

Chatham High School

2019 Annual Report



8414

Introduction

The Annual Report for 2019 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

Chatham High School seeks to provide quality teaching and active learning in a supportive environment, developing responsible citizens with strong values and the essential skills to maximise their life outcomes.

School context

Chatham High School is a large and welcoming comprehensive rural high school which services the town of Taree and the Manning Valley. The school is built on the traditional lands of the Biripi people. The enrolment for 2018 is 580 students and 30% of students identify as Aboriginal or Torres Strait Islander. Nine in every ten students attract equity funding and two thirds of students fit into the highest bracket in terms of socioeconomic disadvantage. The school is committed to meeting the needs of all its students and strengthening connections with the community it serves.

Partnerships with our neighbouring primary schools, as part of the North Manning Learning Community, enable the school to strategically plan and implement innovative approaches to student learning, engage parents and build on community support for students. The school also enjoys active partnerships with a number of university and tertiary education providers. A curriculum extension class (CHACE) is highly valued by parents, students and staff as a dynamic model for effective teaching and learning. 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.

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 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.

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>

Self-assessment using the School Excellence Framework

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

Strategic Direction 1

Student Engagement

Purpose

To promote an innovative and supportive school culture that engages learners and provides them with personal resources for future success.

Improvement Measures

Improved Attendance

Student attendance across all equity groups raised to equal or better State Similar School Group. (SSSG)

Improved Academic Performance Data

Move to *delivering* in the *Student Growth* theme of the 'School Excellence Framework V2'

Increase the proportion of students in the top two HSC band by 20%.

Improved Behaviour Data

Increase the number of students meeting behaviour expectations to 85% in line with PBL theory.

Overall summary of progress

The school continued to allocate considerable resources in its aim of raising of student engagement as measured by attendance, academic performance and improved behaviour. While the school achieved some progress towards its improvement measures, notably executive referral for problem student behaviour, the majority achieved no growth and in cases regressed. A number of external factors have been identified that may have impacted on expected growth. These include worsening local economic conditions due primarily to drought and shift in community demographic as families moved to search for work. As an indicator of this change, the school's FOEI continued an upward trend from 156 in 2017 to 162 in 2019. Attempts to triangulate data on community expectations for education were hampered late in the year due to catastrophic fire conditions, however anecdotal evidence pointed towards an increasing sense of community confidence in the face of hardship.

Progress towards achieving improvement measures

Process 1: Supporting the Student

Positive partnerships with parent/carers, staff and students to map student learning pathways through Personalised Learning Plans (PLPs).

All staff participate in Professional learning to strengthen their competence in addressing the learning needs of students from the diverse cultural backgrounds.

Teachers strengthen their capabilities in evidence-based feedback strategies.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">Personalised Learning Plans (PLPs) were completed for 76% of Aboriginal students with some difficulties in engaging families in the process a continuing area of discussion for the Learning Support and Aboriginal Education teams. Staff surveys indicated 80% agreed that PLPs and Individual Education Plans (IEPs) were an important part of their class planning. However, 50% of program registrations indicated teaching and learning was adapted to suit student learning. Professional learning on differentiation was included in response.Professional learning events were attended by 4 staff with the intention of building cultural competency in their teaching practice, including two executive staff who attended the Stronger Smarter Institute Leadership	<ul style="list-style-type: none">Catering for community meetingsCatering for staff development eventsCourse FeesAdministration costs Funding Sources: <ul style="list-style-type: none">Socio-economic background (\$25000.00)Aboriginal background loading (\$15000.00)

Progress towards achieving improvement measures

course. A planned whole staff development day utilising the Healthy Culture, Healthy Country course was cancelled.

- Staff undertook professional learning on Success Criteria and Quality Assessment. A majority of staff surveys indicated that they found the training had influenced their teaching practice (79%). While a majority of staff indicated they would have preferred an increased opportunity to develop greater understanding through a shared practice model (65%).

Process 2: Systems That Support Our Core Business

PBL implementation provides a framework for establishing consistent behavioural expectations across the whole school to ensure optimum learning.

School develop/seek and implement Learning Management Systems (LMS) to enhance communication between students and teachers.

Professional learning increases teachers' understanding of Learning Management Systems.

Open learning spaces are created to enable rich engagement between staff and students.

