

Callaghan College Waratah Technology Campus

Annual Report



2016



8508

Introduction

The Annual Report for **2016** is provided to the community of **Callaghan College Waratah Technology Campus** 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.

Mr Dana Fuller

Principal

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Message from the Principal

I am proud to be Principal of Callaghan College Waratah Technology Campus, a school of excellence, innovation, opportunity and care, providing quality learning for all students from Years 7–10.

Our new banner statement is short but powerful – ***“Collaborating to Empower Learners”***.

2016 was another very rewarding and successful year of quality teaching, effective learning and continuous improvement.

In addition to the positive feel of the school and the mutual respect on display every day:

- Student attendance was maintained at a high level which is above NSW average.
- NAPLAN results showed growth in student skills from Years 7 to 9 that was again above NSW averages in all measured areas – Reading, Spelling, Numeracy, Grammar and Punctuation and Numeracy.
- The Positive Behaviour for Learning (PBL) process continued to make a real difference, with an increase in positive student commendations and a decrease in unacceptable behaviours.
- Enrolments increased again due to enhanced community confidence in the school.
- The school continued its involvement in the Secondary Schools Renewal Program. In 2016, this involved the collaborative development of our banner statement and five key messages that we are communicating to the school community in a number of ways. The project will eventually result in an upgrade of the front entrance of the school.

School background

School vision statement

Waratah Technology Campus will be a dynamic and collaborative learning community where respectful and responsible students are empowered to achieve excellence and independence in their learning. The school will provide high expectations, quality teaching and diverse opportunities in a safe, caring and positive environment.

School context

Waratah Technology Campus is a school of excellence, innovation, opportunity and care providing quality learning for students in Years 7–10. The campus is part of Callaghan College which is a leader in the provision of outstanding educational and training opportunities. Waratah Technology Campus is a proud member of the Callaghan Education Pathways, a learning community uniting the college campuses and partner primary schools to provide specialised learning environments and a smooth continuum of learning for students K–12. Our school takes pride in five main aspects:

1. **A POSITIVE, SAFE & CARING ENVIRONMENT:** we are a proud and welcoming school that promotes excellence, respect and responsibility and celebrates individual and school achievements.
2. **HIGH EXPECTATIONS FOR EXCELLENCE IN LEARNING:** including a strong professional learning program for staff which ensures high quality teaching within a culture of high expectations, leading to tangible academic success.
3. **INNOVATIVE EDUCATIONAL PROGRAMS:** including iLearn lessons, portfolio presentations, student leadership programs and a team teaching environment.
4. **INDIVIDUALISED, DIVERSE LEARNING OPPORTUNITIES:** including a wide range of curriculum subjects, gifted/talented programs, accelerated classes and extra-curricular opportunities.
5. **CALLAGHAN COLLEGE – A COLLABORATIVE LEARNING COMMUNITY:** which involves the advantages that come with the teamwork and sharing of 18 schools in the learning community.

Students come from diverse backgrounds including 16% Aboriginal, 5% EAL/D and 11% LBOTE. The RAM recognises SES on ICSEA and FOIE indices and will allow for long term programs to develop.

Student performance data has been improving in most areas over the last few years. Most indicators show that students are performing at or above state trends in NAPLAN growth.

School image in the community has recently shown marked improvement, resulting in increased enrolments from 2012.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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.

IN THE LEARNING DOMAIN:

Learning Culture

Waratah Campus has developed a strong learning culture, where each student is supported to empower their own learning as they immerse themselves in the quality learning experiences, which are consistently evaluated against current educational practices and research. The strength of our learning culture is evident through data such as NAPLAN growth data, longitudinal surveys, social media and Moodle usage. Attendance rates show improvement.

Wellbeing

Waratah Campus has strong, inclusive wellbeing structures (PBL, Teaming, LAW, Attendance, Student Leadership, Cultural Diversity programs) that support the emotional/social growth of students. The school promotes empathy and

positive citizenship, internally and externally, through its PBL expectations, sense of celebration and teamwork. This is supported by lunchtime and breakfast club programs, Chaplain, Wesley Mission and PBL assemblies. The individual is catered for by Teaming and the Learning and Support Team (LaST) structure that monitors student progress through Sentral.

Curriculum and Learning

There are strong communication and information channels from Primary School to Senior School, through transition programs that focus on supporting individuals. The active intervention and testing by Learning and Support staff ensures continuity of support. Electronic learning platforms such as Neuron and Canvas provides access to learning materials by staff, students and parents at anytime. The curriculum includes an innovative elective structure to engage and interest students. A Faculty Review process monitors the quality of curriculum across Key Learning Areas. Substantial extra-curricular programs exist in student leadership, Sport, chess and CAPA.

