

Callaghan College Waratah Technology Campus

Annual Report



2017



8508

Introduction

The Annual Report for **2017** 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.

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.

2017 was yet 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.
- NAPLAN results showed growth in student skills from Years 7 to 9 that was above NSW averages in the important, targeted areas of Reading, Writing and Numeracy.
- The Positive Behaviour for Learning 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.
- A review of the school curriculum led to changes for future years that includes an innovative 'Future Learning' subject, promoting student reflection and ownership of learning.
- The school continued its involvement in the Secondary Schools Renewal Program. In 2017, a major upgrade of the front entrance and administration areas of the school was begun, which opened to service at the start of 2018.
- Darren Woodhouse, Community Liaison Officer for Aboriginal education, was successful in receiving the only NSW Nanga Mai award for a non-Aboriginal staff member. Darren has supported Aboriginal students and programs for over ten years, showing commitment and compassion, and importantly making a positive difference to learning and wellbeing outcomes.

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 Department's Resource Allocation Model recognises SES on ICSEA and FOIE indices and will provide resourcing 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 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.

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 usage within the CANVAS learning platform. Attendance rates continue to remain strong, though can be better.

Wellbeing

Waratah Campus has strong, inclusive wellbeing structures (PBL, Teaming, iLearn, 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 Teachers ensures continuity of support. Electronic learning platforms such as CANVAS provide access to learning materials by staff, students and parents at any time. 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 meetings. Students reflect on their learning in iLearn classes and through annual portfolio presentations. Submission rates for assessment tasks continues to improve, however there is room for further improvement.

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. 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, analysis and use regarding data is 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. 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; 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 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

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.

Student progress, including academic outcomes, were positive. In addition to the progress against improvement measures below, NAPLAN results continued to show above average growth data for the fourth successive year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To have 90% of students with an attendance rate of 85% or above.	1.2 EFT of extra timetabled staffing provided time for teachers to meet in teaching teams to provide personalised learning and monitoring. 0.4 EFT of extra deputy principal staffing to monitor and support student attendance. 1.0 EFT of Head Teacher Administration to support whole school systems including attendance.	Attendance data has been consistent with the previous year's data. Although there had been gradual increases over previous years, overall attendance rates in 2017 decreased slightly. Percentage attendance data has fluctuated between 84–90% since 2008. The percentage of students who are at 85% or above was 75% in 2017. This will continue to be a part of future student planning. We have seen progress made in Semester 1 data but Semester 2 data continues to reflect diminishing attendance throughout the year.
Improve the submission rate of assessment tasks to 90%.	1.0 EFT of Head Teacher Administration to support whole school systems including assessment tasks.	The method of collecting this information has been problematic, requiring some revision. As a result, the data is unreliable. Survey instruments indicate that both students and teachers believe that submission rates have increased. A similar improvement measure will continue to be a part of future school planning.
Students respond positively to the Tell Them From Me surveys to show the 12 drivers of student learning are equal to or above NSW norms.	\$4000 to support Positive behaviour for learning programs. Many other resources included in other programs contribute to this measure.	Students have responded very positively to this survey. Nine of the 12 Drivers of Student Outcomes are above state norms: Effective Learning Time, Relevance, Rigour, Advocacy at School, Positive Teacher–Student Relationships, Positive Learning Climate, Expectations for Success and Advocacy Outside of School. Slightly below the state norms are Planning to Finish Year

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students respond positively to the Tell Them From Me surveys to show the 12 drivers of student learning are equal to or above NSW norms.		12 and Planning to go to University.

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-focused learning events that develop literacy and numeracy knowledge, language and skills.

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 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 annual self-assessment against the School Excellence Framework.

