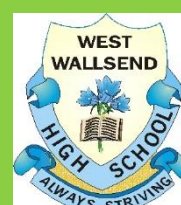


West Wallsend High School Annual School Report 2014



School context statement

West Wallsend High School has an enrolment of 620 students. West Wallsend is a great school focusing on maximising learning opportunities and outcomes for all students. The school affords students many experiences and activities that enrich their education.

Principal's report

During semester two we have been able to reflect and undertake a thorough situational analysis of existing school programs and structures which has led to the refinement, consolidation, removal, extension and introduction of new initiatives and processes across the school, which all fits in neatly to our 2015-17 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, to bring us up to state average within three years.

We have increased the utilization of technology through the introduction of EDVAL as a timetabling and curriculum administrative system within the school, resulting in a well-structured timetable driven by student choice.

We have begun to reimage the school through our Positive Behaviours for Learning focus, something which will be seen fortnightly in our Newcastle Herald advertisements.

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 development of our new three year plan.

We have just begun the journey of school improvement and I have only mentioned five changes from a list of 43 identified and implemented this semester.

I would like to thank Tony Keevill, 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 working with Ian West, our newly appointed Deputy Principal, who will no doubt contribute significantly to our new direction in 2015.

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.

Dr. Fiona Walsh, Principal

P & C message

2014 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

Student representative's message

During 2014 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, the West Wallsend High School Business Breakfast and the School Awards Night.

We are looking forward to the new vision and direction in the school in 2015.

Madeline Foster and Daniel Smith

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

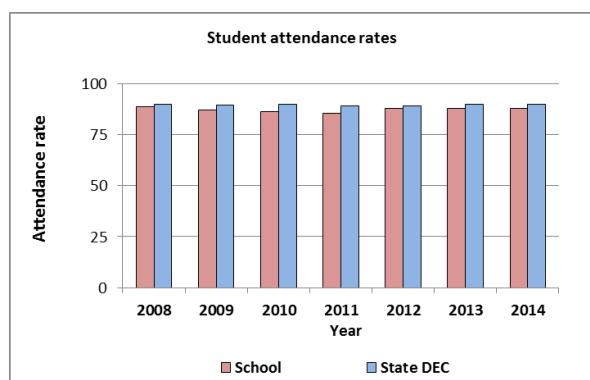
Enrolments decreased in 2014, reducing overall numbers in the school. We continued to offer a broad curriculum catering for students from all ability groups to ensure that they are prepared for life beyond school.

Gender	2010	2011	2012	2013	2014
Male	317	325	314	321	326
Female	264	268	300	299	289

Student attendance profile

Attendance was monitored rigorously during 2014, with students not maintaining acceptable attendance being referred to the Home School Liaison Officer. Attendance figures for 2014 were close to 2013 and showed significant improvement on previous years.

School	Year	2010	2011	2012	2013	2014
	7	91.2	89.4	92.8	91.7	90.4
	8	88.3	87.4	89.3	89.4	90.2
	9	85.3	88.1	87.4	87.7	86.4
	10	84.1	83.8	87.8	83.4	87.0
	11	84.6	80.1	81.9	87.9	85.6
	12	86.4	83.8	87.0	86.8	89.2
	Total	86.5	85.5	88.0	87.9	88.0
State DEC	7	92.6	92.5	92.4	93.2	93.3
	8	90.5	90.1	90.1	90.9	91.1
	9	89.1	88.8	88.7	89.4	89.7
	10	88.3	87.1	87.0	87.7	88.1
	11	89.1	87.6	87.6	88.3	88.8
	12	89.8	89.2	89.3	90.1	90.3
	Total	89.9	89.2	89.1	89.9	90.2



Management of non-attendance

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. We were thrilled to maintain the improvements achieved in 2013.

In 2014, roll call for all students was in the assembly hall with rolls marked on iPads by all staff. This proved to be very successful.

