

2010 Annual School Report West Wallsend High School

NSW Public Schools – Leading the way



Our school at a glance

Students

Our school enrolment in 2010 comprised 581 students of which 317 were boys and 264 were girls. This figure does not include the 21 students enrolled at the Lake Macquarie Adolescent Support Unit.

Staff

In 2010 our school comprised a principal, one teaching deputy principal, seven head teachers and 34 classroom teachers. In addition, our staff included a teacher of Mild Intellectual Disabilities, teacher-librarian, an STLA (Support Teacher Learning Assistance) and two school counsellors who shared the role. Lake Macquarie Adolescent Support (LMAS) included a head teacher support and three teachers.

Our school administrative and support staff consisted of a school administrative manager, school administrative officers, a general assistant, a farm assistant and part time 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 2010 we have implemented or initiated:

- The formation of a staff team who researched student leadership and developed a program which trained Year 11 students interested in becoming student leaders. The team also investigated ways in which to raise the profile and increase the role of the Student Representative Council and the student leaders.
- Various programs to improve literacy and numeracy across the school. These included involvement in the Premier's Reading Challenge, strengthening of intensive literacy and numeracy groups, trialling the Lexia

reading program and subsequently purchasing two licences for the program, student training and involvement in the marking of writing scripts, focus on writing in Year 7 and 9 classrooms and staff development activities.

- Continuation of the STRENGTH and the SHINE program for boys and girls.
- Development of K-12 common approach to Values with staff from all schools in the West Wallsend LMG. This was based on the STRIVE Program and the Fish Philosophy.
- Extension of the GATS special interest program to 25 junior students.
- A school musical involving students from all areas of Creative and Performing Arts entitled *Smithy*.
- Teacher exchange visits between local partner schools and the secondary school.
- The implementation of the ME Project with the selection of 25 school-based trainees and the development of a partnership with Ampcontrol.
- A Triple A class selected in 2010 will be introduced in Year 7, 2011 which involves the development of common tests and interviews.
- The Enrichment Classes in Years 7 and 8 engaged in cross-faculty challenges.
- Continuation of University Links with 21 teachers attending the University Open Day.
- Introduction of the Cancer Sux Walk.
- TAFE courses introduced within the school, Landscaping, Laboratory Techniques and Bricklaying.
- Career Education Partnership Programs with Jobquest, Advanced Personnel Management and Castle Employment.
- Career and Workplace Transition Program for students with disabilities, students managed by a Job Coach, employed by the school.

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 the development of a K-12 Learning Continuum.

Student achievement in 2010

Literacy – NAPLAN Year 7

Students demonstrated significant growth in all areas. Highlight was reading results with 98.9 at or above minimum standard.

Numeracy – NAPLAN Year 7

Students demonstrated growth.

Literacy – NAPLAN Year 9

Improvement required.

Numeracy – NAPLAN Year 9

Improved results in the middle bands.

School Certificate

Computing Skills' results were outstanding. Improved results in English.

Higher School Certificate

Growth improved in middle bands.

Messages

Principal's message

I feel very privileged to be the Principal at West Wallsend High School during 2010. It is an excellent school which is moving in a promising direction.

West Wallsend High School is a wonderful community focused school which 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 strongly committed to providing students with the 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 2010.

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

2010 was a most successful year for our P&C. Meetings are informative with a great deal of information provided about school programs and initiatives.

During the past year, the P&C provided donations to the school so that funding could be allocated for various school programs. As in previous years, a Year 12 art work was selected for the Art Award which donated to the school.

The P&C ran various fundraising activities, including; a Pie Drive, Entertainment Book sales, barbecue at Bunnings, Stockland, Glendale and a very successful shopping trip to Sydney.

In addition, a band of enthusiastic members managed the successful uniform shop at the school, 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 all and it is one of my aims to make everyone welcome.

*Mrs Jennie Middlemas
President*

Student representative's message

During 2010 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 in a different way in 2010 with interested students attending a leadership forum. The group selected 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 organising the Year 12 formal, attended the White Ribbon Day Breakfast and Seminar, The Anzac and Remembrance Day ceremonies, led various assemblies, attended the Education Week Church Service, the West Wallsend High School Business Breakfast and the School Annual Awards Night.

Adam Mills and Kate Fleming

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 2010. We continued to offer a broad curriculum catering for students from all ability groups to ensure that they are prepared for life beyond school.

	2006	2007	2008	2009	2010
Male	306	312	301	311	317
Female	277	276	251	259	264

Student attendance profile

Student attendance dropped slightly, particularly in Year 10. However, it increased in the senior years.

	Year	2007	2008	2009	2010
School	7			92.0	91.2
	8			89.4	88.3
	9			86.2	85.3
	10			86.8	84.1
	11			82.3	84.6
	12			84.5	86.4
	Total	89.2	88.7	87.0	86.5
Region	7			91.5	91.7
	8			88.9	89.6
	9			87.8	87.6
	10			87.6	87.2
	11			88.2	87.5
	12			88.4	88.7
	Total	89.0	88.9	88.7	88.7
State	7			92.3	92.6
	8			90.0	90.5
	9			88.8	89.1
	10			88.7	88.3
	11			89.4	89.1
	12			89.4	89.8
	Total	89.9	89.9	89.7	89.9

Management of non-attendance

We are working closely with our home school liaison officer to improve overall attendance and created a role for the English head teacher to monitor attendance each week, which has enhanced communication with parents.

