



# Callaghan College Waratah Technology Campus

## 2019 Annual Report



8508

## Introduction

The Annual Report for 2019 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.

### School contact details

Callaghan College Waratah Technology Campus

Turton Rd

Waratah, 2298

[www.waratah-h.schools.nsw.edu.au](http://www.waratah-h.schools.nsw.edu.au)

[waratah-h.school@det.nsw.edu.au](mailto:waratah-h.school@det.nsw.edu.au)

4968 1939

## 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

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 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.

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/school-excellence>

## 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.

### Improvement Measures

Year 9 Expected Growth in NAPLAN of 80% or higher in reading, writing and numeracy including Aboriginal students.

Middle school data evidences improved transition outcomes for year 7 students in learning, wellbeing and social and emotional experiences.

Improve the percentage of students with 85% or above attendance from 75% to 90%.

Improve the % of students in the TTFM survey from 55% to 70% in the area of "Intellectual Engagement".

### Progress towards achieving improvement measures

**Process 1: *Review Learning and Support Team to ensure strong classroom support for all students.***

Evaluation	Funds Expended (Resources)
<p>Waratah Campus has a strong commitment within the school and college community to ensuring students progress in their learning. The College Professional Learning on Writing has supported the school-based ongoing Professional Learning program on Literacy that has lifted the NAPLAN results and growth data over the previous 3 years. Scout numeracy data from 2017 to 2019 indicates that the learning and support processes have worked effectively in building a critical mass of results in the middle bands with very few students in the lower bands. The Learning and Support team has been working with individual faculties and middle school classes to understand the composition of classes and ensure that differentiation is embedded in programs and teaching and learning practices. The refinement of "flagging " and comprehensive, individualised plans in Sentral ensure that students are known and planned for.</p> <p>The school has a continued focus on ATSI and EALD professional learning and plans ( PLPs, EALD IEMPs) ensuring quality information and student goals are accessible for staff. We still have some work to do on supporting these students in mainstream classes and using the full range of staffing and strategic allocation of resources to ensure improved results. One of the improvements is to ensure that EALD students are assigned to the specific progression levels and there are consistent teaching and learning strategies that are applied. The ATSI PLP process has been strengthened in 2019 to incorporate a pre-survey sent out to families with the prior years plan to ensure that discussion can happen with family input to ensure strong personal and educational goals.</p> <p>The Learning and Support systems and processes have been instrumental in planning and supporting groups of students and individuals who have had little success in previous educational settings and supported the student community in maintaining our data Intellectual Engagement data from the Tell Them From Me survey.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• School Operational Funding (\$1165.00)</li></ul>

**Process 2: *Strategic, proactive and collaborative wellbeing processes and wellbeing programs.***

Evaluation	Funds Expended (Resources)
Waratah Campus is committed to a strategic and planned approach of	Student Assistance – \$7554

## Progress towards achieving improvement measures

embedding Wellbeing processes and programs. The school has created highly visible and effective methods for students to know pivotal staff who can support student wellbeing in order to thrive. The Tell Them From Me data in the areas of positive learning climate, positive relationships with staff and sense of belonging have all strengthened from 2018 data. There are strong evidence-based approaches to wellbeing, behaviour and learning needs of students that align with the school's Positive Behaviour for Learning focus areas. From the analysis of data and surveys from staff, students and community the school has strengthened its relationships with external organisations such as Wesley Mission and Family Referral Services to support students and their families and has three Community Liaison Officers to work at a more informal level with families. The school has also created a schedule for parent sessions with topical wellbeing and academic agendas that support parents skills and understanding and aims to ensure that interactions with the parent body and community a positive and inclusive experience.

While there are strong guidelines and policies in place and numerous strategically created positions and programs to address the needs of the school population, these newly embedded programs and positions need to be more widely understood and have a higher profile in the school community . An example of this is the Wellbeing Teams expansion and the ability for this team to take on a more prominent role leading staff understanding of core wellbeing philosophies and taking a more visible role at assemblies and events.