Faculty Reviews were conducted late in 2017, with Faculty Development Plans drafted for 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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>Professional learning funding and resources included:</p> <p>1.0 of extra staffing to create time for peer observation program.</p> <p>\$65,000 for other professional learning.</p>	<p>The Tell Them From Me Teacher Survey was conducted in 2017 showing all eight Drivers of Student Learning above NSW norms. This is a very pleasing result and includes: Parent Involvement, Leadership, Collaboration, Data Informs Practice, Technology, Inclusive School, Learning Culture and Teaching Strategies.</p> <p>Ratings included:</p> <ul style="list-style-type: none"> • Leadership: Increased to 7.4 • Collaboration: Increased to 7.8 • Technology: Increased to 7.6 <p>The school's annual teacher evaluation survey indicated that 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 teachers share ideas and experiences with colleagues to improve teaching practice.</p> <p>Integration of technology continues to grow. Data indicates that more teachers require a better understanding of the SAMR model in the integration of technology to enhance learning.</p>
<p>School developed teacher survey indicates improvement in average responses of:</p>	<p>As above.</p>	<p>School developed annual teacher survey indicated the following responses:</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Teachers take responsibility for Individual Professional Learning Plans and seek out Professional Learning – from 3.37 to 4.0</p> <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>Teachers indicated they take responsibility for their own Professional Learning Plans and seek out learning opportunities – increased to 3.75.</p> <p>Teaching programs respond to student needs, interest and ability was consistent at 3.09.</p> <p>The support of observation/walkthroughs increased to 3.33.</p>

Next Steps

Continue successful professional learning strategies to address school strategic directions and identified areas for development from Staff Performance and Development Plans. Restructure and strengthen classroom walkthrough processes to include a more manageable number of participants and to include teacher instruction rather than just student feedback.

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' team to regularly meet to develop skills of colleagues and determine future direction of ICT pedagogy for learning in the school.

Faculty Development Plans, written in Term 4 2017, will guide action in 2018.

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 2017 were successfully implemented including the Years 4–7 Transition Program, 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 completion of the major renovations at the front of the school under the Secondary Schools Renewal Program. As a result, Year 7 enrolments are expected to increase.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase in Year 6 students who indicate Waratah Campus as their first preference high school from 77% to 85%.	Community Liaison Officer \$62,400 Year 4 to 7 Transition Program \$29,000 0.2 EFT staffing to manage the program.	Data analysis indicates 89% of parents chose Waratah Campus as their first preference for Year 7 enrolment in 2018. This is a significant and pleasing improvement, indicating that the community has confidence in the school. Changes to the transition program continued to strengthened transition events for Years 4, 5, and 6 to Year 7 and Year 10 to the Senior Campus within the College model.
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, 42 community members attended each Parent Information 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 absorbed significant funding and work, so may need to be condensed.

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	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$78000 for CLO, \$24000 for ATSI SLSOs, \$18000 for tutors and \$5000 for resources.	<p>Employment of an Aboriginal Community Liaison Officer and two part-time Aboriginal School Learning Support Officers, 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 Turuklilliko Kia Kia, as well as other relevant programs to support Aboriginal students.</p> <p>The overall average attendance of Aboriginal students was surprisingly lower than previous years.</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, Writing and Numeracy.</p> <p>Approximately 28 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.</p>
English language proficiency	0.4 EFT of staffing.	<p>An experienced EAL/D teacher was utilised full-time to support 37 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 4 Beginning, 3 consolidating, 19 Developing and 11 Emerging.</p> <p>Classroom teachers were supported with professional learning by the EAL/D teacher, to differentiate lessons and prepare resources.</p>
Low level adjustment for disability	<p>1.8 EFT of staffing.</p> <p>\$65,600</p> <p>\$20,000 for extra 0.2 EFT LaST.</p> <p>\$45,600 for SLSO support.</p>	<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>QuickSmart program supported 17 students</p>

<p>Low level adjustment for disability</p>	<p>1.8 EFT of staffing. \$65,600 \$20,000 for extra 0.2 EFT LaST. \$45,600 for SLSO support.</p>	<p>with development of numeracy skills. NAPLAN data shows solid growth in skill development across the school.</p>
<p>Socio-economic background</p>	<p>\$547,325 was allocated to the school – see Strategic Directions for details.</p>	<p>Refer to Strategic Directions for details of specific programs. This funding was utilised in numerous programs throughout the school plan in 2017. The impact is clearly positive, as evidenced by:</p> <p>Attendance – average student attendance was 88% according to Scout Data, however this was a slight decrease 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 at or above NSW averages in Reading, Writing and Numeracy.</p> <p>Enrolments – 2017 enrolments increased again for the fifth successive year.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>Refugee Transition Program: \$7,209 Intensive English Class: 1.4 teacher staffing and 0.6 bilingual aide support.</p>	<p>Refugee Transition Program: 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: Due to the enrolment of a number of refugee students from the Middle East, the school was given resources for an Intensive English Class. These resources were used to create a Stage 4 class and a Stage 5 class.</p>
<p>Norta Norta Funding</p>	<p>Not applicable in 2017 – funding included in Aboriginal Background Loading.</p>	<p>Not applicable in 2017 – funding included in Aboriginal Background Loading.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	313	331	339	343
Girls	238	241	265	274

