School context

Wyong High School (WHS) is a comprehensive, co-educational and inclusive school that provides outstanding opportunities for all students to fully participate in the learning experience. The school’s aim is to prepare each student for lifelong learning.

Extracurricular activities students participate in are debating, mock trial, young achievers’ award scheme, leadership camps, chess teams, dance, public speaking, young leaders’ club, Max Potential, Zonta women’s program, Wyong Learning Community Showcase, boys’ and girls’ education programs, Aboriginal education program.

There is an active Parents’ and Citizens’ (P&C) association and Student Representative Council (SRC). Strong links have been established with the general community. The school has a special education unit to assist students with learning difficulties. Wyong High School is a Positive Behaviour for Learning (PBL) school focusing on achieving success for respectful, responsible learners.

WHS offers a selective information technology (IT) class for Year 7 to Central Coast areas and a Yearning 4 Learning class to Wyong Learning Community schools. Trade school allows senior students to attain their Higher School Certificate (HSC), while completing the first year of an apprenticeship and working in a trade-related job, therefore earning while they learn. A differentiated curriculum has been developed and implemented for Stage 6 learners based on student pathways selections. The school has a strong relationship with Wyong TAFE allowing the school to access many courses offered by TAFE, enabling students to add them to their subject selection for senior years. WHS also has a strong relationship with the University of Newcastle consecutively running programs to enable students access to all future outcomes available.

Principal’s message

In 2013 WHS has been an extremely busy place full of learning and exciting new initiatives. This year, particularly, has seen us endeavour to communicate across the Central Coast, all of the wonderful and sometimes unique opportunities that WHS offers: opportunities to explore innovative curriculum pathways for students within the local community, and opportunities for students to have a real say in both school governance and curriculum development in order to engage them in leadership and learning. Importantly, to equip our students with the skills necessary to be effective twenty-first century learners, we have created professional development opportunities for staff, with a strong and specific focus on team teaching and collaborative learning working within a thinking skills framework.

We have created a Facebook page to inform parents daily of important information, and we have seen an unprecedented number of our initiatives reported in the Central Coast Advocate, (Waterwatch, Principal for a Day, Give up Your Bed, Thrift Shop Thursday and Pink Day as fundraising initiatives). I have had the chance to speak on ABC radio about the opportunities our school offers, our students from trade school have attended the Careers Expo to advertise this pattern of study to students of the Central Coast, and Mr Mangovski has worked with Year 5 students on an IT program every second Wednesday afternoon this Term. We have begun hiring our hall to the local community, with the funds generated going into the ongoing maintenance of the hall which has included the installation of our new honour boards. From a marketing and communication perspective, we have purchased a new digital sign to inform the community of happenings at WHS, upgraded our administration office and introduced a staff uniform, which we will wear with pride.

WHS was fortunate to be a part of three National Partnership projects in 2013. In relation to the Empowering Local Schools National Partnership (ELSNP), we have received a resource allocation for 2014 that is significantly greater than in previous years, allowing us to specifically target the needs of our community of students and deliver improved outcomes. We have plans to work closely with our primary schools to extend and remediate students in targeted numeracy areas, identified through data collection on an annual basis. We have already begun to implement a plan for our students and staff to work across high school and primary school sites in order to build even stronger links and support structures within the blossoming Wyong Learning Community.

As a part of the Principals’ Alliance National Partnership, we are exploring the opportunities for students to have their say. All students in Years 7 to 11 have participated in the Tell Them From Me Survey and this data will be used to identify specific areas which students feel are important in school life. Student-driven action teams will be then developed around these focus areas. Teaching and learning and student leadership are two of these areas. The Identifying Literacy and Numeracy National Partnership has allowed us to focus on improving place value understanding in Numeracy in Year 7, and to create sustainable pathways to improve engagement and assess numeracy through the use of the numeracy continuum on a whole-school basis.
WHS is continuing planning meetings with the local council, community colleges and TAFE representatives in regard to the development of submissions for programs to broaden curriculum choice for students and educational and employment opportunities for parents within our learning community. This has expanded innovative programs that involve other educational institutions in partnership with the high school and our partner primary schools. We hosted the science discovery day for Year 6 students across the Central Coast in partnership with the University of Newcastle. We also continue to be a part of the Aim High program and the careers aspirations program in partnership with the University of Newcastle. Wyong High School students have also completed a nail technicians’ course through Central Coast Community College. This course will be offered again in 2014, with a possible option of expanding this course to include hairdressing.

WHS has continued to focus on forging a closer relationship with our community. The Wyong Learning Community is working together to build a stronger learning continuum for all our students. In 2014 our Term 2 school development day will be held at Wyong Public School for the Learning Community, with a specific focus on information technology streamlining its incorporation into learning from Kindergarten to Year 12.

We have introduced new academic scholarships for Year 7 in 2014 and beyond. Through an application process in Term 3 each year, principals of each Wyong Learning Community primary school will select one academic student in Year 6 for the Wyong High School academic scholarship, which will pay for that student’s Year 7 school fees. One of these 5 students each year will be nominated by all Learning Community principals for the Wyong High School Academic Bursary, which will pay for that student’s school fees for their entire schooling at Wyong High from Year 7 through to Year 12. These scholarships and the bursary will be presented by the principal of Wyong High School at the relevant student’s primary presentation day.

There have been many programs for Aboriginal students that the school has become newly involved or continued to be involved in that were outlined at the Aboriginal Education Consultative Group assembly on 9th December. However, I wanted to highlight the work of Bronwyn Chambers, and of Jane Young, the principal of Wyong Grove, in the development of the Aboriginal leadership program which was a Toastmasters program aimed at developing student confidence in leadership and public speaking. The students from the Wyong

Learning Community schools benefitted greatly from their involvement in the program and many thanks to the learning community for sponsoring this program.

We have also had a focus over the past two years on improving our Aboriginal student attendance at Wyong High School. Over the past two years we have had a massive 45% improvement in our attendance rates.

On the sporting front, three of our students represented at state carnivals, 20 students participated at regional level and special mention goes to our boys’ volleyball team, who again made the regional finals and won one game away from reaching the state finals.

Our P & C and canteen staff have worked tirelessly in many roles throughout the school, but especially to upgrade the canteen. The canteen is a major fundraiser for our school and students and staff alike are reaping the benefits of a healthy menu with more variety.