Career Education

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 2014 approximately 55 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

Post-school destinations	Year 10 %	Year 11 %	Year 12 %
seeking employment	0	8	2
employment	4	12	44
TAFE entry	0	0	15
university entry	0	0	26
other	0	0	10
unknown	0	0	3

Year 12 students attaining HSC or equivalent Vocational educational qualification

100 percent of students (8.5 percent of whom were Aboriginal), that completed Year 12 attained their HSC in 2014.

Workforce information

It is a requirement that the 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
Assistant Principal(s)	0
Head Teachers	7
Classroom Teacher(s)	34
Teacher of Reading Recovery	0
Learning and Support Teacher(s)	2
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administrative & Support Staff	16
Total	64

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
Degree or Diploma	100
Postgraduate	18

Professional learning and teacher accreditation

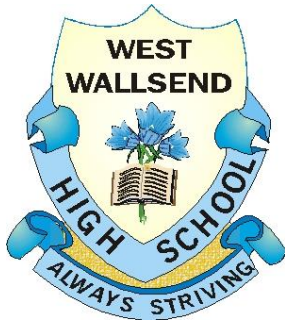
Sixty-four staff members have participated in significant professional learning throughout the year. Professional learning has been designed and delivered around individual, faculty and whole school needs as well as DEC mandatory requirements. Professional learning has been delivered at staff development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

- Child Protection Legislation,
- WHS training,
- CPR and Anaphylaxis
- Consistent Data Collection and Disability standards,
- SENTRAL and EDVAL use,
- Microsoft tools,
- Literacy training,
- Behaviour management tools and Positive Behaviour for Learning
- Three week aspirants' course

We have also introduced the position of a 2IC in each Key Learning Area in semester two. The average expenditure per teacher on professional learning at the school level was \$894.95. The total school expenditure on teacher professional learning was \$52,802.24. One new scheme teacher has been working towards Board of Studies Teaching and Education Standards (BoSTES) accreditation in 2014. 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.

Beginning Teachers

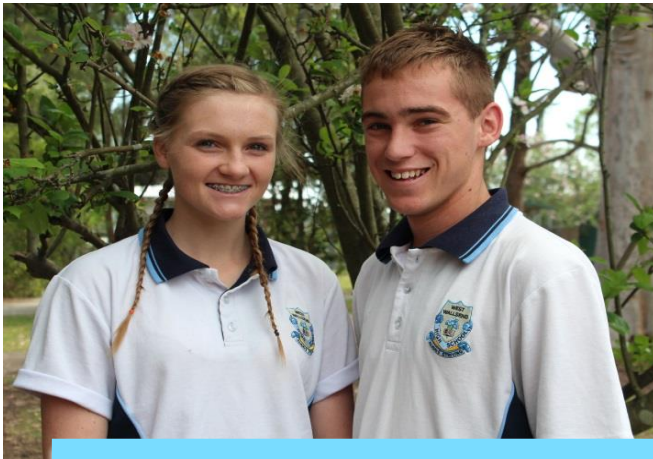
Two Beginning Teachers were employed in 2014.



To enable
students achieve
their best.
Leaving
equipped with
valuable skills to
contribute to our
community



Lead by a strong dynamic Management
Team comprising Dr Fiona Walsh (Principal)
and Deputy Principals
Ian West (Left) and Tony Keevill (Right)



Along with enthusiastic student leaders



Teaching valuable practical skills



Passionate involved staff



Nurturing creativity



Embracing modern technology

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	30/11/2014
Income	\$
Balance brought forward	310221.92
Global funds	520881.89
Tied funds	954848.41
School & community sources	167069.91
Interest	15657.72
Trust receipts	67302.60
Canteen	184230.15
Total income	2220212.60
Expenditure	
Teaching & learning	
Key learning areas	125882.14
Excursions	53997.56
Extracurricular dissections	93375.03
Library	8868.21
Training & development	4496.55
Tied funds	793252.24
Casual relief teachers	153217.03
Administration & office	116932.74
School-operated canteen	167130.51
Utilities	112688.09
Maintenance	81889.08
Trust accounts	45023.00
Capital programs	0.00
Total expenditure	1756752.18
Balance carried forward	463460.42

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.

A full copy of the school's 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

During 2014 achievements were made in the areas of literacy, numeracy, welfare, staff development and community along with improvements in student learning outcomes.

Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

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)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

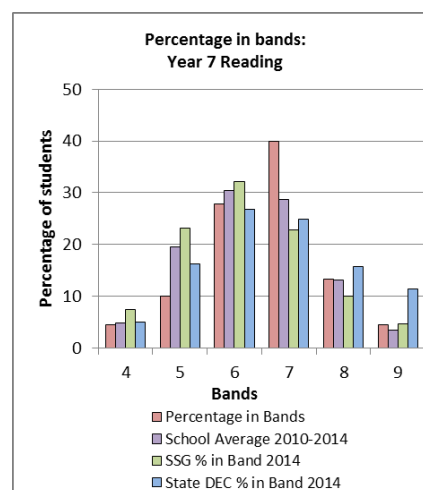
Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO* to access the school data.

NAPLAN results 2014

Legend

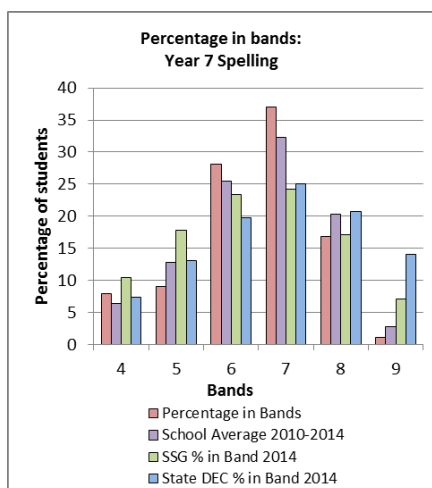
- Percentage in Bands West Wallsend High
- West Wallsend High Average 2010-2014
- Similar School Group Percentage Bands
- State DEC Percentage in Band 2014

NAPLAN Year 7



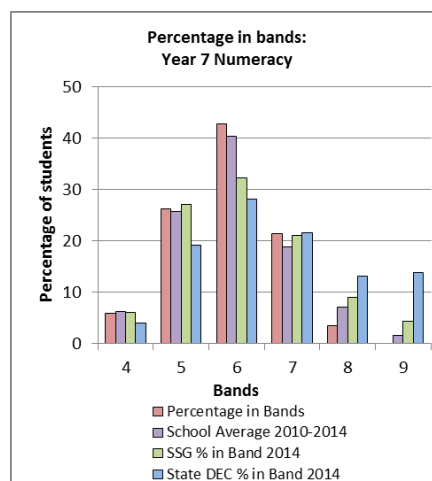
Results are above those of SSG schools in mid and higher bands

NAPLAN Year 7



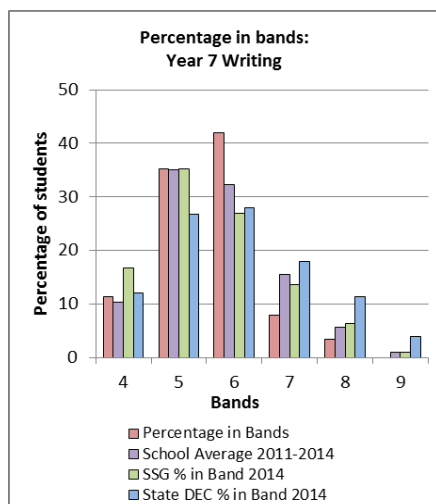
There is good improvement from lower to mid-bands