Structure of classes

In the Year 7-10 classes, students undertake mandatory courses of the curriculum and have the choice of elective courses in Years 8, 9 and 10. Year 7 classes are determined by consultation with partner school staff, however in 2010 we selected a Triple A Class using an interview process and literacy and numeracy tests. In the senior school, following the NSW Board of Studies requirements, English is the only compulsory subject. Students choose their remaining five subjects – their options determining which subjects are taught.

Retention to Year 12

Retention to Year 12 increased in 2010 with 42 students remaining at school to complete the HSC. To support the transition from school to work, the Careers Adviser interviews all students to ensure they have a career plan. Several students took up pre-apprenticeships during the year, many of these students gaining apprenticeships and full time employment.

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 2010.

80% 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 2010.

26% of students have moved to University studies. 28% of students have accepted careers in trades and trade training. 41% have undertaken full-time and casual employment and at the time of our survey 5% 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	1
Teacher Librarian	1
Counsellor	1
School Administrative & Support Staff (SASS)	16
Total	66

There is one Indigenous school learning support officer at the school.

Staff retention

During the year Mrs Julie Meyers was successful in gaining a position on the Home Economics staff replacing Mrs Vicki Hutchinson who won a Home

School Liaison position, Ms Liz Robson gained a position as an English/Drama teacher and Mr Neil Griffin gained a permanent position at Rutherford High School. We were sorry to say goodbye to Mr Willi Scevak and Mrs Sue Montgomery who both retired at the end of 2010.

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:	30/11/2010
Income	\$
Balance brought forward	245 582.43
Global funds	387 312.23
Tied funds	510 909.51
School & community sources	141 939.97
Interest	18 302.66
Trust receipts	44 614.05
Canteen	171 213.16
Total income	1 519 874.01
Expenditure	
Teaching & learning	
Key learning areas	63 362.18
Excursions	32 056.29
Extracurricular dissections	65 752.84
Library	10 453.70
Training & development	2 272.83
Tied funds	435 490.45
Casual relief teachers	107 043.87
Administration & office	119 843.34
School-operated canteen	150 173.57
Utilities	83 462.46
Maintenance	42 743.09
Trust accounts	49 822.65
Capital programs	9 451.91
Total expenditure	1 171 929.18
Balance carried forward	347 944.83

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 with all other assistance being provided by volunteers from the local community. Funds raised by the canteen are used to provide educational resources for the students.

A full copy of the school's 2010 financial statement is tabled at the Annual General Meeting of the P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

During 2010 achievements were made in the areas of literacy and numeracy, welfare, staff development, community and improvements in student learning outcomes.

Achievements

Arts

Visual Arts

During Term 1, Years 10, 11 & 12 visual arts students attended the NSW Art Gallery Exhibition for ArtExpress, which showcases the best works from the previous HSC Visual Art students across the state.

Senior art students visited Lake Macquarie Gallery gaining inspiration for their art making.

A group of Year 12 students attended a one day Illustration Workshop exploring a variety of drawing techniques with well-known local artist, Jane Lander, at Lake Macquarie Art Gallery.

A group of Year 8 students printed bandannas worn by walkers for the Cancer Sux Walk, working with the SRC to raise money for the cancer appeal.

Two major exhibitions were displayed during Term 4, showcasing the quality work of both the Year 10 and HSC major works.

Digital photography in Year 10 had on-going displays in public space.

The SAIL class students exhibited a large body of tattoo designs representing quality drawing and painting techniques.

Casey Worboys won the P&C Art Prize with a series of beach photographs demonstrating her expertise in digital media.

Drama

The school was privileged to have Mr Denis Corke working at the school as a casual drama teacher during 2010. He worked closely with students to develop their skills and these were showcased at all personal best assemblies.

The drama students featured in the school musical, *Smithy*, and were outstanding in their public performances. Mr Corke was the producer of the musical and he and other staff members worked extremely hard with students to ensure the show was a success.

Students from the musical continued to study drama during sport in Term 4 and performed at the Annual Awards Night Assembly and a special assembly organised to celebrate the Solar Grant won by the school in December.

Dance

Dance students performed at personal best assemblies during the year.

Students participated in the audition, rehearsal and performances for StarStruck for dance.

Also students participated in the Hunter Schools Dance Festival in July. This is an opportunity to perform in a professional environment at a regional level. Competition to be invited to perform is fierce and so it is creditable that West Wallsend High School students were included in the program.

Music

In Term 1 senior music students attended a HSC Music Day at Newcastle Conservatorium. Students gained valuable information from HSC markers and received a music resource booklet which assisted with their HSC preparation.

A training day for the sound and stage team was organised in Term 2 and provided students with 'hands on' experience and understanding of the basic operation of our sound equipment. This team was responsible for sound, lighting and backstage management at special assemblies

throughout the year as well as for our school musical.

Auditions for the school musical *Smithy* were held at the end of Term 1 with rehearsals commencing in Term 2. This production was a major focus of the music department throughout the year involving students from Years 7-11. This opportunity allowed members of the school band and vocalists to develop both technical and performance skills. Four performances of the production were successfully presented to our feeder primary schools, to the community and to the junior section of the school.