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.

Mrs M Johnson

P & C message

2013 was a time of change within the Wyong High School P and C. We undertook a change within our canteen to provide our students and staff with the highest quality of food and choice. We fitted out the canteen so we could cook from scratch fresh, tasty food. This change has been accepted within our school community and has proven to be a huge success.

We would like to thank Judy Vanderpoel for her many years of service in the canteen and wish her well.

The P & C has supported the school once again with the Positive Behavior for Learning Gotcha program, providing $20 vouchers for Westfield and $5 canteen vouchers every week for the duration of 2013. Mathletics was once again supported with canteen vouchers. We also provided the senior leaders with their jackets and sponsored two scholarships for presentation day. We supplied PDHPE with some new equipment for our students, and also sponsored a poetry competition. The total given to the school comes close to $10,000 for the year of 2013. We are
hoping to be able to put more money into the school when our new canteen starts to show a healthier profit.

The WHS P & C meets on the third Wednesday of every month during school terms at 7pm in the school library. We encourage all parents to come and be a part of having a say about your child’s learning.

Kellie Gentle P&C President

Student representative’s message
The Student Representative Council (SRC) is a body of student leaders that have been elected by their peers. The 2013 SRC consisted of 22 students from Years 7-11 and worked in conjunction with the Year 12 senior leaders on many projects including fundraising, developing leadership and improving communication skills with students and staff. Within their weekly meetings, students discussed issues faced within our school community and wider community, and how they could address these issues. The 2013 SRC raised over $1000.00 in funds for various charity groups and the SRC.

Achievements for 2013 are shown in the table below:

<table>
<thead>
<tr>
<th>Project</th>
<th>Week</th>
<th>Term</th>
<th>Amount</th>
<th>Beneficiary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valentine’s Day Heart Lollipops</td>
<td>3</td>
<td>1</td>
<td>$100.25</td>
<td>Heart Foundation</td>
</tr>
<tr>
<td>Boardshorts Day</td>
<td>5</td>
<td>1</td>
<td>$99.85</td>
<td>Surf Lifesaving Australia</td>
</tr>
<tr>
<td>International Pi Day</td>
<td>7</td>
<td>1</td>
<td>$125.00</td>
<td>PLAN Australia</td>
</tr>
<tr>
<td>Easter Raffle and Guessing</td>
<td>9</td>
<td>1</td>
<td>$122.10</td>
<td>SRC</td>
</tr>
<tr>
<td>Friendship Bands</td>
<td></td>
<td></td>
<td></td>
<td>SRC</td>
</tr>
<tr>
<td>Biggest Morning Tea</td>
<td>5</td>
<td>2</td>
<td>$171.65</td>
<td>Cancer Council</td>
</tr>
<tr>
<td>Jeans for Genes Day</td>
<td>3</td>
<td>3</td>
<td>$155.45</td>
<td>Children’s Medical Research Institute</td>
</tr>
<tr>
<td>Canteen - Bandanna Day</td>
<td>2</td>
<td>4</td>
<td>$166.00</td>
<td>Canteen</td>
</tr>
<tr>
<td>Movember</td>
<td>5</td>
<td>4</td>
<td></td>
<td>Men’s Health</td>
</tr>
</tbody>
</table>

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<td>1</td>
<td>$99.85</td>
<td>Surf Lifesaving Australia</td>
</tr>
<tr>
<td>International Pi Day</td>
<td>7</td>
<td>1</td>
<td>$125.00</td>
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<td>9</td>
<td>1</td>
<td>$122.10</td>
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<tr>
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<td></td>
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<td>Canteen - Bandanna Day</td>
<td>2</td>
<td>4</td>
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<td>Canteen</td>
</tr>
<tr>
<td>Movember</td>
<td>5</td>
<td>4</td>
<td></td>
<td>Men’s Health</td>
</tr>
</tbody>
</table>

Tara Yates SRC Coordinator

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>373</td>
<td>393</td>
<td>427</td>
<td>415</td>
<td>423</td>
<td>406</td>
<td>401</td>
</tr>
<tr>
<td>Female</td>
<td>360</td>
<td>356</td>
<td>386</td>
<td>383</td>
<td>378</td>
<td>352</td>
<td>357</td>
</tr>
</tbody>
</table>

Student attendance profile
Wyong High School’s overall student attendance improved by 1.5% from 85.4 in 2012 to 86.9 in 2013.
Management of non-attendance

Wyong High School provides a strong and inclusive program of study which strives to maximise student participation and attendance.

When a student is absent, they are expected to bring a note explaining the reason for the absence on the day of return to school. This is normally done through roll call. If a pattern of no note bringing is established, home contact will normally be followed up through Phone Intervention Program Strategies (PIPS) or referred to the learning support team where a welfare issue is identified.

Where a student is absent for two days without a contact call from home, a phone contact is initiated from the school to check on the situation. Where a phone contact is not possible, email and normal post are used to establish contact. Wyong HS has employed a clerical officer, under the PIPS banner, to facilitate this follow up. This clerical officer also liaises with the District Home-School Liaison Officer (HSLO) and Deputy Principals in situations where there is frequent/chronic non-attendance.

The PIPS program has proved to be very successful in reducing unexplained absences and has increased attendance as students/families are aware that attendance is being monitored.

Post-school destinations

This survey reflects a 100% response rate from all students from WHS who sat the HSC in 2012. Total number of students was 76.

The following chart indicates the destinations of WHS students who completed their HSC in 2012.

