

# Callaghan College Wallsend Campus Annual Report



2016



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## Introduction

The Annual Report for **2016** is provided to the community of **Callaghan College Wallsend** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Paul Tracey

Principal

### School contact details

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### Message from the Principal

Callaghan College Wallsend Campus had a very successful 2016. Enrolments remained at a constant level and has resulted in a school cohort around 1100.

As a Junior Campus the NAPLAN and VALID tests provide moment in time measures which provide much necessary data for planning improvement strategies. In 2016 the results in these measures were excellent. Students achieved more results in the higher bands than in previous years and in a number of individual measures were above state average. The Bump it Up program will enable the school to have a significant number of students with IEPs for literacy and numeracy.

The school initiated a new on line learning system (CANVAS) this year. This system provides 24/7 access for students and families on all aspects of student work requirements and assessment tasks. Much staff professional learning has occurred in this area and will expand in 2017.

The Campus excelled again this year in sport and in the performing arts. Five students achieved Hunter Region Sports Awards and a highlight in the performing arts area was the star performance of our school puppets in the Schools' Spectacular.

The relationship with our partner schools continues to grow and for the first time, in 2016, Stage 3 teachers taught classes on the Wallsend Campus and contributed to the Quality Teaching Rounds. The important professional discussions which ensued have resulted in important staff learnings aimed a further improvement in student outcomes.

Paul Tracey

Principal

## School background

### School vision statement

Callaghan College is a large multi campus school in the north west corridor of Newcastle. Our logo – the three Cs represents the three campuses and three areas of learning – the College, TAFE and University. It also encompasses the image of unity and partnership. The College mission is to build a world class 21st Century Learning Community.

Our vision Achieved through an explicit and systematic focus on excellence in education through innovative teaching and learning, diverse learning pathways, and quality learning partnerships. This is a shared vision and reflects College unity and partnership.

The College values of respect, responsibility, relationships and excellence represent a shared commitment to all students in our care. At Callaghan College Wallsend Campus we have a global vision to provide all students with the skills and understanding of lifelong learning, through differentiated and diverse opportunities and pathways. Wallsend Campus endeavours for all students to achieve excellence in a 21st Century environment.

### School context

Callaghan College consists of three secondary campuses: Wallsend Junior Campus, Waratah Technology Junior Campus, both catering for students in Years 7–10 and Jesmond Senior Campus for students in Years 11 and 12. Callaghan College Wallsend Campus was placed third in the world for 21st Century Learning by Pearson International, has won the Hunter Manufacturing Award, and won the prestigious Director General's Award for Excellence in Community Partnerships.

Callaghan College Wallsend Campus, with a student population of 1100 is a specialist school focusing on 21st Century Learning practices that address the specific needs of students in Years 7 to 10.

Features of the curriculum include special learning programs and an emphasis on the use of technology in learning. The Campus draws students primarily from 5 partner schools. On average the household income for the partner schools has 77% in the lower middle and bottom quartiles. The indigenous population for the Campus and partner schools is 12%.

The links between the partner primary schools and the campus are extensive, involving effective Stage 3 and Stage 4 teacher interaction and cross site teaching and as such providing continuity of education for students. Extracurricular activities include band, choir, art, debating, public speaking and a comprehensive sports program. Literacy and Numeracy programs are extensive, particularly as a Bump it up school, and all staff have been trained in the Focus on Reading program.

The My School website indicates significant improvement from Year 7 through to Year 9 compared to similar schools. This is further enhanced by the VALID results which have been above state average in 2015–16.

The school is a Stronger Smarter Hub School which is committed to changing the tide of low expectations in Indigenous Education with high expectations for all. The school is also a Microsoft National Leading School and teachers and school leaders connect, collaborate, create, and share so that students can realize their greatest potential

. Student participation in sport is outstanding at Callaghan College Wallsend Campus with students representing in a diverse range of sports. Students represent in local, regional, state and national levels in many of these sports. Wallsend Campus has an outstanding weekly sports program for Years 8–10 where students can access a variety of activities both on and offsite. Year 7 participate in an integrated sporting program through their regular school timetable.

Student participation in the performing arts is increasing with the school offering a diverse range of opportunities in areas such as Beginner Band, School Concert Band, Stage Band, Ukulele Group, Starstruck, Puppeteering, dance programs, art programs, Digital Media Festivals and Drama programs. The school based puppet group is now a headline act in the Schools' spectacular.

