



Callaghan College Waratah Technology Campus

Annual Report

2018



CALLAGHAN
COLLEGE

8508

Introduction

The Annual Report for **2018** 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.

Hayley Macdonald

Principal

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Message from the Principal

It was with great pleasure that I took up the role of Principal at Callaghan College Waratah Technology Campus. Callaghan Waratah in 2018. It has a wonderful reputation within the Hunter and Newcastle region for its student learning, extra-curricular activities and the supportive pastoral care it offers its students, and it is with great pride and a huge sense of responsibility that I undertake this role.

In the short time I have been here I have already had the pleasure of meeting many of our students and experiencing the excellent learning culture and extra-curricular activities that occur every day of every week. We have a school filled with talented and dedicated staff who work hard to ensure that Callaghan College remains a leader in the provision of outstanding educational and training opportunities.

We are a proud member of the Callaghan Education Pathways, a learning community encompassing the three campuses and 15 partner primary schools to provide specialised learning environments and a smooth continuum of learning for students K –12..

Our school takes pride in a positive, safe and caring learning environment, high expectations for excellence in learning, innovative educational programs and individualised and diverse learning opportunities.

I look forward to many more exciting years of education in this great school.

Ms Hayley Macdonald

Principal

Message from the students

Our experiences at Waratah are ones that will last us a lifetime. The friendships that we have made will last forever as we slowly make our way into adulthood.

Being a member of the leadership group was a privilege and something that we will forever be grateful. We have bonded together and became really close friends. Although we had disagreements, like every friendship group does, we came out stronger.

We strongly believe Waratah Campus will do many great things in the future as well as improve what they are currently working and expose it into the community with enthusiasm.

School background

School vision statement

WARATAH TECHNOLOGY CAMPUS

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.

CALLAGHAN COLLEGE

Callaghan College consists of three secondary campuses: Wallsend Junior Campus and Waratah Junior Campus catering for students in Years 7–10 and Jesmond Senior Campus for students in Years 11 and 12. Additionally, our 15 partner primary schools join their secondary campuses as part of the Callaghan Education Pathways, a collaborative learning which provides access to high quality education from Kindergarten to Year 12 and beyond.

Our mission is to 'Build a World Class 21st Century Learning Community'.

Our vision is that this will be achieved by an explicit and systematic focus on Excellence in Education through: Innovative teaching and learning; diverse learning pathways; and quality community partnerships.

The College values of respect, responsibility, relationships and excellence represent a shared commitment to all students in our care.

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, a leader in the provision of outstanding educational and training opportunities. Waratah 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 continuum of learning for students K–12.

Our school takes pride in five main aspects:

1. **A POSITIVE, SAFE & CARING ENVIRONMENT:** 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 Future Learning lessons, portfolio presentations, student leadership programs, middle schooling opportunities and a collaborative team teaching environment.
4. **INDIVIDUALISED, DIVERSE LEARNING OPPORTUNITIES:** including a wide curriculum, 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 20% Aboriginal, 5% EAL/D and 15% LBOTE. ICSEA and FOIE indices guide funding that will allow for long term programs to develop. Student performance data has been improving in most areas over the last few years. Most indicators show that students are performing at or above state trends in NAPLAN growth. School image in the community has recently shown marked improvement, resulting in increased enrolments from 2012 onwards.

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 Technology Campus has developed a strong learning culture and has maintained a culture of high expectations where every child is supported to empower their own learning. The strength of our learning culture is evident through NAPLAN growth data, TTFM student surveys and participation and results in internal assessment tasks. Our transition programs with our Partner Primary Schools and our senior school, Jesmond Campus demonstrate a strong collaboration between students, parents and the community that inform and support the continuity of learning for all students at transition points. Attendance rates are an area for development and improvement.

Wellbeing Culture

Waratah ensures that every student is known, valued and cared for through strong and inclusive wellbeing structures that support the emotional/social growth of students. The school promotes empathy and positive citizenship. Individual learning needs are well catered for by our Learning and Support Team structure that monitors student progress closely and is responsive in interventions. Our wellbeing structures and processes are an area we will continue to work on over the life of the school plan.