<table>
<thead>
<tr>
<th>Post School Choices</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apprenticeship *</td>
<td>10.5</td>
</tr>
<tr>
<td>Traineeship **</td>
<td>7.9</td>
</tr>
<tr>
<td>Full Time Employment</td>
<td>13.2</td>
</tr>
<tr>
<td>Part Time Employment</td>
<td>1.3</td>
</tr>
<tr>
<td>Other</td>
<td>3.9</td>
</tr>
<tr>
<td>TAFE</td>
<td>10.6</td>
</tr>
<tr>
<td>University</td>
<td>44.8</td>
</tr>
<tr>
<td>Looking For Work</td>
<td>1.3</td>
</tr>
<tr>
<td>GAP Year</td>
<td>0</td>
</tr>
<tr>
<td>Defence Force</td>
<td>2.6</td>
</tr>
<tr>
<td>Private College</td>
<td>3.9</td>
</tr>
</tbody>
</table>

* Apprenticeships include: Administration (1), Construction (3), Electrotechnology (2), Horticulture (1), Motor Mechanic (1), Plumbing (1)
** Traineeships include: Administration (1), Hospitality (1), Animal Care (1), Banking (1), Horse Industry (1), Tourism (1)

Year 12 students undertaking vocational or trade training

In 2013, students undertaking vocational education and training at Wyong High School (SVET) were enrolled as follows: 42.5% (37) students from Year 12 completed a school-based VET course. Of these students, 29% (25) completed one course and 16% (14) students participated in two or more SVET courses. The courses included: business services, construction, information and digital technology, hospitality, primary industries and retail. The career outcomes for these students are very positive. These
students have all gained dual qualifications; they have completed the HSC and gained a Certificate II or a Statement of Attainment toward Certificate II in their chosen field.

The state of the art facilities in construction, hospitality and primary industries have been a valuable part of the delivery of SVET in 2013. We have continued partnerships with several local farmers so that the primary industries students could develop their skills in a variety of authentic workplace situations. The delivery of four units of primary industries as part the trade training centre has resulted in the students in Year 11 achieving Certificate II in agriculture or a Statement of Attainment towards Certificate II in agriculture, in one year. These students have also completed the preliminary year of the HSC. The 4 unit primary industries students, who completed Certificate II in Year 11 in 2012, undertook a 120 hour specialisation course in primary industries in 2013.

The delivery of four units of hospitality kitchen operations (commercial cookery strand) to students in Year 11 has also taken place in 2013. These students have achieved a statement of attainment towards Certificate II in hospitality kitchen operations and their preliminary HSC in one year. The hospitality students have been very busy again this year catering for several functions at school and completing 70 hours of work placement at restaurants in the local community. The 4 unit hospitality students, who completed the course in Year 11 in 2012, undertook a 120 hour specialisation course in hospitality in 2013. This course included 14 hours of work placement.

In 2013, students in Year 11 were offered three learning pathways for Year 11 and 12. 57% of the students chose the academic ATAR stream; this included the trade school students, and 43% of the students chose the learning for earning stream which focuses on preparation for the world of work.

**Year 12 students attaining HSC or equivalent vocational educational qualification**

100% of the students who completed the HSC in 2013 gained the HSC. 42.5% of these students gained the HSC and a Certificate II or Statement of Attainment toward Certificate II.

142 students started Year 11 at WHS in 2013.

105 (74%) completed the year.

11 (8%) students left WHS to go to other educational settings.

11 (8%) students left to undertake apprenticeships/traineeships.

5 students found full time employment and a further 10 left school to seek employment after turning 17.

135 students started Year 10 at WHS in 2013.

109 (81%) continued through to the end of the year.

23 (17%) left WHS to attend other schools.

All of the remaining three students (2%) found employment.
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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>48.8</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>.2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1.6</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>8.082</td>
</tr>
<tr>
<td>Total</td>
<td>77</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

WHS indigenous staff enrolment for 2013 included three permanent and one temporary staff member. This represents 5% of the workforce.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>56.9</td>
</tr>
<tr>
<td>NSW Institute of Teachers’</td>
<td>43.3</td>
</tr>
</tbody>
</table>

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: 30/11/2013

Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>381621.26</td>
</tr>
<tr>
<td>Global funds</td>
<td>525781.45</td>
</tr>
<tr>
<td>Tied funds</td>
<td>552136.91</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>221051.55</td>
</tr>
<tr>
<td>Interest</td>
<td>14292.96</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>50231.70</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1745115.83</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>109815.62</td>
</tr>
<tr>
<td>Excursions</td>
<td>92171.04</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>74415.85</td>
</tr>
<tr>
<td>Library</td>
<td>3445.96</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>7165.23</td>
</tr>
<tr>
<td>Tied funds</td>
<td>523749.64</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>83627.62</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>156722.70</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>120707.62</td>
</tr>
<tr>
<td>Maintenance</td>
<td>45725.40</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>100059.94</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>1317606.62</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>427509.21</td>
</tr>
</tbody>
</table>

The information provided in the Financial Summary is current at the date shown. This is the latest financial information available for 2013, prior to the change-over in financial systems for our school.

A full copy of the school’s 2013 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 2013

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 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](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

**NAPLAN Year 7 - Literacy** (including reading, writing, spelling and grammar and punctuation)

The 2013 NAPLAN data indicated some excellent results for our Year 7 Aboriginal student cohort who were placed higher than the similar school group average in grammar and punctuation and our Year 7 boys’ cohort who were placed higher than the similar school group in the areas of reading and grammar and punctuation.

In 2013 WHS had 111 candidates in Year 7. Of the 111 candidates approximately 1.8% scored Band 9, 12.6% Band 8, 39.6% Band 7, 25.2% Band 6, 15.3% Band 5 and 5.4% Band 4 for the area of reading.

For this group WHS scored a mean of 527.1 for reading.

**NAPLAN Year 7 – Numeracy**

The 2013 NAPLAN data indicated no areas above the similar school group for our Year 7 cohort in the area of numeracy.

In 2013 WHS had 111 candidates in Year 7. Of the 111 candidates approximately 1.9% scored Band 9, 9.5% Band 8, 21.0% Band 7, 40.0% Band 6, 23.8% Band 5 and 3.8% Band 4 for the area of numeracy.

For this group WHS scored a mean of 513.3
NAPLAN Year 9 - Literacy (including reading, writing, spelling and grammar and punctuation)

The 2013 NAPLAN results indicated some excellent results for our Year 9 Aboriginal student cohort who was placed higher than the similar school group average in the areas of writing and spelling.

In 2013 WHS had 119 candidates in Year 9. Of the 119 candidates approximately 0.8% scored Band 10, 8.4% Band 9, 23.5% Band 8, 33.6% Band 7, 27.7% Band 6 and 5.9% Band 5 for the area of reading.

For this group WHS scored a mean of 557.3

NAPLAN Year 9 – Numeracy

The 2013 NAPLAN data indicated some increased results for our Year 9 student cohort in Band 10 for numeracy with 0.1% growth from 2012 recorded.

