

# Callaghan College Wallsend Campus Annual Report



2017



8259

## Introduction

The Annual Report for **2017** is provided to the community of **Callaghan College Wallsend 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.

Marc Unthank

Principal (Relieving)

### School contact details

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### Message from the Principal

Callaghan College Wallsend Campus had a very successful 2017. Enrolments continue to remain consistent and has resulted in a school cohort around 1074.

As a Junior Campus, the NAPLAN and VALID tests provide a moment in time measure which provides much necessary data for planning improvement strategies. In 2017 the results of these measures were excellent. The Bump It Up program has continued to support students with their specific individual learning needs for literacy and numeracy success.

The school has now completed the first year of using the online learning management system CANVAS. This system provides 24/7 access for students and families on all aspects of student work requirements and assessment tasks. Staff professional learning has occurred over 2017 and transforming the pedagogy based on future–focused learning is a key goal using this outstanding educational tool.

The Campus excelled again this year in sport and in the performing arts. A highlight in the performing arts area was, once again, the annual Digital Media Festival.

Finally, the 2017 Annual School Report would not be complete without the acknowledgment of Paul Tracey, Principal, who retired at the end of 2017. His extraordinary career spanned many years teaching in a variety of schools from Western Sydney to the Hunter Valley. The final years of his career were by far some of the best at Callaghan College Wallsend Campus and his contribution will be valued for many years to come. Thank you, Paul, for your service to children.

Marc Unthank

Principal (Relieving)

## 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.

As this is the end of our three–year planning cycle, Wallsend Campus has achieved many milestones and targets in the three domains of Learning, Teaching, and Leading. Wallsend Campus is not only delivering, sustaining and growing in many areas but also excelling in the implementation of school wide systems using technology.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching–and–learning/school–excellence–and–accountability/sef–evidence–guide>

## 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 Senral and Canvas.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>By the end of the planning cycle, improved NAPLAN performance including Bump It Up student groups and targets of 8% increase in Literacy and Numeracy reached. This will be measured by:</p> <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>	<p>Flexible Wellbeing Funding allocated to employ additional .8 staffing. Additional RAM funding allocated to employ additional 1.6 staffing.</p>	<p>The Bump it Up Program has been extremely successful. Results gained by identified BIU students are as follows; *Year 9 student growth in writing 72.9, 26.4 points above state average.</p> <p>*Year 9 growth in numeracy 55.4, 3 points above average.</p> <p>*Year 9 student growth in reading 43.1, 4.5 points above state average.</p> <p>NAPLAN results (whole school focus on literacy / numeracy) are as follows;</p> <p>*Year 7 Reading top 2 bands increased from 16.2% in 2016 to 16.8% of students in 2017.</p> <p>*Year 9 Reading top 2 bands increased from 14.6% in 2016 to 15% of students in 2017.</p> <p>Our spending is in line with planned funding and will be continued into 2018. Moving forward, increased focus will be placed in progressing students in the lower bands and the introduction of a Writing Coordinator to implement a whole school approach to extended response. The Bump it Up process is considered to be 'on track'.</p>
<p>By the end of the planning cycle, increased engagement and competencies in numeracy will be evident.</p>	<p>Additional staffing allocated .4 to support Numeracy Engagement Program.</p>	<p>Overall, the Numeracy Engagement Program has been extremely successful in terms of improving engagement in numeracy, wellbeing data and most importantly increased self-worth and confidence in the boys involved. Relevant data is as follows;</p> <p>*Wellbeing data: 10 out of 18 students decreased negative incidents.</p> <p>*Numeracy data: 12 out of 18 students improved</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>By the end of the planning cycle, increased engagement and competencies in numeracy will be evident.</p>		<p>their grade in Mathematics. *Student / Parent Feedback: All students indicated that NEP was a positive experience and opportunity.</p> <p>* Year 8 Maths teachers observed increased levels of engagement in class in all students involved.</p> <p>*Parents have expressed full support for the program with request to continue their children in the program. An overall increase in confidence and feeling of self worth have been noted by staff and parents.</p> <p>Spending is on track with planned funding with the sale of student works contributing to the program costs. Adjustments for 2018 include; expanding the program to include older, currently disengaged students. The NEP is considered to be 'on track'.</p>
<p>By the end of the planning cycle, value added student engagement which is evidenced in:</p> <ul style="list-style-type: none"> <li>• Differentiation is occurring in all 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>	<p>Funding received for NCCD.</p>	<p>Staff completion of Adjustment Plans in line with timelines has improved. Plans checked for completion by HT Wellbeing and DP. Adjustment plans communicated to all relevant staff and strategies implemented to ensure communication to casual staff. Staff continue to indicate that completing the plans is an informative process that informs their teaching practice to better support all students. Students indicate that their learning needs are fully accommodated and they feel fully supported. Planning has been completed in identifying Year 6 – 7 students who will require Adjustment Plans. Process is considered to be 'on track'.</p>