Teagan McCaig, Kira McCaig, Josh Studley, Hayden Russell, Angela Jackson, Rylan Dailey, Hayden Nichols and Les MacPherson provided musical entertainment at our annual Business Breakfast.

A music night was held in Term 3 which provided a number of students the opportunity to perform in front of an audience. The music night is also a valuable opportunity for senior students to gain confidence in performance in readiness for the HSC. Students from Years 7-12 took to the stage and presented a variety of numbers.

The Australian composer, Mike McCarthy, visited the school in Term 3 to conduct a composition workshop for senior music students. Mike went through the process of writing a composition with students and gave them inspiration on how to get started. The day was thoroughly enjoyed by students who, by the end of the day, completed their own composition.

In Term 4, music students were asked to provide some musical entertainment for the Plan-It-Youth Award Ceremony held at the Sugar Valley Community Centre. Hayden Nichols, Rylan Dailey and Dylan Reichert performed for special guests, students and parents.

Year 10 singer/guitarist, Andrew Sawyer, performed as a soloist for the first time at the annual Sports Award Dinner.

Throughout the year, special assemblies and presentation ceremonies provided many opportunities for students to showcase their talents. Kira McCaig, Teagan McCaig, Hayden Russell and Josh Studley performed for the special assembly held in the last week of school to announce the National Solar Schools Grant given to the school by the Federal Government.

Greg Combet attended the ceremony and personally thanked students and staff for their efforts.

Sport

School sporting carnivals were once again held for swimming, cross country and athletics. At the school swimming carnival at East Maitland Pool in February, Stockrington proved to be champions. The cross country carnival brought a changing of the guard in regard to House Champion with *Rhonda* being victorious. The athletics carnival brought more fierce rivalry on the sporting field and, with a great team effort, *Rhonda* were again crowned carnival champions. As a result of their two carnival victories in the year, *Rhonda* was crowned House Champion for 2010.

West Wallsend High, which is the smallest school in our zone, once again performed very well in the Westlakes Zone Carnivals conducted throughout the year. We have four students confirmed as Zone Champions in swimming and athletics.

Forty-two students were selected to represent Westlakes Zone at Hunter Regional Carnivals. Seven students from these carnivals represented the Hunter at State Carnivals in swimming, baseball and athletics. Swimmer, Ainslie Kinkade, has qualified for the Australian swimming titles to be held early in 2011.

The sporting experience for the students of the 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. Mr Graham, Miss McCaffrey, Mrs Breasley, Mr Munro and Mr Watts demonstrated teaching, coaching and managerial skills throughout the year and also provided tremendous assistance for the Sports Award Dinner.

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 (both staff and Year 10 students) and all members of staff make themselves available to officiate and support students so that they can compete in school and zone carnivals.

Our students in Year 8 participated in a Westlakes Zone Gala Day which was the first of its kind for the Zone. It was a day enjoyed by all involved.

West Wallsend High competed in a large number of State Knock-out competitions with mixed success. Our junior boys cricket team performed well and won the Team of the Year Award at the Sports Awards Presentation. This presentation took place on 23rd November and recognises the sporting prowess of many of our students.

The culmination of Year 7 sport is the annual Sporting Gala Day against Newcastle High School. Whilst 2010 was not our year as far as the interschool competition went as the shield returned to Newcastle High School, we would like to congratulate our Year 7 students on their efforts on the day.

In 2010, the Year 11 Sportsperson Award was won by Ashley Read and Stephanie Shipley. The outstanding contribution to Aboriginal Sport was won by Emily Milajew and the Principal's Award went to Justin Merritt. The Junior Sportsperson of the Year was Nick Ryan, the Sportsperson of the Year was Andrew Cairney and Jared Dailey won a sporting blue.

The annual Sports Award Dinner is supported by local clubs, businesses and individuals who provide financial sponsorship, prizes, their time and their encouragement for the event which is very much appreciated.

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.

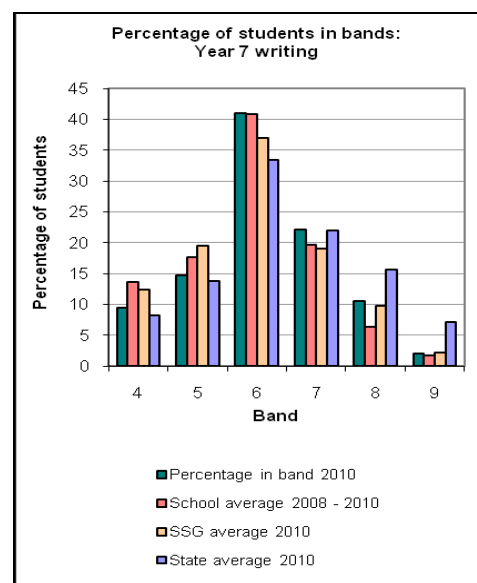
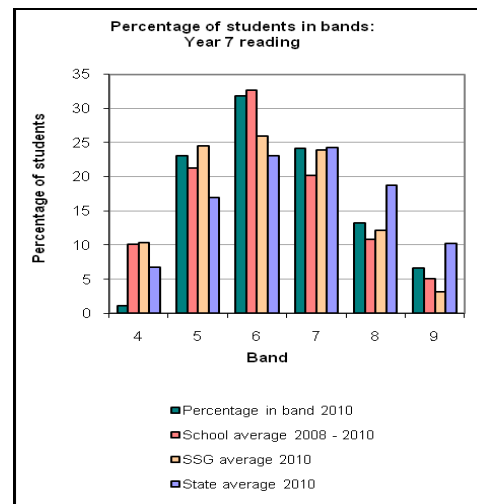
The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