Student Wellbeing – \$1301

### Funding Sources:

- Socio-economic background (\$7554.00)
- Flexible Wellbeing (\$55611.00)
- School Operational Funding (\$1301.00)

### Process 3: *Innovative middle schooling structures created to ensure strong transitions from primary school to secondary school*

Evaluation	Funds Expended (Resources)
<p>The middle school structure has been able to attract quality staff who were willing to work beyond their area of expertise to build a stronger understanding of student ability to learn across Key Learning Areas. The Team has been able to build on its Vision and Mission statements and refine its focus for 2020. The commitment is there for the majority of existing middle school staff to continue in this structure for 2020. Most of this year has been spent on ensuring that the classroom environment has been conducive to team teaching and classes working together to create the chance for more student-centred learning. The classrooms are now set up to support innovative teaching and learning practices. The middle school program has enabled stronger relationships to be built between staff and students and peers and could be a reason for the 4% jump from 2018 TTFM results in "sense of belonging". The staff have been able to be more responsive to identifying and implementing supports and differentiated strategies. There are still areas that are pivotal to the success of the structure that need to be supported by the administration of the school, such as coordinated timetabling for meetings with paired teachers to ensure a comprehensive knowledge of students and integrated curriculum planning can occur. The other aspect that needs further impetus is the conferencing between teacher and students to build the capacity for students to self assess against simplified learning progressions and the link with this and portfolios that occur at the end of the year for each student.</p>	<p>Time provided from PL funds.</p> <p>Transition Funding – \$13676</p> <p>Head Teacher allocation \$33000</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$13676.00)</li> </ul>

## 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.

### Improvement Measures

TTFM Student survey shows results above NSW norms in all 12 'Drivers of Student Outcomes'.

TTFM Staff Survey shows results that are above NSW norms in all eight 'Drivers of Student Learning'.

90% of staff indicate in annual survey that school-based professional learning is relevant.

60% of students have a BYOD ready for use in classrooms daily.

### Progress towards achieving improvement measures

**Process 1: Targeted Professional Learning**– engage in targeted, evidence based professional learning delivered by internal and external experts. Explicit and differentiated teaching practice and effective practices are used school wide to improve student learning.

**Classroom conferences**– allow teachers to open classrooms, discuss the effectiveness of different strategies, and support the broad aim of working together to improve teaching quality

Evaluation	Funds Expended (Resources)
<p>In 2019 a clear targeted PL plan was established, at Waratah Campus with sustained focus to improve student outcomes in the areas of reading and writing. Professional learning sessions were of high quality delivered by trained professional facilitators. While PL sessions built the knowledge, skills and understanding of the initiatives for staff, there was deficit in collaborative planning and explicit teaching in the classroom.</p> <p>On reflection, the implementation timelines impact was impacted due to college time restraints. This resulted in a limited shift of teaching practice from content based to skills based. This was further impacted by limited of exemplar models of KLA specific teaching resources.</p> <p>Due to PL historically delivered as knowledge and skills set only, not embedding practice and measuring impact, lead to some staff fatigue by the duration of the writing PL (18 months). As contextually PL was previously delivered as a term focus, staff expectation was to move through content quickly without measuring impact and refining practice.</p> <p>It also became apparent that the importance of differentiation, even in the face of whole school consistency (Maths, Special Ed) was imperative to the successful engagement of all staff within a whole school initiative.</p> <p>The annual school survey and Teacher TTFM were not completed in 2019. This was due to data indicating alignment with state level in 2018 and an informed judgement on staff fatigue in relation to data collection has resulted in a bi-annual data collection process. As a result Staff will complete the TTFM survey in 2020.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional Learning (\$74565.00)</li><li>• Socio-economic background (\$16133.00)</li></ul>

**Process 2: High Achievers Program** revised and refined to create an innovative and unique program to cater for the needs of high achieving students.

Evaluation	Funds Expended (Resources)

## Progress towards achieving improvement measures

At Callaghan College Waratha Campus the HPGT policy has been aligned with the school 'Aspire' curriculum requirements. This is reflective of the development of course programs and lessons which meet the learning needs of all student. Teaching practice in conceptual IBL (Inquire Based Learning) has been delivered collaboratively in all curriculum areas providing authentic learning experiences for the engagement of all students.

