

# Newcastle High School

## Annual Report



2016



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## Introduction

The Annual Report for 2016 is provided to the community of **Newcastle 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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Principal

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## School background

### School vision statement

Newcastle High School is a learning community that values leadership and excellence through the provision of innovative individualised curriculum that enables students to be successful beyond school and respectful and responsible citizens.

### School context

Newcastle High School is a large, comprehensive high school situated on two sites in the centre of Newcastle. The Parkway Ave site caters for students from Year 7 through to Year 12. The Cooks Hill Campus delivers an alternative curriculum in partnership with Big Picture Education and caters for students from Year 9 through to Year 12.

The school has strong links with its local community and active past student associations. Past and present students have contributed to a tradition of high academic achievement and innovative educational practices. The school has a strong heritage and also reflects the diversity and strength of the city and region in its multicultural make-up.

Of the 1043 students enrolled at Newcastle High School (this includes 136 enrolments at the Cooks Hill Campus), 6% identify as Aboriginal and Torres Strait Islander, 3% have English as an additional language or dialect and there is a support unit made up of three classes. The school caters for a wide variety of students and provides a breadth of curriculum to cater for student needs. It aims to provide opportunities for all students to achieve a credential at the end of their schooling that will allow them the best choices for their future.

One of the most significant features of the school is the current partnership that exists with Big Picture Education on the Cooks Hill Campus to provide personalised education programs that are unique for each student.

Newcastle High School takes great pride in the promotion of tolerance and good citizenship among students creating a caring and inclusive school environment. Students and parents have identified the school's staff as a major strength, as they are committed to improving learning outcomes for every student. Academic and extra-curricular opportunities reflect the interests of staff and students, experiencing success in a number of sports, creative and performing arts and public speaking events. These opportunities also reflect the cultural institutions of inner-city Newcastle.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Newcastle High School continues to strengthen processes across the domains of Learning, Teaching and Leading. Professional learning opportunities are identified to allow staff to be reflective and collaborative practitioners. The school's team structure allows for a distributed leadership model creating opportunities for all stakeholders to be active leaders. Student Wellbeing, curriculum and learning environments were a focus for 2016 and practices will continue to be strengthened in 2017.

Our self-assessment 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:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

Successful learners and global citizens

### Purpose

To provide a differentiated learning environment that has high expectations and enhances learning opportunities for every student. Students will use technologies with integrity to empower their learning and to be successful and resilient critical thinkers and lifelong learners.

### Overall summary of progress

The Student governance and student voice team and the curriculum and transition team worked with faculties and the senior executive team to drive this strategic direction. Explicit teaching strategies and a clear whole school teaching and learning focus led to positive learning experiences for students with a focus on developing independent learning skills and the explicit teaching of literacy and numeracy skills.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Over 80% of students transition into further education or full time work at the end of Year 12.	78% of students transitioned to full time education or work at the end of Year 12.	\$64,500 programs to increase the employability skills of students across stage 5 and 6. Disengaged girls program and JobsQuest program were included.
More than 30% of bands achieved are in bands 5 and 6 in the HSC.	26% of bands achieved were in bands 5 and 6 in the HSC.	\$3,000 used to provide time for each Year 12 student to interviewed. Individual plans were developed to assist students with their selected pathway.  Senior study sessions were held twice a week by staff across a variety of subjects volunteering their time.
55% of students in Year 9 will achieve greater than expected or equal to expected growth in literacy NAPLAN testing.	58% of students achieved greater than or equal to expected growth in Year 9 literacy.	\$71,472 – QuickSmart initiative focussed on explicit literacy and numeracy skill development and PL for staff.
55% of students in Year 9 will achieve greater than expected or equal to expected growth in numeracy NAPLAN testing.	43.7% of students achieved greater than or equal to expected growth in Year 9 numeracy.	\$71,472 – QuickSmart initiative focussed on explicit literacy and numeracy skill development and PL for staff.

### Next Steps

The Student governance/ student voice team and the curriculum and transition team will continue to lead this strategic direction. 2017 will see the introduction of Passion Projects into the Year 7 curriculum, focussing on increased student and parent engagement and linking learning to the real world. Continuation of QuickSmart as a major strategy. The careers advisor and DPs will continue to work with stage 6 students and their families to identify learning opportunities that will assist them beyond school.

## Strategic Direction 2

Strong partnerships build pride, connections and community

### Purpose

To nurture an inclusive school community that is collaborative and promotes a culture of respect, excellence and personal best. Through quality systems and practices, all stakeholders are empowered to contribute positively to the school community to enhance student learning.