NAPLAN Year 7

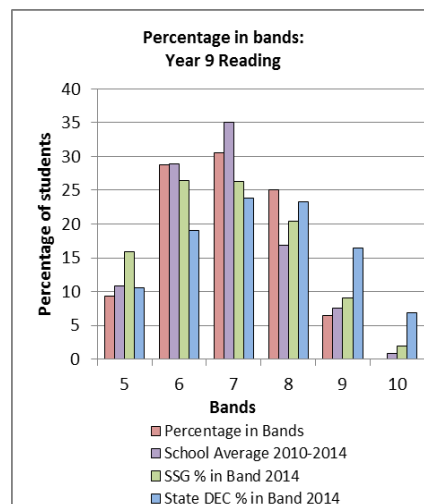


Targeting mid-range results to achieve higher bands

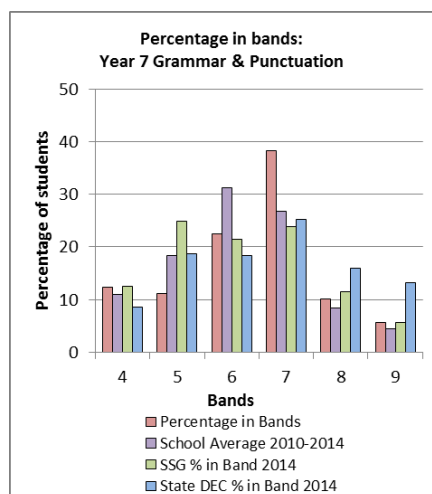
NAPLAN Year 9



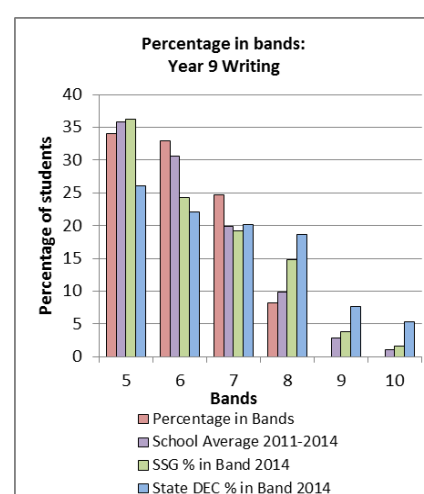
Focus on persuasive writing to improve results



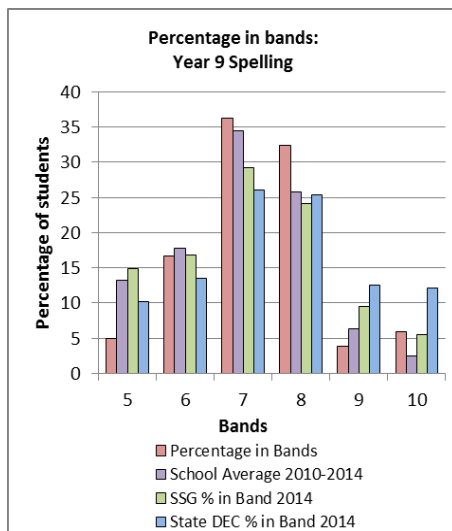
Higher mid-band results in comparison to SSG schools



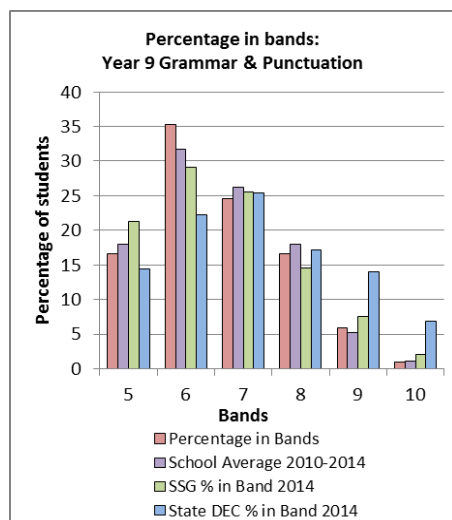
Targeting the large number of students in bands 6 & 7 to enable them to score in top bands



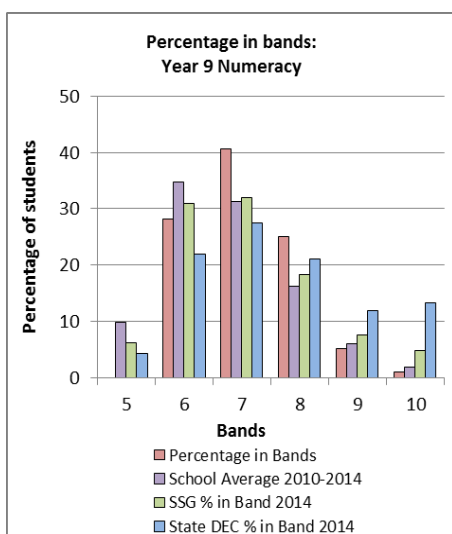
New focus initiative to improve results in writing