Enrolment rates to Waratah Technology Campus from our partner primary schools have been steadily improving, due to enhanced school image. This has resulted in the 5th successive increase in overall enrolments since 2012.

In 2017, there was a marked increase in the enrolment intentions of Year 6 students into Year 7, as measured in the Expression of Interest process in March.

In 2017, 16% of students were Aboriginal, while 16% of students had a Language Background Other Than English.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	91	93	93.3	93.4
8	88.9	91.2	93.6	89.1
9	86.6	88.9	91.6	86.4
10	85.8	88.8	90.6	83.1
All Years	88.2	90.5	92.3	88.4
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

Although the attendance of Year 7 students was above NSW trends, the attendance of Years 8, 9 and 10 was disappointing.

The middle school teaming structure at Waratah Technology Campus 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. Individual case management for selected students occurred, involving interviews, monitoring plans and learning support team meetings. The 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	0	0	0
Employment	2	0	0
TAFE entry	2	0	0
University Entry	0	0	0
Other	0	0	0
Unknown	0	0	0

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
Assistant Principal(s)	0
Head Teacher(s)	9
Classroom Teacher(s)	33.06
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.8
Teacher Librarian	1
Teacher of ESL	0.4
School Counsellor	1.8
School Administration & Support Staff	13.88
Other Positions	1.54

*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, teacher's aides, community liaison officers, youth workers and a general assistant. One permanent member and two temporary members of staff are 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 fortnightly 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 2017 the focus areas were Literacy and Numeracy, CANVAS, Aboriginal education and 2018 preparation.

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, Aboriginal education, Technology, 21st Century Learning and the School Excellence Framework.

Every teaching and non-teaching staff member 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 18 teachers were in the maintenance phase at Proficient.

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.

Receipts	\$
Balance brought forward	300,801
Global funds	247,210
Tied funds	587,180
School & community sources	70,912
Interest	3,298
Trust receipts	10,663
Canteen	67,393
Total Receipts	986,655
Payments	
Teaching & learning	
Key Learning Areas	63,832
Excursions	10,900
Extracurricular dissections	28,651
Library	1,663
Training & Development	3,957
Tied Funds Payments	298,531
Short Term Relief	66,718
Administration & Office	38,100
Canteen Payments	58,074
Utilities	59,254
Maintenance	26,396
Trust Payments	16,819
Capital Programs	0
Total Payments	672,895
Balance carried forward	614,562

	2017 Actual (\$)
Opening Balance	0
Revenue	1,637,106
Appropriation	1,449,590
Sale of Goods and Services	122,325
Grants and Contributions	61,923
Gain and Loss	0
Other Revenue	2,039
Investment Income	1,228
Expenses	-1,120,349
Recurrent Expenses	-1,120,349
Employee Related	-683,756
Operating Expenses	-436,593
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	516,757
Balance Carried Forward	516,757

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.

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 majority of the balance of retained funds was used to cover the cost of salaries, programs and goods on order from December 2017 to February 2018. Some funds have been retained to support communication strategies and capital works associated with the major renovation works at the front of the school provided through the Secondary Schools Renewal Program.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	4,927,853
Base Per Capita	97,301
Base Location	0
Other Base	4,830,552
Equity Total	951,874
Equity Aboriginal	99,521
Equity Socio economic	547,325
Equity Language	56,595
Equity Disability	248,433
Targeted Total	1,196,950
Other Total	924,177
Grand Total	8,000,854

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.