Over this year teaching staff enhanced their knowledge and application of Learning and Support Plans,. This, in addition to professional discussion to target explicit teaching and learning strategies for the Aspire class cohort ensured a more individualised learning environment for all students. Enhancing student future focused skills through the delivery of coursework via online learning platform 'Canvas' required building teacher capacity to facilitate the online learning.

The sustained and embedded practice of catering for the needs of HPGT students will require ongoing, considerable resourcing (time, financial, planning, expertise, training, support, data collection, evaluation) to continue to develop a rigorous and engaging the High Achievers program from 6–12.

### Resource cost

Head Teacher Engagement and Innovation , Head Teacher Middle school Stage 4= 1.5 Head Teacher salaries \$53000

Middle School Staff \$212000

### Funding Sources:

- Socio-economic background (\$559300.00)

**Process 3: Future Learning Curriculum** to build teacher capacity to deliver future focused pedagogy ( IBL, ProBL) to enhance student engagement and learning outcomes. EXCEL developed to provided personalised learning opportunities while utilising specialist teacher to strategically extend the FL program

### Evaluation

The implementation of ExCEL as a pilot initiative on the Waratah Campus (to be followed by the Wallsend Campus in 2020) provided students with an increased range of highly specialised areas of study, enhancing student interest and engagement. This opportunity additionally supported individuals to access individualised learning focus areas. Parent feedback was highly supported of the personalised learning programs offered and the access of staff expertise. To further enhance learning the inclusion of extra curriculum opportunities may be enhanced to further support innovative future focused practices.

The establishment of ExCEL coordinators provided classroom teachers with a consistent understanding of skills and explicit teaching techniques, IBL focus requirements to enhance student learning outcomes.

Extending the application process time line in addition to moving it earlier in the year will allow more organisational time for staff allocation, planning. The change of practice to redesign and move the application processes online to enhance organisation and efficiency will support increased student enrolments into the future.

Professional discussion, collaboration, planning, needs to remain ongoing to ensure student engagement, staff confidence and competence, 4 C skill acquisition will require ongoing evaluation and support for successful implementation.

### Funds Expended (Resources)

Resource costs

Head Teacher Engagement and Innovation 0.5– \$13000

Excel Teachers – total of 4 at \$10600 each



## 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.

### Improvement Measures

Increased participation in staff leadership as indicated in roles and responsibilities document.

Increase the percentage of Year 6 students who indicate Waratah Campus as their first preference from a 3 year average of 80% to 90%.

TTFM Teacher survey indicates the 'Leadership' area improves from 7.4 to 8.0.

Passion Projects within the school directly influence building the capacity of 30% of staff and demonstrable impact on student learning outcomes.

### Progress towards achieving improvement measures

**Process 1:** Passion Projects to build capacity of all staff and provide students with best practice.

Evaluation	Funds Expended (Resources)
<p>Although this initiative has a positive start at Callaghan Waratah, it was only sustained in limited areas of the school. Although some excellent outcomes were realised for the staff and students involved in both passion projects, the reach was limited. Teachers often work independently on these projects, where as the intent was to build capacity in a number of staffs skills. Although generously funded and some excellent work completed it did not impact widely on student outcomes across the whole school. The YouTube Minecraft teaching resource was an excellent outcomes of this project as was the inclusion of our staff in the National Equity Conference.</p> <p>The outcomes for staff, students and parents involved in these projects were high – but unfortunately limited to a small number. These project will be funded and designed in a different way in 2020 to ensure that a wider audience is reached and positively impacted.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$3500.00)</li></ul>

**Process 2: Enhancing Community Partnerships and engagement:** All staff continue to lead effective community engagement strategies and contribute to the whole school community to enhance enrolment and community perception of CCWTC.

Refine and strengthen transition processes to ensure smooth transition from primary to junior campus and then to senior campus with the aim to keep enrolment numbers of high achieving students high.