Wallsend Campus is exemplar school for community communication and this has been recognised in the pre Principals' Credential program and on the DoE Filmpond. The Campus has a strong electronic footprint for information access 24/7 via the school's website, Facebook page, Twitter, Instagram and the School App. There are also parent forums, information nights, and parent / teacher nights organised on a regular basis.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Our self–assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

In all aspects of Learning and Teaching, the school was sustaining and growing, however there was recognition that more professional learning was required for staff use of data analysis. In the Leading domain, the school is sustaining and growing and is working on refining current management practices and processes.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about–the–department/our–reforms/school–excellence–framework>

## Strategic Direction 1

### Improving Excellent Student Outcomes

#### Purpose

Our students are literate, numerate, creative and critical and productive users of a range of technologies. We will continue to enhance their learning environment and educational pedagogies to offer engaging, innovative and personalised curriculum and assessment frameworks that embrace a real world context. We will ensure that our focus on strong foundations in literacy and numeracy is embedded into all facets of learning. We aim to produce self-directed, reflective, responsible, resilient and resourceful students who are strong collaborators and communicators. We will equip students with skills for the 21st Century by developing and implementing future focused curriculum and assessment practices which maximise student outcomes.

#### Overall summary of progress

Callaghan College Wallsend has been in working towards improving student outcomes for all. This has been demonstrated in the many learning and teaching opportunities our students and staff are involved in. This has also been evidenced in the growth data from both NAPLAN and VALID tests and evidence through data analysis on Sentral and Canvas.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improved NAPLAN performance including Bump It Up student groups and targets of 8% increase in Literacy and Numeracy reached. This will be measured by: <ul style="list-style-type: none"><li>• Semester testing by CESE</li><li>• Literacy continuum measures</li><li>• Naplan results</li><li>• Student reports</li></ul>	<ul style="list-style-type: none"><li>* Increase in Bands 9 and 10 in NAPLAN and decrease in students achieving Bands 1 and 2</li><li>* Increased numbers of students with IEPs for Literacy and Numeracy.</li><li>* Above state average results in Year 8 VALID, particularly in extended writing.</li></ul>	\$46903  2 additional staff members employed using RAM funds
Value added student engagement which is evidenced in: <ul style="list-style-type: none"><li>• Improved attendance data</li><li>• Improved internal assessment related data (particularly with Aboriginal students)</li><li>• Improved suspension data</li><li>* Differentiation is occurring in all<ul style="list-style-type: none"><li>• classrooms (instruction, resources,</li><li>• assessment, specific accommodations and support) with the support of using Canvas LMS, EEE and student profile data on Sentral.</li></ul></li></ul>	<ul style="list-style-type: none"><li>* Improvement in attendance data with the exception of Year 10. This area will be addressed in 2017</li><li>* Aboriginal student results significantly above those of their peers in NAPLAN and VALID.</li><li>* All KLAs providing differentiated assessment tasks in Stages 4 and 5.</li><li>* Accommodations and adjustments for students are listed and flagged on SENTRAL, providing 24/7 information for staff</li></ul>	\$3769  Aboriginal worker employed

#### Next Steps

The next steps towards improving excellent student outcomes are strengthening our Literacy and Numeracy programs further across Stages 4 and 5 culminating in improved NAPLAN and Bump It Up results. The student and staff uptake of Canvas LMS is also to be consolidated over 2017 with tailored pedagogies for future learners and those with more specialised needs.

## Strategic Direction 2

### Enhancing Quality Teaching & Leadership

#### Purpose

Our teachers will engage in explicit, targeted and meaningful professional learning in areas of pedagogy, welfare, technology and leadership, fostering a culture of lifelong learning and shared professional practice to establish a team of world class educators. As such our teachers will need to understand, implement and support the new teacher performance and development cycle. Our teachers will deliver relevant, dynamic and differentiated teaching and learning programs to provide every student the opportunity to demonstrate high levels of achievement. We will build a high expectations culture of sustained and systematic professional development.