Assessment and Reporting

Clear policies, procedures and schedules support the assessment and reporting process. Parents and students are provided with formal semester reports that meet the high standards of the style guide, to ensure consistency and clarity of message. Data is collected externally from sources including NAPLAN and attendance, as well as internal sources such as Year 6/7 testing, Sentral and Assessment data to inform the learning progress. Parents are engaged through the parent portal in Sentral, Parent Forums each Term, Semester Parent Teacher Nights and fortnightly Teaming meeting opportunities. Students reflect on their learning in LAW classes and through annual portfolio presentations. Submission rates for assessment tasks continues to improve.

Student Performance Measures

Waratah Campus has had excellent value-added results in NAPLAN as measured by average growth and expected growth. Aboriginal students perform well compared to similar groups across NSW, while performing favourably compared to Waratah students. Pockets of High Distinctions, Distinctions and Credits in the “International Competitions and Assessments for Schools” (ICAS) show we are still building on these successes for all students.

IN THE TEACHING DOMAIN:

Effective Classroom Practice

Waratah Campus has a culture of high expectations for academic success, as indicated in the Tell them From Me (TTFM) surveys, longitudinal school evaluation surveys, external student performance data and submission rates. Teachers use performance data and feedback to evaluate and adjust teaching practice. Strong instructional leadership is evident and embedded including effective implementation of Professional Learning Teams, Peer observation and College Cross-Campus Professional Learning (PL). Staff collaboratively share expertise to build evidence-based knowledge, understanding, skills and tools that support continual improvement of teaching practice and self-assessment. The sustained implementation of the Positive Behaviour for Learning (PBL) framework with clear systems and classroom expectations, supports improved consistency of classroom management, to increase student engagement and reduce disruption.

Data Skills and Use

Waratah Campus is a data driven school as a result of previous participation in National Partnerships. A culture of extensive and comprehensive collection/use/sharing/analysis/response to data are embedded in practice. The school leadership team regularly analyse, monitor and share data with the whole school community and use the data to inform school improvements in the school plan.

Collaborative Practice / Learning and Development

Learning and development with collaborative practice, which identify and share expertise within and beyond Waratah Technology Campus (WTC) to build knowledge and skills, are well established and highly valued. Through embedded and explicit systems, all teachers take personal responsibility for improving their own professional practice, have shared roles and responsibilities and work together to improve practice in the development and delivery of programs including the monitoring and support of student learning and wellbeing.

Professional Standards

The school is committed to the capacity building of all staff. Expertise is recognised and shared within the school, college and beyond the school, with many staff leading and facilitating professional learning of others beyond the school. The Australian Professional Standards for Teachers is referenced regularly in staff communications.

IN THE LEADING DOMAIN:

Leadership

Staff have purposeful leadership roles based on experience and expertise. Staff members contribute to cohesive whole-school, faculty and program teams. Role statements and areas of responsibility are willingly embraced to achieve the school's strategic directions and vision, as indicated by annual staff surveys. Professional development programs support development of leadership capacity. The school has strong support from our ten partner primary schools, with an active transition program. Principal presentations at Primary School P&C and staff meetings also strengthens links. Community partnerships are many and varied, providing resources and opportunities to support student outcomes. The University of Newcastle provides strong support with equity programs and the school supports practicum and Masters of Teaching students. Other partnerships include Plan-It Youth; Year 10 portfolio presentations; YWAM tutoring; Refugee Homework Centre; Ethnic Communities Council; Hunter Wetlands Planet Savers; Parent Forum; Parent Information Evenings; Newcastle Boys High School (NBHS) Old Boys; Aboriginal Education Consultative Group (AECG).

School Planning, Implementation and Reporting

Rigorous school evaluation and planning processes have been strengthened by involvement in a number of equity programs in recent years. A core planning team takes direct responsibility for each strategic direction, while the whole staff, parents and AECG contribute to evaluation and planning at various meetings, in faculty reviews and in surveys. School plan and milestones are monitored regularly by the whole executive.

School Resources

Staffing and funding resources are strategically allocated to programs to support school improvement as reflected in the school plan including extra leadership positions. Program budgets are allocated transparently, with a finance committee regularly monitoring spending. Staff attendance is tracked with regular acknowledgements and formal interviews when necessary. Temporary staff are allocated clinically to make best use of school resources. WaterSmart software monitors water usage. School facilities are excellent, respected by staff and students, and are hired out to provide extra income. Technology facilities include faculty banks of laptops/iPads and Technical Support Officer (TSO) employment. Several innovative and flexible learning spaces support future learning strategies.