Evaluation	Funds Expended (Resources)
<p>Community Engagement was a high priority at Callaghan College Waratah Campus during 2019 to ensure the perception of the school continued to strengthen and alter from historical assumptions. The use of funding to employ a Community a Engagement Officer has been very successful in achieving the Milestones set for Community engagement. Our publications to the community have become consistent in their messages, streamlined and professional. Parent focus groups and parent information sessions have been received very positively with parent satisfaction rating very strongly in these focus groups. The visits to primary schools from the engagement and transition team were pivotal in providing deep knowledge and information around our Aspire and Excel programs. The direct outcome of these</p>	<p>Community – \$9654</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$9654.00)</li><li>• Socio-economic background (\$70000.00)</li></ul>

## Progress towards achieving improvement measures

information sessions was an increase by 100% of Aspire applications and acceptances. The work completed with our Partner Primary Schools has been invaluable and our Year 6–7 numbers for 2019–2020 were far stronger than previous years for all students, with data indicating that we are now the first school of choice for 90% of parents. A very pleasing increase.

We also gained very strong parent feedback around our technology platforms and this will become a focus area for 2020.

Our new branding across the whole college has been enthusiastically embraced by current and prospective parents and students, and this will embed further in our documentation and promotional material in 2020.

The school is becoming recognised responsive by the community and we effectively cater for the range of equity groups in the school. In 2020 our goal will be to also become recognised as excellent by the community.

**Process 3:** Build whole staff capacity in administration platforms and technology use including teaching, sss and support staff to ensure customer satisfaction and excellent service delivery. This includes the implementation and understanding of SharePoint, Sentral and CANVAS.

Evaluation	Funds Expended (Resources)
<p>Communication channels with parents have been improving at Waratah Campus over the last 12 months with more families accessing the Parent Portal, the school website, and the School FB page for celebrations. Parent engagement with Canvas has increased although it was acknowledged that this is an area for further improvement. Only 50% of parents are parent observers of learning in Canvas and this will be an area for development in 2020.. Staff have become more confident in their use of CANVAS pages and Canvas content has become more consistent across all KLAs. Although not yet expertly integrated the school has sophisticated technology systems that support teaching and learning. Current teaching and learning programs reflect different levels of experience and confidence with technology. This will also become a focus for 2020.</p> <p>Customer satisfaction has increased through the change to communication over the last 12 months. There has been far greater collection of data around parent engagement and attendance and parent learning workshops have been well attended. Focus groups in the school and local community have indicated a strengthening of confidence in the schools ability to provide for high potential students and this is another area for focus in 2020.</p> <p>Administrative and communication systems and processes have been streamlined and updated to ensure they are delivering anticipated benefits to the school community.</p> <p>The impact of this has been a change in communication style and a strengthening of customer satisfaction for all parents, staff and students that will continue to be a focus.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$10000.00)</li> <li>• Socio-economic background (\$5000.00)</li> <li>• Socio-economic background (\$33310.00)</li> </ul>

**Process 4:** Whole College Leadership Strategy to enhance the leadership capabilities of all staff across three campuses. The leadership pathways will be used to refine and strengthen leadership skills in middle and senior management teams with High Quality Professional Learning activities and collaborative practices for leadership across Callaghan College.

Evaluation	Funds Expended (Resources)
<p>These college leadership projects have had good attendance and participation over the last 12 months. Early attendance showed significant interest in this leadership program however these attendance levels dropped over the year. As this program is in the early stages of development the impact on merit promotions of HALT accreditation has not yet been</p>	<p>Nil</p>

## Progress towards achieving improvement measures

evidenced. This will become a priority to continue in 2020.

