocabulary used by students.

Target 3

Continue to strengthen a culture of mutual respect between the school and the local community

During the year a number of new initiatives were developed with community groups.

Our achievements include:

- Year 6/7 Transition managed by the Transition Committee made up of representatives from all schools in LMG.
- Careers Adviser group was established through the Lakeside Transition Group to jointly source work experience opportunities across the six secondary schools.
- Ampcontrol strengthened bonds with school, developing and implementing new initiatives and offering four Year 12 students traineeships.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluations of the daily organization of lessons and homework completion and community perception.

Educational and Management Practice

Structure of the Day

Background

For a number of years the lesson organization has been eight forty-minute lessons with many of

these lessons timetabled as eighty-minute double periods.

It was believed that the final ten minutes of these eighty-minute lessons were not used productively, as students lose concentration and alternatively the forty-minute lessons do not provide sufficient time for teachers to utilize a range of strategies to develop deep understanding in students.

Findings and conclusions

Staff members were surveyed as to their preferred day structure and to optimum teaching time. Results showed a division of staff with the theoretical subjects preferring a sixty-minute lesson and the practical subjects opting to keep the eighty-minute lessons.

Investigations were made at other schools to discuss their structure for the day and to determine how they compromised to meet the needs of all faculties.

Future Directions

Due to the differing needs across the school it was decided to continue with the present day structure for 2013 and to undertake further research to see if a better compromise could be offered.

Curriculum

Homework Completion and Community Perception

Background

Across the school there was a concern by staff that many homework tasks were not being completed and on the other hand parents were indicating that they were concerned that homework was not being set. It was decided to evaluate the perceived value of homework by families and to record homework completion by students.

Findings and conclusions

A survey was completed through the P&C and it was found that parents wanted the students to complete work related to school at home but didn't want homework tasks that required a great amount of help from home and tasks that took extensive amount of time.

It was decided to rewrite the homework policy and to provide to all families entering the school

in Year 7, 2013. The policy outlined that the expectation was that up to half an hour should be allocated to school each night. During this time students would complete any set tasks or revise and summarise work completed at school during the day.

Future directions

A set of homework booklets was developed by our learning and support teacher for Year 7 student to use during 2013, with a focus on literacy and numeracy development. Students complete these booklets during the allocated homework time at home and they are corrected and checked during Japanese lesson with teachers, team-teaching to ensure support is available for all students.

For all other year groups staff have encouraged students to allocate some time each night to go over work and to complete set tasks.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

- Parents were generally happy with the school and its operations. This was confirmed with the increased number of enrolments during the year.
- Students enjoy the range of programs operating in the school and the breadth of subjects available. They were particularly impressed with the TAFE courses available at school, the additional support for student learning and the ME Program opportunities.
- Staff members were happy with the changes to the discipline system and appreciated the introduction of the Welfare Coordinator to concentrate on welfare initiatives.

Professional learning

The school held five school development days in 2012. The focus areas were:

Term 1 – Child Protection Policy and Literacy and Numeracy Strategies to support student learning.

Term 2 – Rock and Water Training, and Strategies to Improve HSC performance

Term 3 – Understanding and working with traumatized young people; understanding complex learning difficulties and learning strategies to support student learning; Choice Activities for students as an assessment strategy.

Term 4 – Employment Skills and Report Writing and Strategies to Support Teachers to De-escalate Student Disputes.

Staff participated in a range of professional learning workshops with a focus on programs to assist staff in the teaching of literacy, numeracy and VET courses. Staff attended workshops in several Key Learning Areas, GATS, mental health and wellbeing conferences and leadership conferences and workshops. Twenty-three staff attended the University Teachers' Open day in June. Fifty teachers attended professional development courses and the average expenditure per teacher on professional development was \$500.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.

School priority 1

Outcome for 2012–2014

Increased time in quality learning for students

2013 Targets to achieve this outcome include:

- Increased quality of teaching in all classrooms with the majority of teaching programs/lessons reflecting the use of the quality teaching framework
- Increased differentiated and personalized learning is evident throughout the middle years.

Strategies to achieve these targets include:

- Explicit subject specific strategies to be included in programs to enhance teacher quality and ability to use a variety of strategies to engage students.
- Employ a learning support teacher to work with staff to help them to implement learning adjustments for students with disabilities in the classroom.
- Executive to work with staff in the use of differentiated strategies that are relevant in their faculty.

School priority 2

Outcome for 2012–2014

Increased levels of literacy/numeracy achievement in every student

2013 Targets to achieve this outcome include:

- Increase the number of students in Year 9 in the top two performance bands for reading from 10.4% to 20%
- Increase the number of students in Year 9 in the top two performance bands in Numeracy from 14% to 20%
- Increase the number of students in Year 7 achieving at and above national minimum standards in Literacy/Numeracy from 97% to 100%

Strategies to achieve these targets include:

- The teaching of literacy and numeracy skills is embedded in all programs
- Creation of targeted literacy and numeracy programs with a focus on punctuation and grammar
- HSC results analysed by each faculty and improvement targets out in place

School priority 3

Outcome for 2012–2014

Improved student engagement in learning for all students

2013 Targets to achieve this outcome include:

- Increased retention of students to Year 12 from 37% to 45%

- Improved value added data for HSC in the high band from -13.7 to -10

Strategies to achieve these targets include:

- Creative writing group formed to support students with writing
- Discovery Group formed to create a support group for academic students and to provide them with opportunities to extend their learning
- Job coach employed to work with students with disabilities and to link students and their families with outside agencies while remaining at school

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

<http://www.schools.nsw.edu.au/asr>