In 2013 WHS had 119 candidates in Year 9. Of the 131 candidates approximately 1.7% scored Band 10, 2.5%
Band 9, 14.4% Band 8, 31.4% Band 7, 42.4% Band 6 and 7.6% Band 5 for the area of numeracy.

For this group WHS scored a mean of 537.4

Higher School Certificate

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

In 2013 Year 12 students at WHS attained 6 Band 6 and 35 Band 5 results. All subjects except general mathematics achieved better results than WHS 2009-2013 and all subjects except standard English and general mathematics achieved higher than the similar school group in 2013. Ancient history, community and family studies and industrial technology results were above state average.

Record of School Achievement (RoSA)

The following is a breakdown of grade distribution for 2013 RoSA in English, Mathematics and Science in comparison to state.

English

<table>
<thead>
<tr>
<th>Band</th>
<th>School</th>
<th>%</th>
<th>State</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>3</td>
<td>2.48</td>
<td>10551</td>
<td>12.57</td>
</tr>
<tr>
<td>B</td>
<td>10</td>
<td>8.26</td>
<td>22388</td>
<td>26.68</td>
</tr>
<tr>
<td>C</td>
<td>50</td>
<td>41.32</td>
<td>31263</td>
<td>37.25</td>
</tr>
<tr>
<td>D</td>
<td>39</td>
<td>32.23</td>
<td>14501</td>
<td>17.28</td>
</tr>
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### Other school-based assessments

In order to improve the numeracy outcomes in Year 7 students were chosen to take part in a small mathematics groups program. These mathematics groups focused specifically on the area of place value. This is a foundational area in which students need a firm understanding in order to discover and develop efficient mental computation strategies.

Students were involved in a variety of engaging activities which helped to develop their knowledge and confidence in this area. Benefitting greatly from explicit instructional strategies delivered by their teachers and peers as well as working in a small cooperative learning environment, the students were given pre- and post-program assessments which showed this program to be a very effective method to improve students’ mathematical skills.

Based on the successful outcomes of this program, WHS will continue with this model for Year 7 and Year 8 students.

### Other achievements

#### Sport

Participation is the focus of WHS’s sport program. All students from Years 7-10 participate in organized sport on a weekly basis. A wide variety of sports is offered to students to encourage participation and to ensure that a range of abilities and interests are catered for.

Individual students and sporting teams participate in a range of sporting knock-out tournaments and gala days throughout the year in sports such as soccer, cricket, netball, touch-football, oz-tag, softball, tennis and squash. A number of students performed at an outstanding level, representing the school at regional and state levels. Nicholas Hickson was successful in making the Sydney North softball team for the second year running and Bradley Smyrnis represented the state in U/15 CHS squash. Caitlyn Shears represented Sydney North in artistic gymnastics.

A number of students who performed well at our school athletics, swimming and cross country carnivals progressed through to zone and regional levels. Worthy of particular mention is Jennifer Kwon who represented at Sydney North and state level in swimming.

#### Creative and Performing Arts

Creative and performing arts (CAPA) at WHS continues to increase in profile with a range of subjects offered including visual arts, photography, music, rockband and dance. HSC results continue to be very solid with 90% of students achieving Band 4 or higher, and a number of students achieving well above state average in this subject.

Many students had the opportunity to participate in extracurricular activities. These included three students who had their art works displayed at Central Vision – a regional schools art exhibition, the Year 9 dance elective class which was successful in
auditioning for Loudfest and won a medal in the open schools dance group division, and the band ‘Off Limits’ which performed at Young People in Performing Arts.

2013 saw the introduction of a WHS CAPA performance night which was a highly successful evening with students showcasing artworks, music and dance performances. The annual Wyong Learning Community Showcase, which combines the creative and performing talent of partner primary school and high school students supported by parents and teachers, was a great success and continues to grow. Primary school students continue to show great enthusiasm, and the high school performers provided an inspiring display of musical, dramatic and visual arts expertise.

**Significant programs and initiatives**

**Aboriginal education**

WHS acknowledges that our school is on lands traditionally held by the Darkinjung people. We respect the elders past and present and pay tribute to the youth, who will become future leaders.

WHS has an enrolment of 67 Aboriginal and Torres Strait Islander students.

In 2013 the school worked with the Aboriginal Education Consultative Group (AECG), members of the local community and service providers in order to provide quality educational opportunities for our students. This aimed to address issues of disparity and promote unity and harmony among students.

Students across the school were supported by four Norta Norta tutors (trained teachers) and one non-teacher trained tutor. Literacy and numeracy continue to be supervised by the Head Teacher Teaching & Learning.

The Aboriginal Education Committee facilitated the Wyong Learning Community’s professional development day on Aboriginal education. The day incorporated information sessions by local and regional AECG members, local and regional service providers and educational institutions. The aims of the day included:

- improving the staff knowledge and understanding of Aboriginal education policies and their implementation, with a view to promoting cultural competency and pride in Aboriginal culture
- ensuring culturally-inclusive content was embedded in teaching and learning programs
- improving the learning outcomes of Aboriginal and Torres Strait Islander students particularly in relation to literacy and numeracy skills
- increasing Aboriginal and Torres Strait Islander community participation in school-based initiatives
- demystifying the AECG
- evaluating strategies used within faculty/school groups to engage Aboriginal and Torres Strait Islander students and expanding on these

The committee built on this within the school by running an 8-ways wiki workshop for all staff, which particularly focused in improving the learning outcomes of Aboriginal and Torres Strait Islander students.

The Aboriginal Education Officer (AEO) together with the deputy principals focused on attendance and consequently Years 7 – 10 attendance reached 83%.

Students were engaged in an Aboriginal leadership and public speaking program with the principal of Wyong Grove Primary School. They participated in activities designed to promote Aboriginal culture and encourage leadership.
Year 7 students worked with representatives from Wollotuka on “I Believe”. They engaged in a variety of leadership and group activities.

Student achievement was recognised through the Wyong Community of Schools Aboriginal and Torres Strait Islander Assembly of Excellence which was held at WHS. One focus of this ceremony was its recognition of student achievement including successful NAPLAN results as follows:

- our Year 7 Aboriginal student cohort was placed higher than the state average in grammar and punctuation and our Year 7 boys’ cohort was placed higher than region in the areas of reading and grammar and punctuation
- our Year 9 Aboriginal student cohort was placed higher than the state average in the areas of writing and spelling.