## 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 2018 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 2017. 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. A thorough orientation program that will lead into induction requirements for accreditation at proficient levels and incorporate identified PDP goals.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
By the end of the planning cycle there will be an increase in the number of teachers accredited by the Board of Studies and Teacher Education Standards (BOSTES) at Proficient, Highly Accomplished and Lead.	PD allocated funds at point of need. Beginning Teacher funding.	The Accreditation process continues to be extremely effective and well supported by the co ordinator. Staff are provided with up to date information and indicate that they are well supported in the process. The online Orientation Package is now completed and being accessed by the majority of staff. Planning for 2018 includes completion of Orientation package by all staff and regular information sessions at staff meetings relating to Accreditation. Spending is on track and the process is considered to be 'on track'.
By the end of the planning cycle, all teachers will have engaged with Quality Teaching Rounds to promote reflection on practice and improved student outcomes.	Nil funding required.	QTR continues to be successful at CCWC. Discussions relating to best practice occurs not only in feedback sessions but also in the staff house. Staff are now clearly comfortable in receiving and providing feedback. Quality teaching practices are observable in all classrooms contributing to the improved achievement of student outcomes and increased levels of engagement. Planning for 2018 will include structured groups , rather than groups of choice ensuring a range of KLAs within each group. Now that staff are comfortable with QTR this is a natural progression. QTR is considered 'on track'.
By the end of the planning cycle, there will be increased engagement, task submission and feedback to improved learning outcomes for students from the implementation of Canvas Learning Management System.	PD allocated funds at point of need.	The uptake of CANVAS continues to increase with all faculties now utilising the online learning system. KLAs have delivered 'best practice' presentations in staff meetings and the use has now expanded to include the calendar and announcements function. The evaluation has been delayed to the end of Term 1 2018 to allow the full utilisation by all KLAs to ensure valid and meaningful feedback. PD spending is in line with planning. The process is considered to be 'on track'.

## Next Steps

The next steps for enhancing teacher quality and leadership is to, continue to ensure that all staff are aware of school and departmental policies and procedures. Through quality professional development with a cycle of continuous learning using evidence based processes that align quality learning with the instructional needs of students with an aim to improve the learning culture of the school and the distribution leadership, suitable for all school staff.

Staff professional development plans align with the schools 2018–2020 Strategic Directions and ETem . Callaghan College Wallsend is endeavouring to increase the amount of staff investigating higher levels of accreditation or interest in developing and strengthening leadership skills and continue to develop a collaborative professional advancement coaching model, based on the AITSL Leadership profiles , for aspiring leaders across our school community.



## 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)	Funds Expended (Resources)	Progress achieved this year
By the end of the planning cycle there will be increased participation in a wider range of leadership opportunities.	Nil funding required.	Growth in student participation in The Leadership Program has occurred throughout the planning cycle. Opportunities for students to be mentors in The Year 6 – 7 Transition Programs and the organisation of sporting gala days has resulted in a doubling of the amount of students participating in leadership opportunities. Staff have recognised positive changes in the students involved and have reported increased engagement in learning activities, wellbeing activities and an increase empathetic behaviour. Attendance at whole school activities led by students is at an impressive level. Planning for the next planning cycle will include opportunities for students to attend Leadership Courses and increased opportunities for students with the aim of increasing participation. The Leadership Program, therefore is considered to be 'on track'.
By the end of the planning cycle there will be increased digital dissemination of information to the school community via FaceBook, Campus website, email, Parent Portal and increased parent activity on Canvas.	Nil funding required.	<p>The Digital Communication continues to grow in popularity with parents accessing all digital forms in increased numbers. Relevant data includes;</p> <p>* as at the end of December 2017 CCWC had 2,363 'likes' on Facebook.</p> <p>* throughout 2017 there were 17,956 incidents of engagement with the CCWC Page on a daily basis and 145,591 incidents of engagement on a weekly basis.</p> <p>The continued review of the school calendar by the executive has ensured that interruptions to the educational program have been streamlined to ensure achievement of student outcomes, however all students continue to have access to a wide range of extra curricula activities. Moving forward, as staff extend their utilisation of CANVAS as an online learning platform, parents / carers will have</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>By the end of the planning cycle there will be increased digital dissemination of information to the school community via FaceBook, Campus website, email, Parent Portal and increased parent activity on Canvas.</p>		<p>increased opportunities to be more fully informed on their child's learning at CCWC. Relevant CANVAS data includes;</p> <ul style="list-style-type: none"> <li>* 198 courses created.</li> <li>* 104 teachers enrolled.</li> <li>* 1,045 students enrolled.</li> <li>* 3,576 assignments completed.</li> <li>* 800 discussion topics created.</li> <li>* 13,394 files uploaded.</li> <li>* 877 media recordings.</li> <li>* quizzes were the most accessed with 570,617 page views.</li> </ul> <p>Moving forward, further features of CANVAS will be implemented and utilised by all KLAs. Digital Communications is considered to be 'on track'.</p>
<p>By the end of the planning cycle there will be increased participation in CEP initiatives (e.g. Bandlink, Sportlink, Aboriginal programs, DMF, links with University of Newcastle).</p>	<p>Transition funding provided by RAM. PD funding as required.</p>	<p>The Transition Program has been judged to be extremely successful with Partner Primary Principals indicating excellent satisfaction levels from parents. The transition students demonstrated a positive attitude throughout all activities and vulnerable students have adjusted to the CCWC environment. Engagement levels in Band Link, Art Link and Leader Link have been outstanding. Planning for 2018 involves a greater emphasis on Aboriginal Transition activities, the introduction of Dance Link and increased attention on suitable class placements. The program is considered 'on track'.</p>