Curriculum and Learning

There are strong communication and information channels from Primary school to Senior school, through transition programs that focus on ensuring the curriculum sits on a continuum of learning. The introduction of Future Learning classes and library lessons into Year 7 and 8 ensures that students are working closely within the ACARA Critical and Creative thinking framework and the skills of collaboration, communication, critical and creative thinking. Our main electronic learning platform CANVAS provides access to learning materials by staff, students and parents at any time. The curriculum includes an innovative elective structure to engage and interest students. The school also caters for all students with a highly successful High Achiever's Program. A Faculty Review process monitors the quality of curriculum across Key Learning Areas.

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 learning progress. Parents are engaged through the parent portal in Sentral, Parent Forums each Term, and Semester Parent Teacher Nights. Students reflect on their learning in in Future Learning classes and write their own learning reflection as part of the semester reporting process. Over the next few years we intend to move toward electronic reporting systems for all parents in line with our sustainability focus for the school.

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. The school uses internal and external measures to assess student progress and achievement against syllabus outcomes. An area for growth and improvement is for a sustained move towards the state average for all areas of learning measured in NAPLAN.

IN THE TEACHING DOMAIN:

Effective Classroom Practice

Waratah Campus has a culture of high expectations for academic success, as indicated in the TTFM surveys and longitudinal school evaluation surveys, external student performance data and submission rates. Teachers use

performance data and feedback to evaluate and adjust teaching practice. Strong instructional leadership is evident and embedded including effective implementation of Professional Learning Teams, Peer observation and College Cross–Campus PL. Staff collaboratively share expertise to build evidence–based knowledge, understanding, skills and tools that support continual improvement of teaching practice and self–assessment. Teacher professional learning sessions encourage collaboration across faculties and stages to share curriculum knowledge, data, feedback and other information about student progress and achievement. Feedback and Explicit teaching is a strong area of focus for the school with our Assessing for Impact program and strategies.

Data Skills and Use

A culture of extensive and comprehensive collection/use/sharing/analysis/response to data are embedded in practice. The school leadership team regularly analyse, monitor and share data with the whole school community and use the data to inform school improvements in the school plan. The next focus area around data is to strategically plan for and implement changes in classroom practices based on comprehensive data analysis.

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. All teaching staff requiring accreditation or maintenance of their practice are well supported with structured systems and processes around the teaching standards. All staff have a comprehensive knowledge of the Australian Teaching Standards and use them to inform their own Professional learning goals each year.

Learning and Development

Learning and development with collaborative practice, which identify and share expertise within and beyond 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 and the monitoring and support of student learning and wellbeing. Collaborative Practice and feedback will be strengthened over the life of the school plan with a structured and embedded process for coaching and mentoring along with a whole staff commitment to innovation and change.

IN THE LEADING DOMAIN:

Educational Leadership

Staff have purposeful leadership roles based on experience and expertise. Staff members contribute to cohesive whole–school, faculty and program teams. Role statements and areas of responsibility are willingly embraced to achieve the school's strategic directions and vision, as indicated by annual staff surveys. Professional development programs support development of leadership capacity. Head Teachers, Deputy Principals and the Principal are developed to be instructional leaders within the school leading strong pedagogical professional learning for staff with a clear focus on continual improvement.

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. The leadership team embeds clear processes, with accompanying timelines and milestones to direct school activity towards effective implementation of the plan. All staff understand and are clear on meeting the school's strategic directions to assist in meeting the improvement measures.

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 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, Facebook, Newsletter, SMSs and the Parent Portal in Sentral provide the community with clear information about school and student progress. The Student Representative Council provides recommendations to the school executive about improvements. Our self–assessment against the School Excellence Framework will further assist the school to refine the strategic priorities in our school plan, leading to further improvements in the delivery of education to our students. Service delivery is a area of focus for our school over the next few years with a commitment to school community satisfaction and a high quality delivery of service.

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 Learning

Purpose

To engage and empower our students to be independent, successful citizens and leaders through individualised pathways that promote collaboration and communication with all stakeholders.

Overall summary of progress

School Plan

Strategic Direction 1

Improving Excellence in Learning

Purpose

To engage and empower our students to be independent, successful citizens and leaders through individualised pathways that promote collaboration and communication with all stakeholders.

Overall Summary of Progress

The school aimed to develop a culture of personal excellence. Student leadership groups were strengthened, giving voice to students about their educational experience. Academic rigour was a focus area in 2018 with a strong focus on assessment procedures and submission rates. The use of our online learning tool CANVAS has significantly improved all year group submission rates for assessment tasks and this tool continues to assist staff in the delivery of excellence in learning. This is also evidenced by external results with Year 9 Expected Growth in NAPLAN of 80% or higher in reading, writing and numeracy including Aboriginal Students.