NAPLAN data for Literacy 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 2017, for the 4th successive year, was above NSW averages in all but one area including:

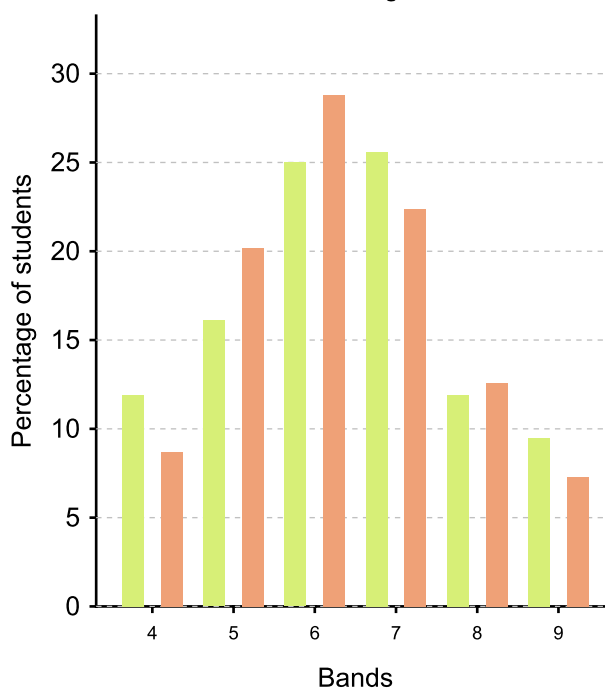
Reading Growth was 41 Scaled Score Points (NSW growth was 37).

Writing Growth was 56 Scaled Score Points (NSW growth was 42).

Spelling Growth was 33 (NSW growth was 35).

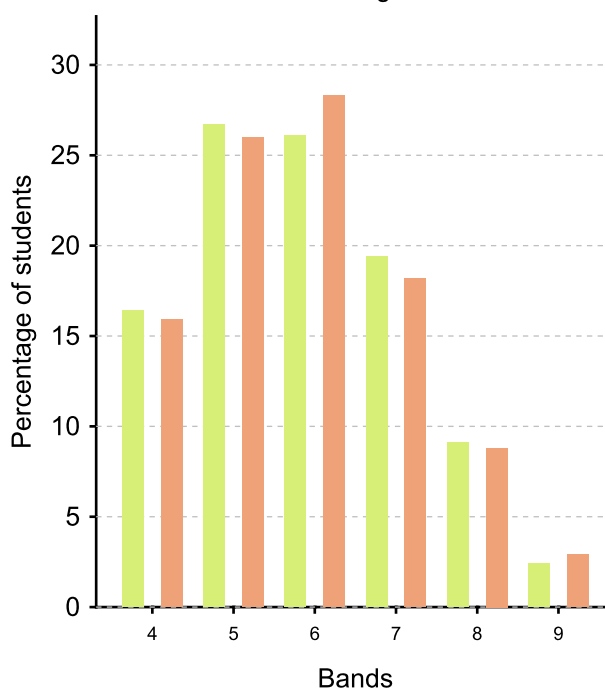
Grammar and Punctuation Growth was 35 (NSW growth was 34).

Percentage in bands:
Year 7 Reading



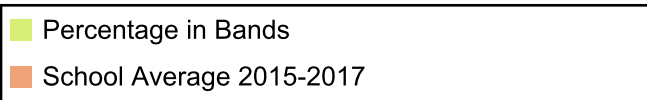
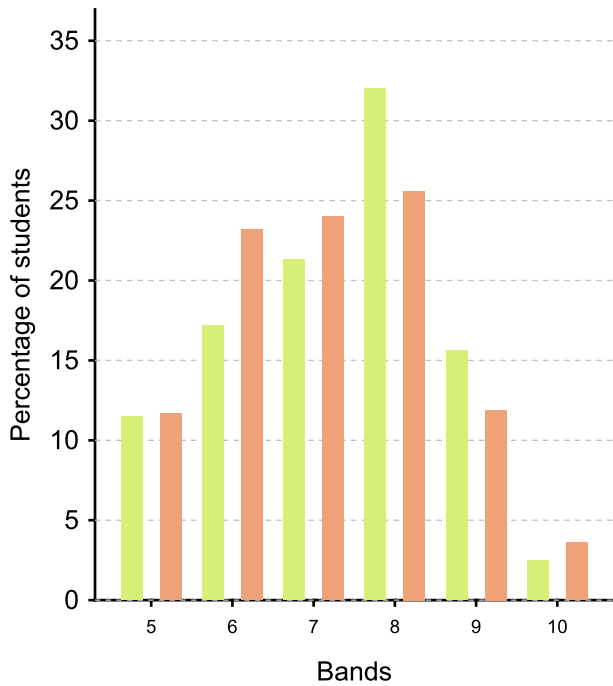
Band	4	5	6	7	8	9
Percentage of students	11.9	16.1	25.0	25.6	11.9	9.5
School avg 2015-2017	8.7	20.2	28.8	22.4	12.6	7.3