## Next Steps

Strengthening quality community partnerships and effective engagement between school and local/regional AECG, communities agencies and organisations, as partners in education and training. 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, AECG meetings, complex case meetings with government and non government providers. 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			
	2014	2015	2016	2017
Boys	586	602	546	527
Girls	473	511	544	540

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	92.5	90.7	91.7	93.2
8	89.7	89.2	89	90.2
9	86.1	86.5	88	87.5
10	86.6	85.5	84	88.7
All Years	88.7	88	88.1	89.9
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
All Years	90.5	90	90	89.9

### Management of non-attendance

Student attendance is monitored by the Schools Head Teacher Administration and Deputy Principals. Student attendance records are available on School data base. Weekly attendance reports provided to the Deputy Principals. School utilises the Learning Support Team and also HSLO for additional support.

School works closely with parents to ensure we maximise student attendance and provide internal supports such as the EEE centre where students are given opportunity for additional assistance

School counsellors and school Chaplain utilised to assist and support families and students who are an attendance concern.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	0	0	0
TAFE entry	0	0	0
University Entry	0	0	0
Other	0	0	0
Unknown	0	0	0

### Year 12 students undertaking vocational or trade training

N/A

### Year 12 students attaining HSC or equivalent vocational education qualification

N/A

## Workforce information

### Workforce composition

Position	FTE*
Principal	3
Deputy Principal(s)	3
Assistant Principal(s)	0
Head Teacher(s)	13
Classroom Teacher(s)	49.7
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	2.7
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	2
School Administration & Support Staff	15.57
Other Positions	1

\*Full Time Equivalent

< Callaghan College Wallsend Campus has four Aboriginal teaching staff members and two administrative staff members.

## Teacher qualifications

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

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

## Professional learning and teacher accreditation

During 2017, over six staff members were accredited as proficient teachers after providing rigorous documentation to both the Department of Education and the NSW Education Standards Authority (NESA). One staff member has been notified that his documentation and work samples are exemplary and will be used as illustrations of best practice by NESA in their future publications.

Professional learning at CCWC is aligned to the National Teaching Standards and planned at least one term in advance to meet the needs of the staff and students. Planning is done based on staff professional development plans, student data, the Tel Them From Me surveys and needs analyses of the school community. The annual overarching professional development plan is derived from the School Plan, School Excellence Framework and the College and Campus strategic directions.

Professional learning at CCWC is also organised through compliance training on MyPL and other departmental directives. Staff are provided with opportunities to lead and build capacity in the development and delivery of professional development at both Campus and College levels.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Management of the Callaghan College Principals Unit Braye Park funds were relocated from the Wallsend Campus to Jesmond Senior Campus prior to LMBR go live in May 2017.

Receipts	\$
<b>Balance brought forward</b>	<b>1,006,721</b>
Global funds	435,696
Tied funds	679,318
School & community sources	175,970
Interest	8,233
Trust receipts	11,466
Canteen	0
<b>Total Receipts</b>	<b>1,310,683</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	86,424
Excursions	18,860
Extracurricular dissections	63,688
Library	7,809
Training & Development	2,979
Tied Funds Payments	593,669
Short Term Relief	70,760
Administration & Office	67,913
Canteen Payments	120
Utilities	74,059
Maintenance	23,261
Trust Payments	15,644
Capital Programs	10,282
<b>Total Payments</b>	<b>1,035,467</b>
<b>Balance carried forward</b>	<b>1,281,937</b>

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	2,548,067
Appropriation	2,274,977
Sale of Goods and Services	42,726
Grants and Contributions	226,838
Gain and Loss	0
Other Revenue	0
Investment Income	3,526
<b>Expenses</b>	-1,705,468
Recurrent Expenses	-1,705,468
Employee Related	-803,004
Operating Expenses	-902,464
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	842,599
<b>Balance Carried Forward</b>	842,599

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

The school budget is prepared by a finance team consisting of the Principal, Business Manager, School Administrative Manager and executive staff, in consultation with the school community and school excellence framework. Budgets are monitored, reviewed and updated throughout the year.