Improved results in bands 7, 8 and 10



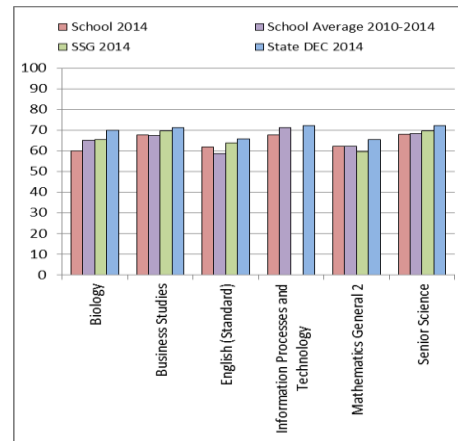
Targeted focus on improving results in this area



Pleasing results in comparison to SSG and State schools in bands 5-8

Higher School Certificate (HSC)

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).



HSC results were fair overall. Pleasing results were gained in Music 1, Visual Arts and Biology, whilst results in vocational subjects were sound. Value added data in the high group for relative performance from Year 10 to HSC was utilised in 2014. The Senior Study Centre is staffed and provides an area containing resources for students to utilise during study lessons. Senior Study Tutorials will begin in 2015 for Stage six students three times a week.

Record of School Achievement (RoSA)

Students achieved highly in Year 10 in 2014. 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 2015.

Other achievements

Arts

Visual Arts

During the year Visual Art students had the opportunity to experience a number of art excursions, beginning with a visit to Maitland Art Gallery to see the travelling ARTEXPRESS exhibition and participate in a series of drawing workshops. Visual Arts students ranging from Year 8 to Year 12 had the opportunity to see the travelling Archibald Prize which showcases the

best Australian portraiture. Students also enjoyed exploring the Japanese Garden at Gosford Art Gallery. A senior excursion with renowned controversial contemporary artist Patricia Piccinini was organised for the Newcastle Art Gallery where students had an interactive experience with her artworks.

We achieved pleasing results in our HSC visual Arts course and students showcased their work with an exhibition which was open to family and community members. Joshua Walters from Year 12, 2014 has graciously loaned two pieces of his HSC Body of Work which are being displayed in the front office.

The Art Staff developed another wonderful mural at the beginning of B Block, working with a collection of Year 8, 9 and 10 students. This mural brings a bright and cheerful aspect to B Block hallway which will be renewed and updated throughout the years.

A mixed media workshop was organised for senior classes, giving them the opportunity to explore a range of different mediums and techniques to further develop their evolving skills.

We have continued to strive for changing exhibitions within the school to display the quality work produced by our Visual Arts students.

Music

In Term 1 several high achieving music students from past years returned to perform at the school's Fiftieth Birthday celebration. These musical items showcased the lasting impacts of music on student's lives and included solo items as well as a combined performance with past and present students.

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

At the beginning of Term 2 Meagan Dodds, Alys Drury, Patrick Faulkner, Joshua Studley, Sophie Sullivan and Madalene Britts performed at the annual "Bald and the Beautiful" cancer fundraiser held at West Leagues Club. This was a wonderful opportunity for these students to perform in front of a large audience.

Senior music students also attended an HSC Music Day at the Conservatorium of Music early in Term 2. The day provided students with valuable information on all components of the HSC course. Performances by current HSC candidates were critiqued by senior markers providing all participants with an insight into the marking process as well as suggestions on how each performance could be improved upon.

Patrick Faulkner, Joshua Studley, Madalene Britts and Sophie Sullivan provided musical entertainment at our annual Business Breakfast and were encouraged by the positive feedback from guests.

In Term 3 students from Years 7-12 performed in front of staff, students, family and friends at our annual music night. Students performed a variety of items both as soloists and members of ensembles. The evening provided Year 12 students with another opportunity to perform pieces from their HSC repertoire in preparation for the HSC practical examination.

