

Chatham High School

Annual Report



2016



8414

Introduction

The Annual Report for 2016 is provided to the community of Chatham High School 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

Our overall purpose is to provide quality teaching and active learning in a caring environment, driven by our commitment to Student Achievement, Professional Practice and Building the Future.

School context

Chatham High School is a large welcoming comprehensive school that services the town of Taree and adjacent rural and coastal areas. The enrolment for 2016 is 648 students. On average, approximately 23% of students enrolled at Chatham High School identify as of Aboriginal descent. The school FOEI (family occupation and education index) for 2014 was 154, placing Chatham in the top 12% of schools in the state in terms of educational need. The school is committed to strengthening its connection with the community it serves. Over the past 5 years in external student performance, Year 9 students achieved above state average growth in the key area of literacy. This is a pattern that the school seeks to grow into numeracy outcomes and eventually translate into increased success in the HSC. The school has an experienced and dedicated teaching, support, administrative and executive staff, noted for their caring attitude to all students and their strong commitment to student learning success and wellbeing. A large Support Unit provides a comprehensive range of educational services for students with specific needs. All students access a broad academic and vocational curriculum and participate in diverse cultural and sporting opportunities offered by the school to enhance student retention and attainment. The school's sporting successes are underpinned by strong staff commitment to working with teams and individual students. Over the last five years the school has been recognised as a hub of professional innovation and practice. It was named a Centre for Excellence for quality teaching leading to improved student achievement in literacy and numeracy, particularly in low SES communities. The curriculum extension class (CHACE) is highly valued by parents, students and staff as a dynamic model for 21st century learners. Partnerships with the North Manning Learning Community and University of Newcastle enable the school to strategically plan and implement innovative approaches to student learning, engage parents and build on community support for students. Student leadership is an active and valued aspect of school life and enhances the positive perception of the school in the community. All students in Years 11 and 12 are able to access a curriculum in partnership with Wingham and Taree High Schools, broadening the HSC curriculum choices for students in all three schools.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated in the domain of Learning, our focus was on curriculum and learning and assessment and reporting. The school has an effective student transition program in place and a successful and active partnership with primary schools through the North Manning Learning Community of schools. The school has developed a strong partnership with the University of Newcastle and their Aim High equity program supports students' educational aspiration, attainment and access. The school offers significant extra-curricular learning opportunities to support students and allow them to develop independent learning skills, reflect on their learning and make school to work and real world connections. Using student performance data to inform teaching practice has been another focus area. Staff have analysed and interpreted external student and school data to incorporate differentiated teaching strategies to meet the specific learning needs of students across the full range of abilities. The Authentic Assessment initiative is a school learning priority. It is documented in the school plan as a priority under strategic direction 3: Building the Future. The school identified mental health as a factor contributing to the wellbeing of students with direct influence on the delivery of teaching. The Griffin Fest was a festival / activity day aimed at promoting positive mental health for both students and staff. Key cultural programs such as the Aboriginal Dance Group and Sista Speak, have dramatically enhanced all students' cultural understanding and have become a key component of the school's strategy for promoting a sense of connectedness through cultural affirmation. In the School Excellence Framework domain of Learning we have identified ourselves as delivering across all elements. In the domain of Learning the school's self-assessment was consistent with the evidence presented in four elements and was validated using the School Excellence Framework. In the element of

Student Performance Measures, the evidence presented indicates the school was working towards the Delivering stage.

In the domain of Teaching, collaborative practice has been a primary focus. Teams were established to actively develop and implement school wide products and practices and to support the successful implementation of the three strategic directions of the School Plan. Teams have cross–faculty representation and staff selected a team based on their professional learning needs and interests. Team leaders reported their team’s progress and proposed projects to the whole staff at staff meetings. Learning and development has been another focus area. There has been a focus on improved teaching methods, particularly in literacy, with professional learning activities to build staff capacity to understand and implement the pedagogy for the explicit teaching of reading comprehension strategies. The School Plan’s strategic directions, ‘Student Achievement’ and ‘Professional Practice’ were synthesised from in–depth data analysis performed by teams some of which included parent and community involvement. Progress towards meeting milestones continues to be assessed using SMART, HSC RAP, Literacy Continuum and internal performance data. In the School Excellence Framework domain of Teaching we have identified ourselves as delivering across all elements except collaborative practice in which we identified with sustaining and growing. In the domain of Teaching, the school’s self–assessment was consistent with the evidence presented and was validated using the School Excellence Framework.