School canteen is leased with a new tender undertaken in term 3 and new licensee appointed and commencing in term 4 2017.

Furniture upgrade in school library to establish 21st century learning environment.

Carried forward funds included an error in GL code for November 2017 CEPS account amounting to \$101244.10 as well as unbilled December relief costs \$135710.79.

Significant funds have been allocated for School Funded Works applications proposed for 2018 including fencing, tree removal, upgrade of toilet blocks, classroom and grounds improvements.

Retiring Principal accrued surplus funds to assist incoming Principal with flexibility for emerging priorities and issues.

## Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	8,510,884
Base Per Capita	169,209
Base Location	0
Other Base	8,341,674
<b>Equity Total</b>	1,117,193
Equity Aboriginal	122,676
Equity Socio economic	567,715
Equity Language	42,931
Equity Disability	383,871
<b>Targeted Total</b>	807,473
<b>Other Total</b>	875,064
<b>Grand Total</b>	11,310,614

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

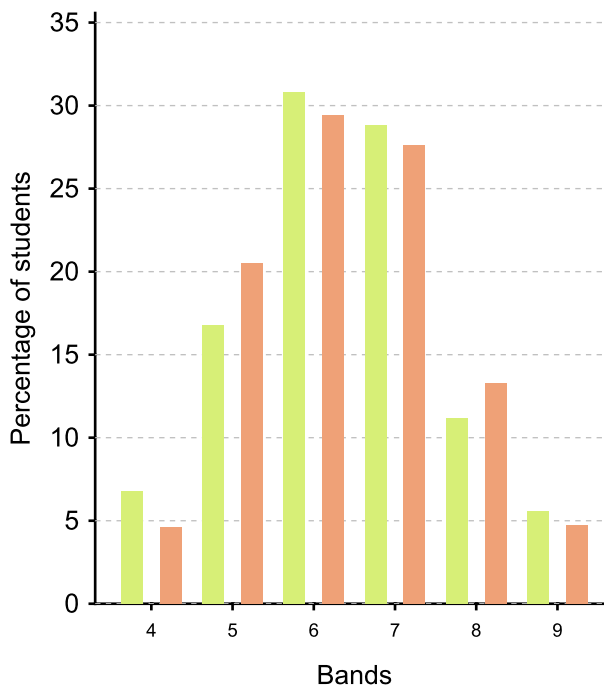
Literacy initiatives and programs at CCWC are informed by external data and teachers use the results of formative and summative assessment to inform their practice and improve student outcomes. With the

implementation of Canvas and its capacity to provide immediate data analysis, teachers are able to better understand student achievement in key writing focus areas. Literacy strategies, including FastFive, are embedded in all KLA teaching and learning programs with the aim of improving foundational literacy skills as identified in NAPLAN data.

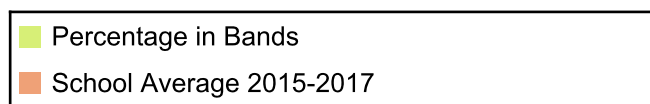
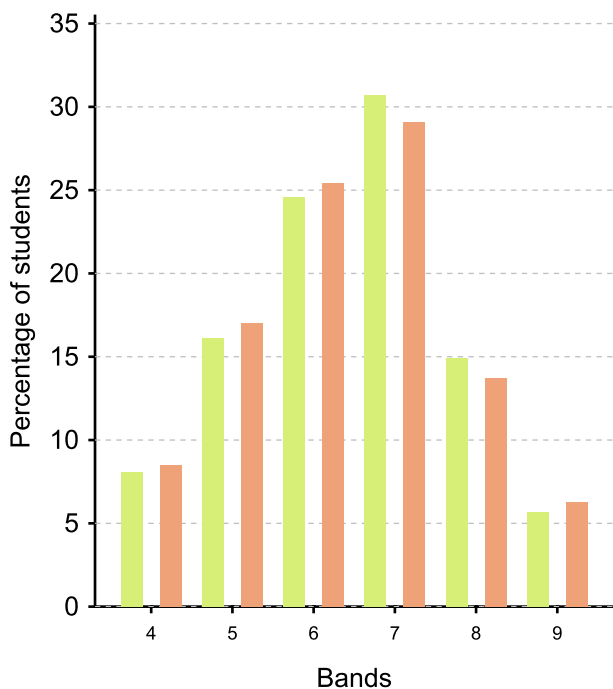
In 2017 the RACY committee professionally developed all staff in the use of writing scaffolds, Focus on Reading principles and NAPLAN marking practices. Professional development was targeted at empowering teachers and students to embrace the craft of writing with a focus on developing a community of writers in their classrooms.