### Overall summary of progress

The Positive Behaviour for Learning (PBL), Community and Promotions and Student Engagement and Connections teams have driven this strategic direction across the school. Strong partnerships have been formed with partner primary schools and local community people and organisations. The student engagement and connections team, community and promotions team and the PBL team have developed a variety of strategies to connect students, community and staff to improve learning outcomes for all stakeholders.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase the number of positive referrals students receive from teachers from 1592 to 2000 by 2017.	1489 positive referrals were recorded.	
Whole school attendance increases from 87.5% over the last three years to 88.5% by 2017.	Whole school attendance was 86% with a large negative impact from stage 6 students across both sites.	\$60,944 – disengagement programs.
TTFM student survey – ‘Students feel accepted and valued by their peers and by others at their school’. Increase from 64% in 2015 to 66% in 2017.	TTFM data indicates an increase to 67%.	\$3,000 spent on student engagement data register and a variety of engagement initiatives.
TTFM student survey – ‘Students feel teachers are responsive to their needs, and encourage independence with a democratic approach’. Increase from 5.9 in 2015 to 6.1 in 2017.	TTFM data indicates an increase to 6.3 for 2016.	\$13,000 spent on PL targeted on effective teacher practice.

### Next Steps

Whole school teams will continue to drive strategic planning and initiatives for all stakeholders to have positive interactions with the school which in turn impact positively on learning outcomes. Hiring of a business manager will allow more strategic work to be completed in many areas of the school.

## Strategic Direction 3

Quality educational practice, innovation and collaboration

### Purpose

To enable teachers to continue to be active learners, fearless and collaborative educators by creating an engaged and collegial community. Teachers will demonstrate quality educational practice and leadership to inspire all members of the learning community.

### Overall summary of progress

The staff professional learning team, innovative teaching team and staff wellbeing team have driven this strategic direction across the school. A lot of work has been done to increase cross faculty collaboration and engaging staff with current research on innovative teaching practices which has included re-designing learning environments across the school.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
90% of staff 'agree' or 'strongly agree' that school based professional learning has impacted positively on their teaching practice.	Target reached with the response rate at exactly 90%.	\$66,768 spent on a variety of teacher professional learning delivered within the school processes as well individualised PL courses outside of the school.
TTFM staff survey- 'Teachers have given me helpful feedback about my teaching'. Increase from 6.0 in 2014 to 7.0 in 2017.	Result in 2016 cannot be established due to this data no longer being available through TTFM reports.	\$3,400 spent on targeted PL on feedback as part of staff development day.
TTFM staff survey- 'The School Executive has taken time to observe my teaching'. Increase from 4.9 in 2014 to 6.0 in 2017.	Result in 2016 of 5.3.	No funds expended however a strategic plan developed to increase the amount of time the senior executive are in class rooms supporting teachers.

### Next Steps

With the business manager position being established in 2017 a head teacher position will be re-classified to a HT professional practice position, focussing heavily on strategic staff professional learning and supporting staff requiring accreditation. The school will continue to look at strategies that promote staff collaboration within the school and with other local schools.

Key Initiatives	Impact achieved this year	Resources (annual)
<p><b>Aboriginal background loading</b></p>	<p>A focus on identity and culture saw our students participate in a number of local community events and programs.</p> <p>Our Aboriginal dance group and didgeridoo group performed at Merewether PS and New Lambton PS NAIDOC events, Newcastle White Ribbon breakfast, Tamworth directorate PBL conference and Swansea PS.</p> <p>Students worked with HeadSpace Newcastle to develop a rap and a video clip promoting the service to young people.</p> <p>We partnered with Wesley Mission to run a girls program focussing on woman's business. The group made a possum skin cloak which was presented to the school to use at official functions.</p> <p>Groups of students participated in basket weaving workshops with Awabakal Elders.</p> <p>Three students attended the UNSW summer school program.</p> <p>The school officially opened the Yarning Circle and Bush Tucker greenhouse.</p> <p>Identified Aboriginal students were provided with tutorial support. This support focussed on subject specific tutoring and task completion.</p>	<p>\$11,400 of flexible funds were allocated to a variety of cultural programs and focussed individualised tutorial support.</p>
<p><b>English language proficiency</b></p>	<p>In 2016 25 students were supported through EAL/D initiatives. 6 students were given timetabled lessons to provide intensive support. Feedback from students and parents indicated that they felt valued and supported in the learning community.</p>	<p>\$33,529 staffing component and specific student resources.</p>
<p><b>Low level adjustment for disability</b></p>	<p>The Quicksmart report from the University of New England indicated substantial improvement in literacy and numeracy with the following effect sizes: Literacy = 1.023 and Numeracy = 0.95</p>	<p>\$71,472 to assist with the Quicksmart program.</p> <p>\$10,449 used to provide individualised support and resources.</p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$71 472.00)</li> </ul>
<p><b>Socio-economic background</b></p>	<p>Based on a variety of school based data a disengaged girls class was created in stage 5. The focus was to increase student attendance, decrease negative referrals, decrease suspensions and increase task completion. Students were exposed to relevant learning experiences linked to employment opportunities and workplace skills. A partnership was developed with JobsQuest to provide opportunities for students in stage 5 to gain qualifications and workforce skills. The program targeted working on the school grounds under the leadership of JobsQuest. Fourteen students participated in the program throughout the</p>	<p>\$60,944 staffing component for the stage 5 disengaged girls class.</p> <p>\$16,741 used on PL for staff and JobsQuest initiative.</p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$60 944.00)</li> </ul>