Later in Term 3, Year 12 music students performed their HSC programme at an afternoon concert for staff, family and friends. This was a lovely opportunity for family and friends to hear the students' pieces as well as being a dress rehearsal for the upcoming practical examination.

Members of the school band, vocal group and music elective students from all years, performed at the Mercy Centre in September with many positive comments.

During Term 4 Abbey Dennis, Charlie Atkinson, Joel Glendenning, Stephen Munro and Jordan Brzozowski performed at the Sports Award Dinner.

In December the School Band, Vocal Group and music students from Years 7-11 performed for residents at the Hawkins Masonic Village. Residents were very appreciative and commended students on 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, Sugarloaf proved to be champions in the pool and repeated this effort in both the Cross Country and Athletics carnivals later in Term 1. Sugarloaf were duly crowned House Champions for 2014.

One hundred and forty one students represented West Wallsend High at Westlakes' Zone Carnivals conducted throughout the year; thirty five in swimming, fifty nine in Cross Country and forty seven in Athletics. We again had seven students named as Zone Champions and twelve students represent the Region in CHS competitions in five different sports. Adam Vincer went on to represent NSW CHS at the All-Schools Swimming Championships and, for the first time in many years, the school had, not one but two, Touch players who were part of a Hunter team that won the 15's and Opens Girls Touch competitions. Well done to Tali Smith and Brittany Treacy.

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, Mrs Frankham, Mr Mason, 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. This includes coaches of knock-out teams, Gala Day coaches (staff and Year 10 students), Gala Day referees and umpires (Year 9 and 10 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.

West Wallsend High competed in twelve State K.O. competitions with mixed success. Our Under 15's Girls Soccer team was the best performed of these teams. They made the Regional semi-finals of the Bill Turner Cup knockout competition and were duly announced as the team of the year at the Sports Awards Presentation.

The Sports Awards presentation took place in November at the West Wallsend Workers Club. Our main guest presenter on the evening was Olivia Gollan, who represented Australia in cycling at both the Commonwealth and Olympic Games. Olivia spoke of the many highlights and difficulties faced as a professional sports woman and entertained the audience with stories of her career. Mr Watts, once again, did a fantastic job of interviewing Olivia.

A highlight of sport at West Wallsend High School in 2014 was again the Sugarloaf Cup. Both Year 5 and 6 students from our partner schools competed against each other in a variety of games and physical activities. West Wallsend Primary School recorded their first win in this competition and Nicholas Welch from Barnsley Primary School was named Best and Fairest student on the day. Well done to the staff and students from West Wallsend Primary School; particularly as your team on the day was much smaller than that of your competitors and congratulations to Nicholas on his award.

Significant programs and initiatives – Policy and equity funding

Significant programs and initiatives

During 2014 we have implemented or initiated:

Various programs to improve literacy and numeracy across the school, including the formation of tutorial groups for 2015 focused on a differentiated literacy program for stages five and six including;

The Refinement of Positive Behaviour for the Learning Team to implement PBL across the school.

GATS special interest program involved 15 junior students. A Discovery Group of talented students was formed who participated in a number of compacted and accelerated curriculum activities.

A Challenge Day was held for students in Year 5 with a Science/Mathematics theme and a Challenge Day for the Year 7 Extension Class.

The continuation of the ME Program, selection of 25 school based trainees in Years 9 and 10.

Site visits and work experience at Ampcontrol in both Metals and Engineering and Information Technology. Students participated in the F1 Car Program and the Electric Bike Programs as part of the ME Project. A 3D Printer was utilized at the school as part of the program.

The Sugarloaf Cup for all Year 5 and 6 students across our partner schools is very popular and will continue

Job Coach employed at the school. Students participated in the Employment Passport Program and volunteering programs.

The gymnasium was utilized effectively in the assembly hall with equipment provided by the P&C.

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 20% of students gaining employment in the landscaping industry.

Employment of an additional support teacher to identify problems in literacy, help staff with adjustments for students with disabilities.

IPAD professional learning for all faculties, a continuation of interactive projectors installed in rooms and the wireless network extended throughout the school.

