

Callaghan College Wallsend Campus 2019 Annual Report



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Introduction

The Annual Report for 2019 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.

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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

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self–assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

Students will demonstrate increased writing skills across all KLAs through their utilisation of the TEEEC and ALARM Frameworks.

CCWC will achieve an 8% increase of students achieving in the top bands in literacy and numeracy.

CCWC will achieve on or above state average in the extended writing component of VALID

Progress towards achieving improvement measures

Process 1: Whole School Writing Program

1. Implement a whole school approach to improving literacy.
2. 7–10 Writing Program—Establishment of Campus Writing Co–ordinator to work with KLAs to embed writing scaffolds.
3. Provide opportunity through innovative curriculum design and assessment of students to develop future focused skills and competencies.

Evaluation	Funds Expended (Resources)
<p>Question: Has the school writing program been embedded as teaching practice?</p> <p>Data source: Programs, regular professional learning and discussion at executive and faculty meetings.</p> <p>Finding: Successful implementation of Whole College Writing program for consistency across all KLA's. Professional Development will continue in writing for all staff and will also move into work on improving the teaching of reading.</p> <p>Implications: There are still particular areas for improvement and this will be assisted by the development of a Literacy and Numeracy Coordinator appointed and allocated for 2020. Role statement developed and expressed to all staff with a focus on new stretch targets and QTR.</p>	<p>RAM funding of a period allocation \$40, 000</p>

Process 2: Bump it Up

Staff will improve the identification, differentiation and adjustment provisions for students requiring explicit support using tools such as literacy and numeracy progressions, SMART Data, SENTRAL INSIGHTS and PAT – R and PAT – N Testing.

Evaluation	Funds Expended (Resources)
<p>Question: What are our targets for 2020 and what will we put in place to ensure we are best prepared to meet them?</p> <p>Data Sources: Scout and stretch targets</p>	<p>Scout</p> <p>RAM –Professional Learning funds</p>

Progress towards achieving improvement measures

Finding: The Bump it Up target for 2019 was 18% of students in the top two bands for Reading and Numeracy. This was achieved with exactly 18% reached across Years 7 and 9

Implications: Continuation of writing PD and further development of a literacy and numeracy strategy in 2020 including the allocation of literacy and numeracy leaders. Goals from centrally determined targets around reading and numeracy will be the focus.

Process 3: GATS Enrichment Program

Enrichment students will have achieved high-level outcomes in programs supported by mentors or the University of Newcastle's High Achievers Program.

Evaluation	Funds Expended (Resources)
<p>Q. Has the current GATS program provided the necessary academic rigour and the necessary 21st Century and future focused skills embedded in all teaching and learning programs?</p> <p>Data Source– Interviews with current and incoming GATS cohort to determine extent of academic rigor</p> <p>Findings–Determined through discussion that a stronger focus on writing and reading is required. Students suggested that this is an area they actually enjoy and would like greater opportunity to partake in this type of learning</p> <p>Implications–Staff will need to re-evaluate methods of delivery to our high achieving students. Greater focus and opportunities to deliver through alternate pedagogy other than ICT based delivery. Reconsideration of curriculum offerings and design for implementation in 2021.</p>	RAM PL Funding

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.

Improvement Measures

CCWC will increase the proportion of students demonstrating active engagement with their learning as evidenced by relevant data.

CCWC will increase the percentage of Aboriginal students demonstrating expected growth in literacy and numeracy by 15% .

Progress towards achieving improvement measures

Process 1: Project based learning

PBL– Continuation of PBL processes to develop whole school implementation with a focus on an integrated approach to cross curriculum content.