<p><b>Socio-economic background</b></p>	<p>year.</p>	<p>\$60,944 staffing component for the stage 5 disengaged girls class.</p> <p>\$16,741 used on PL for staff and JobsQuest initiative.</p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$60 944.00)</li> </ul>
<p><b>Support for beginning teachers</b></p>	<p>Funds were used to support our beginning teacher through release time and providing a mentor to be released as well each fortnight. Targeted PL opportunities were also accessed. Beginning teacher felt supported and developed a strong relationship with mentor teacher.</p>	<p>\$8000 used for a variety of PL opportunities and targeted teacher support.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	491	539	513	482
Girls	444	490	521	529

### Student attendance profile

School				
Year	2013	2014	2015	2016
7	93.2	92.8	92.1	92
8	89.2	90.3	90.6	88.6
9	87.5	86	88.1	88
10	83.1	84	83.1	82.6
11	86.5	85	84.9	80.9
12	85.1	89.2	91.3	86.8
All Years	87.5	87.6	87.8	86
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

Student attendance was impacted by a number of senior students who were engaged in work but did not follow the process of signing out of school at that point in time. The school implemented attendance policy requirements and attendance was steady across all other year groups.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	1	15
Employment	5	10	20
TAFE entry	7	8	5
University Entry	0	0	40
Other	0	0	20
Unknown	0	0	5

### Year 12 students undertaking vocational or trade training

As a part of the DEC structure Newcastle High School was incorporated into Tamworth RTO (Registered Training Organisation) in 2014. Newcastle High delivered three frameworks in 2015, Metal and Engineering, Hospitality Kitchen Operations and Retail Services. As a part of the schools ongoing VET program, existing industry links have continued with Varley Engineering and BAE Systems (British Aerospace Engineering Systems) in the Metal and Engineering framework and with the Sydney Good Food & Wine show and Newcastle Food & Wine Expo in the Hospitality framework.

### Year 12 students undertaking vocational or trade training

Of the Year 12 cohort 24.07% of students were enrolled in vocational education courses. These courses were delivered by the school or by TAFE. Training areas delivered at TAFE included Business Services, Construction, Electro Technology, Financial Services, Horticulture and Tourism. Training areas delivered at Newcastle High School included Hospitality, Metals & Engineering and Retail Services. Details of students' attainment are summarised as:

### Hospitality, Metals and Engineering and Retail Services

Cert II in Hospitality Kitchen Operations, 24 qualifications achieved. Statement of attainment towards Cert II in Hospitality Kitchen Operations awarded to 4 students. Cert I in Metal and Engineering, 2 qualifications achieved. Statement of attainment towards Cert I Metal and Engineering awarded to 9 students. Cert II in Retail Services, 1 qualification achieved.

### Year 12 students attaining HSC or equivalent vocational education qualification

The Higher School Certificate examination in vocational framework contributes to students ATAR scores and is

not compulsory. Students completed the examination in Hospitality, Metals & Engineering and Retail Services in 2015.

**Hospitality:** Eighteen students (eleven students were Early Commencement Year 11) sat the optional Hospitality Kitchen Operations examination, with 38.88% of students achieving a band 5's, 22.22% of students achieving band 4's and the cohort achieving 2.62 points above state average.