CCWC's commitment to improving the literacy outcomes of all students will be reinforced and solidified with the appointment of a whole-school Writing Coordinator in 2018. The Writing Coordinator will work with all faculties to develop and enhance student critical and imaginative writing in a variety of contexts.

**Percentage in bands:  
Year 7 Reading**

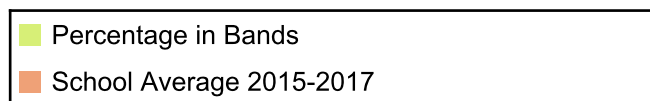
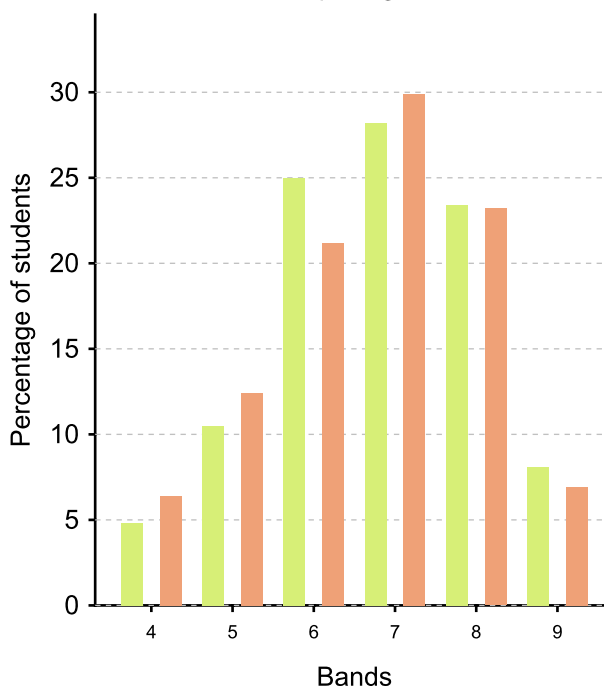


**Percentage in bands:  
Year 7 Grammar & Punctuation**



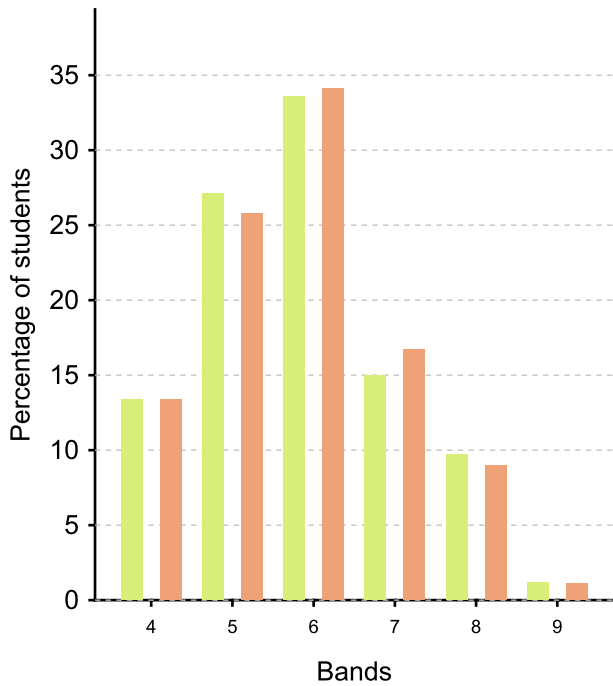
Band	4	5	6	7	8	9
Percentage of students	6.8	16.8	30.8	28.8	11.2	5.6
School avg 2015-2017	4.6	20.5	29.4	27.6	13.3	4.7

**Percentage in bands:  
Year 7 Spelling**



Band	4	5	6	7	8	9
Percentage of students	4.8	10.5	25.0	28.2	23.4	8.1
School avg 2015-2017	6.4	12.4	21.2	29.9	23.2	6.9

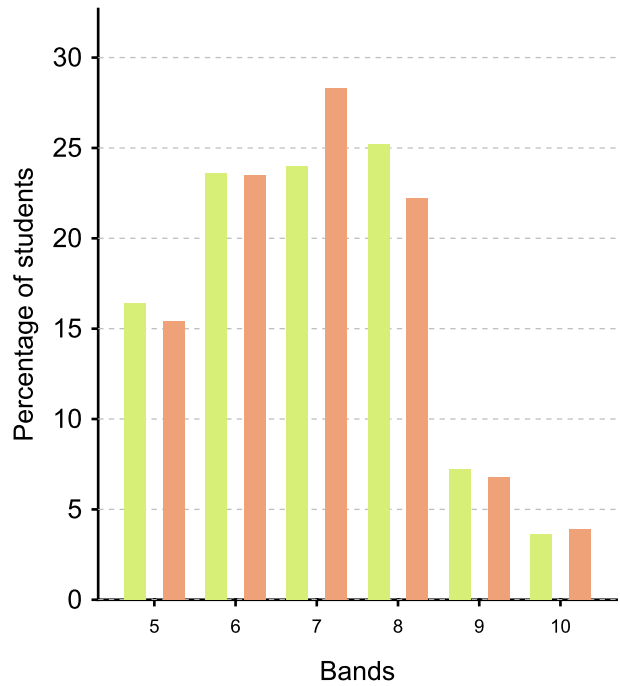
**Percentage in bands:**  
Year 7 Writing