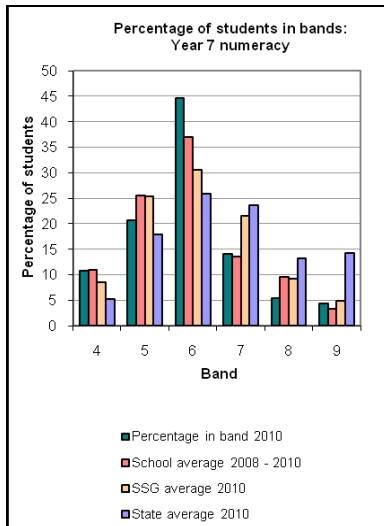
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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

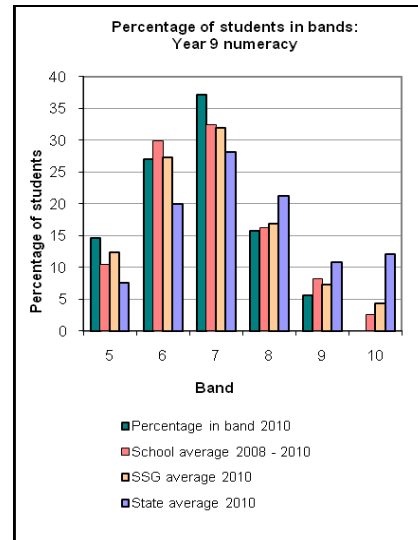
Literacy – NAPLAN Year 7



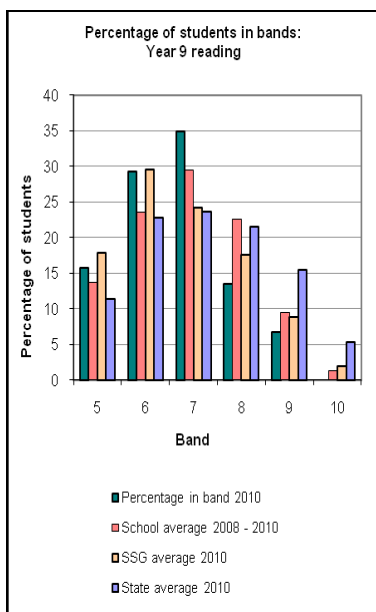
Numeracy – NAPLAN Year 7



Numeracy – NAPLAN Year 9



Literacy – NAPLAN Year 9



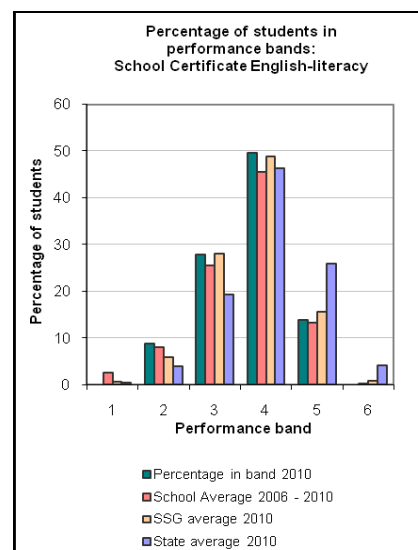
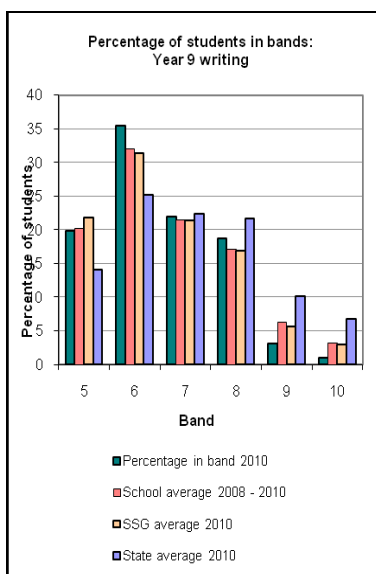
Progress in literacy