Our continued focus on embedding literacy and numeracy has remained an important element of our continual improvement towards excelling in learning. The improvement measure of Intellectual Engagement for students is still a target area of concern and one that we will continue to work towards.

While there were some increases in the uptake and use of student devices in classrooms, it seems that more work is needed in this area. The High Achievers Programs were also strengthened, with the incorporation of rigorous authentic assessment, using two parent open days through the year. The success and popularity of the program is evidenced by increasing numbers of applications for the class, with 58 applications last year for the 2018 cohort.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Year 9 Expected Growth in NAPLAN of 80% or higher in reading, writing and numeracy including Aboriginal students.	• 1.2 EFT of staffing provided for teachers to undertake extensive and rigorous professional Learning to enable the explicit and systematic teaching of literacy and numeracy in all classrooms.	2018 NAPLAN data indicated a trend toward start average and expected growth was strongest in reading at 75% but still has some improvement required to meet this in the areas of writing and numeracy.
Middle school data evidences improved transition outcomes for year 7 students in learning, wellbeing and social and emotional experiences.	0.8 employment of LaST to plan for and initiate middle schooling for 2019.	Wellbeing and behaviour data for Year 7 has shown significant increases in the stability of social and emotional experiences in the transition to High School.
Improve the percentage of students with 85% or above	1.0 HT Administration and Technology employed with	Attendance remains below state average but there has been significant movement in this area.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
attendance from 75% to 90%.	RAM funds to create streamlined and efficient systems to address attendance concerns.	Attendance remains below state average but there has been significant movement in this area.
Improve the % of students in the TTFM survey from 55% to 70% in the area of "Intellectual Engagement".	Employment of HT Engagement and Innovation to implement and innovate around intellectual engagement.	This statistic is still in need of improvement. The intellectual engagement for students sits at 57% which is only a small increase from 2017.

Next Steps

- Strengthen middle school across the curriculum planning and delivery
- Continue to embed the explicit teaching of six writing strategies into all faculty programs.
- continue to work with HT Administration around improvements for students attendance.

Strategic Direction 2

Delivering Excellence in Teaching

Purpose

To enhance a high level of professionalism and commitment of all teachers to work collaboratively with the school community to deliver excellence in teaching, using and sharing evidence based practice to strengthen student learning.

Overall summary of progress

The school aimed to develop a culture of personal excellence for teaching staff as well as students. Staff Professional Learning was strengthened through a strategic and planned approach, focussing on areas for improvement displayed in the data. The inclusion of 2 hours per fortnight of dedicated Professional learning for staff and follow up time in faculty meetings and SDDs has significantly increased and deepened staff knowledge of key initiatives. Staff surveys show an improvement in understanding of the content and the ability to embed this learning into teaching and learning programs.

Our continued focus on embedding literacy and numeracy has remained an important element of our continual improvement towards excelling in teaching – in 2018 our focus was on writing as well as learning intentions and success criteria. Staff understanding of these elements has deepened and this is moving towards common practice in classrooms.

Our focus on PL around critical and creative thinking has improved student understanding of these skills and the TTFM surveys indicate that students now value these skills more highly for the future workplace. Future Learning Professional learning for staff has focussed on inquiry based learning and this has deepened staff's application of these skills into a variety of different settings.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>TTFM Student survey shows results above NSW norms in all 12 'Drivers of Student Outcomes'.</p> <p>TTFM Staff Survey shows results that are above NSW norms in all eight 'Drivers of Student Learning'.</p> <p>90% of staff indicate in annual survey that school-based professional learning is relevant.</p> <p>60% of students have a BYOD ready for use in classrooms daily.</p>	<p>The annual, longitudinal teacher survey was again conducted in Term 3.</p> <p>A more rigorous NSW Department of Education "Performance and Development Framework" involving individual teacher plans was implemented, with survey averages increasing from 3.37 to 3.48.</p> <p>Teachers' responses to the second question were similar, at an average of 3.06. However, the survey also showed that teachers have a greater awareness of the importance of differentiation of pedagogy and the effective integration of 21st Century fluencies.</p> <p>BYOD usage is another area for further development and this will be strengthened in the next year of this school plan.</p>	

Next Steps

- Staff continue to value professional learning and gain new skills and knowledge they are willing to embed into teaching programs.
- Future Learning and GATs education remains a high priority for all staff and is embedded across the curriculum authentically.
- Literacy and numeracy and the explicit teaching of all these skills to be firmly embedded in programs and teaching practice.

