

Callaghan College Wallsend Campus Annual Report



2018



8259

Introduction

The Annual Report for **2018** 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.

Paul Taylor

Principal

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Message from the Principal

Callaghan College Wallsend Campus had a very successful 2018. Enrolments continue to remain consistent and has resulted in a school cohort of approximately 1100.

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 2018 the results of these measures were excellent. Writing is on the improve with our Year 9 students achieving results higher than state average. Valid results in year 8 and 10 Science are well above state average, particular in extended scientific writing. A student in Year 8 finished with the third highest result in the state and a Year 10 student the fifth highest. 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 second 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 2018 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.

Paul Taylor

Principal

School background

School vision statement

Callaghan College is a large multi-campus school in the northwest 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 Future Focused 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 future learning 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, with a student population of 1114 is a specialist school focusing on Future 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.

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. Literacy and Numeracy programs have been strengthened after participating in the Bump it Up program. The school is a Stronger Smarter Hub School, which is committed to changing expectations in Indigenous Education.

Student participation in sport is outstanding at Callaghan College Wallsend Campus with students representing at local, regional, state and national levels. Wallsend Campus has an outstanding weekly sports program for Years 8–10. 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, Digital Media Festivals, dance, art and Drama programs.

There are strong links between home and school, with the Campus having a large digital footprint for information access 24/7 via the school's website, Facebook page, Twitter, Instagram and the Canvas LMS. 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 2018 sees the start of a new three year plan, the strategic directions include delivering excellence in teaching, learning and leading. This includes a whole school focus on improving writing, literacy and numeracy, wellbeing and supporting our staff with quality professional learning.

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

Delivering excellence in teaching.

Purpose

As part of Callaghan College, we collaborate to empower learners through skills; student focused learning and diverse learning pathways.

To ensure excellence in teaching we will provide positive learning environments, tailored to cater for diversity and innovative teaching practices. Teachers will engage in explicit, targeted and meaningful professional learning in areas of pedagogy, wellbeing and technology. Our students will be empowered to grow future focused skills and transformational leadership.

Overall summary of progress

Callaghan College Wallsend Campus has been working towards improving student outcomes with a focus on writing. Naplan and Valid assessment data has shown student growth in these areas due to the significant application of professional learning within the classrooms. Differentiated and strategic, targeted support for students has also been available through programs such as Bump it Up and the GATS enrichment project.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students will demonstrate increased writing skills across all KLAs through their utilisation of the TEEEC and ALARM Frameworks.	Writing Coordinator 0.2	TEEEEC is being used across the campus. Evidence in teaching programs and assessment tasks. Regular discussions at exec/staff meetings. A professional Learning program for all staff around teaching extended writing was sustained in Tuesday afternoon learning sessions for the year.
CCWC will achieve an 8% increase of students achieving in the top bands in literacy and numeracy.	Allocated Writing Coordinator .2 from RAM Funding. Three additional LAST staff employed; 2.6 allocation.	NAPLAN results at 7%. IEP goals reviewed by staff / students Numeracy results lower at 3% and will require further attention.
CCWC will achieve on or above state average in the extended writing component of VALID	0.2 Writing coordinator with a focus on extended responses in PD	Valid results were 6% above state average for Year 8 and 9% for Year 10. One Year 8 students finished with the 3rd highest result in the state and a Year 10 student with the 5th highest.

Next Steps

Callaghan College Wallsend Campus will continue to consolidate and improve on student growth targets with the continuation of professional learning for all staff on the writing program under the leadership of the College Writing team and the Campus Writing Coordinator. Support for students in need of further differentiated learning will be accounted for with the continuation of the Bump it Up and GATS programs. Male student data also reflects a need to further enhance support for boys in academic writing and overall achievement.

Strategic Direction 2

Delivering excellence in learning.

Purpose

As part of Callaghan College, we use differentiated teaching practices to deliver innovative learning opportunities to develop independent, critical and creative, articulate students.

To develop and enhance relationships with students to ensure they are ethical, active and informed citizens. Engaging and personalised curriculum and assessment will foster creativity, innovation and resourcefulness.