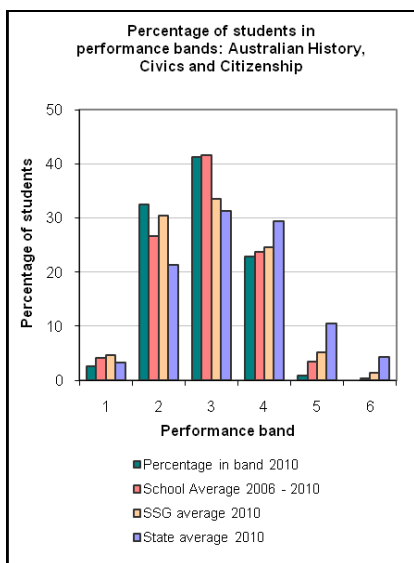
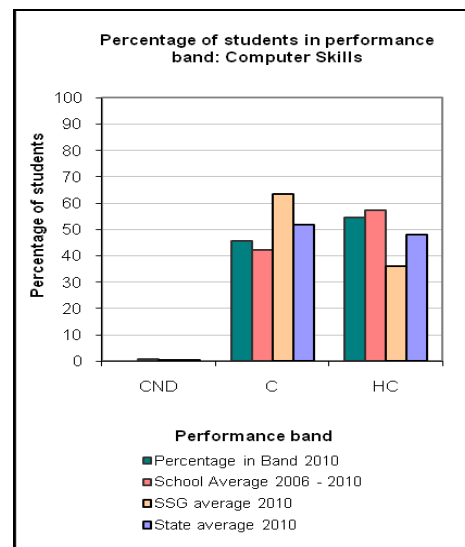
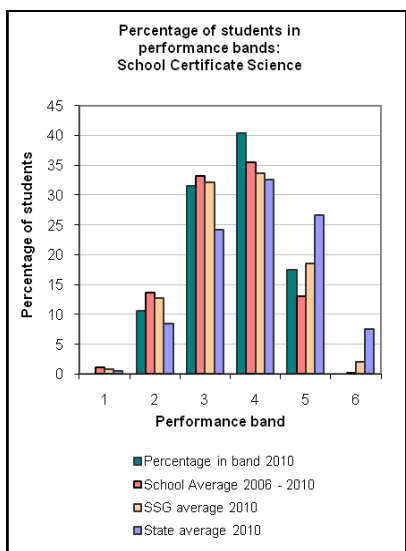
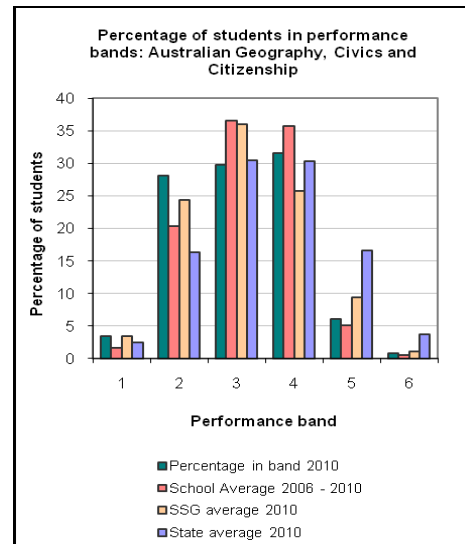
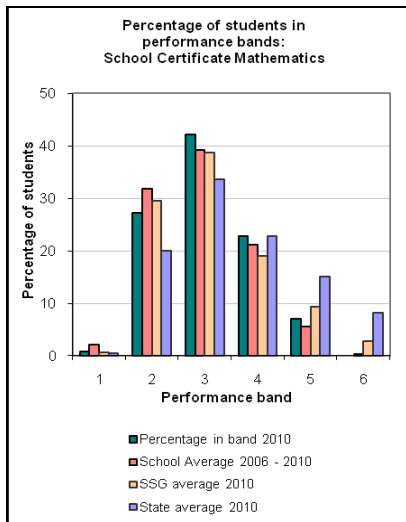
There is still a great deal of work to be done to improve literacy across the school. A program has been developed to be implemented in 2011 to focus on extending the vocabulary used by students across all subject areas.

Progress in numeracy

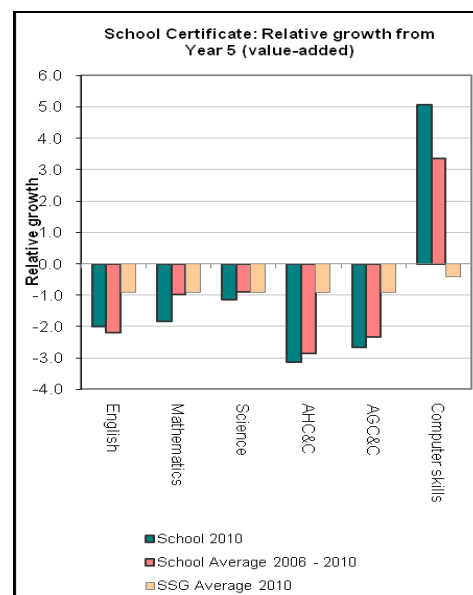
During 2010, mathematics staff worked with our partner schools to develop activities which build on Stage 3 knowledge in mathematics. This is being trialed in 2011 to impact on numeracy levels.