#### Overall summary of progress

Staff have been engaged in the Professional Development Framework, Quality Teaching Rounds, Accreditation and leadership development over the course of 2016. These programs are continually evolving and being evaluated for improvement to personalise the learning and training for staff to subsequently enhance and differentiate the learning that is best for students at Callaghan College Wallsend.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase in the number of teachers accredited by the Board of Studies and Teacher Education Standards (BOSTES) at Proficient, Highly Accomplished and Lead.	* 11 teaching staff completed their proficiency accreditation	\$75994
Staff engagement with annual performance and development cycle, teaching standards and Departmental policies.	* All staff completed PDPs. Quality teaching rounds established with reports available to all on Sharepoint	
Increased evidence of staff aligning professional learning goals through Individual Professional Learning Plans to teaching standards and the school plan.	*Systematic approach to professional learning, established by the Head Teacher Teaching and Learning. This is monitored and evaluated on a semester basis,	\$74000
Teaching and learning is supported by an efficient and effective budgeting process, aligned with the school vision and strategic directions.	* All Professional Learning applications are examined by the Principal, Business Manager, Head Teacher Administration and the relevant KLA Head Teacher to ensure congruence with School Plan.	
Increased engagement, task submission and feedback to improved learning outcomes for students from the implementation of Canvas LMS.	24/7 availability of lesson outlines, assessment tasks and schedules on CANVAS	\$10000
Continued engagement with Literacy strategies (e.g. Focus on Reading) to support staff and students involved in the Bump It Up program and wider improvement across the student community.	*Weekly staff professional learning related to Literacy and Numeracy acquisition. Bump it Up students flagged on SENTRAL, provided with IEPs and improvements shared with the community.	

## Next Steps

The next steps for enhancing teacher quality and leadership are ensuring that all staff are aware of school and departmental policies and procedures through a thorough orientation program being developed that will lead into induction for accreditation at proficient levels. Callaghan College Wallsend is endeavouring to increase the amount of staff investigating higher levels of accreditation or interest in developing and strengthening leadership skills.

## Strategic Direction 3

### Strengthening Quality Community Partnerships

#### Purpose

Effective community relationships are fundamental to achieve quality student outcomes and require active communication, consultation and collaboration. Our school will continue to build upon the implementation of effective communication frameworks in partnership with all stakeholders. We will work across the school community to embed a positive and progressive culture where success is valued and a strong sense of social awareness is developed. We will connect learners at school with local, national and global contexts to ensure the development of lifelong community focused skills.

#### Overall summary of progress

Callaghan College Wallsend takes community consultation very seriously as the school has a strong working professional relationship with all community members and partnerships. The greatest impact of community consultation is the online presence achieved by the many platforms available to parents and caregivers to become partners in learning in their child's education.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased number of students from partner schools choosing Wallsend as their preferred High School.	* Over 90% of in zone students attend CCWC. * Increased number of staff providing transition lessons in partner schools	\$8138
Continued opportunities for staff to undertake cross campus teaching, and College KLA professional development.	* 2 staff involved in cross Campus teaching. * All staff participated in combined College KLA afternoons.	
CEP initiatives (e.g. Bandlink, Sportlink, Aboriginal programs, DMF, links with University of Newcastle).	* Programmed links with partner schools in Sport, Art, Band, Leadership and the Children's University. * Meetings with partner Principals in Weeks 3 and 8 of each term	\$1386
Digital dissemination of information to the school community via FaceBook, Campus website, email, Parent Portal and increased parent activity on Canvas.	* The school has been identified as an exemplar in community based communication...in both the pre Principal credential training and the DoE Filmpond initiative.	
Increase parent engagement in supporting students in Literacy improvement through the Bump It Up program.	* CANVAS is being trialled as the change agent in this area.	

#### Next Steps

The next step in strengthening quality community partnerships is to maintain and improve upon parent/caregiver communication in regards to learning partnerships with teachers and their children through Canvas LMS and the Parent Portal. CEP link programs will also continue and improve, as well as an increase in program partnerships with the University of Newcastle for STEM and Virtual Reality projects.



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	569	586	602	546
Girls	470	473	511	544

From 2016 and beyond, three former partner primary schools (Heaton PS, Shortland PS and Jesmond PS) are now zoned to Callaghan College Waratah Campus.

### Student attendance profile

School				
Year	2013	2014	2015	2016
7	92.5	92.5	90.7	91.7
8	88.1	89.7	89.2	89
9	88.6	86.1	86.5	88
10	83.2	86.6	85.5	84
All Years	88.3	88.7	88	88.1
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
All Years	89.9	90.2	89.7	89.7

## Workforce information

### Workforce composition

Position	FTE*
Principal	3.2
Deputy Principal(s)	3
Head Teacher(s)	14
Classroom Teacher(s)	48.1
Learning and Support Teacher(s)	2.7
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	2
School Administration & Support Staff	15.57
Other Positions	3.4

\*Full Time Equivalent

<Use this text box to report on the Aboriginal composition of your school's workforce>

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### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	68
Postgraduate degree	32

### Professional learning and teacher accreditation

Professional learning at Callaghan College Wallsend ranges from compliance training required for all Department of Education staff to needs based analysis training based on the professional development plans that are completed at the beginning of the year. Staff participate in a diverse learning environment from presentations, guest speakers and online training. This year a highlight in the professional learning calendar was a visit from Professor Yong Zhao, and internationally renowned author on world class learners.