Strategic Direction 3

Delivering Excellence in Leading

Purpose

To ensure that all levels of leadership serve the overarching strategic vision of the school community, and to foster a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning and success.

Overall summary of progress

The strategies planned for positive Year 6 –7 transition were successfully implemented and numbers remained strong between 2017–2018.

During the year, the school became part of the Secondary Schools Renewal Program. The first part of this program involved comprehensive research of the school's image across all sectors of the community. This research stated that *"Parents of children currently attending the school were almost universally positive about their experience"* and that *"The strengths of the school were felt to be its teaching staff, its caring and individual level treatment of pupils and its programs for encouraging positive behaviour"*.

However, the research also outlined that there was a need to improve the reputation of the school among parents of primary school children in the area. This is something that Callaghan Waratah will work towards improving over the next few years. Transition data from year 6 into Year 7 for 2019 fell slightly and this is a target we will strengthen with in this year of the plan.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased participation in staff leadership as indicated in roles and responsibilities document.	Significant resources were expended in PL for staff in leadership positions to refine and implement their role statements effectively.	All staff have a clear understanding of their role statements and how they can contribute as a leader in the school.
Increase the percentage of Year 6 students who indicate Waratah Campus as their first preference from a 3 year average of 80% to 90%.	15000 spent on transition from year 6–7 in 2017.	Data collected in March 2017 indicates that 88% of students chose Waratah Technology Campus as first preference. Data collected in March 2019 indicates a drop to 78%
TTFM Teacher survey indicates the 'Leadership' area improves from 7.4 to 8.0.	Leadership positions created in the school to ensure distributed leadership across KLAs and other areas of responsibility.	TTFM Staff survey in 2018 indicated that 7.6% of staff indicated that they had leadership opportunities.
Passion Projects within the school directly influence building the capacity of 30% of staff and demonstrable impact on student learning outcomes.	10,000 allocated to the development of 3 staff passion projects to enhance the capacity of staff in chosen areas.	3 passion projects to be delivered at the end of 2019.

Next Steps

The transition program for primary students will be extended to include Year 5 and Year 3 and 4 parents who will

experience a whole day onsite event at Waratah Campus and a parent information session in term 4.

A new communication plan will be developed and implemented. This will include a revised set of key messages and proof points, a clarity of roles and responsibilities of staff involved and refreshed publicity strategies and materials. Positive news stories sent to primary schools for newsletter inclusion. Parent advocates formalised and advertised.

Parent Information Nights will continue to be held each term, with a focus on enhancing their capacity to use electronic media to support their children's learning.

Leadership executive conference to be held in Term 3 of 2019 to enhance and strengthen leadership capacity.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$81,673 for CLO, \$23,962 for ATSI SLSO</p> <p>\$9,000 for resources.</p>	<p>Employment of an Aboriginal Community Liaison Officer, an Aboriginal School Learning Support Officer, with clear role statements and termly action plans.</p> <p>Approximately 93 Aboriginal students were supported with programs and personnel.</p> <p>Staffing was provided to support the BroSpeak and SistaSpeak programs, a new community partnership program with Newcastle Family Services called Kia Kia Turullilliko, as well as other relevant programs to support Aboriginal students.</p> <p>The overall average attendance of Aboriginal students was good at 82%, according to Business Intelligence Data.</p> <p>The majority of students engaged with their Personalised Learning Plans.</p> <p>NAPLAN growth results were good, showing school averages that were at NSW averages in Reading and Spelling, but below in Grammar, Punctuation and Numeracy.</p> <p>Approximately 18 students displayed pride as they participated in numerous cultural leadership events in our partner primary schools and in the wider community.</p> <p>Eight Aboriginal Education team meetings, involving staff, parents and students were held, guiding programs and initiatives.</p> <p>A junior AECG was supported in its second year.</p>
English language proficiency	<p>1.5 EFT of teaching staff.</p> <p>0.8 SASS staff</p>	<p>An experienced EAL/D teacher was utilised full-time to support 28 students in differentiated small group lessons on a withdrawal basis and also to provide support in regular classrooms.</p> <p>Students were identified and assessed to place on the EAL/D continuum and to communicate to teachers. There were 9 Emerging, 16 Developing and 3 consolidating.</p> <p>Classroom teachers were supported with professional learning by the EAL/D teacher, to differentiate lessons and prepare resources.</p> <p>An EALD SLSO was employed to work with students and families providing support to teaching staff and school personnel.</p>
Low level adjustment for disability	<p>2.0 EFT of staffing.</p> <p>Flexible funding \$98,728 for SLSO support in the classroom.</p>	<p>Students requiring additional support identified through Teaching for Inclusion resources.</p> <p>Roster of School Learning Support Officers</p>