**Metals & Engineering:** Two students sat the optional Metals & Engineering examination (both students were Early Commencement Year 11), with one student achieving a band 5 and the other achieving band 4 and the cohort achieving 4.62 points above state average.

**Retail Services:** One student, a SBAT (Student Based Apprenticeship & Trainee) sat the optional Retail Services examination, enabling the student to work in industry and achieve a Higher School Certificate.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	4
Head Teacher(s)	21
Classroom Teacher(s)	43.2
Learning and Support Teacher(s)	2
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	16.57
Other Positions	2.2

\*Full Time Equivalent

5% of the workforce at Newcastle High School identify as Aboriginal and/or Torres Strait Islander.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	78
Postgraduate degree	3

### Professional learning and teacher accreditation

Significant amounts of professional learning was undertaken by staff at Newcastle High School in 2016. Staff participated in three staff development days, with the term three day a joint professional learning activity with Lambton High School, presented by Professor Stephen Dinham. All professional learning was linked to the schools strategic directions, individual professional learning plans and the schools focus of increasing collaborative practices. Four extended professional learning sessions were held throughout the year and they focussed on mandatory compliance as well as professional learning options for staff to participate in. The executive team participated in a variety of professional learning presented by internal and external presenters. The executive team also travelled to Port Waratah Coal Service, exploring opportunities to take learning outside the school gates. Newcastle HS established two networks, one for teachers requiring accreditation at proficient and the other for teachers requiring accreditation at maintenance. In 2016 two teachers gained proficient accreditation and ten teachers gained accreditation at maintenance. All staff participate in school teams, linked to a strategic direction from the 2015–2017 school plan. This allows cross faculty collaboration and professional learning in targeted areas.

## 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.

Newcastle HS had an increase in the top 2 bands for Year 9 reading and grammar and punctuation. 60.1% of students had greater than or equal to expected growth in Year 9 reading and 59.7% in grammar and punctuation.

21.5% of Year 7 students achieved in the top 2 bands for reading, 26.1% in spelling and 25.3% in grammar and punctuation.

52% of Year 7 students achieved greater than or equal to expected growth in numeracy.

40.1% of Year 9 students achieved the top 3 bands in

numeracy.

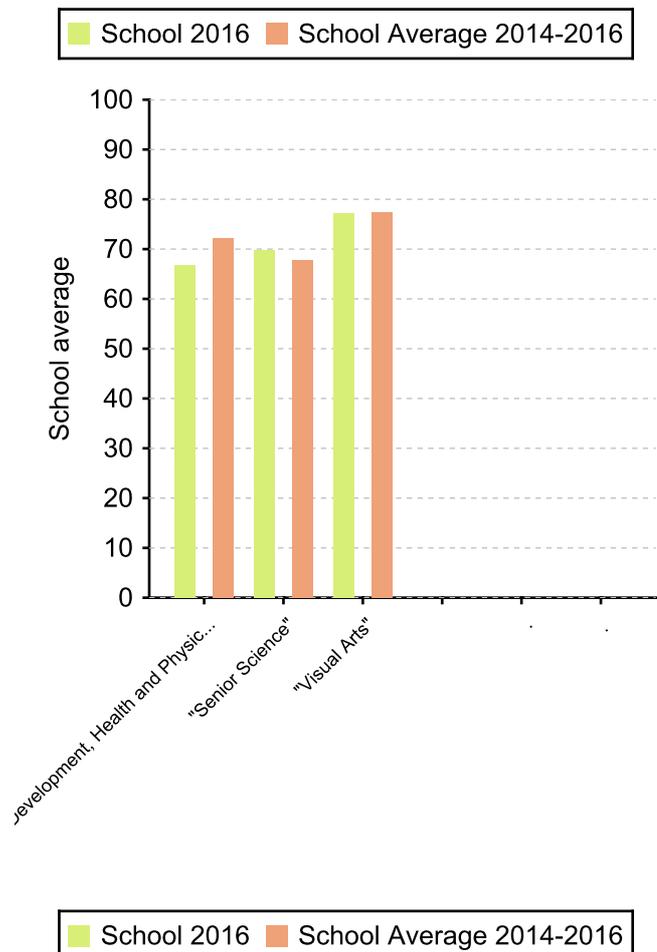
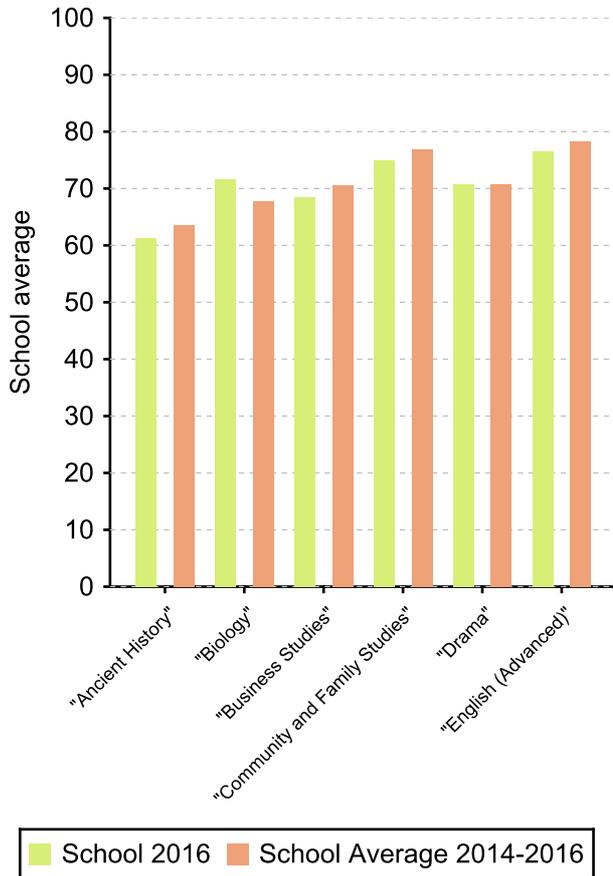
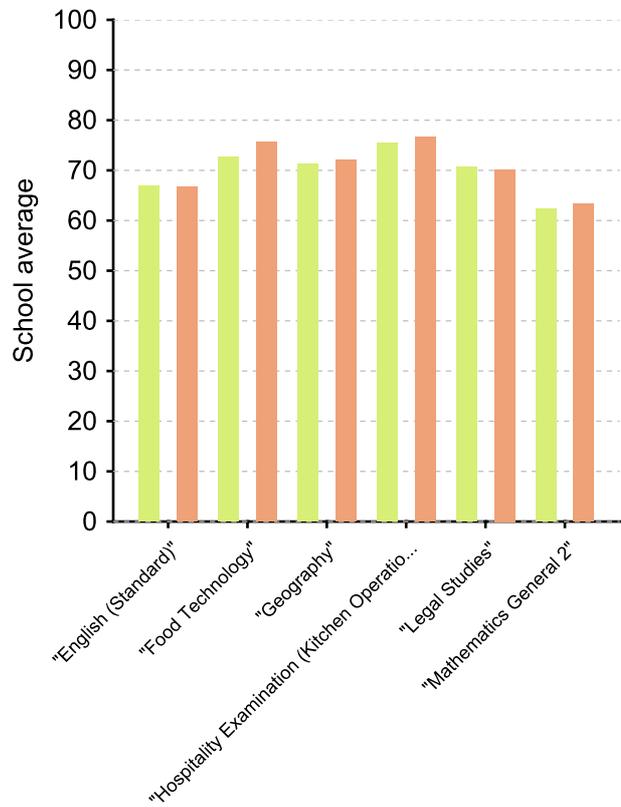
The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

Year 9 Aboriginal students achieved greater average scaled growth score than the NSW average in reading and spelling.

Year 7 Aboriginal students had a 7.1% increase in the top band for spelling.

### Higher School Certificate (HSC)

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



## Policy requirements

### Aboriginal education

Newcastle High School has a strong Aboriginal Education focus with cultural activities, knowledge and respect embedded across the school to improve outcomes for Aboriginal students as well as educating

all stakeholders about Aboriginal Australia. Cultural activities were strategically planned to increase engagement and assist the school in developing positive connections with students and families. Students participated in a variety of cultural activities throughout 2016 including a number of didgeridoo and dance performances. A woman's business program was implemented with students designing and making a possum skin cloak to be worn at official school ceremonies. A yarning circle with a fire pit was created by the schools horticulture group consisting of Aboriginal and non-Aboriginal students. A smoking ceremony has been initiated at the beginning of every term for all stakeholders to participate in. In 2016 Newcastle HS held a NAIDOC day for all students and for the Aboriginal students in the partner primary schools. Cultural workshops were held for students, staff and families.

### **Multicultural and anti-racism education**

One of Newcastle High School's strengths is the diversity of the learning community. The school holds a number of events to celebrate this diversity, including Harmony Day celebrations, NAIDOC day and individual events promoting respect for select groups within the community.