Overall summary of progress

During 2018, students from Callaghan College Wallsend Campus have been actively engaged in their learning. Students have achieved learning goals through their personalised learning plans and individual education plans. Integrated wellbeing programs have been developed to ensure equitable access to education, assistance and support to provide optimum access to learning and the curriculum. Staff continually engage in the preparation of quality teaching and learning programs to provide differentiated learning and assessment.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
CCWC will increase the proportion of students demonstrating active engagement with their learning as evidenced by relevant data.	Allocation of 30 relief days. Budget allocation to support wellbeing initiatives. Funded Chaplaincy Program 2 days per week. Funded Youth Health Team Initiative; 4 hours per week. Student Assistance Funding. Transition funded through budget.	Significant decrease in suspensions and wellbeing referrals. Substantial increase in positive referrals due to the Gotcha system. Substantial page views and active participations on CANVAS with 107672 page views for all teaching programs as a weekly average. 10% reduction in N Award notifications in Stage 5. Increase in assessment submission rates by 7% in Stages 4 and 5.
CCWC will increase the percentage of Aboriginal students demonstrating expected growth in literacy and numeracy by 15% .	RAM Aboriginal funded utilised to employ 2 Community Liaison Officers 3 days per week. Relief days for PLP completion. Funding allocated for Aboriginal Cultural and Community Engagement Programs.	ATSI students performed 37 marks higher than state average in Reading in NAPLAN. Writing results were 26 points above state average. Numeracy results had students at 1% above state average.. 80% of ATSI students in Year 9 achieved at or above expected growth in reading. It was 70% in writing and 60% in numeracy.

Next Steps

The next steps for Callaghan College Wallsend Campus is to review the wellbeing programs developed and evaluate for improvement. A Head Teacher Learning and Support will be created to compliment the existing structures and personalise the school experience for a range of students. Staff will continue to work towards improved learning outcomes in all target areas including literacy and numeracy.

Strategic Direction 3

Delivering excellence in leading.

Purpose

As part of Callaghan College, we develop the leaders of today to build a better future through a world-class, future-focused learning community.

To implement strategic and operational leadership in students and staff by developing sustainable management systems and processes that build the capacity for innovative teaching, authentic learning, and curriculum leading to transformational change.

Overall summary of progress

Callaghan College Wallsend Campus was recognised in 2018 by the Information Technology Directorate as a leader in educational administration and online communities. This was due to some of the processes in place to support leadership in education across the curriculum. Wallsend Campus supports staff in developing high quality professional learning and encourages distributive leadership models with programs such as the 2IC (second in charge) program and a strong Professional Development Plan process.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff PDP are linked to the Teaching Standards and identify growth in leadership capacity.	PD funding allocated for QTR initiatives including Feeder Primary Schools. Beginning Teacher Funding allocation. PD funding as identified by PDPs and accreditation maintenance.	100% of staff have completed PDPs aligned to the school plan and have identified teaching standards. All PD in the school is linked to standards and staff PDPs. Leadership capacity has been developed through the use of a 2IC program.
By the completion of the planning cycle there will be an increase in staff completing accreditation at the higher levels.	PD funding allocated at point of need.	Planning in place for further development in 2019. 6% of staff have demonstrated interest and the College will look to provide PD and planning support around this.
Higher number of teachers taking authentic leadership roles as evidenced in growth in teaching and learning impact..	PD funding allocated at point of need.	20% of PD applications focussed on staff developing at lead standards. Increase of staff displaying interest in leading teaching and learning programs in the school. Further development of funded projects in 2019 and the development of PD teams with leaders in 2019 to focus on student improvement and the school plan.