<p>Low level adjustment for disability</p>	<p>2.0 EFT of staffing.</p> <p>Flexible funding \$98,728 for SLSO support in the classroom.</p>	<p>linked to students/classes was implemented.</p> <p>NAPLAN data shows solid growth in skill development across the school.</p>
<p>Socio-economic background</p>	<p>\$601,000 was allocated to the school</p>	<p>Refer to Strategic Directions for details of specific programs. This funding was utilised in numerous programs throughout the school plan in 2018. The impact is clearly positive, as evidenced by:</p> <p>Attendance – average student attendance was 87% according to Business Intelligence data, a 2% increase on the previous year.</p> <p>NAPLAN – the average growth in Literacy and Numeracy skills from Year 7 to Year 9, as measured in NAPLAN, was above NSW averages in Reading, Spelling, Grammar, Punctuation and Numeracy.</p> <p>Enrolments – 2018 enrolments increased again for the fifth successive year.</p>
<p>Support for beginning teachers</p>	<p>\$13,842 was allocated to the school to support beginning teachers and teachers seeking accreditation. Supervising teachers supported by HT T and L and release time to complete and submit required supervisor reports for proficiency</p>	<p>Two teachers in their second year of permanency were supported with relief time, individual mentoring and regular review meetings. All are making positive progress with their teaching careers.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>\$5,901 was allocated to the school for Refugee Transition Program.</p> <p>Intensive English Class: 1.5 teaching staff</p> <p>IEC 0.6 SLSO</p>	<p>Intensive English Class:</p> <p>Due to the enrolment of a number of refugee students from the Middle East, the school was given resources for an Intensive English Class in Semester 2. These resources were used to create a Stage 4 class and a Stage 5 class. It is expected that these students will transition to the EALD program as their English language skills develop. The IEC was supported with a part-time bi-lingual SLSO.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	331	339	343	419
Girls	241	265	274	322

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 6th successive increase in overall enrolments since 2012.

In 2018, 20% of students were Aboriginal, while 16% of students had a Language Background Other Than English.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	93	93.3	93.4	90.4
8	91.2	93.6	89.1	89.2
9	88.9	91.6	86.4	85.9
10	88.8	90.6	83.1	81.5
All Years	90.5	92.3	88.4	87.2
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

The table and graph shows a slight decline in average attendance of students in 2018.

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.

Attendance will be a significant focus for the school over the next five years with the plan to increase it to above state average.

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	1	0	0
TAFE entry	1	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

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 attaining HSC or equivalent vocational education qualification

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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	37.08
Learning and Support Teacher(s)	2
Teacher Librarian	1
Teacher ESL	1.2
School Counsellor	1.8
School Administration and Support Staff	14.68
Other Positions	1.54

*Full Time Equivalent

Note that the numbers in the table include part-time and temporary staff.

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

One member of staff is Aboriginal.

During 2018, zero staff transferred, no staff retired and one staff member resigned.

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

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 2018 the focus areas were Literacy – specifically writing, Technology and formative assessment and explicit teaching.

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

Every teacher developed and implemented an individual professional growth plan.

Teachers seeking accreditation, or who were in the maintenance phase, were supported. Two teachers were successful in gaining accreditation at Proficient, while 10 teachers are in the maintenance phase at Proficient.