Norta Norta funding was used in hubs to specifically target areas of learning with particular focus on literacy and numeracy for junior students. This year, mathematics focus groups were established to support the development of place value concepts in junior students. In addition to these groups, tutors continued to provide strategic support to students in Years 11 and 12 across all key learning areas (KLAs).

Aboriginal and Torres Strait Islander students were involved in a cultural connections program which is an ongoing extensive environmental and cultural program. In this program students focused on maintaining the meeting place rock on school premises.

Various scholarship and vocational education opportunities were offered to students via the Aboriginal Education Committee at school assemblies. Some students have followed up on these and two students were awarded $1000 scholarships to assist in the funding of their education.

Eight students (male and female) were involved in a ten week program called Ngura. This was a joint initiative between WHS, Wyong Council and the NSW Department of Community Services promoting cultural awareness, leadership and self-image.

Students were also offered the opportunity to attend the Central Coast indigenous jobs market.

Personalised learning plans (PLPs) were completed and all information was made available to staff. These will updated regularly through PLP reviews.

Students celebrated “close the gap”, reconciliation week and NAIDOC week. Through such events students were introduced to guest speakers and participated in art and cultural awareness programs.

Members of the teaching staff and the AEO are members of the Wyong AECG.

**Multicultural education**

WHS provides initiatives and programs to promote students’ knowledge, skills and attitudes toward a culturally diverse society. Multicultural education was taught as a key perspective across KLAs in 2013.

The multicultural education program at WHS included:

- society and culture which contains a unit on intercultural communication. The HSC course looked at continuity and change in Iran
- a modern history study of Vietnam involving themes of people, culture and food. Studies incorporated different cultural practices from ancient times to today. Modern history also examined events in Russia and Indochina
- a study in visual arts of man-made marks, utilizing various cultures and personal journeys. Students’ self-identity was expressed through learning aspects of other cultures
- senior hospitality offered a wide range of multicultural recipes and food preparation techniques. Year 11 food technology studied the Aboriginal and multicultural impact on our food habits and selection of foods. In Stage 5 food technology, Year 9 students studied the changing food habits in Australia including Aboriginal and multicultural influences
- child studies incorporated an Aboriginal perspective in a unit on children’s entertainment including the use of Aboriginal symbols and stories
- Year 10 students studied food equity across different cultures in Australia and overseas
- the languages other than English (LOTE) lessons in Chinese which have widened the educational opportunities of our students. Students had the opportunity to taste Chinese
food, and experience other aspects of Chinese culture
- a fully trained teacher who acts as the Anti-Racism Co-Ordinator (ARCO) for this school. Our ARCO informs students across the school of the role and encourages students in need to make contact
- catering for the learning needs of students who have a language background other than English by providing programs within KLAS. A trained English as a second language (ESL) teacher organises individual or group instruction to enhance the academic and social development of ESL students.

National partnerships and significant Commonwealth initiatives

Improving Literacy Numeracy National Partnership (ILNNP)

WHS was granted ILNNP funding with a chosen focus on numeracy. Prioritising student engagement led to the updating and expansion of current teaching and learning resources with the purchase of 11 Smartboards. Every mathematics classroom now has access to Smartboard technology and teaching staff have received the relevant training in using this engaging technology.

Funding was also used to invest in teacher development across a wide range of numeracy focus areas including developing place value concepts and increased support for students struggling with fractions. Other courses included a comprehensive approach to cognitive development of mathematics principles and building engagement for students of mathematics. Visiting consultants led staff through collaborative approaches to programming in mathematics and the literacy and numeracy committee received professional learning in strategies to identify, track and develop student progress using the numeracy continuum.

The WHS executive undertook an extensive training and development program entitled Team Leadership for School Improvement. This 23 hour course enabled the senior executive and executive members to develop greater leadership capacity for guiding and managing results-focused whole-school improvement and supporting WHS in developing the processes for realizing the targets associated with our priority areas in literacy and numeracy.

ILNNP has also led to the opportunity for all faculties to engage in quality teaching practices through a team teaching cycle which developed and explored ways of promoting the integration of a thinking skills framework through co-teaching activities. Staff undertook 2.5 days of training in using the strategies of peer coaching to enhance lesson planning, design and delivery. This model also included lesson observation and has led to increased team teaching practices across all KLAS and greater learning outcomes for all WHS students.

Empowering Local Schools National Partnership

With the two chosen focus areas of governance and workforce WHS achieved a number of outcomes using ELSNP funding.

WHS engaged Brilliant Logic to undertake market research at a cost of $10,000. Analysis of the results led to the development of a comprehensive communication plan, including a public relations and social media strategy.

The new format school newsletter and use of Facebook promotional material has met with wide approval from a number of groups including parents and local community members. Other initiatives such as the purchase of digital signage at a cost of $20,000, multi-purpose centre and front office upgrades and staff uniform have improved the school’s overall appearance which was considered an area of concern from the market research analysis. Media and marketing costs absorbed $7000 of ELSNP funding.

Another initiative was to build and develop pathways from partner primary schools to WHS with a focus on continuation into high school. This has led to our involvement in the Aim High Project with partners, the University of Newcastle. This project focused on the development of career aspirations in primary school children, who with the peer support of Years 9
and 10 WHS students were given the opportunity to explore excursions.

Our efforts to improve student involvement in the local community have seen successful exploration into further alternative curriculum options with TAFE, community colleges and Wyong Shire Council. Of particular mention was our student participation in the Participation Pathways that Work course and Central Coast Community College nail artistry course which were both well received by students and parents alike.

Further evidence of the ELSNP initiatives were evident in the focus of quality teaching training through embedded team teaching and collegial collaboration for improved teaching and learning. Covering the cost of release time through ELSNP afforded staff collaborative planning time and the implementation of team teaching strategies to support quality teaching and the introduction of a thinking skills framework to improve student learning outcomes across all KLAs. The cost of this release time was $13,000.

Staff served on professional learning teams and created individual professional learning plans. The position of Head Teacher Teaching and Learning was created and action learning was evident in a number of programs including the establishment of a professional reading club and exposition writing training to support student writing development.

National Partnership Principal Professional Development

WHS was invited to join other Central Coast high schools in the Central Coast Principals’ Learning Alliance Leadership Learning and Improvement Project. The purpose of the project is to transform teaching and learning through the development of an authentic model for a student centered school which is flexible and adaptable to a wide variety of contexts.