Evaluation	Funds Expended (Resources)
<p>Question: Are the Principals of PBL being taught within KLA's or across KLA's? Has the Year 8 class been scoped and sequenced to incorporate PBL? Year 7 GATS PBL has this been planned? Is it a focus moving forward?</p> <p>Data source: Survey to whole staff. 8D class teacher meeting for feedback. Examples of KLA programs for PBL.</p> <p>Finding: PBL is not being taught across all KLAs but has been embedded in most core subjects. We need further training of staff to make them aware of the PBL principal's. in 2020 we will work to develop 'Curious Creations', a PBL focussed Year 7 elective, for implementation in 2021.</p> <p>Implications: What release days are required in order for programming and planning to take place? How does PBL become implemented across the whole school?</p>	<p>Timetable Allocation</p> <p>Regular PD</p> <p>RAM PL Funding</p>

Process 2: Whole School Wellbeing

- Develop an integrated approach to whole school wellbeing and learning and support.
- Use of data to inform classroom practice. Staff trained in use of Sentral Insights.

Evaluation	Funds Expended (Resources)
<p>Question: How will the whole school wellbeing and Berry Street PD training be implemented in 2020 and embedded into curriculum.</p> <p>Data source: Evaluation for wellbeing team and staff, indicated a need to focus on roles of the year advisor , focused PD staff Berry street and wellbeing mindfulness (staff and student) delivered each term in 2020.</p> <p>Finding: Timetable constraints have hindered implementation , wellbeing team to focus on staff PD and embedding wellbeing practices into daily teaching routines.</p>	<p>More wellbeing team PD in Berry Street and BU opportunities and wellbeing team to focus on strategic plan for 2020– 2022..</p>

Progress towards achieving improvement measures

Implications: 2020 one staff professional development focus area will be on the Berry Street model and BU – Staff and student well being, student engagement and second string relationships.

Process 3: Aboriginal Education

Imbed 8 Ways of Learning into TPL and KLA programs. Build and strengthen relationships with Aboriginal people, the AECG and local community members. Support Aboriginal students are through key transition points.

Evaluation	Funds Expended (Resources)
<p>Question: How do we improve 6–7 and 9–10 transition Data to improve student outcomes and engagement?</p> <p>Data source: Yarning cycle , student surveys and community AECG consultation, Yr 10 transition team Jesmond Campus Wollotuka Institute studies on Aboriginal student University enrolment / retention. and engagement.</p> <p>Finding: Students and families indicated a need to engage more with local AECG celebrations and have greater opportunities to connect to new staff school communities through key transitions 6–7, 10–11 and future educational pathways.</p> <p>Implications: Early intervention groups had been identified and associated documentation and teaching resources, staff TPL and program development focused on stage outcomes, literacy and numeracy progressions. Future employment of Aboriginal AEO and SLSO for 2020.</p>	<p>Staff PD establishment targeted literacy and numeracy support groups for early interventions with LASTS and Aboriginal support staff gathering of all PLPs , medical health care plans , supported student data base.</p>

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.

Improvement Measures

Staff PDP are linked to the Teaching Standards and identify growth in leadership capacity.

By the completion of the planning cycle there will be an increase in staff completing accreditation at the higher levels.

Higher number of teachers taking authentic leadership roles as evidenced in growth in teaching and learning impact..

Progress towards achieving improvement measures

Process 1: Quality Teaching Rounds

Students engage with future focused learning skills and strategies that are evidence based and provide feedback for continuous improvement. This is evidenced in the QTR program which will focus on substantive and procedural requirements of differentiation, engaging through different mediums and hands on learning.

Evaluation	Funds Expended (Resources)
<p>Q. Has the current structure and management of QTR groups allowed staff to improve pedagogical practices.</p> <p>Findings– Areas of literacy and numeracy found to be lacking in specific areas. Staff however have shared and refined resources to enable these areas to be targeted</p> <p>Implications– QTR will be shifted to a distinct focus on classroom literacy and numeracy practices and overseen by our allocated numeracy and literacy co-coordinators</p> <p>QTR obs will also be linked to staff PDPs (Not mandatory obs of course) to ensure that student needs are the focus</p>	<p>Timetable Allocation</p> <p>Regular PD</p> <p>RAM PL Funding</p>

Process 2: Accreditation

Teachers draw on research based professional learning and demonstrate practice through lesson observations

Targeted Professional Development aligned to individual PDPs (School and College Strategic Directions).