In the domain of Leading one of our priorities was leadership for both staff and students. The team structure provided aspiring leaders with the opportunity for leader learning, leader practice and team work. Relationships with external agencies such as the University of Newcastle, Youth Frontiers and TAFE promoted student leadership opportunities and built their capacity to succeed at school and beyond. Students also participated in leadership programs and opportunities within the school context. Parents and community members engaged in a wide range of school activities including NAIDOC week, Expo evening and merit and academic assemblies. Social media and surveys were used extensively to communicate with the wider school community and to seek feedback on school operations. Software management tools are used extensively to assist with school resourcing and management. System refinement continues to enhance school management practices and enables an agile, responsive planning environment. In the School Excellence Framework domain of Leading we have identified ourselves as delivering across all elements except collaborative practice in which we identified with sustaining and growing. In the domain of Leading the school’s self–assessment was consistent with the evidence presented and was validated using the School Excellence Framework.

Our self–assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

Strategic Direction 1

STUDENT ACHIEVEMENT

Purpose

We will deliver our overall purpose by designing and implementing learning experiences that;

- are future-focused for literate, numerate, creative and critical life-long learners
- create a culture of high expectations
- recognise and celebrate student achievement
- are explicitly taught

Overall summary of progress

Staff continue to design high quality curriculum programs and seek to engage students for improved learning and achievement. Staff are supported in accessing data on student performance to inform planning, while lesson observations and structured feedback support improved teaching practice. A team approach to supporting all staff, regardless of teaching experience has empowered staff to take on a learning journey of their design in consort with colleagues to support the school's strategic plan. Student achievement as measured in external assessment, while not overly positive, has indicated there is growth as a result of intensive support has been provided to student and teacher.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of all classes indicate evidence of differentiated practices based on interpretation of data to inform teaching practice as well as make accommodations and adjustments for identified students.	The school has in place processes to use data to inform teaching practices. The 2016 BOSTES HSC RAP and SMART NAPLAN data were analysed for both individual and school performance. The BOSTES HSC RAP data was used to evaluate students' understanding of the subject and content and identify future programming strategies or interventions to improve student performance in the 2017 and beyond. The SMART NAPLAN data was analysed and used to inform student learning needs and allow for modification and adjustment of their teaching practices using a range of identified strategies and interventions.	\$22695
An increase in Year 9 students showing expected growth and the Year 9 averaged scale growth data above state average in literacy as measured in NAPLAN and the Literacy Continuum 7 – 10.	Analysis of NAPLAN and continuum data indicates there is still much work to be done in lifting student performance in literacy. Staff training in school identified programs such as the iRead and iWrite programs, Super 6 strategies and use of the literacy and numeracy continuums to direct teaching and learning remain a high priority for the school. Continued emphasis on communicating student progress with families will further assist the aim of lifting overall achievement and growth of students.	\$51347

Next Steps

Establishment of clear expectations around student growth as measured by internal performance measures.

Strategic Direction 2

PROFESSIONAL PRACTICE

Purpose

We will deliver our overall purpose by ensuring learning success for students is founded on quality educational delivery and professional practices which are;

- consistent
- data driven and current
- of a high standard
- shared

Overall summary of progress

All teachers worked together to improve teaching and learning for all students in teams aligned to the school's strategic directions in the school plan. The teams have cross-faculty representation and members worked collaboratively to develop school wide products and practices to further student learning outcomes and support the successful implementation of the school plan. Regular attendance and respectful, professional participation and contribution are required by all teachers. Analysis of the school's team review comments from teachers revealed responsibility, adaptability and ethical practice whilst working collaboratively towards developing and implementing the school's goals.