Evaluation	Funds Expended (Resources)
<p>• The school continued it's re-boot of Positive Behaviour for Learning (PBL) consolidated much of the progress made in the previous year. Successional planning efforts identified two key staff who completed leadership training in PBL. Network PBL staff supported the school in conducting a School Evaluation Tool (SET) assessment and assisted staff in developing an action plan for on-going implementation. The SET identified that over 90% of students interviewed could identify the school's core expectations. Gathering behaviour data proved problematic due to changes in the school administration system, however focus on staff practice led to greater confidence in data. Executive referral for problematic student behaviour declined during terms three and four, from 740 in semester 1 to 481. This fall can be partly attributed to a disrupted fourth term, however, anecdotally there is renewed confidence from staff that PBL systems and practice are beginning to have a positive impact with students. Strong data on uniform is another indicator that the schools expectations are accepted and supported by community, 78% compliance term 4.</p> <p>• The Learning Management System (LMS) team conducted fewer professional learning activities in 2019, with most faculties preferring to conduct their own 'in-house' training. The focus for LMS implementation remained on stage 6 with 100% of classes having an online presence in Google Classroom. Student feedback through interview and system utilisation data indicated that many online classrooms remained simply a clearing house for distribution of course work with little feedback or two way communication.</p> <p>• The Project Hub located in the library received strong bookings throughout the year and continued to be a popular resource for staff across most faculties, student feedback on the collaborative learning space was overwhelmingly positive. Some staff attended a course on collaborative learning spaces and provided feedback on how to maximise student engagement by considering the physical environment. A learning space renewal program was implemented during 2019 to offer staff the chance to take increased ownership of learning spaces they used. A number of staff commented on the difficulty in establishing a presence in a room that was shared with several other staff. The majority of staff (80%) took up the offer of additional resourcing to 'freshen their space'. Parent information evenings provided positive anecdotal data on the physical presence of the school and the variety of learning spaces.</p>	<ul style="list-style-type: none"> • PBL signage, staff release, staff professional learning, reward excursions. • Sentral/Edval license. • Staff professional learning on collaborative learning spaces. • Construction costs. • Furniture. • Interactive classroom equipment. <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$108000.00) • Support for beginning teachers (\$1000.00)

Next Steps

- Staff will continue the cycle of improvement under the PBL framework. Additional staff to attend PBL training. School to consider training selected staff in tier 2 interventions.
- Review of school uniform in response to student/community feedback.
- A change to the school administration system has provided an opportunity to explore enhanced communication with families of students i.e. linking Sentral mark books and reporting to Google Classroom feedback.
- Establishment of second wave of collaborative learning spaces.

Strategic Direction 2

Professional Practice

Purpose

To support all staff to consistently aim for quality collaborative professional practices as part of a continuous cycle of reflection and improvement. To further teaching staff's capacity to implement explicit teaching practices through the application of evidence-based teaching strategies.

Improvement Measures

Increase the proportion of students in the top two Year 9 NAPLAN bands for writing.

Move to excelling in the 'Collaborative practice and feedback' theme of the 'School Excellence Framework V2'

Increase in understanding and effective use of learning intentions and success criteria to promote student learning progress and set high student expectations.

Overall summary of progress

Academic improvement measures continued to be a source of concern for the school, in some cases reversing a positive trend, despite a great deal of time and effort allocated to proactive interventions targeting academic progress of students. Staff were challenged to review their own teaching practice through a lens of high expectations. The second cohort of staff participated in Quality Teaching rounds and participated in the establishment of a Professional Learning Community for QT on the Mid North Coast. Strategic support from school services was offered to the school in support of a number of activities related to explicit teaching. Despite the disappointing data from external testing, staff motivation to improve their practice through reflection and collaborative review is cause for an optimistic view of future results.

Progress towards achieving improvement measures

Process 1: Explicit Teaching

Teachers undertake professional learning to enable them to explicitly teach academic writing using evidence-based, effective teaching strategies.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• The writing initiative team members developed 'Reading to Write' lessons for Year 7 & 8 English and Year 8 History. The lessons focused on students composing PEEL paragraphs in response to a written stimulus. English teachers delivered the lessons to all Year 7 classes and a Year 8 class. HSIE teachers delivered the lesson to two Year 8 classes. Student responses indicated a slight improvement in quality of responses for those students who completed the lesson. Student work samples were collected from each class. These student's will be tracked throughout the implementation of the initiative and their progress monitored against NAPLAN data. Teachers identified any interventions or modifications they needed to make to their teaching practice in order to explicitly teach students how to respond to short response questions.• The PEEL paragraph strategy for short response questions was promoted through staff meetings and PL sessions and teaching staff participated in workshops where they conducted an item analysis of 2018 HSC short response questions to identify the NESA key term / skill and content the questions address and checked their understanding of response expectations through examination of the marking guidelines and general feedback.• Year 11 English students participated in short response writing workshops with a focus on the use of the PEEL paragraph structure.• Year 11 Advanced English students participated in an ALARM workshop and were surveyed about the workshops and effectiveness of CHS Writing Book. Approximately 40% of students were still not confident in their ability to	<ul style="list-style-type: none">• Details... <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$24000.00)

Progress towards achieving improvement measures

use PEEL paragraphs to structure their short response answers. 80% of students indicated they would like to participate in more writing workshops to help them to improve their academic writing skills.