School Certificate

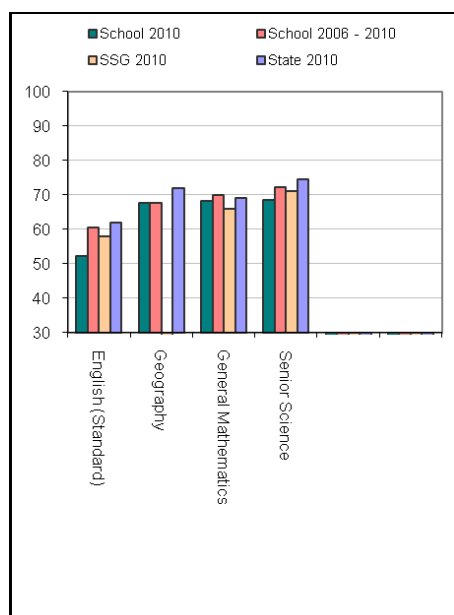




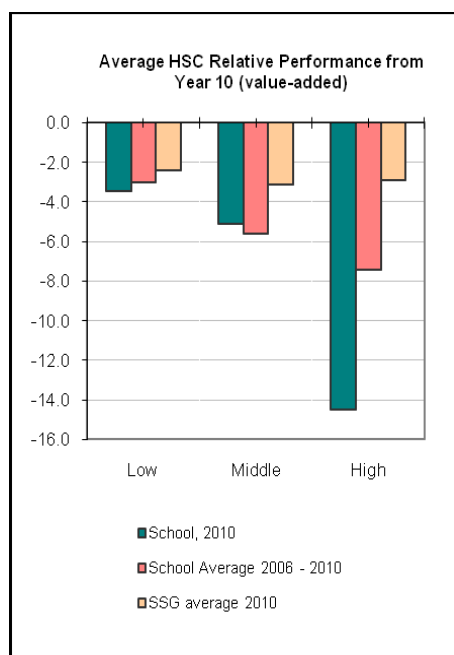
School Certificate relative performance comparison to Year 5 (value-adding)



Higher School Certificate



Higher School Certificate relative performance comparison to School Certificate (value-adding)



Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 7 students in our school achieving at or above the minimum standard in 2010

Percentage of Year 7 students achieving at or above minimum standard	
Reading	98.9
Writing	90.5
Spelling	89.5
Punctuation and grammar	83.2
Numeracy	89.1

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2010

Percentage of Year 9 students achieving at or above minimum standard	
Reading	84.3
Writing	80.2
Spelling	77.1
Punctuation and grammar	83.3
Numeracy	85.4

Significant programs and initiatives

The following new initiatives were introduced in 2010:

- Literacy and numeracy parent meeting
- Years 7-9 survey as part of Mathematics Action Research Program
- Homework booklets issued to Years 7-8 in Term 4
- Lexia trial for targeted Year 7 students to support improvement in reading
- Twenty-one staff members attended University Open Day
- "Cancer Sux" Walkathon
- Use of new technology tools including Moodle
- Home Economics Action Research Project to survey student motivation
- Peer Mediation training for Year 9
- TAFE courses running at the school: Landscaping, Laboratory Techniques and Bricklaying
- Student volunteer program at Hawkins Masonic Village

- ME Program with the selection of 25 school-based trainees
- Several staff members sat on the interview panels for apprentices at Ampcontrol
- Science staff developed links with Xstrata Coal and Tasman mines
- Year 9 laptop roll-out
- Presentation of successful school musical *Smithy*
- Year 7 and 8 Enrichment classes participated in rich task and presented work to parents and community members
- Employment of a job coach to support workplace transition for students with disabilities
- Development of common values code across LMG based around STRIVE and the Fish Philosophy.

Aboriginal education

We were sorry to say goodbye to Mrs Lyn Brown who gained the position of Aboriginal Education Consultant at the Adamstown Office. We wish Lyn all the best in her new venture and thank her for all her work at West Wallsend High School.

Successful initiatives include:

- Participation in the Koori Touch Football Competition.
- Involvement and leadership roles in NAIDOC Day activities at West Wallsend Public School and Barnsley Public School.
- Winner of the NAIDOC Day Art Prize.
- Lyn Brown elected as President on the board of the AECG.
- Mandy Standing and Curtis Brown were awarded their second payment for the Senior Scholarship Awards to support their senior studies.
- Newcastle Knights Rugby League representatives continue to work with our students.
- Celebration of Sorry Day.
- Marook Camp at Nelson Bay.

- Aboriginal dancing at local pre-schools.
- Year 7 Gala Day with Newcastle High School.
- Treetops Adventure Park visit.
- Leadership camp at Wollombi.
- Three on Three Basketball Competition.
- Meet the Mob day at West Wallsend High School.
- Aboriginal Awards introduced at Sports Award Dinner and Annual Awards Night.
- Personalised Learning Plans developed for Aboriginal students.

Multicultural education

West Wallsend High School's student enrolment is basically of Caucasian descent, including 54 Aboriginal students and some minority groups. 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.

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

West Wallsend High School continues to introduce our students to increasing levels of technology.

In early 2010, our wireless network was completed under the Digital Education Revolution. Every classroom now has strong, reliable wireless connectivity.

There are now over 300 student laptops in operation at West Wallsend High School. Extensive training is undertaken when students receive their laptops and throughout Year 9. Faculties are successfully incorporating this

technology into daily lessons. Many staff members have taken up professional development opportunities to improve their skill and knowledge base on how best to incorporate this technology into their lessons. The wireless infrastructure is working extremely well and the school has wireless coverage in all classrooms throughout the school.

West Wallsend High School's excellent results in the School Certificate computing skills examination highlight the sound and ever developing skill and knowledge base of our students in the area of technology.

West Wallsend High School now has nine interactive whiteboards in classrooms around the school. Our goal, through the use of either interactive whiteboards or data projectors, is to have data projection technology in every room in the school.

Moodle is in operation, allowing students to access course information, assessment materials and upload completed assignments both from school and home.

Our Connected Classroom is being put to good use. In 2011, a student will be studying a course on-line using this technology. In addition, teachers are using this technology to attend professional development courses without leaving the school.