Percentage in bands:
Year 7 Writing



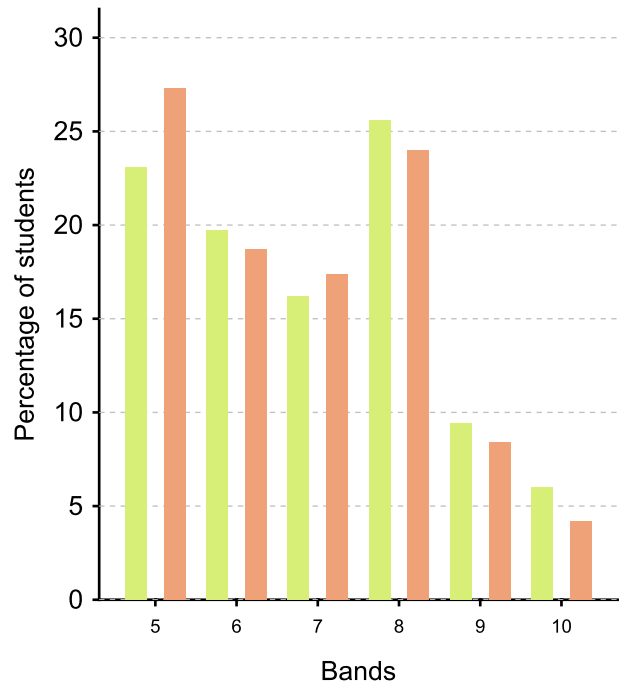
Band	4	5	6	7	8	9
Percentage of students	16.4	26.7	26.1	19.4	9.1	2.4
School avg 2015-2017	15.9	26.0	28.3	18.2	8.8	2.9

Percentage in bands:
Year 9 Reading



Band	5	6	7	8	9	10
Percentage of students	11.5	17.2	21.3	32.0	15.6	2.5
School avg 2015-2017	11.7	23.2	24.0	25.6	11.9	3.6

Percentage in bands:
Year 9 Writing

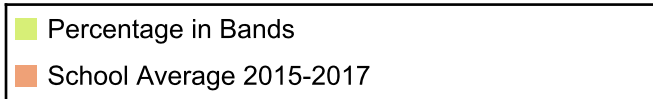
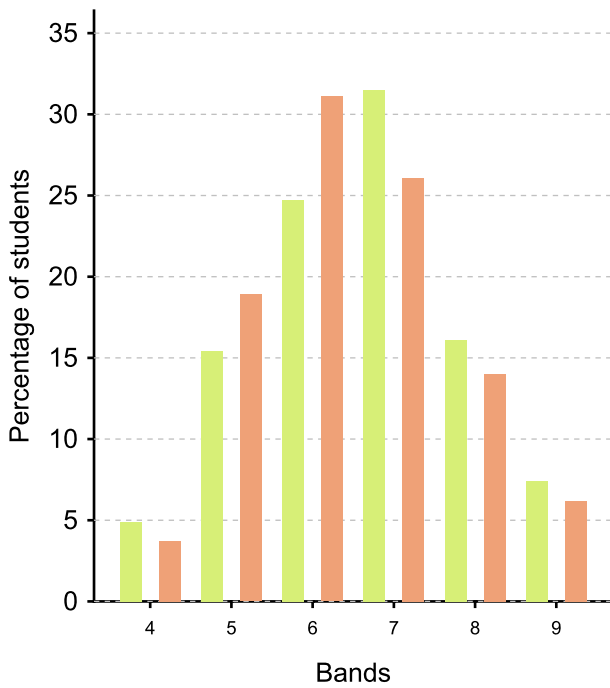