The Year 7 and 8 CHACE team of teachers worked together to improve the teaching and learning of students in this curriculum extension program. The CHACE teams met regularly to review and monitor the students' learning progress. Professional learning was conducted for the CHACE team teachers to further their teaching and to develop innovative ICT and Cross-curriculum tasks to create a culture of high expectations and support the learning needs of 21st Century learners.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff engage in innovative and strategic development opportunities to improve their professional knowledge and practice through the process of obtaining and maintaining accreditation, including higher accreditation levels.	The school identified expertise within its staff and developed their professional capacity through the creation of the CHS Induction and Accreditation Support Network. This network developed the school's professional community as the aspiring leaders undertook focused professional learning sessions to build their mentoring and accreditation knowledge and understanding. This process will allow the network to provide formal mentoring and coaching to improve the professional knowledge and practice of all staff within the school and develop members of the network's leadership practice.	\$27558
All staff to develop Professional Development Plans (PDPs) with informed and negotiated professional learning goals that reflect the school's strategic directions.	The school has processes in place for teachers' performance and development Plans (PDPs). All staff were supported to understand and complete their PDP goals through an intensive professional learning experience. Individual PDP support folders are provided to all staff, guiding teachers and supervisors through the ongoing PDP process including goal setting, professional learning and observations of practice. Additional ongoing implementation support was provided by the Head Teacher Curriculum Innovation.	\$23789

Next Steps

Development of a systematic approach to implementing and monitoring differentiation.

Strengthening processes for identifying and supporting the expertise of staff and supporting their professional growth, particularly in leadership.



Strategic Direction 3

BUILDING THE FUTURE

Purpose

We will deliver our overall purpose by;

- building and enhancing inclusive, collaborative links with the community
- promoting a learning culture that promotes student wellbeing and is student oriented to build resilient, responsible, respectful and engaged learners.
- building student capacity to plan their own learning and career goals, monitor their own success and develop skills to succeed at school and as active, informed citizens and future leaders

Overall summary of progress

The school identified mental health as a factor contributing to the well being of students' learning. The Griffin Fest was a festival / activity day aimed at promoting positive mental health for both students and staff. Staff from the Youth Mental Health Project was present on the day to interact with both staff and students and promote positive mental health and wellbeing. The Griffin Fest promoted a sense of whole school community connectedness. The strengthened relationships between staff and students fostered as a result of the Griffin Fest promoted a learning culture to build resilient, responsible and engaged learners.

The school provides extra-curricular opportunities with the purpose of promoting and supporting a learning culture that is student orientated and develops student capacity to plan for their own learning and career goals to allow them to succeed at school and beyond. The partnership with the University of Newcastle provides learning opportunities to support student development. The 'HSC Coach' and 'Year 11 Resilience' programs support students with learning resources designed to positively influence their ATAR results and strengthen their engagement with the HSC through the setting of personal goals and strategies for coping with stress. The 'Next Step' and 'My Big Tomorrow' programs aim to inspire Year 10 students to think about their future careers and the skills they need for their proposed career paths. The 'Hour of Code' program is a series of workshops for Year 8 girls to promote learning regarding Computer Science and the basics of programming and learning code.

Through PBL, the expectations of playground behaviours were explicitly taught to students. The PBL team created teaching and learning activities to outline the playground boundaries and the behavioural expectations within each playground area. These expectations were continually reinforced both through students' roll call, at whole school musters and by staff on playground duty to ensure a consistent positive and respectful interactions between both students and staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
An increasing commitment to promote student wellbeing, support students' identities as learners and develop positive and respectful relationships.	<p>The Student Support Officer (SSO) provided school based support to enhance students' wellbeing and lead to improved student learning outcomes. One such initiative was the lunchroom that provides a free lunch and a safe and supportive environment. Anecdotal feedback from teachers suggested those students who attended the lunchroom demonstrated more settled behaviours in the periods after lunch.</p> <p>The 'Peer-to-Peer Tutoring' program was conducted in collaboration with TAFE. Students actively participated in this planned and guided peer interaction and tutoring program that benefits both the Year 9 tutors and the Year 7 tutees. This learning opportunity was conducive to promoting the tutor's self-esteem, an understanding of fairness and sharing as well as the development of role-taking, communication and interpersonal skills.</p>	\$13444

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Strengthened links with feeder primary schools and members of the local community such as parents, families, local media and businesses.	Chatham High has an effective plan in place to strengthen links and support successful student transition from primary school to secondary school. The school's transition plan includes a variety of strategically timetabled events to allow students from feeder primary schools to experience the different subjects they will encounter at high school as well as to make connections with teacher staff and peer support leaders.	\$2905

Next Steps

Investigation and implementation of a process for regular communication of feedback on student progress to parents.

Enhancing current practice to address and monitor student attendance.

Reviewing the model of assessing teaching practice with the view to improving teaching through regular feedback to staff, students and community.