The network infrastructure continues to be updated and developed. Throughout 2010, we experienced zero downtime and zero data loss. All staff and students data, including data synchronised from laptops, is backed up on and off-site every night.

Goals for 2011:

- Develop high-level ICT skills in all students;
- Provide on-going and targeted professional development for staff to

improve integration of technology into the classroom;

- Windows 7, Office 2010 and Adobe Suite on all computers in the school (Mirror DER Laptops);
- Every Faculty with access to an interactive whiteboard and at least one mobile data projection unit; and
- Reduce paper usage throughout the school through the effective use of Moodle.

Vocational Education

West Wallsend High School continues to provide a broad range of vocational learning opportunities for students.

Currently, in the senior section of the school, students can elect to study Industry Framework courses in Retail, Business Services, Hospitality, Construction, Metal and Engineering, and Information Technology. Additionally, students can access TAFE delivered courses (TVET) within the Hunter Institute of TAFE.

During 2010, new on-site initiatives were developed in Landscaping and Laboratory Skills in partnership with TAFE. An introductory course in Bricklaying Skills was also undertaken by students completing a project on-site.

To support student workplace learning partnerships with local businesses have assisted in providing quality work experience and work placements for students.

Career Links Inc has assisted Industry Framework teachers to prepare and organise students into suitable work placements throughout the year.

A new transition to work program developed with Castle Employment, Toronto, assisted students with disabilities to gain employment and to develop career planning skills.

Local business representatives participated in our annual Business Breakfast providing the opportunity for the school to profile our

Vocational Education provision and partnership opportunities.

The ME Program was piloted throughout the year providing activities and excursions that enabled targeted Year 9 students with information concerning the Advanced Manufacturing Industry. Science, mathematics and information technology teachers were also provided with opportunities to visit with our industry partner, Ampcontrol, to develop learning opportunities for our students.

Supporting Vocational Education, the school's Career Education Program develops student awareness of career choices and education pathways.

Progress on 2010 targets

Target 1

Enhance Student Engagement in Mathematics, Science, Engineering Studies and Information Technology

A ME Project Team was formed at the school and the nine staff members in the team participated in a site visit to Ampcontrol which was geared towards their subject area. All Year 9 students were introduced to the concept of Advanced Manufacturing and completed an expression of interest to be school-based ME trainees. Through a selection process a group of twenty-five trainees was formed.

Our achievements include:

- Twenty-five school-based trainees participated in various workshop days at school. These workshops included electronics, bridge building, graphics and energy sustainability.
- Trainees participated in a site visit to Ampcontrol, Cameron Park site, and completed a project on the workshop floor.
- ME trainees participated in a visit to the Engineering Faculty at Newcastle University.
- Two staff members sat on the interview panels for apprentices at Ampcontrol and

have brought back this knowledge to share with students.

- Significant community interest was generated by the ME Project.
- The interest in Engineering and Science generated by the project resulted in a Physics and Engineering Studies' class being formed in 2011.
- Involvement of local coal companies in the school with presentations to students and work experience opportunities.

Target 2

Improvement of Student Outcomes

Various programs were implemented to improve student outcomes.

Our achievements include:

- Certificate 1 in Laboratory Skills implemented for 10 selected Year 10 students.
- Computing Studies students attended a workshop day at the University.
- Twenty-one staff attended the annual University Teachers Open Day.
- Implementation of Certificate 1 in Work Readiness for selected Life Skills students.
- Job coach employed by the school. She worked with students at risk and linked them to a range of successful work experiences and employment.
- Retention of senior students and particularly students with disabilities improved.
- Fifty-two students achieved Band 5 in the School Certificate.
- Results for computing studies in the School Certificate above state average.
- All students in the Year 7 and 8 Enrichment Classes participated in a cross faculty rich task and presented their work to parents and staff and students from partner schools.
- Twenty students participated in the GATs Special Interest Projects and presented their final products to staff and parents.
- Four Year 10 students accelerated studies joining Year 11 business services class.

- Runner-up in Overall School Newspaper in the Herald in the Classroom Competition and runner up in Best Newspaper Article.
- Moodle used across the school and students can access work from home.

Target 3

Improved Student Leadership Opportunities

A new model for the selection of the student leaders was formulated by the student leadership teacher team. This model was successfully implemented for the selection process in 2010.

Our achievements include:

- Students interested in leadership participated in an extremely successful workshop, prior to elections of leaders. Student evaluations of the workshop were extremely positive.
- Leadership roles for student leaders were formulated and implemented.
- Staff and student evaluations of the process were positive.
- Students who would not normally stand for leadership positions became involved in the new process and have accepted leadership roles.
- Profile of the SRC has been enhanced and strengthened.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations.

Educational and management practice

Faculty Review

Background

A faculty review was undertaken with the English faculty to ensure that the faculty was working cohesively and effectively.

Findings and conclusions

The review resulted in a number of changes. The booking system was coordinated, year groups allocated to staff members, formal evaluations

were set up and changes to processes were implemented.

Future directions

This review was so successful that it was decided to conduct a similar review with at least one other faculty in 2011.

Curriculum

Action Research Project in Mathematics

Background

Faculties were invited to participate in an action research project during 2010, with an incentive to receive a bonus to their budget when the project was presented to staff.

The mathematics staff investigated the reasons for a poor perception of ability in mathematics by a number of students.