Cyber Smart – Anti-Bullying and Say No to Bullying programs implemented for Years 7, 8, and 9.

Learning Support was restructured leading to the delivery of numerous support programs for students including: Drumbeat, Rage, Scream, Girls with a Purpose and Seasons for Growth.

Work experience programs for a number of students at Newcastle University in Biology and Chemistry faculties and tutoring funded by the school for several senior students. Results for these students significantly improved throughout the year, leading to pleasing HSC results.

The Cancer Sux Walkathon involved the entire school and funds raised were donated to support research into 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.

Aboriginal education

Overall, Aboriginal students performed at a sound level in NAPLAN. We are pleased to report that Year 7 boys' growth was above state average in writing and spelling.

An Aboriginal Liaison Officer was appointed two days a week through utilization of RAM during Semester 2, to initiate and support various educational opportunities for Aboriginal students. The following activities were organised for Aboriginal students during 2014:

- Bro Speak and Sista Speak
- Knights Supporters Day
- Sorry Day acknowledgements
- NAIDOC Day activities
- Community art, and cooking
- Flagpole being constructed
- Mural created
- Butterfly Caves excursion
- Norta Norta tutoring
- Resumes developed
- Learning Circle completed
- Maitland Gaol excursion
- Sporting Awards Dinner

Multicultural and Anti-racism 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.

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.

Socio-Economic Background

A Head Teacher Welfare was appointed through the utilization of RAM funding to lead and manage numerous support programs as well as teacher professional learning to address the needs of students from a low socio-economic background. Examples of programs include: Cyber Smart – Anti-Bullying and Say No to

Bullying program implemented for Years 7, 8, and 9, Drumbeat, Rage, Scream, Girls with a Purpose and Seasons for Growth. Professional learning for staff included, but was not limited to Positive Behaviour for Learning and curriculum differentiation in line with the National Consistency of Data Collection.

Support programs developed and sustained a positive and inclusive school culture, enhanced students access to a wider range of curriculum learning experiences, specialist teachers, sources of knowledge, individual connections and educational and community services.

Professional learning increased the effectiveness of classroom and school organization and enhanced teacher knowledge of curriculum differentiation.

Learning and Support for students with additional educational needs

A Student Learning and Support Officer (SLSO) was appointed through RAM to provide ongoing educational support for students with additional needs. The SLSO was also able to support teachers in differentiating the curriculum for these students.

Technology

Computing Studies at West Wallsend High School prepares students for their future technological needs by equipping them with 21st Century and beyond 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 Digital Media, 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.

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) and Information 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, ranging from multimedia creation tools to programming language compilers.

*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.

National partnerships and significant Commonwealth initiatives

The school received funding for the Improving Literacy and Numeracy National Partnerships project.

We established a team to manage the project. Mrs Catherine Grace took on the role of Head Teacher managing this team. Data was analysed and consequently the program focused on reading and comprehension in year 9, 2014. The school undertook the Focus on Reading Program. Professional development for staff was implemented through cross faculty professional learning teams. These teams have all been trained in the Super Six Reading Strategies.

Data collected for students in Year 9 during the year indicated a significant improvement for students reading and comprehension.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- A School Climate Survey completed by staff and students. Data was gathered by Newcastle University from survey information of students for the Aspirations Study.
- Pre-tests and post-tests were implemented for Year 8 students to check on improvements in reading and comprehension as a result of changes in teaching as part of the National Partnerships Program
- Comprehensive survey and focus group sessions for staff, students and learning community members were carried out leading into the next phase of planning for the school.

School planning 2012-2014:

School priority 1

Quality Teaching and Learning.

Evidence of achievement of outcomes in 2014:

Increased time in quality learning for students.

Outcomes from 2012–2014

Teaching Practice – catering for individual differences and engagement in learning.

Strategies to achieve these outcomes in 2014:

The Teacher Assessment Program indicated that all teaching programs/lessons reflect the use of the Quality Teaching Program. The Head Teacher ILNNP has worked with staff to include differentiation and personalised learning in Years 7 and 8. Individual Learning Plans have been evaluated for students at risk and have been placed on SENTRAL system so that they can be accessed by all staff. Sustainability measures have been established through the introduction of tutorial groups in 2015.