The collaborative nature of the project will ensure the development of communities of practice, within and across schools. WHS will seek to develop skills that include:

- leadership in developing vision, understanding and contribution to the latest research into participatory learning and reflective practice
- reflective practice through observation and feedback, data analysis and development of strategies
- leading cultural change
- the successful development and implementation of student voice initiatives.

As an initial activity WHS students completed the Tell Them From Me Student Survey. This DEC/Centre for Educational Statistics and Evaluation (CESE) joint project used The Learning Bar’s survey tool to assist school leaders to gain insight into student engagement, wellbeing and effective teaching practices from the perspective of the students.

WHS students in Years 7-11 were invited to complete the Tell Them From Me Survey (TTFM). Results from this survey provide data that relates to the academic, social and emotional wellbeing of our students. Socially boys feel a greater sense of acceptance with 68% feeling valued in our setting. Academic challenge was highlighted with our students indicating slightly lower than national averages in the areas of school engagement and intrinsic motivation. We recorded low statistics for truancy at 22% and over 62% of students have aspirations of completing Year 12.

The data provided through the TTFM survey forms the foundation for strategic programs such as Student Voice that will target areas of need within the school.

Training of students in peer mediation and peer coaching started Term 4 2013 and will continue in 2014 as WHS establishes Student Action Teams (SAT). The SAT team focus will be drawn from the data provided from the TTFM survey.

The Student Voice project will seek to initiate and implement a continuum of participatory learning. WHS will focus on a continuum that ranges from student voice as a data source, to student involvement in school governance and eventually to student as trained observers of teaching and learning practices working with teachers as learning partners.

The project will continue in 2014.

Trade School

Our trade school began its sixth year of operation in 2013. This year the program has expanded to include 22 different school-based apprenticeships and trades.

The 2013 trade school cohort consisted of 21 students, with 50% of these students enrolling in WHS from other public schools. Of the 21 students in this year’s program, 18 have maintained their position and have moved to the next stage of their career pathway, two were offered full-time apprenticeships and one took up an offer of full-time training at TAFE.

At this year’s Central Coast Group Training (CCGT) awards night, two of our students, David Grime and James Atkins, achieved first and second place in the category of school-based apprentice of the year. David is an apprentice automotive mechanic and James is an apprentice engineer.
Our trade school program has enjoyed the support of various employers and agencies in the local community: Warnervale Gardens Aged Care, Our Lady of Loreto Aged Care, Shaw’s Truck Repairs, Eraring Energy, Catholic Healthcare, Tentacle Inc., YC Industry Link, J.C. Electrical, Pordella Restaurant, Bethshan Ministries, Express Lube, TE Connectivity, Warnervale Wallabies, Gosford Air Conditioning, Glenmere Aged Care, Hog’s Breath Café Tuggerah, Alfa Laval Aalborg, McDonalds, Seascape Landscaping, CCGT and Australian Business Apprenticeship Centre Tuggerah.

WHS’s trade school has benefited this year from the efforts of some of our community partners who have endeavoured to find apprenticeships and traineeships for our students. Special thanks to Kylie Zaicos of TAFE, Glenda O’Brien and Louise Houlahan of DET, Michael Brolly of Australian Business Apprenticeship Centre, Lyn Cooper of Wyong Council, Andrea Cingi of Youth Connections, and Rachel Davis and Alison Cook of CCGT – Central Coast Group Training.

2013 also saw the continuation of a special mentoring program coordinated and delivered by Dan Beck of the Australian Business Apprenticeship Centre. This program has greatly benefited the students by helping them to manage the busy schedule of being a trade school student.

This year completed the graduation of the fifth trade school cohort. All of these students, continued in their apprenticeships as full time second year apprentices from 2012. Only two students chose to explore alternative pathways.

WHS would like to express gratitude to the various agencies that have supported this exciting initiative. They include TAFE NSW, the Apprenticeship Directorate and above all the executive and teachers of our school.

**Technology in Teaching and Learning**

In 2013, the school continued its commitment to improving the technology tools used for twenty-first century learning. Funding became available to upgrade our existing technology infrastructure to help with access and connection speeds into all classrooms and learning areas. This included:

- re-cabling the entire school incorporating new switches in specific high traffic areas
- the introduction of three new lap labs replacing existing out of date desktop computers with the latest netbook computers and the upgrading of two desktop rooms with new Dell T4L desktops
- 12 interactive Smartboards installed in joint faculty technology classrooms, the library and mathematics classrooms with data projectors installed in all remaining classrooms
- every staff member having access to their own Netbook computer for classroom administration, teaching and learning.

As per the 2012 – 2014 School Plan:

- 100% of teaching and learning programs incorporated 20% of e-learning activities by the end of 2013
- 12 hours of professional learning in e-teaching and learning strategies was met during school development days, staff and technology meetings
- equity of access to technology to all students increased from 75% to 82% with the purchase of 12 new interactive Smartboards placed in joint faculty technology classrooms, the library and mathematics classrooms with data projectors installed in all remaining classrooms. Specific special groups were also given access to netbook computers for classroom use.

An alliance with our partner primary schools remains with the implementation of the Learning Community Technology Committee for the purpose of sharing expertise among our local schools and also to enhance the technology pathway from primary to high school.

**Transition**

WHS has a successful transition program that supports all students who enter Year 7. This program runs throughout the year with students from Years 4 to 6 attending the school for fun-filled activities.

Year 6 students came to a “hands on” day in Term 1 and completed range of activities that included cooking, art, science, gardening and yabby fishing. In Term 2, Year 4 participated in an environmental day where they undertook water testing, gardening, a rock pool game, bird survey, and landscape art. Year 5 students enjoyed a sports day where schools competed against each other in a variety of team games. In Term 4 the focus returned to Year 6 with an orientation day and a fun day of friendship building games held at the Oasis Centre in Wyong.
Students coming into Year 7 are given a range of diagnostic tests in Term 4 of Year 6 to assist Year 7 teachers to plan for their individual learning needs. This information is also used to support accelerated programs and opportunities for gifted and talented students. A transition class is held each Wednesday of Term 4 between Weeks 1 – 8 for approximately 25 students nominated by their schools as needing extra support in the transition process.