Percentage in Bands  
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	13.4	27.1	33.6	15.0	9.7	1.2
School avg 2015-2017	13.4	25.8	34.1	16.7	9.0	1.1

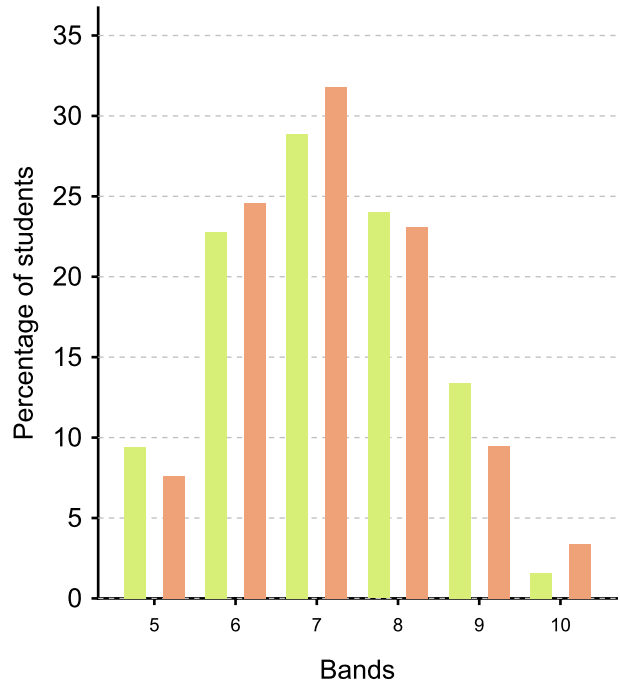
**Percentage in bands:**  
Year 9 Grammar & Punctuation



Percentage in Bands  
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	16.4	23.6	24.0	25.2	7.2	3.6
School avg 2015-2017	15.4	23.5	28.3	22.2	6.8	3.9

**Percentage in bands:**  
Year 9 Reading

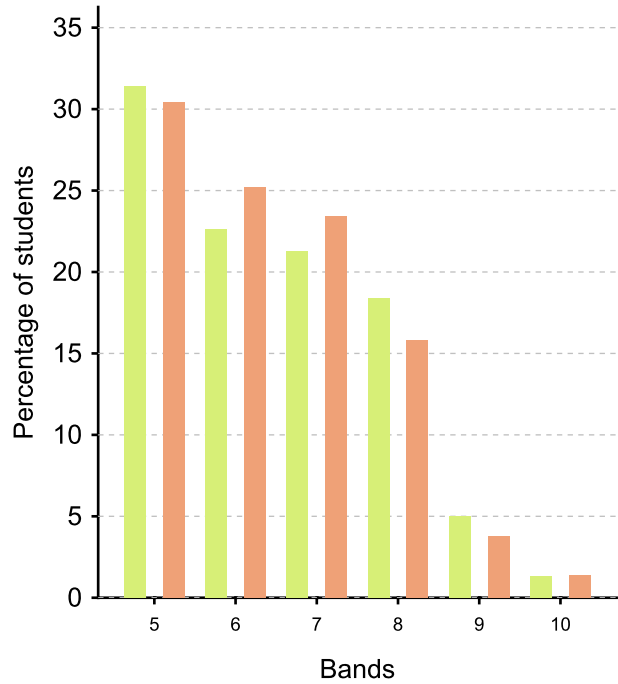


Percentage in Bands  
School Average 2015-2017



Band	5	6	7	8	9	10
Percentage of students	9.4	22.8	28.9	24.0	13.4	1.6
School avg 2015-2017	7.6	24.6	31.8	23.1	9.5	3.4