Management Processes and Practices

Feedback is actively collected from the school community, through parent forums, annual surveys, Parent-Teacher events and transition meetings. The Website, App, Facebook, Newsletter, SMSs and the Parent Portal in Sentral provide the community with clear information about school and student progress. The Student Representative Council (SRC) provides recommendations to the school executive about improvements.

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.

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

To build the capacity of individual students to achieve excellence, through an innovative and inclusive culture that promotes engaged 21st century learners, leaders and citizens beyond school.

Overall summary of progress

Wellbeing data from Sentral and semesterised student report outcomes indicate that there are more students who are self-directed, self-managing and taking on positive leadership roles within the school community.

External and internal personnel have indicated that Learning and Support processes within the school are comprehensive and effective. Staff, students and carers are aware of, and are utilising the embedded systems and processes.

Increasing numbers of parents and students are engaged with the Information and Communication Technology (ICT) learning and information platforms and are using these platforms as an organisational tool to track learning and gain valuable feedback.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To have 90% of students with an attendance rate of 85% or above.	<p>Attendance data has been consistent with the previous year's data. There have been gradual increases across the years due to continued reflection and refinement of processes and supports.</p> <p>Percentage attendance data has fluctuated between 84–90% since 2008. The percentage of students who are at 85% or above has been around 73% since the first collection of data in 2015.</p> <p>We have seen progress made in Semester 1 data but Semester 2 data continues to reflect diminishing attendance throughout the year.</p>	<p>1.0 of extra timetabled staffing provided time for teachers to meet in teaching teams to provide personalised learning and monitoring.</p> <p>0.1 of extra Deputy Principal staffing to support student attendance.</p>
Improve the submission rate of assessment tasks to 90%.	<p>The method of collecting this information has been created and the initial input of data indicates that Year 7 and 8 "on time" submission rates are higher and more consistent than Year 9 "on time" submission rates. "On time" submission rates then increase in Year 10.</p> <p>Year 7 and 8 cohorts exceeded the improvement measure mark over a number of Key Learning Areas.</p>	Nil
Students respond positively to the Tell Them From Me surveys to show the eight drivers of student learning are equal to or above NSW norms.	<p>Students have responded at or slightly above state norms for five of the eight drivers of student outcomes: Effective Learning Time, Relevance, Rigour, Advocacy at School, Positive Teacher–Student Relationships. Two other areas: Positive Learning Climate and Expectations for Success, are only slightly below the state norms.</p>	Nil

Next Steps

Strengthen the proactive processes around attendance by assigning additional roles to Teaming and additional Deputy Principal Attendance allocation focussed on parent communication.

Continually reinforce the assessment processes through CANVAS, Sentral Markbook and Reports and 365 Excel sheet via Executive meetings.

Continue to promote student involvement in strategic directions through the student leadership systems. Student Representative Council will have consistent time with the Senior Executive team to discuss whole school priorities and student-led priorities. Student representatives will have time on the Wellbeing Team agenda to ensure open communication between student body and wellbeing programs and processes.

Wellbeing programs such as the lunchtime programs, extra-curricular activities and external services will be consolidated and promoted to support and encourage an inclusive and positive school culture.

The Literacy and Numeracy Teams will be visible and instrumental in leading staff professional learning and student-focussed learning events that develop literacy and numeracy knowledge, language and skills.

Position of Guest Speaker Coordinator assigned to a staff member in order to promote goal setting amongst students and to provide awareness of cultures, careers and opportunities.

A testing schedule will be constructed to ensure that formative and summative data is used to identify student skill level in literacy and numeracy ensuring progression along each continuum.

Strategic Direction 2

ENHANCING QUALITY TEACHING AND LEADERSHIP

Purpose

To strengthen a culture of excellence in which every staff member engages in self-regulated, professional learning to deliver quality teaching and leadership practices for continuous improvement in learning outcomes for all students.

Overall summary of progress

Teacher identified professional learning needs have driven the focus of whole school professional learning. Extensive collaboration of teaching staff through observations, Professional Learning Team (PLT) sessions and classroom walkthroughs have resulted in increased staff competence in embedding the 4Cs (communication, collaboration, critical thinking and creativity) and purposeful literacy differentiation in teaching programs to improve student learning outcomes.