All Year 6 students are surveyed on their interests, extracurricular activities such as sports and music and their academic strengths. This information is used to form classes based on the interests of students. In 2013 the Year 7 classes were based on students who had an interest in creative and performing arts, the environment and sports. Additionally students could nominate for entry into the Yearning 4 Learning class or apply to be part of the selective IT class. This school’s capacity to meet the needs of all students results in a very settled and smooth transition into high school.

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:

- faculty meetings to discuss implementation of ideas at classroom level
- disseminating information through four school committee teams in the areas of I.T, literacy and numeracy, Aboriginal education and VET to enable strategic responses to target areas
- use of surveys conducted with executive, staff and students to determine progress towards targets
- executive meetings, conferences and staff meetings to determine progress towards targets
- TARS and EARS processes to determine progress and implementation of targets at all levels of school operation
- teachers completed professional learning plans indicating areas of professional development need
- TPL opportunities and whole school focus SDD aligned to the needs of the school plan.

Evidence of progress towards outcomes in 2013:

- increasing student attendance from 85.2% in 2011 to 87.4%
- reducing fractional truancy by 2.5%
- 100% of Years 7-10 teaching and learning programs incorporating DER
- 15% of teaching and learning activities across all KLA's to focus on e-learning
- expanding equity of access to technology for all students from 75% in 2011 to 82%
- continuing professional learning in e-teaching/learning strategies increased from 2 hours to 8 hours per staff member
- 100% of staff participating in professional learning involving GATS principles and ICT.

School planning 2012—2014: progress in 2013

School priority 1

Engaging students actively in twenty-first century learning

Outcomes from 2012–2014

- increasing student attendance from 85.2% in 2011 to 87.4%
- reducing fractional truancy by 2.5%
- 100% of Years 7-10 teaching and learning programs incorporating DER
- 15% of teaching and learning activities across all KLA's to focus on e-learning
- expanding equity of access to technology for all students from 75% in 2011 to 82%
- continuing professional learning in e-teaching/learning strategies increased from 2 hours to 8 hours per staff member
- 100% of staff participating in professional learning involving GATS principles and ICT.
information technology facilities available to students
- continuing professional learning in e-teaching/learning strategies increased from 2 hours to 8 hours per staff member. This target has been exceeded through school development days (SDD) and technology committee activities
- 100% of staff participating in professional learning involving Gifted and Talented Student principles and ICT. This target has been achieved for ICT. GATS will continue to be an area of focus for 2014
- 30% of teachers being involved in co-teaching or joint lesson delivery (Years 7-10). This target has been achieved and well exceeded in 2013
- 100% early career teachers being involved in setting school directions through a teamed approach. This remains an ongoing target for 2014.

Our achievements include:
- a 26.6% decrease in the number of students achieving the lowest two bands in the HSC
- an increase in Aboriginal and Torres Strait Islander student attendance in Years 7 to 10 from 58% to 83% This target was met during Term 4 2013, but was not sustained across the whole year. Year 10 attendance was not up to the high standards of the other years and reduced the average to 80.9% for Semester 2.
- enhanced information technology teacher professional learning and KLA program content.

Strategies to achieve these outcomes in 2014:
- maintenance of the PIPs program to monitor student attendance
- implementation of systems to track student attendance
- continued focus and expansion of e-learning opportunities for staff
- expansion of the GATS team to the establishment of a GATS committee
- timetabled opportunities for team teaching in mathematics
- SDD focus on integrating technology across KLAS and Wyong Learning Community
- increased access to technology in the classroom through the use of additional Smartboard technology in mathematics classrooms
- establishment of a team teaching facility within the library to increase team teaching and co teaching opportunities in all KLA areas.

School priority 2
Building the foundations of literacy and numeracy for life-long learning in the twenty-first century

Outcomes from 2012–2014
Numeracy
- Year 7 Bands 8 and 9 to meet or exceed 20%
- Year 7 Bands 4 and 5 to meet or be below 28%
- Year 9 Bands 9 and 10 to meet or exceed 12%
- Year 9 Bands 5 and 6 to meet or be below 44%.

Writing
- Year 7 Bands 8 and 9 to meet or exceed 16%
- Year 7 Bands 4 and 5 to meet or be below 23%
- Year 9 Bands 9 and 10 to meet or exceed 14%
- Year 9 Bands 5 and 6 to meet or be below 41%.

Evidence of progress towards outcomes in 2013:
Numeracy
- Year 7 Bands 8 and 9 to meet or exceed 20%
- 11.4% of WHS students achieved this target
- Year 7 Bands 4 and 5 to meet or be below 28%
- This target was exceeded with 27.6% of students scoring Bands 4 and 5
- Year 9 Bands 9 and 10 to meet or exceed 12%
- WHS students did not meet this target with 4.2% attaining Bands 8 and 9
- Year 9 Bands 5 and 6 to meet or be below 44%. This target was not achieved with 50% of students achieving Bands 5 and 6.

Writing
- Year 7 Bands 8 and 9 to meet or exceed 16%
- This target was not met with 5.4% achieving Bands 8 and 9
- Year 7 Bands 4 and 5 to meet or be below 23%. This target was not achieved. 48.6% of WHS students attained Bands 4 and 5
• Year 9 Bands 9 and 10 to meet or exceed 14%. 5.1% of WHS students achieved Bands 9 and 10 so this target was not achieved
• Year 9 Bands 5 and 6 to meet or be below 41%. This target was not achieved. 62.7% of WHS students attained Bands 5 and 6.

Our achievements include:
• 0.4% reduction in the number of Year 7 students achieving at Bands 4 and 5

Strategies to achieve these outcomes in 2014:
• explicit teaching strategies incorporated into the delivery of literacy and numeracy instruction across KLAs
• whole-school focus on writing and numeracy through committee-based initiatives aimed at building student engagement in these key disciplines
• expansion of team teaching opportunities across KLAs
• tracking of student performance against the literacy and numeracy continuums
• implementation of target groups in Year 7 to build capacity in the numeracy area of place value
• implementation of writing groups in year 8 to build capacity in writing
• use of data including NAPLAN data, the GAP analysis, survey data and Student Voice data to increase student engagement and improve individual instructional practices leading to greater learning outcomes in literacy and numeracy.