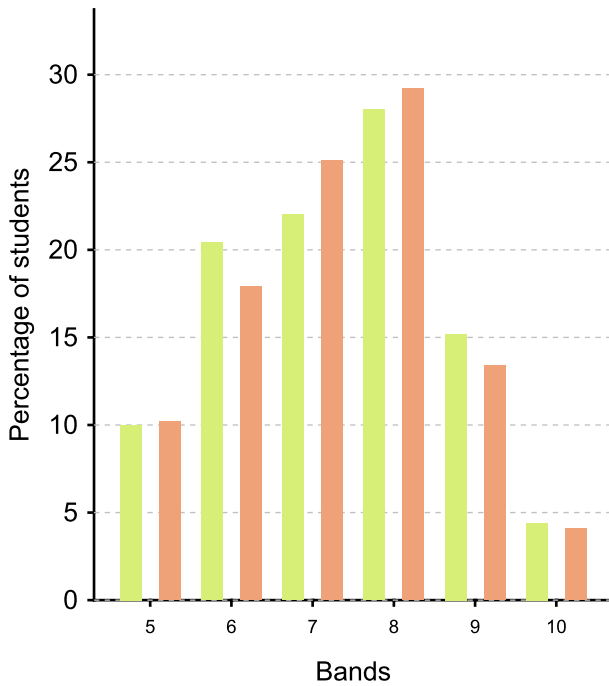
**Percentage in bands:**  
Year 9 Writing



<span style="color: #90EE90;">■</span> Percentage in Bands
<span style="color: #FF8C00;">■</span> School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	31.4	22.6	21.3	18.4	5.0	1.3
School avg 2015-2017	30.4	25.2	23.4	15.8	3.8	1.4

**Percentage in bands:**  
Year 9 Spelling



<span style="color: #90EE90;">■</span> Percentage in Bands
<span style="color: #FF8C00;">■</span> School Average 2015-2017

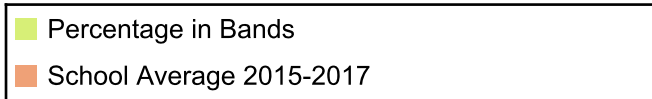
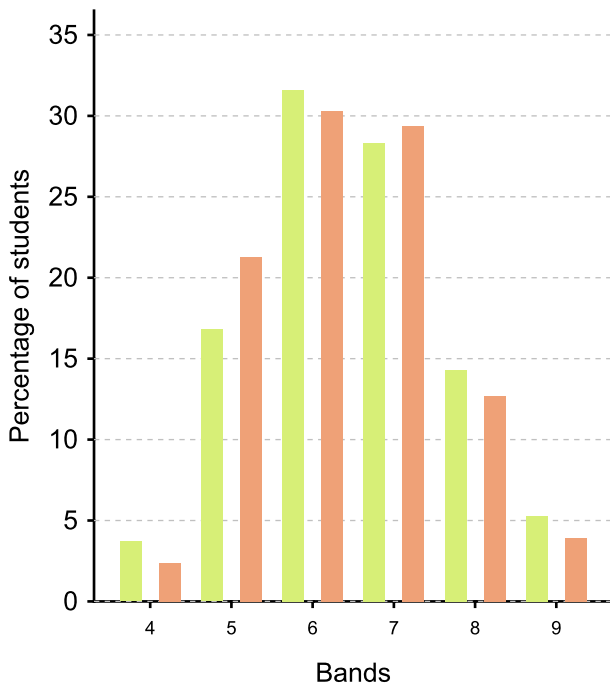
Band	5	6	7	8	9	10
Percentage of students	10.0	20.4	22.0	28.0	15.2	4.4
School avg 2015-2017	10.2	17.9	25.1	29.2	13.4	4.1

During 2017, in numeracy, the areas that required a targeted focus were considered when planning teaching and learning activities. Numeracy support was identified using different forms of formative and summative assessments and SMART analysis of NAPLAN data.

There were opportunities for teachers to explicitly teach numeracy in their subject area. The mathematics faculty identified the numeracy skills associated with each KLA's curriculum content allowing teachers to plan lessons which incorporated the teaching of necessary numeracy skills in content specific areas. This is an on-going process and all school staff will be given more opportunities in 2018 to further develop their own skills in the teaching of numeracy.

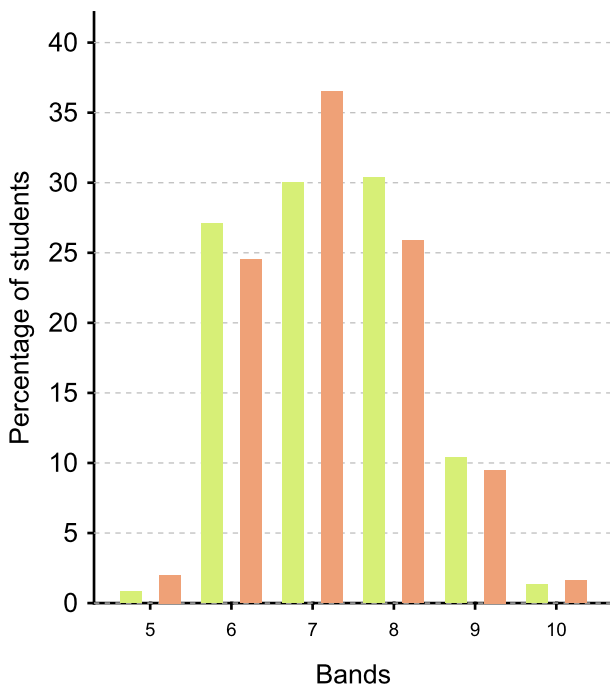


**Percentage in bands:  
Year 7 Numeracy**



Band	4	5	6	7	8	9
Percentage of students	3.7	16.8	31.6	28.3	14.3	5.3
School avg 2015-2017	2.4	21.3	30.3	29.4	12.7	3.9