It is hoped that this will strengthen in 2020 and will become a significant priority in the 2021 school plan across all three campuses.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Staffing  <b>Funding Sources:</b> • Aboriginal background loading (\$105 945.00)	Aboriginal attendance data remained steady over 2019 although there are still further improvements to be made. This will be a focus in the 2020 school planning year.
<b>English language proficiency</b>	<b>Funding Sources:</b> • English language proficiency (\$175 616.00)	The EALD staff has grown significantly over the last 12 months and the skills and capacity of all staff have improved greatly. This has in turn improved our outcomes for many of our EALD and IEC students with an increase in proficiency levels and more students moving through the progressions.
<b>Low level adjustment for disability</b>	6 casual SLSOs on a part time basis have been employed over a period of 12 months.  <b>Funding Sources:</b> • Low level adjustment for disability (\$332 542.00)	SCOUT data indicates that movement from the lower bands into the mid bands for students who have integration funding has been significant. This is also impacted on other students in these classes with significant movement from Band 1 and 2 into Band 3 and 4 in NAPLAN reading and numeracy.
<b>Socio-economic background</b>	Staffing  <b>Funding Sources:</b> • Socio-economic background (\$585 895.00)	The leadership team has employed extra teaching staff to make best possible use of available expertise to meet the needs of students. The staff in these executive positions use data to evaluate the effectiveness of programs and activities and create a shared culture of accountability to achieve best practice.
<b>Support for beginning teachers</b>	Provision of release time for HT Teaching and Learning to work with Beginning Teachers on a planned and sequenced induction and orientation program.  <b>Funding Sources:</b> • Support for beginning teachers (\$7 038.00)	Beginning teachers have been well supported at Waratah with a strong accreditation process well supported and resourced. All beginning teachers use the professional standards and their PDPs to identify and monitor specific areas for development or continual improvement. All Beginning teachers have stayed in their permanent positions at the school beyond their second year and temporary teaching staff have also stayed with us for another contract. This strong rate of retention demonstrates the strength of the school's internal process.
<b>Targeted student support for refugees and new arrivals</b>	Staffing  <b>Funding Sources:</b> • New Arrivals Program (\$53 650.00)	The employment of a CLO specific to our EALD team has been invaluable building community connections and supporting our families from a multi-cultural background.  This resources allows the school to be responsive to our community and effectively cater for the range of equity issues in the school.

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	339	343	419	432
Girls	265	274	322	362

### Student attendance profile

School				
Year	2016	2017	2018	2019
7	93.3	93.4	90.4	89.7
8	93.6	89.1	89.2	87.2
9	91.6	86.4	85.9	85.7
10	90.6	83.1	81.5	81
All Years	92.3	88.4	87.2	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	2	N/A	N/A
Employment	2	N/A	N/A
TAFE entry	4	N/A	N/A
University Entry	N/A	N/A	N/A
Other	84	N/A	N/A
Unknown	8	N/A	N/A

## Year 12 students undertaking vocational or trade training

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

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	39.25
Learning and Support Teacher(s)	2
Teacher Librarian	1
Teacher ESL	1.2
School Counsellor	1.8
School Administration and Support Staff	15.08
Other Positions	1.74

\*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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	386,362
<b>Revenue</b>	10,928,147
Appropriation	10,521,371
Sale of Goods and Services	192,947
Grants and contributions	209,373
Investment income	3,856
Other revenue	600
<b>Expenses</b>	-10,614,456
Employee related	-9,549,994
Operating expenses	-1,064,462
<b>Surplus / deficit for the year</b>	313,691

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	1,384,543
<b>Equity Total</b>	1,233,388
Equity - Aboriginal	123,977
Equity - Socio-economic	601,252
Equity - Language	175,616
Equity - Disability	332,542
<b>Base Total</b>	6,430,893
Base - Per Capita	180,930
Base - Location	0
Base - Other	6,249,963
<b>Other Total</b>	896,196
<b>Grand Total</b>	9,945,019

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](https://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

## Parents

The school has moved to using focus groups to gain feedback from parents to identify areas of strength and areas for development. These groups show real appreciation of the new directions the school is taking and in 2019 there were some particular areas of note. Parents:

- \* Are proud to have their child at Waratah Campus and would recommend the school to others. This was particularly highlighted by Year 7 parents who were initially looking at alternative educational options for their gifted students.
- \* 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 more support with accessing the school's online learning platforms – CANVAS and Sentral Portal.

**Students** The campus continued to use TTFM with students to identify areas of strength and areas for development. . In 2019, 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

These last two points will be a particular focus area in 2020 with a partnership established with UoN to address these issues.

## Staff

.In 2019, staff also participated in the People Matter 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 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.