Next Steps

Quality Teaching Rounds will be evaluated in 2019 to align further with the future learning directions of the College and the needs of the students at Wallsend Campus. Community satisfaction will also be further encouraged via the Tell Them From Me survey and parent forums to support student learning and community learning partnerships.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	602	546	527	558
Girls	511	544	540	558

The school's enrolment policy can be found on our Website.
<https://wallsend-h.schools.nsw.gov.au/about-our-scho>

Student attendance profile

School				
Year	2015	2016	2017	2018
7	90.7	91.7	93.2	91.2
8	89.2	89	90.2	87.9
9	86.5	88	87.5	84.4
10	85.5	84	88.7	82.8
All Years	88	88.1	89.9	86.6
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
All Years	90	90	89.9	88.7

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	2	0	0
Employment	3	0	0
TAFE entry	1	0	0
University Entry	0	0	0
Other	0	0	0
Unknown	0	0	0

Students from Callaghan College Wallsend Campus move on to Year 11 at Callaghan College Jesmond Campus. A small number of students do leave for employment and do not continue on with their schooling.

Year 12 students undertaking vocational or trade training

Not applicable to our campus, please see Callaghan College Jesmond Campus's Annual School Report for information regarding this.

Year 12 students attaining HSC or equivalent vocational education qualification

Not applicable to our campus, please see Callaghan College Jesmond Campus's Annual School Report for information regarding this.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	2
Deputy Principal(s)	3
Head Teacher(s)	13
Classroom Teacher(s)	51.7
Learning and Support Teacher(s)	2.8
Teacher Librarian	1
Teacher ESL	0.4
School Counsellor	2
School Administration and Support Staff	16.57
Other Positions	1

*Full Time Equivalent

Callaghan College Wallsend Campus has four permanent Aboriginal teaching staff members and two administrative staff members. Community Liaison Officers are employed five days a week to support student learning and cultural perspectives.

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	25

Professional learning and teacher accreditation

During 2018, over eight staff members, both permanent and temporary, were accredited as proficient teachers after providing rigorous documentation to both the Department of Education and the NSW Education Standards Authority (NESA).

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 Tell 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. All professional development has standards published with the training on the school calendar.

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	842,599
Revenue	12,894,297
Appropriation	12,445,031
Sale of Goods and Services	106,142
Grants and Contributions	331,303
Gain and Loss	0
Other Revenue	0
Investment Income	11,820
Expenses	-12,637,321
Recurrent Expenses	-12,637,321
Employee Related	-11,281,947
Operating Expenses	-1,355,374
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	256,977
Balance Carried Forward	1,099,576

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

Significant funds have been allocated for school funded works to complete the Aboriginal Learning Space, school toilets, grounds improvement, hall improvement and sporting facilities.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	8,899,640
Base Per Capita	210,150
Base Location	0
Other Base	8,689,491
Equity Total	1,251,069
Equity Aboriginal	133,758
Equity Socio economic	595,712
Equity Language	72,596
Equity Disability	449,004
Targeted Total	1,147,090
Other Total	689,944
Grand Total	11,987,744

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

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 2018 the RACY committee professionally developed all staff in the use of writing scaffolds, literacy differentiation 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 consolidated in writing improvement with the continued funding of the whole-school Writing Coordinator in 2019. The Writing Coordinator will work with all faculties to develop and enhance student critical and imaginative writing in a variety of contexts.

During 2018, 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 has continued to identify 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 2019 to further develop their own skills in the teaching of numeracy.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Callaghan College Wallsend Campus is one of the 137 schools in NSW chosen to be part of the Bump It Up strategy. 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.

Parent/caregiver, student, teacher satisfaction

The following data has been taken from the 2018 Tell Them From Me Surveys:

Students

- 66% of students feel important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.
- 60% of students feel teachers are responsive to their needs and encourage independence with a democratic approach.
- 69% of students feel school staff emphasise academic skills and hold high expectations for all students to succeed.

Parents/Caregivers

- 75% of parents/caregivers feel that school reports are written in terms they understand
- 82% of parents/caregivers feel that their child/children are clear about school rules in terms of behaviour
- 67% of parents/caregivers would recommend Wallsend Campus to Primary School Parents.

Teachers

- 82% of teachers feel that they work with school leaders to create a safe and orderly school environment.
- 86% of teachers talk with other teachers about strategies that increase student engagement.
- 75% of teachers feel school leaders have helped them establish challenging and visible learning goals for students.

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 2018, 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. Significant funding was also allocated to Aboriginal learning spaces.

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 22 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.