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	516,757
Revenue	9,597,488
Appropriation	9,280,249
Sale of Goods and Services	194,784
Grants and Contributions	116,760
Gain and Loss	0
Other Revenue	1,789
Investment Income	3,907
Expenses	-9,727,883
Recurrent Expenses	-9,727,883
Employee Related	-8,845,982
Operating Expenses	-881,901
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-130,395
Balance Carried Forward	386,362

This summary covers funds for operating costs and does not involve expenditure areas, such as permanent salaries, building and major maintenance.

A full copy of the school's 2015 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.

The majority of the balance of retained funds was used to cover the cost of salaries, programs and goods on order from December 2018 to February 2019. 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.

The landscaping of the gardens and lawn at the front of the school and the creation of the Aboriginal Garden were held over to the start of the 2019 School year.

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	5,666,957
Base Per Capita	125,628
Base Location	0
Other Base	5,541,329
Equity Total	1,068,114
Equity Aboriginal	105,887
Equity Socio economic	500,527
Equity Language	154,747
Equity Disability	306,954
Targeted Total	1,327,814
Other Total	865,786
Grand Total	8,928,671

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 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 2018, for the 5th 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).

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).

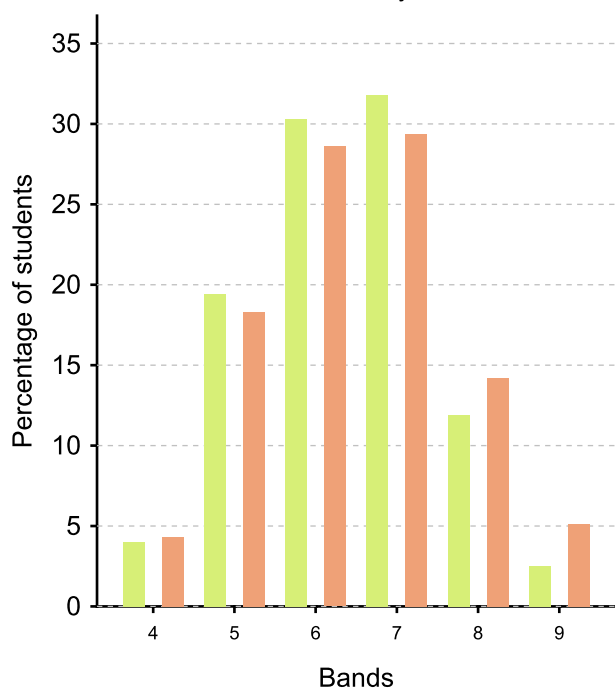
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

These Year 7 Literacy results are very pleasing – with a good proportion of students achieving results in the top 3 bands higher than Similar School Groups and higher than the School Average in the past 5 years. There was a decline in writing scores in Year 9 but a strengthening in reading scores in Year 7 and 9. This will be carefully monitored over the next few years to see if online NAPLAN has an impact on student writing.

Numeracy scores showed growth in both Year 7 and 9 with a significant movement towards state average in Year 9. Year 9 Numeracy growth results were pleasing and showed a great deal of improvement.

Percentage in bands:
Year 7 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.

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 21.8% and 14.4% respectively.

The percentage of Year 9 students in the top two bands in Reading and Numeracy was 15.8% and 23.8% respectively.

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

The percentage of Year 7 Aboriginal students in the top two bands in Reading and Numeracy was 3.8% and 4%.

The percentage of Year 9 Aboriginal students in the top two bands in Reading and Numeracy was 0% and 5.6% respectively.

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

Reading average growth was 54 points (compared to 46 for NSW).

Numeracy average growth was 53.1 points (compared to 47 for NSW).

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 2018, 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.
- Would 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 2018, 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 2018, 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 2018, 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 2018, 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 or staff and students in teaching and learning, and student welfare through the 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 (Awabal 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, has supported Aboriginal students and programs for over 10 years, showing commitment and compassion, and importantly making a positive difference to learning and wellbeing outcomes.

Other activities included: Close the Gap, Nation Aboriginal and Islander Day Observance Committee (NAIDOC), Reconciliation Week, National Sorry day, Junior AECG training, additional student work added to the 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, NAPLAN literacy class.

Multicultural and anti-racism education

2018 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 School Learning Support Officer. 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 2018, 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 who 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 a Journey to Success for Stage 5,

The group focus for Journey to Success (Refugee Transition Program) was Breaking Down Racial Stereotypes and Building Positive Relationships.

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

The regional Opening the School Gate event was an opportunity

A Year 6 Transition Day was held for 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.