Aspiring leaders were identified across the school and leadership opportunities provided through a number of roles such as PLT Facilitators, mentoring of new teachers, pre-service and teachers seeking and maintaining accreditation. Second In Charge Faculty Leaders developed their role to support head teachers and classroom teachers.

Organisational effectiveness of school wide systems and structures have undertaken ongoing review to ensure efficiency. The school achieved a sustaining and growing, or excelling, status in all dimensions in the external validation of the school excellence framework.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>NSW Tell them From Me Teacher survey average data indicates improved level of performance:</p> <ul style="list-style-type: none"> • Leadership 6.8 to 8.0 • Collaboration 7.6 to 8.5 • Technology 7.1 to 8.1 	<p>While the Tell Them From Me Teacher Survey was not conducted in 2016, the annual WTC teacher school evaluation survey indicated 78% of teachers reported opportunities for teacher leadership within the school are available for staff members beyond the school executive team. Leadership opportunities are readily available for identified aspiring leaders.</p> <p>Collaboration between teachers is extensive and ongoing in a variety of formats and remains an area of high level focus across the school. Data indicated that 97% of teachers reported they share ideas and experiences with colleagues to improve teaching practice.</p> <p>Integration of technology continues to grow. Data indicates 57% of teachers reported a good understanding of the SAMR model in the integration of technology to enhance learning. 71.5% of teachers reported they have confidence embedding purposeful lessons for BYOD, encouraging teacher expertise in purposeful embedding of technology to enhance student engagement and deep learning.</p>	<p>Professional learning funding and resources included:</p> <p>1.0 of extra staffing to create time for peer observation program.</p> <p>\$55,000 for other professional learning.</p>
<p>School developed teacher survey indicates improvement in average responses of:</p> <p>Teachers take responsibility for Individual Professional Learning Plans and seek out Professional Learning – from 3.37 to 4.0</p>	<p>School developed annual teacher survey indicated average responses:</p> <p>Teachers indicated they take responsibility for their own Professional Learning Plans and seek out learning opportunities – scoring 3.67, closer to the target but still requires further support for meaningful professional learning experiences.</p>	<p>As above.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Teaching programs respond to student needs, interests and abilities – from 3.12 to 3.7</p> <p>Teachers supportive of teacher observation/walkthrough strategies – from 3.14 to 3.7</p>	<p>Teaching programs respond to student needs, interest and ability dropped to 3.19 consistent to 2015, however professional learning on assessment in 2017 has encouraged discussion around reflective practices that are informed by student assessment achievement and feedback.</p> <p>The support of observation/walkthrough was mixed: "staff understanding of the program" scored 3.02, however, staff only scored a 2.55 rating that "walkthroughs were beneficial" in reflecting on their personal teaching practice.</p>	

Next Steps

Continue successful Professional Learning Strategies to address school strategic directions and identified areas for development from Staff Professional Development Plans. Restructure and strengthen classroom walkthrough processes to improve procedure and ensure data collected is analysed and implications for teaching improvements are embedded.

Strengthen teacher capacity for self directed learning in the areas of induction, accreditation and maintenance processes for staff support for self paced eLearning in online learning management system– Canvas 'Technology' technology team to regularly meet to develop skills of colleagues and determine future direction of ICT pedagogy for learning in the school.

Faculty analysis of assessment data and feedback to review and reflect on teaching and learning opportunities to respond to the needs, interests and abilities of students. Maintain cyclical revision and refinement of organisational efficiency to streamline tracking of student learning and wellbeing and administration practice.

Strategic Direction 3

STRENGTHENING QUALITY COMMUNITY PARTNERSHIPS

Purpose

To build stronger relationships and communication within our educational community to improve the learning connections, community perceptions and support of our school to improve engagement in learning.

Overall summary of progress

Most of the strategies planned for 2016 were successfully implemented, The Transition Program that now includes Years 4–6, parent attendance to school community activities and school promotion materials were most successful.

The reputation and standing of the school was further enhanced with the inclusion of positive parent feedback on our promotional material. As a result, Year 7 enrolments are expected to increase.

During the year, the school implemented recommendations from the Secondary Schools Renewal Program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
An increase in Year 6 students who indicate Waratah Campus as their first preference high school from 77% to 85%.	Data analysis indicates 77% of parents chose Waratah Campus as their first preference. This is consistent with data over the past 3 years. Changes to the transition program have been strengthened to include Transition events for Years 4, 5, and 6 to Year 7 and Year 10 to the Senior Campus within the College model. Year 6 students participated in five transition events throughout the year. This included taster lessons, PBL orientation and a peer support program. 98% of student feedback responses indicated positive expectations transitioning to high school. A new initiative in 2016 was the inclusion of Year 4 students attending a transition event at Waratah Campus. Feedback indicated 95% of students responded that this was valuable in understanding their transition to high school.	Community Liaison Officer \$38,000. Year 4 to 7 Transition Program \$19,000
Increased number of parents accessing electronic communication mediums and attending school events.	Data has indicated an increased number of parents accessing electronic communication mediums and attending school events. Baseline data was collected throughout the year to record the number of community members attending school events. On average, 32 community members attended each event.	