Band	5	6	7	8	9	10
Percentage of students	23.1	19.7	16.2	25.6	9.4	6.0
School avg 2015-2017	27.3	18.7	17.4	24.0	8.4	4.2

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

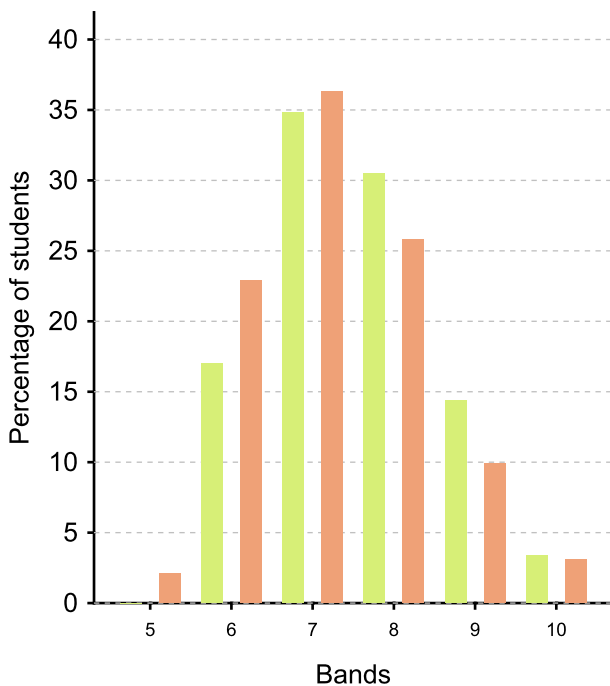
The average student growth at Waratah Campus in 2017 was 49 (NSW growth was 51).

**Percentage in bands:
Year 7 Numeracy**



Band	4	5	6	7	8	9
Percentage of students	4.9	15.4	24.7	31.5	16.1	7.4
School avg 2015-2017	3.7	18.9	31.1	26.1	14.0	6.2

**Percentage in bands:
Year 9 Numeracy**



Band	5	6	7	8	9	10
Percentage of students	0.0	17.0	34.8	30.5	14.4	3.4
School avg 2015-2017	2.1	22.9	36.3	25.8	9.9	3.1

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.

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 20% and 23% respectively (compared with 18% and 22% respectively in 2016).

The percentage of Year 9 students in the top two bands in Reading and Numeracy was 18% and 18% respectively (compared to 13% and 7% respectively in 2016).

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 Year 7 Aboriginal students in the top two bands in Reading and Numeracy was 17% and 5% respectively (compared to 0% and 11% respectively in 2016).

The percentage of Year 9 Aboriginal students in the top two bands in Reading and Numeracy was 0% (compared to 5% and 5% respectively in 2016).

Growth results for Year 9 Aboriginal students was above NSW averages:

Reading average growth was 41 points (compared to 32 for NSW).

Numeracy average growth was 72 points (compared to 51 for NSW).

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 seven years, these surveys have shown genuine improvements in most areas.

In 2017, there were some particular areas of note.

Parents:

- Are proud to have their child at Waratah Campus and would recommend the school to others.
- Feel welcomed by the school.
- Believe that students are the main focus of the school, and that the school is caring and innovative with good programs.
- Believe that teachers have high expectations for students to succeed.
- Believe that the teaching staff are dedicated and caring.
- Believe students are encouraged to do their best work.
- Feel comfortable in approaching the school with any issues or concerns they have in relation to learning outcomes.
- Would like to have more communication about their child's progress and would like more attention to homework.
- With like more support with accessing the school's online learning platforms – CANVAS and Sentral Portal.

Students

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

In 2017, some particular areas of note include:

- Students feel proud to be a student at Waratah.
- Good results are important to them and the things they learn will help them in life.
- Good attendance and good results are important.
- Students would like more interesting things to learn and more choice of classroom activities.