Increase participation of community by strengthening opportunities to engage with and provide feedback on the school's practices and processes.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>The school has continued to strengthen ties with our community in support of improving outcomes for Aboriginal students. School representatives regularly attend AECG meetings and have assisted in brokering community consultation through the release of key staff including the AEO and Aboriginal tutors.</p> <p>The school commits large considerable resources to assist with Aboriginal cultural events in partnership with the local Aboriginal community for example NAIDOC and regional Aboriginal Education Awards.</p> <p>The school maintains a Head Teacher above establishment, with responsibility for Aboriginal Education. This role coordinates a number of key initiatives including, learning hub, Sista Speak, Learning Hub and liaison with Clontarf Academy.</p>	\$180823
Low level adjustment for disability	<p>The majority of this funding was used to employ Learning Support Officers in the classrooms with students who did not meet the threshold for individual funding. The majority of these students showed improved educational outcomes.</p> <p>Other resourcing included the creation of a supported integration class through the engagement of additional teaching staff to release a Learning and Support Teacher.</p> <p>Chatham also partners with Taree and Wingham Highs in the operation of an alternate classroom setting off campus.</p>	\$150000
Socio-economic background	<p>Chatham High School operates a number of programs seeking to address the impact attributed to a students lower Socio Economic background. To assist in the operation of these programs a number of higher duties positions were established. A Non-teaching deputy principal, HT Welfare and HT Curriculum Innovation oversee a range of initiatives including CHACE program Middle years program, Literacy programs, Independent Learning Centre and Health and Wellbeing programs.</p> <p>The school also continued the employment of a Community Liaison Officer with responsibility for enhancing connections with the wider school community.</p>	\$413941
Support for beginning teachers	<p>The school's three beginning teachers for 2016 were provided with targeted support in areas of their identified need. The 'Beginning Teachers Support Program' allowed the allocated support funding to provide mentoring support, professional learning opportunities and resources. All beginning teachers were matched to a mentor from the 'CHS Induction and Accreditation Support</p>	\$68348

Support for beginning teachers	Network' to provide personalised, targeted support.	\$68348
Learning and Support – Flexible Funding	Chatham High was fortunate to retain the services of a Student Support Officer who holds a critical role in the day to day operation of the school's student wellbeing programs.	\$76764

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	342	343	342	313
Girls	315	301	320	338

Student attendance profile

School				
Year	2013	2014	2015	2016
7	85.9	85.5	87.6	84.3
8	82.2	82.5	80.3	82.3
9	73.8	77.4	73.5	77.2
10	76.9	68.7	66.9	72.1
11	73.6	64.4	63.9	60.4
12	84.2	69.5	71.4	84.2
All Years	79.3	75.3	74.2	76.3
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

While student attendance data improved somewhat over previous years, as a result of improved monitoring communication, attendance remains a concern and significant resources have been allocated to maintain and increase the rate of improvement.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	6
Employment	17	18	23
TAFE entry	0	2	1
University Entry	0	0	11
Other	59	16	3
Unknown	24	64	56

The school has recognised the need for greater identification of post school destinations and with the permanent appointment of a Careers Advisor in 2017, anticipate a more rigorous approach.

Year 12 students undertaking vocational or trade training

86% of Year 12 students undertook vocational or trade training in 2016. The school continued to offer a range of Vocational Education and Training Courses including 240 hour Hospitality, Sports Coaching, Retail Services, construction and Entertainment. One course Primary Industries was delivered through shared curriculum at Wingham High School. TAFE delivered Stage 6(TVET) courses included Automotive, Electro technology, Information and Digital Technology, Tourism and Events, Early Childhood Education, Animal Studies, Hairdressing, Beauty Therapy, Nail Technology, Beauty Therapy – Makeup services, Retail Operations, Plumbing, Media, Metals and Engineering and Defence Force Preparation.