Next Steps

The transition program for primary schools will be continually evaluated, strengthened and adjusted according to feedback from parents, students and staff. The Taster Lesson Program will continue to be implemented and supported by Waratah Campus staff, demonstrating and teaching within all Partner Primary schools.

The Communication Plan will continually be implemented and adjusted. This will include reinforcing the key messages and proof points with our Partner Primary Schools and a stronger focus on sharing positive news stories with Waratah Campus and primary schools for newsletter inclusion. Parent Information Nights will continue to be held each term, with

a focus on enhancing their childrens' independent learning and their use of tools in technology.

There will be ongoing development with data collection to measure parent attendance at school events and their access of electronic media.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Employment of an Aboriginal Community Liaison Officer and an Aboriginal School Learning Support Officer, with clear role statements and termly action plans.</p> <p>Approximately 93 Aboriginal students were supported with programs and personnel.</p> <p>Staffing was provided to support the BroSpeak and SistaSpeak programs, a new community partnership program with Newcastle Family Services called Kia Kia Turukilliko, as well as other relevant programs to support Aboriginal students.</p> <p>The overall average attendance of Aboriginal students was good at 82%, according to Business Intelligence Data.</p> <p>The majority of students engaged with their Personalised Learning Plans.</p> <p>NAPLAN growth results were good, showing school averages that were at NSW averages in Reading and Spelling, but below in Grammar, Punctuation and Numeracy.</p> <p>Approximately 18 students displayed pride as they participated in numerous cultural leadership events in our partner primary schools and in the wider community.</p> <p>Eight Aboriginal Education Team meetings involving staff, parents and students were held, guiding programs and initiatives.</p> <p>A junior AECG was supported in its second year.</p>	<p>\$69,643 of funding was provided to the school.</p> <p>The school allocated a total of \$97500 to programs.</p> <p>\$87,000 for staffing.</p> <p>\$4,000 BroSpeak and SistaSpeak.</p> <p>\$6,000 for resources and other support.</p> <p>\$500 for Junior AECG.</p>
English language proficiency	<p>An experienced EAL/D teacher was utilised full-time to support 28 students in differentiated small group lessons on a withdrawal basis and also to provide support in regular classrooms.</p> <p>Students were identified and assessed to place on the EAL/D continuum and to communicate to teachers. There were 9 Emerging, 16 Developing and 3 consolidating.</p> <p>Classroom teachers were supported with professional learning by the EAL/D teacher, to differentiate lessons and prepare resources.</p>	<p>1.0 of staffing</p> <p>\$22095</p>
Low level adjustment for disability	<p>Funding was used to extend 1.8 LaST staffing to 2.0 to further support students.</p> <p>Students requiring additional support identified through Teaching for Inclusion resources.</p> <p>Roster of School Learning Support Officers linked to students/classes was implemented.</p>	<p>1.8 of staffing.</p> <p>\$61,203</p> <p>\$20,000 for LaST.</p> <p>\$41,203 for SLSO support.</p>