In 2016, Callaghan College Wallsend also had four staff complete and achieve accreditation at proficient level and one staff member enrolled in the highly accomplished program. There has also been a number of requests for a team of staff to visit other schools and conferences to deliver professional development to

assist in building capacity for technology, teaching and learning.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 30 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>1 142 286.72</b>
Global funds	734 249.30
Tied funds	1 083 612.90
School & community sources	438 939.02
Interest	24 194.56
Trust receipts	31 427.35
Canteen	0.00
Total income	3 454 710.03
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	202 526.56
Excursions	142 933.92
Extracurricular dissections	165 009.35
Library	5 572.53
Training & development	23 993.42
Tied funds	1 179 802.34
Short term relief	191 278.50
Administration & office	198 226.23
School-operated canteen	195.34
Utilities	120 872.68
Maintenance	149 583.97
Trust accounts	48 674.02
Capital programs	19 320.00
Total expenditure	2 447 989.04
<b>Balance carried forward</b>	<b>1 006 720.90</b>

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

## School performance

<You may choose to use this text box to comment on other assessment data including:

- Best Start
- Literacy and numeracy achievement against the literacy and numeracy continuums>

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### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name – Callaghan College Wallsend Campus in the Find a school and select GO to access the school data.

The Validation of Assessment 4 Learning and Individual Development (VALID) program is a diagnostic tool with end-of-stage assessments for the Science KLA. VALID allows Callaghan College Wallsend (CCWC) to monitor student achievement and informs planning, programming and assessment practices. Student achievement is described across 6 levels of achievement and against four performance descriptors; Extended Response, Knowing and Understanding, Problem Solving and Communication and Planning, Designing and Conducting.

In 2016, 257 stage 4 students sat the VALID assessment at CCWC. Overall, 66% of students achieved a level 4 or higher. Of particular relevance to our literacy goals was the achievement of students in the Extended Response, in which 53.3% of students achieved a level 5 or higher. This compared to state wide average of 19.2%.

Aboriginal students also achieved excellent results overall and in the Extended Response. Twenty-eight Aboriginal students attempted the VALID assessment. Of these 28, two achieved the highest level 6 for their extended response and 9 more achieved a level 5. Twenty-five out of the 28 Aboriginal students achieved a level 4 or higher for Extended response. Overall, Aboriginal students at CCWC achieved at almost ten points higher than Aboriginal students across the state.

### Higher School Certificate (HSC)

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

<You may choose to use this text box to comment on relative performance comparison (average difference) and statistical information from Business Intelligence>

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## Parent/caregiver, student, teacher satisfaction

Callaghan College Wallsend strives to keep the wider school community informed at all times on student achievement and administrative requirements. The 2016 Tell Them From Me survey demonstrated that the online communication to parents rated highly and 87.7% of parents agree or strongly agree that there were good communication through all mediums. This same survey also rated teacher morale as high and the opportunity to use technology, setting high expectations and respectful relationships were very well received by staff and students alike.

## Policy requirements

### Aboriginal education

Callaghan College Wallsend Campus has 127 Aboriginal students. These students performed well above the average of their peers in both the NAPLAN and VALID tests. All Aboriginal students completed PLPs. These interviews were led by Simone White, Karen Rubie, Emmalee Clare and Brenten James. They were supported in this operation by Alex Nean.

The Campus has an active Junior AECG who are instrumental in the organisation of NAIDOC and Sorry Day activities. The Junior AECG has membership from all years and was also involved in the evaluation of the School Plan milestones and the SEF survey.

The Campus Didjeridoo and Dance groups have performed at many functions during 2016, with particular reference the opening of the World Masters Hockey Championship. These groups have grown in number and are attracting much interest among the school community. Students from both groups have led workshops with students from our partner schools.

The Sistaspeak program was successfully concluded again this year with 12 girls graduating and now working as mentors for younger Aboriginal girls.

### Multicultural and anti-racism education

Callaghan College Wallsend Campus has students from 20 different and diverse countries. Many of these

students receive ESL support and are integrated into mainstream classes.

The variety of cultures in the school are showcased on Harmony Day with lessons highlighting cultural norms presented to all classes. Students and teachers are able to taste different foods and partake in multicultural dance opportunities.

The ESL students, in conjunction with their teacher, worked with graphic designer Dale Garbutt to produce a poster and booklet promoting Environmental Education. This high quality product was greatly valued by the community.

In 2016 all partner schools were visited by the ESL staff. These visits became integral in planning future needs as well as gaining important background information on the students.