Year 12 students attaining HSC or equivalent vocational education qualification

At 51% retention to the HSC or equivalent vocational qualification the school recognises there is much work to be done in engaging students to seek completion of their secondary schooling. For those students who remain connected with the school 88% successfully completed their HSC studies or sought an equivalent qualification through another provider e.g. TAFE.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	8
Classroom Teacher(s)	33.7
Learning and Support Teacher(s)	2.3
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	16.48
Other Positions	8.6

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. In 2016, seven staff identified as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	2

Professional learning and teacher accreditation

In 2016 there were three full-time beginning teachers, four temporary beginning teachers, eight teachers at proficient-maintenance and two working towards Highly Accomplished. The school continued the structure of staff, team and faculty level meetings with set opportunities for professional learning. All staff were members of one of the three teams aligned to the school's priorities. Professional Learning was supported by extensive funding drawn from DEC Teacher Professional Learning funding, RAM funding and the Centres for Excellence program. VET staff upgraded their qualifications and additional staff received specific vocational training. Early career temporary teaching staff were supported by a HT mentor who delivered face to face and virtual support sessions across the network. Within the structure of the school's teams, 100% of staff participated in professional learning.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	1 010 568.00
Global funds	706 761.00
Tied funds	1 155 147.00
School & community sources	177 976.00
Interest	23 954.00
Trust receipts	27 924.00
Canteen	0.00
Total income	3 102 330.00
Expenditure	
Teaching & learning	
Key learning areas	100 254.00
Excursions	59 261.00
Extracurricular dissections	35 662.00
Library	0.00
Training & development	100.00
Tied funds	1 296 120.00
Short term relief	272 883.00
Administration & office	70 200.00
School-operated canteen	0.00
Utilities	123 715.00
Maintenance	55 485.00
Trust accounts	28 922.00
Capital programs	2 843.00
Total expenditure	2 045 445.00
Balance carried forward	1 056 885.00

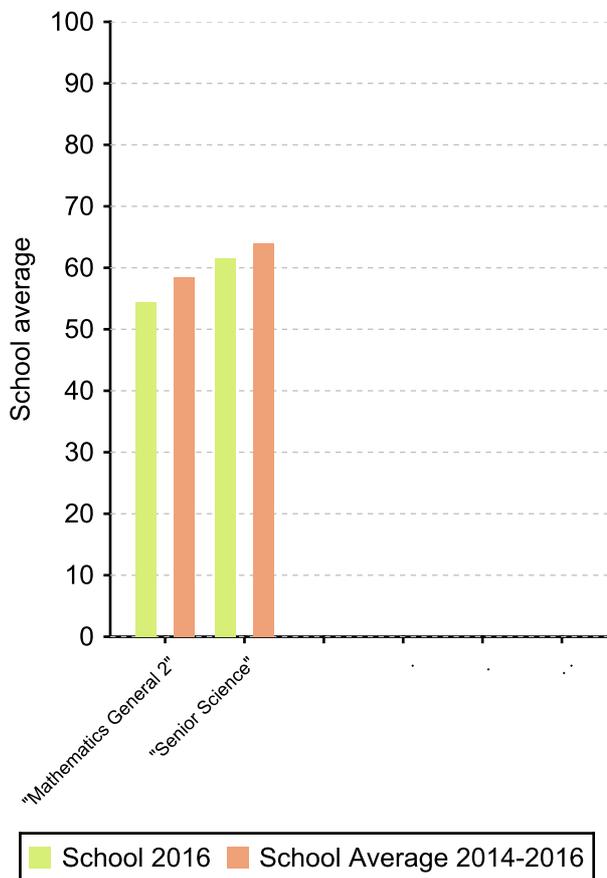
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

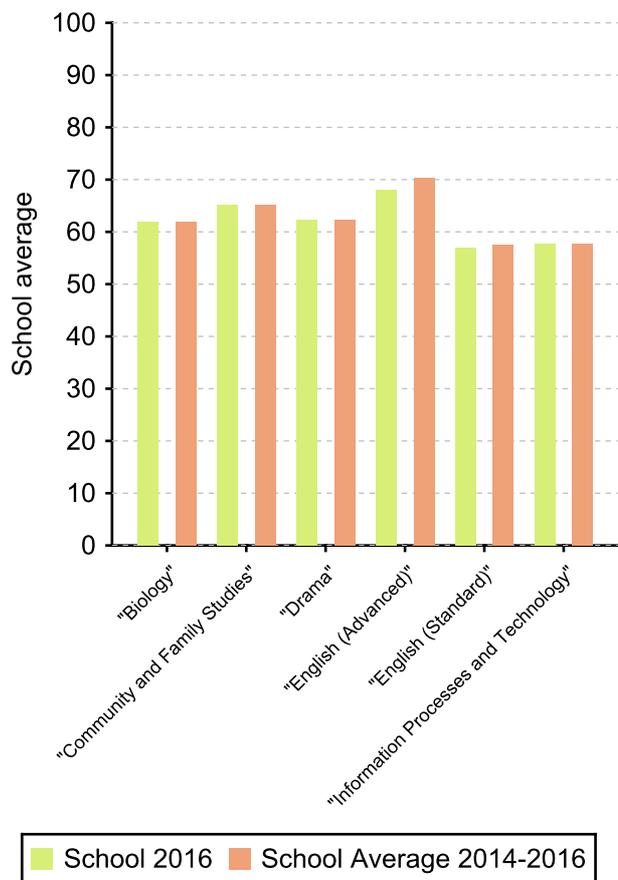
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert **Chatham High School** in the Find a school and select GO to access the school data.



Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



Parent/caregiver, student, teacher satisfaction

In 2016, Chatham high school parents and students were surveyed through the Learning Bar series of surveys, Tell Them From Me (students), Partners in Education (parents/carers) and Focus on Learning (teachers), the results are summarised below.

127 students undertook a survey in second semester which analysed a range of social-emotional factors and drivers of student outcomes. Notably among the results were an overwhelming sense of belonging to the school coupled with surprising level of positive thought on the value of education. The main drivers of these outcomes appeared to be the quality of the instruction and high expectations relayed to students. An area of concern was the level of engagement in the senior years of school where the majority of students felt unmotivated to engage with education. This area remains a high priority for the school to address.

53 respondents undertook the parent survey which was seen as an improvement in the level of engagement with families over previous years. Data from the survey indicated there is still much work to do with the level and style of communication with home. Somewhat contradictory to the student surveys there was an opinion that the school could improve on it's inclusivity. On a positive note a majority of respondents felt they were welcome at the school and that there was overwhelming support for their students successful completion of the HSC.

52 staff responded to their survey which analysed the eight main drivers of student learning as alluded to in

contemporary research: leadership, parent involvement, collaboration, inclusive schooling, learning culture, data informing practice, teaching strategies and technology. Staff opinion was heavily weighted towards a need for greater direction and leadership in setting expectations and providing feedback on the progress of the school. Collegiality and commitment to improving teaching practice received high ratings.



Policy requirements

Aboriginal education

As in previous years numbers of students identifying as Aboriginal continued to rise in enrolment, coupled with an increase opportunities for participation in school events by community. Under the leadership of a HT with responsibility for Aboriginal education, an advisory team operated to provide expedient support to those staff wishing to enhance the embedding of Aboriginal perspectives in their teaching and learning programs and wider advice on the school's management plan. A number of programs continued to operate from previous years;

- Norta Norta in class program providing literacy and numeracy support for identified students in years 8 and 10.
- Norta Norta senior tuition program providing support with class work, assessment tasks and engagement with learning for identifies students in stage 6.
- Norta Norta Independent Learning Hub to enhance research skills and completion rated of assignments.
- Norta Norta mentoring/leadership programs aimed at providing support for students in middle and senior years of schooling
- The Sista Speak program in conjunction with Biripi community health for girls in years 9 and 10
- Students participated in external writing and numeracy competitions.
- Newcastle University links through iBelieve program.
- NAIDOC day was celebrated through a whole school assembly featuring cultural performances of dance and music. The wider community was actively involved in the day.
- Aboriginal student leaders were identified and trained in a range of leadership skills and strategies to assist in providing a voice for all Aboriginal students.

A significant event in 2016 was the establishment of the Clontarf Academy. Run in partnership with the Clontarf Foundation, the program seeks to engage Aboriginal boys in furthering their life outcomes through engagement with education. Based on the six pillars of Education, Sport, Leadership, Wellbeing, Employment and Community, the Clontarf Foundation exists to improve the education, discipline, life skills, self-esteem and employment prospects of young Aboriginal Torres Strait Islander men and by doing so equips them to participate meaningfully in society. While the Chatham Clontarf academy was only established in term 4 of 2016, early data suggests a positive growth in engagement and attendance by



Multicultural and anti-racism education

Students were given access to a variety of cultural experiences through studies of languages including French, Japanese, and Spanish. The school is seeking to appoint a designated teacher of LOTE in 2017. Students gain an understanding of the culture by participating in craft activities, communicating in the language and experiencing food preparation and tasting. Reviews of teaching programs ensure anti-racism strategies are embedded in the programs. Chatham High has an identified Anti-racism Officer on staff.