Evaluation	Funds Expended (Resources)
<p>Findings: Staff satisfaction with final sign off on accreditation and support for the year.</p> <p>Implications: New Teacher Education coordinator organised for 2020 student arrival.</p>	<p>• SharePoint Resources and NESA / DoE documents</p>

Process 3: Distributive Leadership (2IC) Program

Progress towards achieving improvement measures

Process 3:

School executive adopts a coordinated approach that enhances professional development as a bi-product to distributive leadership.

Leaders will also draw on analytics from social media, TTFM, the AECG and other focus groups.

Evaluation	Funds Expended (Resources)
<p>Question: How have participants deepened understanding of the standard descriptions at higher levels and what they look like in practice (7.4.2, 6.3.2, 5.4.2, 4.4.2, 3.2.2, 2.1.2, 1.2.2)</p> <p>Data source: NESA/Scout/PD Calendar</p> <p>Finding: All KLA's have 2!C's, our Deputies are involved in College Leadership programs and statewide leadership initiatives. All head teachers are active in Hunter Region associations for their KLA. College and Faculty-based leadership initiatives are taking place around the development of highly accomplished and lead teachers.</p> <p>Implications: Continue PD and development in this area. Develop tighter structures around mentoring and coaching beginning teachers and prospective leaders.</p>	<p>Regular PD</p> <p>HT T&L allocation</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	CLO Paraprofessional PD Calendar RAM Aboriginal flexible funding	To grow Aboriginal education and cultural connectedness, the school will look to employ an Aboriginal Education Officer in consultation with the AECG in 2020. An Aboriginal identified SLSO to support students in the classroom will also be sourced.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	546	527	558	531
Girls	544	540	558	546

Student attendance profile

School				
Year	2016	2017	2018	2019
7	91.7	93.2	91.2	90.3
8	89	90.2	87.9	85.3
9	88	87.5	84.4	84.9
10	84	88.7	82.8	84.4
All Years	88.1	89.9	86.6	86.3
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
All Years	90	89.9	88.7	88.2

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	3	0	0
Employment	3	0	0
TAFE entry	2	0	0
University Entry	0	0	0
Other	0	0	0
Unknown	0	0	0

Being a Year 7–10 school, most students from the Wallsend Campus continue their schooling in Yr 11 at the Callaghan College Jesmond Campus or other local high schools. The school does run Stage 5 VET in Hospitality and Construction, which is undertaken by Year 10 students. These students finish the Certificate II credential during their Yr 11 studies at the Jesmond Campus.

Year 12 students undertaking vocational or trade training

0% of Year 12 students at Callaghan College Wallsend Campus undertook vocational education and training in 2019.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	2
Deputy Principal(s)	3
Head Teacher(s)	13
Classroom Teacher(s)	52.38
Learning and Support Teacher(s)	2.8
Teacher Librarian	1
Teacher ESL	0.8
School Counsellor	2
School Administration and Support Staff	16.57
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,099,576
Revenue	13,664,858
Appropriation	13,216,362
Sale of Goods and Services	85,116
Grants and contributions	353,867
Investment income	9,341
Other revenue	173
Expenses	-13,404,426
Employee related	-11,568,177
Operating expenses	-1,836,249
Surplus / deficit for the year	260,433

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	1,147,998
Equity Total	1,378,724
Equity - Aboriginal	155,262
Equity - Socio-economic	630,295
Equity - Language	130,815
Equity - Disability	462,352
Base Total	9,013,114
Base - Per Capita	267,910
Base - Location	0
Base - Other	8,745,204
Other Total	1,133,573
Grand Total	12,673,409

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

The following data has been taken from the 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 Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.