<p>Low level adjustment for disability</p>	<p>NAPLAN data shows solid growth in skill development across the school.</p>	<p>1.8 of staffing. \$61,203 \$20,000 for LaST. \$41,203 for SLSO support.</p>
<p>Socio-economic background</p>	<p>Refer to Strategic Directions for details of specific programs. This funding was utilised in numerous programs throughout the school plan in 2016. The impact is clearly positive, as evidenced by:</p> <p>Attendance – average student attendance was 89% according to Business Intelligence Data, a 2% increase on the previous year.</p> <p>NAPLAN – the average growth in Literacy and Numeracy skills from Year 7 to Year 9, as measured in NAPLAN, was above NSW averages in Reading, Spelling, Grammar, Punctuation and Numeracy.</p> <p>Enrolments – 2016 enrolments increased again for the fifth successive year.</p>	<p>\$418,530 was allocated to the school – see Strategic Directions for details.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>Refugee Transition Program:</p> <p>Implementation of the Refugee Transition Program, known at Waratah Campus as “Journey To Success”. This is a program of support developed for one day per fortnight for 20 students. Coordinator role statement developed.</p> <p>A partnership with the local Multicultural Neighbourhood Centre assisted in enhancing student confidence and skills to represent themselves.</p> <p>Students gained a clear understanding of career pathways in Australia and tertiary education offerings, including the relevant cultural expectations.</p> <p>All Year 10 students successfully transitioned to senior schooling, while two students gained part-time work in the Hospitality industry.</p> <p>Intensive English Class:</p> <p>Due to the enrolment of a number of refugee students from the Middle East, the school was given resources for an Intensive English Class in Semester 2. These resources were used to create a Stage 4 class and a Stage 5 class. It is expected that these students will transition to the EALD program as their English language skills develop. The IEC was supported with a part-time bilingual aide.</p>	<p>Refugee Transition Program: \$11,437.</p> <p>Intensive English Class: 1.4 teacher staffing and 0.6 bilingual aide support.</p>
<p>Norta Norta Funding</p>	<p>Three Norta Norta tutors, with clear role statements, were employed and rostered throughout the year to assist targeted students. One of the three tutors was qualified.</p>	<p>\$10,640</p>

<p>Norta Norta Funding</p>	<p>24 students were supported with learning, assessment tasks and skill development through individual tutoring, in-class support and mentoring.</p> <p>Surveys and other data reflect good attendance, NAPLAN results and other outcomes.</p>	<p>\$10,640</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	294	313	331	339
Girls	235	238	241	265

Enrolment rates from our partner primary schools have been steadily improving, due to enhanced school image. This has resulted in the fifth successive increase in overall enrolments since 2012.

In 2016, 16% of students were Aboriginal, while 16% of students had a Language Background Other Than English.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	92.6	91	93	93.3
8	90.2	88.9	91.2	93.6
9	85.5	86.6	88.9	91.6
10	83.5	85.8	88.8	90.6
All Years	88.3	88.2	90.5	92.3
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

Management of non-attendance

The table shows another increase in student attendance. It also shows that attendance rates in each year group was above NSW average.

The middle school teaming structure allows attendance coordinators on each class team to monitor and respond to student attendance issues. Strategies included the daily online attendance monitoring in every lesson and acknowledgement certificates for students with outstanding attendance records. Individual case management for selected students occurred, involving interviews, monitoring plans and learning support team meetings. The Home School Liason Officer (HSLO) was utilised effectively when necessary.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			
Employment	2		
TAFE entry			
University Entry			
Other	98		
Unknown			

As Waratah Technology Campus caters for students in Years 7–10, students typically transition from Year 10 to study Years 11 and 12 at the Jesmond Senior Campus of Callaghan College.

Year 12 students undertaking vocational or trade training

This section is not applicable to Waratah Technology Campus which caters for students from Years 7–10.

Year 12 students attaining HSC or equivalent vocational education qualification

This section is not applicable to Waratah Technology Campus which caters for students from Years 7–10.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	26.8
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
Teacher of ESL	1
School Counsellor	1.8
School Administration & Support Staff	13.48
Other Positions	6.8

*Full Time Equivalent

The teaching staff is diverse in age and experience. Students, parents and teaching staff are supported by a range of non-teaching staff including an administration team, teachers aides, community liaison officers, youth workers and a general assistant. One member of staff is Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	88
Postgraduate degree	12

Professional learning and teacher accreditation

Research shows that teacher quality is vital for improved student outcomes. Professional learning at Waratah has been a strong focus for a number of years and is attributed to many aspects of school improvement including student attendance and results.

One professional learning program involves weekly meetings of teachers in mixed faculty teams. The meeting is led by a trained facilitator and involves personal reflection, new learning and professional dialogue. Each term there is a particular focus. In 2016 the focus areas were Literacy and Numeracy, Technology and the new frameworks in Wellbeing, School Excellence and Performance and Development.

A program of peer observation, Waratah Walkthroughs, was also conducted for the second year, with every teacher participating. Groups of teachers visited the lessons of colleagues and engaged with students about their learning, before giving feedback to the teacher.

All teaching staff engaged actively in all School Development Days which covered a range of areas including Literacy, Numeracy, the Positive Behaviour for Learning process, Technology, 21st Century Learning and the School Excellence Framework.

Every teacher developed and implemented an individual professional growth plan.

Teachers seeking accreditation, or who were in the maintenance phase, were supported. Three teachers were successful in gaining accreditation at Proficient, while 15 teachers are in the maintenance phase at Proficient.