In 2017, 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 seven years, these surveys have shown genuine improvements in most areas. In 2017, 46% of question responses were the best ranking over the last seven years. Some areas of note include:

- Staff feel proud of the school.
- Staff believe that the school encourages students to do their best.
- 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.
- Staff would like the school's processes and procedures to address staff welfare needs.

In 2017, staff also participated in the *Tell Them From Me Survey*. This survey identifies and measures a number of factors that are “Drivers of Student Learning”. The eight drivers are Parent Involvement, Leadership, Collaboration, Data Informs Practice, Inclusive School, Learning Culture, Technology and teaching Strategies.

All eight drivers were better rated than other secondary schools and better than the previous survey.

The survey also identifies four “Dimensions of Classroom and School Practice” – Overcoming Obstacles to Learning, Quality Feedback, Challenging and Visible Goals, and Planned Learning Opportunities.

All four dimensions were better rated than other secondary schools and better than the previous survey.

Policy requirements

Aboriginal education

Aboriginal Education 2018

Waratah Campus continues 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 '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, community and corporate events with strength and pride.

The Aboriginal education School Learning Support officers 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. We also run the Turukilliko (Awabakal word for grow) literacy class, which assisted our Aboriginal and Torres Strait islander students with their Literacy development. Darren Woodhouse, Community Liaison Officer for Aboriginal education, was successful in receiving the only NSW Nanga Mai award for a non-Aboriginal staff member. Darren has supported Aboriginal students and programs for over ten years, showing commitment and compassion, and importantly making a positive difference to learning and wellbeing outcomes.

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

2017 saw the continuation of the Intensive English Class (IEC) due to ongoing enrolments of students from

refugee backgrounds, new arrivals and students from non-English Speaking Backgrounds (NESB). Staffing remained at three classroom teachers, supported by a teachers' aide. Students in the IEC attend some mainstream classes and the IEC for the remainder of their timetable. The IEC focus is on language, but was implemented through the key Learning Areas including Mathematics, HSIE, Science and CAPA. The students not only learn conversational English but the language of learning. In 2017, the IEC ran a successful Parent Expo that showcased the work and skills of the students. Most of the parents, friends, caseworkers and community members connected to the students were able to attend.

Students in the IEC, as well as other EALD (English as an Additional Language/Dialect) students, had the opportunity to participate in various activities such as an excursion to the foreshore and ferry ride to Stockton, organised by the local EALD teachers and funded by the Multicultural Unit (Sydney). Stage 5 students participated in a Ready Arrive Work program. Capoeira Angola was run by STARTTS (Services for the Treatment and Rehabilitation of Torture and Trauma Survivors) and the Journey to Success program for Stage 5. Each year a number of external agencies, such as Northern Settlement Services, The Multicultural Neighbourhood Centre, Rotary and STARTTS organise camps and holiday activities for EALD students.

The group focus for Journey to Success (Refugee Transition Program) was Breaking Down Racial Stereotypes and Building Positive Relationships. The students worked towards organising a fund raising activity, which was an International Film Afternoon. Money raised was for homeless youth. The students felt that this was a positive way to show their concern about the wellbeing of young people in the wider community.

The Homework Centre, run by Northern Settlement Service was again well attended by both students and volunteers. Held every Thursday, it is an opportunity for students to work one on one with a volunteer who is able to support them in their learning and assist them to complete homework and assessment tasks.

Various professional learning opportunities relating to EALD students were available to staff and several teachers completed the Teaching English to Language Learners (TELL) and Teaching Refugees in my Classroom (TRIMC). The regional Opening the School Gate event was an opportunity for our school to showcase the strategies and systems that we have in place regarding our introduction to Waratah Technology Campus for parents, caregivers and the agencies supporting our EALD students. The position of ARCO (Anti Racism Coordinating Officer) was offered to new staff and training was completed.

A Year 6 Transition Day was held for the EALD students of our partner primary schools as well as students who had been identified as enrolling in 2018 from other schools. It was a successful day of activities; orientation, games, taster lessons and meeting relevant staff.