The LMG has continued work with John Fleming, a consultant who has worked with all staff on explicit teaching. Funds were committed to engage a staff member to investigate explicit teaching and to coach staff in the implementation of warm ups. Staff have been placed in cross faculty professional learning teams to discuss strategies used in the classroom to enhance literacy and in the use of Fleming techniques. Staff extensively use warm ups and “I do, we do, you do” approaches in lessons.

School priority 2

Reading and Numeracy growth and remediation.

Outcomes from 2012–2014

Increased levels of literacy/numeracy achievement in every student

Evidence of achievement of outcomes in 2014:

Increase in numbers of students in Band 7 and 8 in Year 9 Reading. Increase in the numbers of students in Bands 7, 8 and 9 for Year 9 Numeracy. All Year 7 results in NAPLAN were above those gained for similar school groups.

Strategies to achieve these outcomes in 2014:

- Cross faculty professional development teams trialling the super six strategies in the classroom and sharing classroom successes.
- Homework books based on literacy skills completed by all Year 7, 8 and 9 students and checked in class in team teaching lessons.
- Senior study established for Year 11 and 12 students with teacher to support students in the completion of assessment tasks and homework.

Strategies to achieve these outcomes in 2014: continued

Teachers to use specific scaffolds and an explicit approach to support student learning to complete extended responses. Sustainability measures have been established through the introduction of tutorial groups in 2015, focusing on study skills for stage 6 students.

School priority 3

Engagement of all students in learning

Outcomes from 2012–2014

Improved student engagement in learning for all students

Evidence of achievement of outcomes in 2014:

Evidence of progress towards outcomes in 2014: Increased retention of students to Year 12 from 37% to 47.4% Improved value added data for HSC students in the high band from -13.7 to 1.6

Strategies to achieve these outcomes in 2014:

Explicit instruction in all lessons following the John Fleming approach.

Professional learning

The school held five school development days in 2014. The focus areas were:

Term 1 – Mandatory issues including child protection and duty of care, Work Health and Safety update and Anaphylaxis Training; Independent Learning Plans including classroom adjustments.

Term 2 – The John Fleming Model, The National Curriculum; differentiating assessment tasks and 21st Century learning strategies.

Term 3 –Literacy Continuum; National Consistent Collection of Data, Positive Behaviour for Learning and Teaching Standards.

Term 4 –Emergency Care and CPR Training, Year 7 2015, Positive Behaviour for Learning and Emergency Care training. Staff participated in a range of professional learning workshops to assist in the implementation of tutorial groups as part of sustainability measures for the ILNNP program.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below:

- Parents were in favour of school uniform compliance and were extremely happy to purchase new uniforms in 2014 which were of improved quality.
- Generally parents were happy with the directions of the school and communication.
- Students enjoy the range of programs operating in the school and the breadth of subjects available. They are particularly interested in the subjects involving technology and problem solving. They were particularly impressed with the TAFE courses available at the school and the ME Program opportunities.
- Staff members were happy to trial the new day structure, which focuses on an improvement in NAPLAN and HSC results for students.

Program evaluations

Aspirations Longitudinal Study

Background

The school nominated to take part in The University of Newcastle Aspirations Longitudinal Study, 2014. 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

- 68% of students and parents had aspirations for their child to attend university 28.7% of students responded that they were unsure of their parents' expectations for them and 34.6% did not know what their teachers expectations were Most popular occupation for females was working with children and males was a sports related career
- There are stark differences between post school educational and career aspirations of students from differing socioeconomic backgrounds.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

The school will be participating in an extensive evaluation process through the PISA evaluation, school-developed survey monkey instruments, focus groups and through the utilization of the "Tell Them from Me Survey". These instruments will evaluate and inform future directions and tracking of milestones.

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.

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Tony Keevill – Deputy Principal

Ian West – Deputy Principal

Jenni Middlemas – P&C President

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

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>