Staff were concerned that students do not enjoy mathematics in junior years, and this is reflected in performance in senior years.

Findings and conclusions

The action research involved surveying 80 students from Year 7 and 70 students from Year 9. The idea was to obtain students' feedback but we then decided to compare the year levels responses. The questionnaire related to students':

- perceptions about mathematics
- mathematical ability
- feelings towards mathematics lessons.

Questions included:

- Do you like mathematics?
- Are you good at mathematics?
- Did you feel you improved last year in mathematics?
- What are your feelings towards mathematics lessons?
- How do you feel answering questions in class?

- Do you feel you need more help with mathematics – both at school and at home?
- What are your teacher's expectations of your work?
- Rate the different types of mathematics lessons?

Year 9 were then asked a few more questions including what factors affect their mathematics lesson with answers including; friends, time of day, mood, mathematics topic and lesson length.

Overall findings suggested looking further at:

- Mathematics still seen as independent subject by students – often not relating it to other subjects.
- Mathematics needs support from home with student, teacher and parents working in partnership.
- Changing students interest to mathematics – revising easier work at the commencement of high school.
- Change faculty/teacher approach to classes and classwork.
- Change lessons including activities and timing.

Future directions

The mathematics faculty has included many practical mathematics activities in lessons in 2011 and it is hoped this innovation will stimulate interest and self-confidence in mathematics and enhance student achievement.

Other evaluations

Action Research Project in Home Economics

Background

The Home Economics staff investigated the level of motivation in HSC students and strategies to maintain motivation in HSC students.

Findings and conclusions

The results from the surveys indicated that declines occur in senior students' achievement motivation, such as learning goal orientation and academic self-efficacy, with increases in non-

productive attributes such as self-handicapping strategies, anxiety and depression.

Factors in motivation to learn include the following:

- Students' interest in the subject matter
- Students' perception of its usefulness, particularly when compared to time spent at work or socially
- Students' general desire to achieve
- Students' self-confidence and self-esteem
- Students' patience and persistence.

Future directions

The Home Economics staff will trial the following strategies in 2011 and investigate if student motivation is enhanced:

- Relevance of the material
- Organisation of the course
- Appropriate difficulty level of the material
- Active involvement of students
- Variety
- Rapport between teacher and students
- Use of appropriate, concrete, and understandable examples.

Parent, student, and teacher satisfaction

In 2010 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 and the ME Project opportunities.
- Staff members want a transparent and consistent discipline policy to operate the school and to be supported so that they can effectively teach in all lessons.

Professional learning

The school held five school development days in 2010. The focus areas were:

- Term 1 – Child Protection Policy and Strategies to Improve Literacy and Numeracy across the curriculum.
- Term 2 – Technology Workshops.
- Term 3 – All staff from the LMG met to work on the common K-12 Values Framework. Afternoon sessions comprised technology and learning, sharing with personnel from each of the schools leading the workshops. Staff could choose which workshops to attend.
- Term 4 – HSC Monitoring and N Awards Workshop, Emergency Care Workshop and Behaviour Management Workshop.

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, mental health and well-being conferences, managing challenging behavior conferences and leadership conferences. Mandatory DET requirements for emergency care, CPR and OHS were also conducted.

Twenty-one staff attended the University Teacher's Open Day in June.

Fifty teachers participated in teacher professional development courses. The average expenditure per teacher on professional development was \$500.

School development 2009 – 2011

The school continued to work through the three year plan developed in 2008.

Targets for 2011

Target 1

Improve Literacy Standards in Year 9

Strategies to achieve this target include:

- Development of lessons in all subjects which focus on vocabulary.
- Build vocabulary base of all Year 9 students.
- Explicit teaching of technical terms and their meanings.

Our success will be measured by:

- NAPLAN reading and spelling results improved with the average mark for reading in Year 9 being 540 and the average mark for spelling being 545.
- Extension of focus on vocabulary in Years 10 and 12 and improved results in School Certificate and Higher School Certificate.
- Continued improvement in value-added data.

Target 2

Improved Outcomes for Gifted and Talented Students

Strategies to achieve this target include:

- Develop links with other schools so that talented students can discuss course content and study techniques.
- Organise sessions for students in practical subjects to discuss ideas with students from other schools.
- Engage students in the Triple A class in Years 7-8 in cross-faculty rich tasks which will be presented to staff, parents and partner school students.

Our success will be measured by:

- Student evaluations
- Improved results in practical areas of the HSC
- Markers comments for Triple A presentations.

Target 3

Vocational Support for Students at Risk

Strategies to achieve this target include:

- Establishment of transition class for selected Year 9 and 10 students.
- Extension of the role of the job coach to work with these students.
- Investigation of programs offered by outside agencies to support students at risk.

Our success will be measured by:

- Student and staff evaluations
- Evaluations from outside agencies and employers after work experience
- The number of students who gain traineeships, apprenticeships and full time work as a result of the program.

About this report

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.

Ann Campbell - Principal

Robyn Leggatt – Deputy Principal

Jennie Middlemas – P&C President

Patricia Mackie – Community Liaison Officer

School contact information

West Wallsend High School

2 Appletree Road

West Wallsend, 2286

Ph: 02 49532111

Fax: 02 49531886

Email: Westwalls-h.school@det.nsw.edu.au

Web:

School Code: 8411

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>