School priority 3
Curriculum – building learning partnerships in a twenty-first century world

Outcomes from 2012–2014:
• hosting four parent-based activities with an average attendance of at least ten parents participating
• organising four visits of teams to local primary schools during each year
• holding two GATS days annually with at least 15 Stage 3 students
• monthly P&C meetings and with attendance doubling by 2014
• building links with outside agencies to improve business/university relationships.

Evidence of progress towards outcomes in 2013:
• increase GATS days to include a Year 5 GATS day
• Battle of the Brains day for Year 6 students
• LMG Computer Skills project inviting Year 5 LMG students to participate in GATS workshops
• establishment of a GATS teacher network
• establishment of the Wyong Learning Community IT group
• participation in the Youth Connection/Aged Disability and Heath Care program for at risk students linking students with local work experience providers
• Year 10 students as mentors for Year 2 students through the World Read Aloud Day
• Year 10 students as mentors to Years 5 and 6 students through the University of Newcastle careers day, Aim High Program
• Nail technitions course developed and commenced with Central Coast Community College

Our achievements include:
• four successful visits to partner primary schools resulting in enhanced Wyong Learning Community transition processes and learning links
• productive monthly P&C meetings with attendance increased by 125%.
• students from Years 9 and 10 gained certification from Central Coast Community College in Nail Artistry
• Years 8 and 9 students completed a residential program at the University of Newcastle
• participation in national projects such as the Tell Them From Me survey and Student Principal for a Day initiative.

Strategies to achieve these outcomes in 2014:
• increased participation in Newcastle University programs such as the residential program Aim High and Career Aspirations
• continued expansion of the Student Voice project in association with the principal’s alliance group
• increased P&C membership
• provide onsite workshop opportunities for parents.

Professional learning

57 staff members participated in professional learning activities in addition to SDDs. These mapped activities were in direct correlation to the school plan and focused on engaging students in twenty-first century learning including technology development in Moodle and Web 2.0, VET training and head teacher network days, accreditation of new teachers and quality teaching and programming.

The average expenditure per teacher on teacher professional learning in 2013 was $463.80 and total expenditure on teacher professional learning for 2012 was $26,436.71.

99% of staff participated in SDDs in 2013.

Term 1 SDD focused on the use of Web 2 technologies to build student engagement across KLAs as well as classroom management techniques to optimise student learning outcomes and strategies and information regarding Year 7 2014.

Term 2 SDD was a combined LMG initiative with a focus on Aboriginal education including explicit instructional strategies and techniques to support the learning and well-being of Aboriginal students K-12.

Term 3 SDD saw a whole-school focus on establishing, implementing and maintaining a higher order thinking skills framework, non-violent crisis intervention for teachers in the Special Education setting, implementation of the Australian National Curriculum (ANC) and how to conduct lesson observations and classroom walkthroughs for head teachers of mathematics, English and HSIE.

Term 4 SDDs saw the completion of the Team Leadership for School Improvement program for all school executive, and classroom teachers were provided with professional development on making necessary adjustments to support students with additional needs and how to differentiate learning programs across the KLAs. Staff also completed a GAP analysis survey to indicate focus areas for numeracy across the whole school and additional planning time was offered for those faculties implementing the Australian National Curriculum. Mandatory training including the Disability Standards for Education training, code of conduct update, child protection annual update and emergency e-care training were also completed during these SDDs.

In 2013, eight new scheme teachers were working towards accreditation and 23 new scheme teachers were maintaining accreditation at professional competence.

Parent/caregiver, student, and teacher satisfaction

In 2013, WHS undertook a whole-school student survey to ascertain the opinions of our students in relation to key elements of their learning. The Tell Them From Me (TTFM) survey asked students to respond to questions in the areas of:

• school engagement
• motivation to succeed
• learning environments
• student well-being
• relationships to peers and staff and
• future aspirations.

The data returned to us has defined the focus areas for initiatives, interventions and future programs.

Survey results indicated 35% of our girls and 40% of our boys were engaged, interested and enjoying their learning.

48% of our girls and 63% of our boys felt valued and accepted in our setting and 63% of our student population had aspirations for completing Year 12.

29% of all students reported they did homework with a positive attitude.

Student engagement and motivation continues to be a focus at WHS as we strategically plan initiatives, strategies such as student voice, techniques and teacher professional development opportunities to actively engage students in twenty-first century learning.

WHS will annually participate in the TTFM survey and continue to use this valuable student data to determine targets to increase student satisfaction across the identified key learning elements.

Program evaluations

Background

In 2013 our school carried out evaluation of our leadership learning needs.

The Leadership Learning Needs Analysis (LLNA) was conducted with the WHS executive. The analysis is based on the leadership requirements and professional practices in the National Professional
Standard for Principals (2011). It is designed as a developmental instrument to support the professional learning of aspiring, newly-appointed and current school leaders.

Survey responses are recorded in eight key areas: leading teaching and learning; developing self and others; leading improvement, innovation and change; leading management of the school; engaging and working with the community; vision and values; knowledge and skills and personal qualities and social and interpersonal skills.

The WHS executive completed the survey responses in all key areas and the analysis revealed the need for further development in the areas of: leading management, developing self and others and leading improvement, innovation and change.

Findings and conclusions

In response to these needs the executive team has undertaken 23 hours of professional learning to develop leadership skills in the three key areas.

In collaboration with regional representatives we have undertaken the Team Leadership for School Improvement (TLSI) program.

The TLSI program has led us through a school improvement cycle to develop greater leadership capacity for guiding and managing results-focused school improvement.

Future directions

The findings have determined future focus areas including:

- supporting students who are not meeting requirements and develop further ways to assist students working below national benchmark literacy and numeracy levels using programs like Norta Norta and ILNNP funding
- increasing Wyong Learning Community links with visits to primary schools to develop literacy and numeracy teaching strategies and analyse Stage 3 teaching techniques.

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.

- M. Johnson, Principal
- M. Balf, Deputy Principal
- P. Reynolds, Deputy Principal
- R. Batha, Head Teacher
- R. Carter, Head Teacher
- E. Ebrill, Head Teacher
- G. Smith Relieving Head Teacher Welfare
- G. Hearn, Teacher
- J. Ronning, Relieving AEO
- T. Yates, Teacher
- L. Connally, Careers Adviser
- J. Penni, LAST
- K. Macey, LAST
- K. Gentle, P&C President
- L. Wright SAO

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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: