

Chatham High School Annual Report



2017



8414

Introduction

The Annual Report for 2017 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.

Daryl Irvine

Principal

School contact details

Chatham High School

St Vincents & Davis Sts

Taree, 2430

www.chatham-h.schools.nsw.edu.au

chatham-h.School@det.nsw.edu.au

6552 2588

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. 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.

Within the domain of Learning our self-assessment reflected that the school is at delivering across all elements. Within the domain of Teaching our self-assessment reflected that the school is delivering across all elements except for Professional Standards in which the school is sustaining and growing. In the domain of Leading, our self-assessment reflected that the school is delivering in the four elements of Planning, implementation and Reporting, School Resources, and Management Practices and Processes.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

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 continues to indicate that the level of intensive support provided to students through the targeted literacy programs is having an effect, as improvement in student growth 7–9 continues.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	\$24000	Faculty monitoring processes indicate that differentiation in programming to cater for individual student needs has been sporadic. A large number of faculties have experienced some disruption in leadership due to staff leave. However, all staff have undertaken analysis of HSC (RAP) data and NAPLAN (SMART) as part of a systematic approach to understanding students specific learning needs and curriculum delivery methods (pedagogy).
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.	\$55000	Trained staff continued to deliver programs such as the iRead and iWrite programs. Student growth in Literacy and numeracy as measured by NAPLAN 7–9, indicates the systematic approach to delivering targeted intervention programs has had some impact. However average growth still remains below state.

Next Steps

While student growth 7–9 indicates a positive trend, value adding to student performance through to the HSC is of great concern. A number of areas have been identified as critical to the goal of maintaining the solid academic growth of students into their senior years.

- Staff knowledge and understanding of the role data analysis and student profiling plays in developing curriculum programs which are differentiated and provide maximum opportunity for students to access subject content.
- A renewed emphasis on communicating student progress with families to further assist the aim of creating a team of adults around each student with the goal of lifting overall achievement.
- Maintenance of the established intervention programs in support of student growth in literacy and numeracy in the junior years.



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

School teams were altered to reflect changes to the school leadership team and to provide renewed focus on outcomes for a number of key areas of the school plan. Regular attendance and respectful, professional participation and contribution continued to be a hallmark of the operation of these teams.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	\$35000	Continued operation of the Induction and Accreditation Support Network provided a number of staff with the support necessary to successfully attain accreditation. Network members undertook focused professional learning to build their mentoring and accreditation knowledge and understanding. All beginning teachers achieved accreditation within their first year of teaching.
All staff to develop Professional Development Plans (PDPs) with informed and negotiated professional learning goals that reflect the school's strategic directions.	\$40000	Individual PDP support folders continued to provide the basis for developing a school wide approach to the scheduling of professional learning. Staff, mentor teachers and supervisors have displayed a more thorough understanding of the link between the PDP process and the achievement of the school's strategic directions. Additional ongoing support was provided by the Head Teacher Curriculum Innovation.

Next Steps

Staff efficacy remains a critical ingredient in seeking increased student engagement and academic achievement. Targeted professional learning and an increased role for collaborative teaching practice will feature in the next planning cycle.



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

Programs which aimed to enhance whole school community connectedness continued to feature on the school events calendar. Griffin Fest, Teen Mental Health First Aid and a number of aspirational programs brokered through partners Universities promoted a learning culture that aimed to build resilient, responsible and engaged learners. The Positive Behaviours for Learning (PBL) team sought to 'Re-Boot' the schools implementation of this school wide program and conducted a number of consultations aimed at gauging the expectations community, students and staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increasing commitment to promote student wellbeing, support students' identities as learners and develop positive and respectful relationships.	\$35000	Under the leadership of the Head Teacher Welfare and Student Support Officer (SSO), a number of student engagement activities again provided the opportunity for students to develop positive relationships with their peers and staff. Student feedback highlighted their popularity, while staff survey indicated classroom behaviour improved as a direct result of the extra-curricular activities.
Strengthened links with feeder primary schools and members of the local community such as parents, families, local media and businesses.	\$5000	The school's transition plan included a variety of timetabled events that allowed students from partner primary schools to experience high school over a number of days. Changes to key staff and operational constraints prevented the full program from being implemented. Opportunities for teaching staff to connected and share information about the incoming cohort were particularly impacted.

Next Steps

Transition remains an area of high priority as does the implementation of an embedded process for regular communication between transition staff in both primary and high schools. Investigations will continue to source and implement a system to provide rapid feedback to parents and carers on student progress. The role of the Community Liaison Officer will continue to be strengthened to assist in the process of increasing participation of community in school events, thereby strengthening opportunities to engage with and provide feedback on the school's practices and processes.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$180000 • Aboriginal background loading (\$103 656.00)	<ul style="list-style-type: none"> • School representatives regularly attend AECG meetings to maintain and enhance community consultation • Release of key staff including the AEO and Aboriginal tutors to assist with Aboriginal cultural events in partnership with the local Aboriginal community for example NAIDOC and regional Aboriginal Education Awards. • 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.
Low level adjustment for disability	\$150000	<ul style="list-style-type: none"> • Employment of five additional Learning Support Officers to assist in classrooms with students who did not necessarily meet the threshold for individual funding. The majority of these students showed improved educational outcomes. • Creation of a supported integration class through the engagement of additional teaching staff to release a Learning and Support Teacher. • Chatham also partners with Taree and Wingham Highs in the operation of an alternate classroom setting off campus.
Socio-economic background	\$450000 • Socio-economic background (\$103 656.00) • (\$0.00)	<ul style="list-style-type: none"> • Non-teaching Deputy Principal, HT Welfare and HT Curriculum Innovation oversee a range of initiatives including CHACE program, Independent Learning Centre and Health and Wellbeing programs. • Community Liaison Officer with responsibility for enhancing connections with the wider school community.
Support for beginning teachers	\$60000	<ul style="list-style-type: none"> • Targeted professional learning. • Additional release time to assist in preparing teaching resources. • Mentor assistance as part of the CHS Induction and Accreditation Network.
Learning and Support – Flexible Funding	\$77000	Maintained Student Support Officer position, who plays a critical role in the day to day operation of the school's student wellbeing programs.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	341	338	307	287
Girls	300	315	331	296

Student attendance profile

School				
Year	2014	2015	2016	2017
7	85.5	87.6	84.3	83.9
8	82.5	80.3	82.3	81.1
9	77.4	73.5	77.2	76.2
10	68.7	66.9	72.1	74.3
11	64.4	63.9	60.4	64.3
12	69.5	71.4	84.2	70.6
All Years	75.3	74.2	76.3	75.2
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

The school continues to dedicate significant resourcing to programs aimed at increasing student attendance.

Efficient communication with parents and carers through SMS messaging, resulted in a small increase in attendance, as have extra-curricula programs aimed at increasing student engagement with school. Professional learning and support have enhance referral pathways for support from School services at network level.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	2	9
Employment	15	16	30
TAFE entry	0	12	10
University Entry	0	0	8
Other	0	0	0
Unknown	8	20	22

Year 12 students undertaking vocational or trade training

76% of Year 12 students undertook vocational or trade training in 2017. 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

Although a slight increase over 2016, the school recognises that at 58% retention, student engagement in the senior years remains of the highest priority. For those students who remain connected with the school 90% 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
Assistant Principal(s)	0
Head Teacher(s)	8
Classroom Teacher(s)	39.6
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	2.3
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	16.08
Other Positions	1

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. In 2017, eight staff identified as being of Aboriginal descent.

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 2017 the school supported two full-time beginning teachers, three temporary beginning teachers, eight teachers at proficient-maintenance and one working towards Highly Accomplished. The school's accreditation and support network provide a regular chance for teaching staff to touch base with colleagues in support of the process of accreditation and maintenance. The school continued the structure of staff, team and faculty level meeting with set opportunities for professional learning. All staff were members of one of the three teams aligned to the school's priorities. VET staff upgraded their

qualifications and additional staff sought and received specific vocational training in retail and entertainment industry frameworks. Within the structure of the school's teams, 100% of staff participated in professional learning.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	1,056,881
Global funds	777,805
Tied funds	1,423,634
School & community sources	121,830
Interest	13,829
Trust receipts	12,350
Canteen	0
Total Receipts	2,349,447
Payments	
Teaching & learning	
Key Learning Areas	101,658
Excursions	21,954
Extracurricular dissections	26,326
Library	0
Training & Development	0
Tied Funds Payments	1,019,849
Short Term Relief	171,171
Administration & Office	59,384
Canteen Payments	0
Utilities	102,575
Maintenance	43,898
Trust Payments	4,073
Capital Programs	17,998
Total Payments	1,568,887
Balance carried forward	1,837,441

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	1,927,631
Appropriation	1,874,428
Sale of Goods and Services	6,788
Grants and Contributions	35,282
Gain and Loss	0
Other Revenue	10,933
Investment Income	201
Expenses	-916,015
Recurrent Expenses	-916,015
Employee Related	-637,672
Operating Expenses	-278,343
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,011,616
Balance Carried Forward	1,011,616

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

The school invested significant resources to ensure the transition from OASIS to SAP went smoothly. Key staff were identified and developed to lead the school staff in training and awareness raising around the new financial processes.

The school re-established a finance committee with membership including the two peak parent bodies, AECG and P&C and staff representatives.

The school is in the process of undertaking a number of minor works projects that will impact on the carry forward amount in 2018.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	5,642,225
Base Per Capita	104,863
Base Location	4,424
Other Base	5,532,937
Equity Total	1,577,654
Equity Aboriginal	226,776
Equity Socio economic	1,042,248
Equity Language	0
Equity Disability	308,630
Targeted Total	1,424,217
Other Total	336,080
Grand Total	8,980,176

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

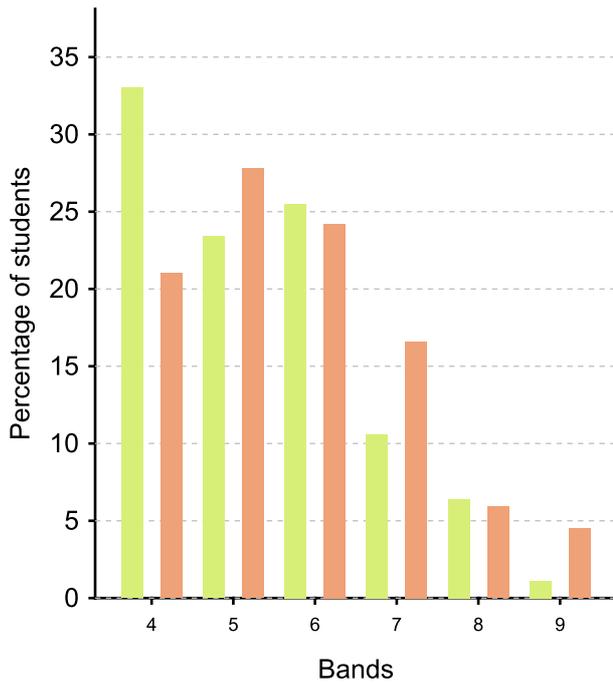
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

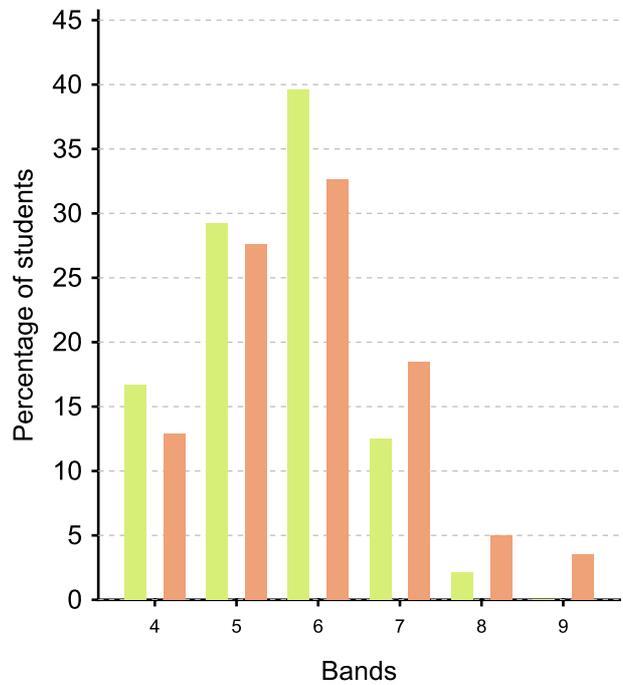
NAPLAN

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

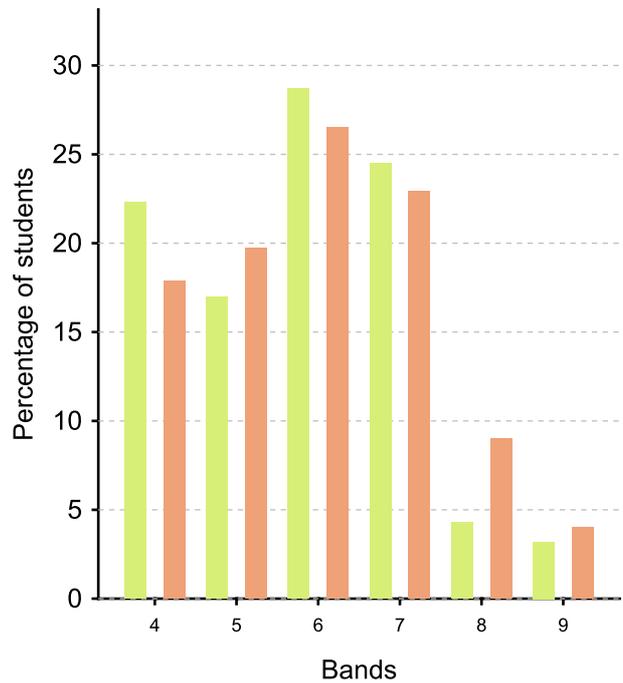
Percentage in bands:
Year 7 Grammar & Punctuation



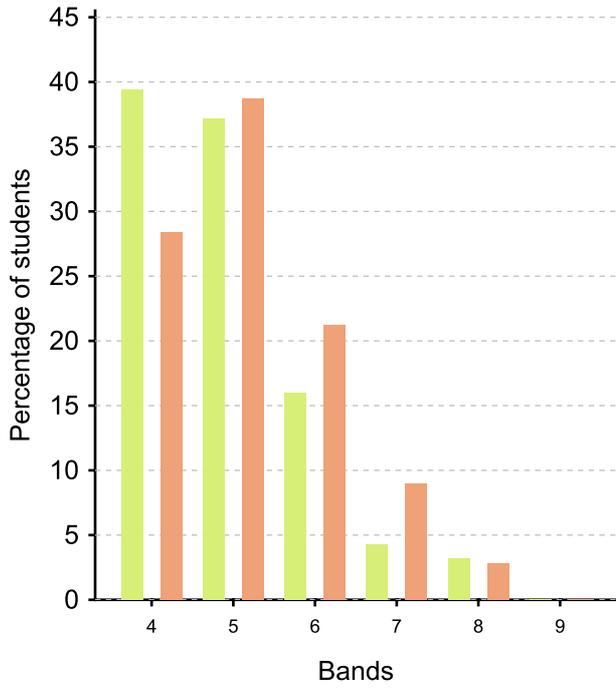
Percentage in bands:
Year 7 Reading



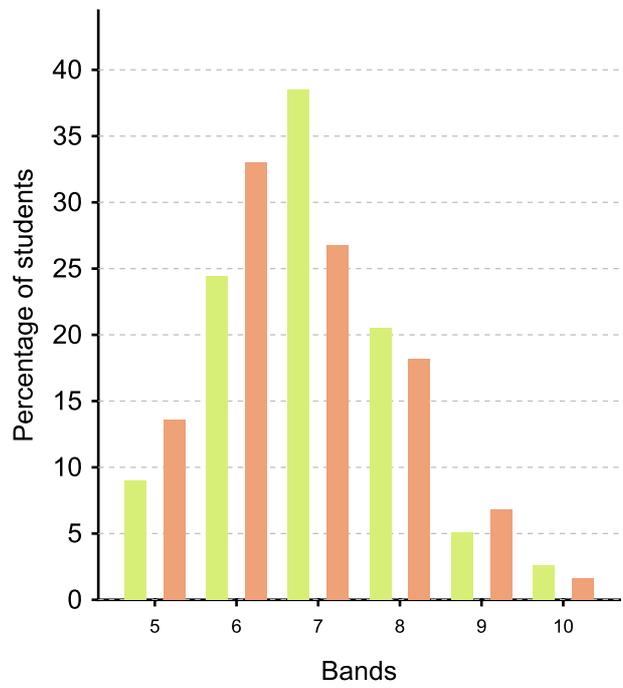
Percentage in bands:
Year 7 Spelling



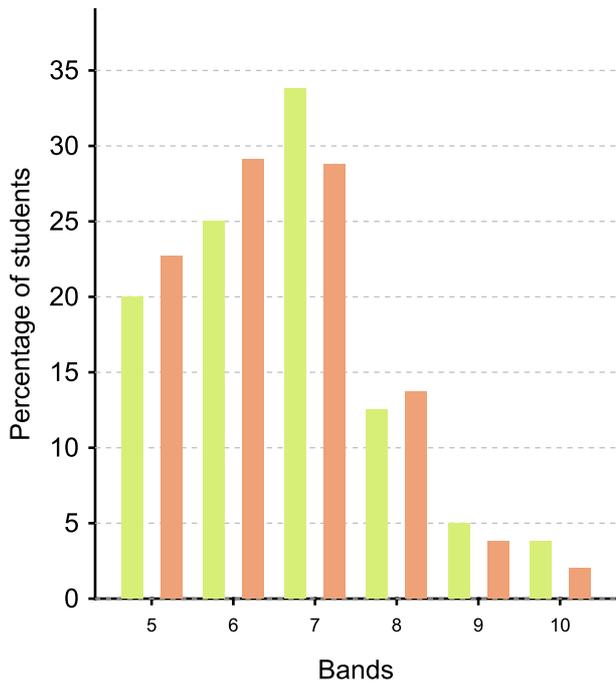
Percentage in bands:
Year 7 Writing



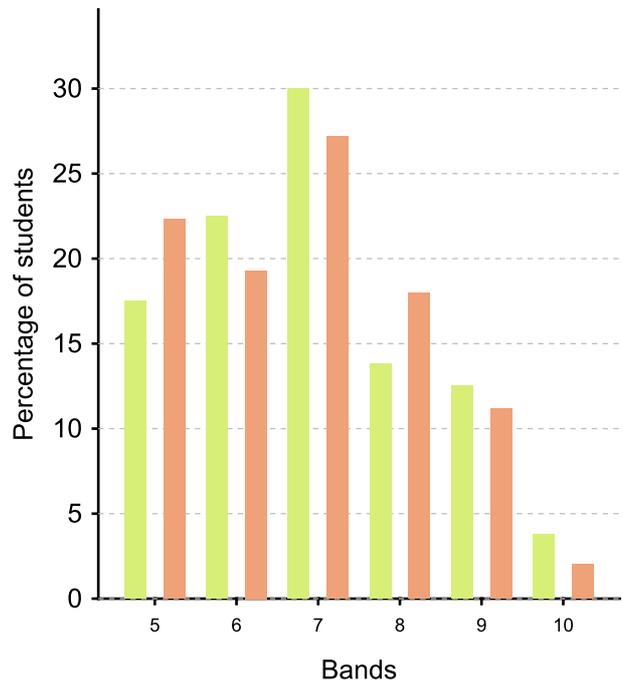
Percentage in bands:
Year 9 Reading



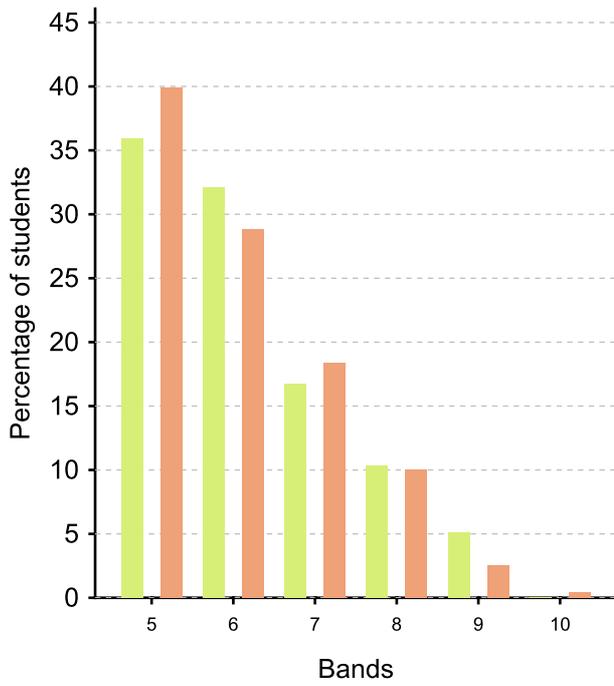
Percentage in bands:
Year 9 Grammar & Punctuation



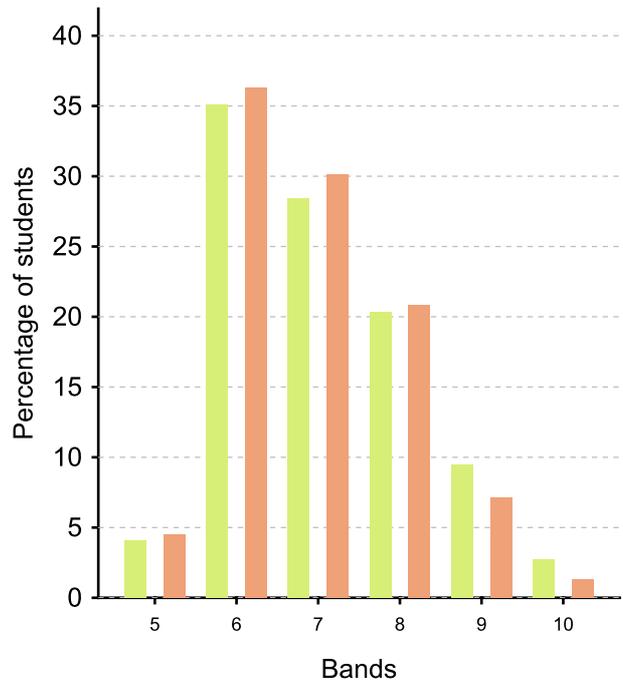
Percentage in bands:
Year 9 Spelling



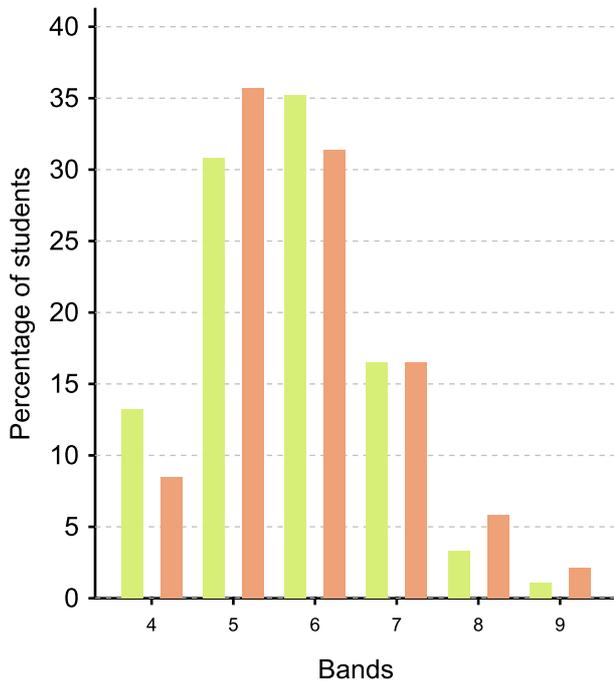
Percentage in bands:
Year 9 Writing



Percentage in bands:
Year 9 Numeracy



Percentage in bands:
Year 7 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

7.8% of Year 9 students achieved in the top two bands in Reading, and 12.2% of Year 9 students achieved in the top two bands in Numeracy.



Higher School Certificate (HSC)

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

Subject	School 2017	SSSG	State
English (Standard)	56.7	59.6	65.6
Information Processes and Technology	60.2	62.3	69.4
Mathematics General 2	51.5	55.8	63.6
Visual Arts	73.9	71.5	77.7

Student performance in the HSC is an area of concern that has again featured in 2017 data. The school has a number of initiatives, such as the Independent Learning Centre, that seek to address the complex issues of student engagement and achievement. Significant resourcing has been attached to these initiatives and the school looks forward to seeing the flow on effect of increased outcomes. A sample of averages for HSC courses is included above.

Parent/caregiver, student, teacher satisfaction

In 2017, 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. 152 students undertook a survey in second semester which analysed a range of social-emotional factors and drivers of student outcomes. Notably among the results was a positive trend in a sense of belonging to the school, up 16% from the previous two years. Students remain mixed in their opinion as to their thoughts on the value of education and this remains a driver for future school planning. Continuing earlier concerns was the level of engagement in the senior years of school, where the majority of students felt unmotivated to engage with education. These results could be attributed to a continued downward trend in students feeling a sense of optimism about life and possible life outcomes, down 10% over two years. 65 respondents undertook the parent survey, up 15 respondents from the previous year and indicating a positive trend in engagement with families over previous years. Data from the survey indicated a slight improvement in communication with home, with an increase of 15% of parents feeling positive in regards to the level of communication with home. An area of concern was an increase in the perception that students were not safe at school. This could be attributed to a number of behavioural incidents which occurred at the school around the time of the survey, unduly impacting on parental opinion. The school has worked hard since those incidents to communicate the level of intervention

that has occurred in support of the young people involved. Continuing the past trend the majority of respondents felt they were welcome at the school and that there was overwhelming support for their students successful completion of the HSC. 24 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. There was a slight positive shift in staff opinion on leadership which perhaps reflected a settling in of the new leadership team. A marked increase occurred in the area of parental involvement where staff felt much more positive about the connection with home, up 10%. Collegiality and commitment to improving teaching practice continued to received high ratings.



Policy requirements

Aboriginal education

The number of students identifying as Aboriginal continues to rise and now sits at nearly 28% of the student population. 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;

- A range of North North funded programs including in class program for identified students in years 8 and 10. Senior tuition program providing support with class work, assessment tasks and engagement with learning for identifies students in stage 6. Independent Learning Hub to enhance research skills and completion rated of assignments. Mentoring/leadership programs aimed at providing support for students in middle and senior years of schooling.
- Cultural focussed programs including Sista Speak program, held in partnership with Biripi community health for girls in years 9 and 10.
- NAIDOC day was celebrated at Saltwater reserve and featured a tabloid of cultural activities that were enjoyed by students, staff and community.
- The Clontarf Academy continued to go from strength to strength and gained a number of milestones including the first graduating Clontarf alumni from Chatham High gaining employment

brokered by their business partners. Attendance and engagement as measured by behaviour data continues to indicate a positive influence for those students engaged with Clontarf.



Multicultural and anti-racism education

The school was successful in gaining a qualified Mandarin language teacher who delivered a program aimed at developing 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 teaching programs across a number of subjects. Chatham High has undertaken succession planning to ensure the role of Anti-Racism Contact Officer is maintained as the current staff member considers retirement at the end of an illustrious career.