**Percentage in bands:  
Year 9 Numeracy**



Band	5	6	7	8	9	10
Percentage of students	0.8	27.1	30.0	30.4	10.4	1.3
School avg 2015-2017	2.0	24.5	36.5	25.9	9.5	1.6

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data. Search Callaghan College Wallsend Campus.

Callaghan College Wallsend Campus is one of the 137 schools in NSW chosen to be part of the Bump It Up strategy until 2019. The strategy was derived from the Premier's Priority to increase the proportion of NSW students in the top two NAPLAN bands for reading and numeracy by 8% by 2019. CCWC is further targeting student growth, aiming for a 15% increase in students demonstrating expected growth in literacy and numeracy by the end of the school planning cycle.

Bump It Up strategy focuses on identifying students who are doing well and who, the data suggests, have the greatest capacity to achieve in the top two NAPLAN bands. By identifying students who are currently achieving in the middle bands of NAPLAN, and implementing locally-developed targeted initiatives, we can improve their performance in reading and numeracy and enhance their overall educational outcomes.

Students with sound literacy and numeracy skills are more likely to remain at school, complete their HSC and continue on to tertiary education. The implementation of targeted reading and numeracy initiatives at the individual student and school level under the Bump It Up strategy will make a valuable contribution to improving life opportunities for our students.

### Higher School Certificate (HSC)

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

### Parent/caregiver, student, teacher satisfaction

The following data has been taken from the 2017 Tell Them From Me Surveys:

Parents/caregivers:

- 72% of parents/caregivers feel that school reports are written in terms they understand
- 84% of parents/caregivers feel that their child/children are clear about school rules in terms of behaviour.
- 71% of parents/caregivers feel that their child/children feel safe going to and from school.

- 77% of parents/caregivers would recommend Wallsend Campus to Primary School Parents.

#### Teachers:

- 82% of teachers believe that school leaders have helped establish challenging and visible learning goals for students.
- 88% of teachers feel that they work with school leaders to create a safe and orderly school environment.
- 76% of teachers give students written feedback on their work.
- 81% of teachers feel that assessments create understanding where students are having difficulty.

#### Students:

- 65% (school mean) of students feel that important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.
- 62% (school mean) of students feel teachers are responsive to their needs, and encourage independence with a democratic approach.
- 69% (school mean) of students feel school staff emphasises academic skills and hold high expectations for all students to succeed.

## Policy requirements

### Aboriginal education

The school is a Stronger Smarter hub school which is committed to continuing to change the tide of low expectations in Indigenous Education with high expectations and community partnerships. Professional development was offered and delivered to staff to continue to build competencies in Aboriginal Cultures.

During 2017, Aboriginal studies was offered to all students as an elective and to encourage Indigenous students to build more competencies in Aboriginal Cultures, through studies of Aboriginal identity, heritage and culture in traditional and modern times.

The Junior AECG developed their leadership skills by delivering the acknowledgement of country at weekly and formal assemblies, organising and running the Junior AECG meetings, communicating with community and staff, organisation of NAIDOC celebrations, the production of a film showcasing Aboriginal culture at CCWC and running professional development at senior executive school and Aboriginal Education Team planning days. The Junior AECG took pride in sharing and educating others in their culture and demonstrating their leadership skills.

The Aboriginal dance and didgeridoo groups represented their culture and school community at a variety of community based events such as Harmony Day, community NAIDOC celebrations including, Smoking Ceremonies, Corroboree, World Children's Day, the College Digital Media Festival and Aboriginal Recognition Assembly, CAPA showcase and Star Struck.

Cultural connection and community partnerships were strengthened through traditional male and female cultural programs. The Sista Speak, Bros Speak and Didgeridoo programs are designed to inspire and motivate Aboriginal young women and men about the importance of education and to raise awareness about diverse career paths, cultural identity and traditions, extend family connections, learn about local Aboriginal history and establish relationships with members of the local Aboriginal community.

### 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.

Wallsend Campus has a designated ESL teacher (English as a Second Language) and an ARCO – Anti Racism Contact Officer. Wallsend Campus fosters student wellbeing and harmony through the embedding of programs which endeavour to counter racism and discrimination within the school population and wider community.

The variety of cultures in the school are showcased during the annual Harmony Day celebrations with lessons highlighting cultural norms presented to all classes. Students and teachers partake in multicultural programs and opportunities.