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	\$
Balance brought forward	458 748.62
Global funds	529 826.89
Tied funds	808 831.16
School & community sources	109 924.01
Interest	10 072.96
Trust receipts	25 232.50
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	123 238.61
Excursions	31 744.30
Extracurricular dissections	83 355.25
Library	7 734.82
Training & development	14 595.73
Tied funds	890 142.17
Short term relief	165 008.26
Administration & office	113 225.56
School-operated canteen	152 333.88
Utilities	123 478.97
Maintenance	98 346.48
Trust accounts	19 491.34
Capital programs	0.00
Total expenditure	0.00
Balance carried forward	0.00

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

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.

NAPLAN data continues to show a high level of growth in student skills from Year 7 to Year 9.

The average student growth at Waratah Campus in 2016, for the third successive year, was above NSW averages in all areas including:

Reading Growth was 33 Scaled Score Points (NSW growth was 32).

Spelling Growth was 37 (NSW growth was 32).

Grammar and Punctuation Growth was 24 (NSW growth was 22).

Numeracy Growth was 41 (NSW growth was 40).

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 in the Find a School and select GO to access the

In accordance with the Premier's Priorities: Improving education results – schools are required to report their student performance for the top two NAPLAN bands in Reading and Numeracy.

The percentage of Year 7 students in the top two bands in Reading and Numeracy was 18% and 22% respectively.

The percentage of Year 9 students in the top two bands in Reading and Numeracy was 13% and 7% respectively.

Another reporting requirement from the State Priorities: Better Services – Improving Aboriginal educational outcomes – is for schools to report the percentage of Aboriginal students in the top two NAPLAN bands.

The percentage of Aboriginal students in the top two bands in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy was 0%, 5%, 19%, 5% and 11% respectively.

The percentage of Aboriginal students in the top two bands in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy was 5%, 0%, 14%, 9% and 5% respectively.

Growth results for Aboriginal students was at or above NSW averages.

Higher School Certificate (HSC)

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

As a Year 7–10 campus, this section is not applicable.

Parent/caregiver, student, teacher satisfaction

Parents

The school continued to use a longitudinal survey with parents to identify areas of strength and areas for development. Over the last six years, these surveys have shown genuine improvements in most areas.

In 2016, some particular areas of note include:

- Parents are proud to have their child at Waratah Campus and would recommend the school to others.
- Parents feel welcomed by the school.
- Parents believe that students are the main focus of the school, and that the school is caring and innovative with good programs.
- Parents would like to have more communication about their child's progress and would like more attention to homework.
- Parents would like to see the BYOD program enhanced.

Students

The campus continued to use a longitudinal survey with students to identify areas of strength and areas for development. Over the last six years, these surveys have shown genuine improvements in most areas.

In 2016, some particular areas of note include:

- Students feel proud to be a student at Waratah – this was the best ranking ever for this question.
- Good results are important to them and the things they learn will help them in life.
- Teachers make them think, expect them to do their best and teach 21st Century learning skills.
- They would like more interesting things to learn and more choice of classroom activities.

In 2016, students also participated in the *Tell Them From Me Survey*. This survey identifies and measures a number of factors that are "Drivers of Student Outcomes".

Drivers in which students at Waratah Campus equal to or ranked higher than NSW norms included:

- Effective learning time – concepts are taught well with effective class time.

- Relevance – classroom instruction is relevant to their everyday lives.
- Rigor – classroom instruction is well organised, with clear purpose and with immediate and appropriate feedback.
- Advocacy at school – students feel they have someone at school who consistently provides encouragement and advice.
- Positive teacher–student relationships.
- Positive learning climate.
- High expectations for success by the school and teachers.

Two drivers that were below NSW norms were:

- The percentage of students who had aspirations of finishing Year 12.
- The percentage of students who plan to go to university.

Staff

The campus continued to use a longitudinal survey with staff to identify areas of strength and areas for development. Over the last six years, these surveys have shown genuine improvements in most areas. In 2016, some areas of note include:

- Staff feel proud of the school – this was the best ranking ever for this question.
- Staff believe that school leaders have a positive influence on school culture.
- Staff have a positive view of the campus and their work.
- Staff believe the school is continually looking at ways to improve performance.
- Staff take responsibility for their own professional learning and development.
- Staff believe professional development is planned, systematic and effective.
- Staff share ideas and experiences with colleagues to improve teaching practice.
- Staff would like a better understanding of Assessment Authentication, Focus on Reading and the SAMR model.

Policy requirements

Aboriginal education

Waratah Campus continued to excel in Aboriginal education throughout the year, with increased student participation in individual and whole school programs, including community involvement. Increasing enrolments of Aboriginal students has promoted further momentum of student engagement in culture and successful outcomes for our Aboriginal students. Aboriginal education has continued to develop, through teacher professional learning, community partnerships and participation in a diversity of educational and cultural activities. Quality facilities have supported our staff and students in teaching and learning, and student welfare through the Karabeen Room, Gunya Room, Learning Circle and Bush Tucker Garden.

BroSpeak and SistaSpeak programs have facilitated

meaningful connections with students, culture and community. The Aboriginal Dance group has several new enthusiastic members due to older students transitioning to the senior campus and the 'Yadagi' (Didgeridoo) Group continue to lead and proudly represent Waratah Campus and Aboriginal culture. Students have led dance and Yadagi workshops and performed frequently at partner primary schools and community and corporate events with strength and pride. The Norta Norta Program proved highly effective. Our team of committed tutors provided support to students focusing on literacy, resulting in individual student successes and increased classroom engagement.

Other activities included: Close the Gap, National Aboriginal and Islander Day Observance Committee (NAIDOC), Reconciliation Week, National Sorry Day, Junior AECG training, additional student work added to Learning Circle outdoor area, Callaghan College Indigenous Recognition Assembly, Walk a Mile Koori Style community event participation and Bush Tucker Garden renewal, Turukilliko Kia Kia mentoring program in partnership with Family Support Newcastle, M–Goals stories, NAPLAN literacy class.

Multicultural and anti-racism education

A significant event in the second half of 2016 was the establishment of an Intensive English Class (IEC) at Waratah Technology Campus, to support the arrival of a number of refugees and New Arrivals from a range of countries. The establishment of this class meant an increase in staffing; two new EALD teachers and a teacher's aide.

As part of the IEC program the students participated in an excursion to Newcastle Foreshore. The walk included the arts precinct, Nobby's Beach, Newcastle Beach and concluded in King Edward Park. Each student gathered information about the areas in order to create an itinerary for a friend who was visiting from overseas.

Harmony Day was full of fun activities, including a photo booth with flags of the world, henna painting and food tasting. Students participated in staff versus student games and danced to world music in the breaks. The day began with a moving and positive talk by John Sandy, a refugee from Sierra Leone who now works for Catholic Care. He spoke briefly about the horrific conditions of the refugee camp and being separated from his family and wife for 12 years but focussed on the wonderful opportunities for all people in Australia. His message to the school was to appreciate and respect what we have – compassionate and caring staff, wonderful opportunities and a great education system. .

The Homework Centre, organised and run by Northern Settlement Services, was available to students from a Culturally and Linguistically Diverse Background (CALD). Many students access this support as they have an opportunity to work one–on–one with a volunteer tutor.

Our school was the first in the state, outside of Sydney, to be offered the STARTTS (Service for the Treatment and Rehabilitation of Torture and Trauma Survivors) Capoeira program. It is currently being run with the IEC students. Project Bantu introduces the Brazilian dance/martial art of Capoeira Angola to young people from refugee backgrounds. The program combines music, physical expression and group work, to empower young people and support their healthy development. Capoeira will continue in 2017.

The group focus for Journey to Success in 2016 was Student and Teacher Wellbeing. The students developed a website, video and posters which were presented to the school to support positive action for wellbeing in our school community. Through this task the students developed language and communication skills. The group also hosted a visit from a visiting academic, Professor Jacqueline Stevenson, who was interested to learn about their career ideas. Once again the students visited Newcastle University, Newcastle TAFE and participated in a transition program with Jesmond Campus. Each student developed their understanding of the world of work in Australia and possible career pathways.

A small group of students from multicultural backgrounds joined the Unity in Diversity Day in Civic Park. They encouraged visitors to leave a positive word or comment on the mandala that they had created. While they were there, they had an opportunity to listen to guest speakers and participate in activities.

Each year CALD students are offered a number of opportunities to attend camps and holiday activities run by STARTTS, Rotary, Northern Settlement Services and Multicultural Neighbourhood Centre. The camps offer the students an opportunity to meet other students from the region and have fun in a supported environment. Holiday activities are also well supported by the students of our school.

Professional Learning for teachers with EALD students in their classes was available with a regional EALD conference, Teaching English to Language Learners (TELL) course and facilitator training for Teaching Refugees in my Classroom (TRIMC). The conference was opened by Mr Peter Smith, Director Public Schools NSW. The keynote speaker at the conference, Margery Hertzberg, spoke about the importance of oracy. She provided participants with a range of oracy strategies to enhance and develop students' literacy skills.