Process 2: Professional Knowledge and Practice

Teachers develop a shared understanding of a quality learning environment through effective classroom practice, collaboration and high expectations.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• A Q&A session was conducted at SDD#3 to encourage further participation in rounds resulted in an oversubscription of spots for the second cohort of Quality Teaching (QT) rounds participants.• Key staff combined with other schools to support the establishment of a Mid North Coast Professional Learning Community to support schools and staff undertaking the Quality Teaching rounds journey.• 12 participating staff completed post QT rounds survey which indicated they would recommend the QT rounds process to others and would take the opportunity to participate if offered again.• QT data indicated that all staff improved their teaching practice as measured against the QT framework in the focus element.	<ul style="list-style-type: none">• Course Fees• Travel costs• Staff release• Administration support <p>Funding Sources:</p> <ul style="list-style-type: none">• Support for beginning teachers (\$1000.00)• Socio-economic background (\$20000.00)

Next Steps

- Tier 2 vocabulary strategy was introduced to staff by School Services staff and will form a base for further professional learning in 2020.
- A 3rd Cohort of QT rounds will occur in 2020, with follow up rounds for previous cohorts.

Strategic Direction 3

Whole School Wellbeing

Purpose

To enhance our teaching and learning environment enabling staff and students to connect, succeed and thrive. Positive, respectful relationships within the school community are our focus, underpinned by student and staff wellbeing.

Improvement Measures

Improved positive connections among staff and students as evidenced by growth from *delivering to sustaining and growing* in the 'Caring for Students' theme of the School Excellence Framework V2.

Timely and efficient case management of students as evidenced by growth from *delivering to sustaining and growing* in the 'Individual Learning Needs' theme of the School Excellence Framework V2.

Overall summary of progress

The school's improvement measures of shifting from Delivering to Sustaining and Growing in two of the Wellbeing themes continue to underpin the activities and progress in other areas of school operations. While there is some evidence of growth, particularly in regard to transition plans for year six into seven students, there is some work yet to be done on case management of students. Communication of individualised interventions that are easily translated into teaching and learning has been hindered somewhat by the implementation of a new school management system, Sentral and a period of leave for the Head Teacher (HT) responsible for these programs. Following a difficult period of recruitment, a Deputy Principal (HT) position was established as a higher duties role, filled by the HT support unit. The DP Learning and Support role filled a void while awaiting an appointment and provided mentoring and support for the eventual appointee. The establishment of the DP Learning and Support position assisted in providing strategic leadership of Learning and Wellbeing. Strategic support was offered to the school to conduct Parent/Caregiver forums, these are yet to take place.

Progress towards achieving improvement measures

Process 1: Whole School Programs

The whole school engages in evidence-based professional learning and interventions that focus on staff and student wellbeing and relationships with others.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">A combined school training event was conducted on Trauma Informed Practice, where 93 teaching and non-teaching staff from Chatham High and Chatham Public participated in a session conducted by the Senior Psychologist Education (SPE) and counselling staff. The impact of the training is difficult to determine. Weather conditions, the timing of the presentation and delivery of content is believed to have impacted on the engagement and attention staff gave to the training. Feedback on staff guided further planning in 2019/2020. Common feedback was that future PL needed to be more focused on useable strategies for the classroom teacher, rather than the theoretical or contextual delivery of information on students.	<ul style="list-style-type: none">Staff releaseCateringCourse Fees Funding Sources: <ul style="list-style-type: none">Socio-economic background (\$2000.00)

Process 2: Individualised Interventions

The development of clear and effective processes, policies and programs that identify, address and monitor the learning and wellbeing needs of students.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">The change to a new school administration system resulted in a period of change which negatively impacted on staff awareness of processes for seeking information or support for students who they felt were experiencing difficulty in their class. A majority of staff (68%) felt they were unsure of the	<ul style="list-style-type: none">Staffing – DPMeeting expenses Funding Sources: <ul style="list-style-type: none">Socio-economic background

Progress towards achieving improvement measures

<p>support available for students and/or the process for obtaining it, as measured through staff survey.</p> <ul style="list-style-type: none"> • The appointment of a Deputy Principal – Learning Support, with responsibility for learning and wellbeing programs assisted in the triage of support and recognised opportunities to seek funding support for a number of students. As a result students with Integration funding support grew by 20%. • The school continued to engage with external agencies through the Manning Youth Alliance, attending strategic meetings as well as commencing operation meetings whose focus is on the effective triage of students who may be considered at risk. While difficult to quantify over 50 students were raised at operation meetings and 20 families received expedited support through closer coordination of agencies through the year. 	(\$60000.00)
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Process 3: Supporting Transition

The review, development and improvement of the transition process for Year 7 students from partner primary schools. Improved communication and connections between stakeholders is a priority which ensures that both students and staff are prepared for the transition.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> • For the second year in a row, the transition team responsible for year 6 into 7 had a change in personnel, again making it hard to build momentum and solidify past gains in easing the passage into high school. Microsoft teams was adopted as the communication tool of choice by the team comprising Learning and Support staff from each school. Student templates were produced and shared more quickly than in previous years allowing for earlier intervention where needed. A slight rise in percentage of enrolment from partner schools may indicate a positive parent/carer experience with transition activities and support. • Communication of student profiles to staff was problematic due to the change in Administration system and confusion over version control. The 2020 transition process has been altered based on staff feedback and was tested by a pilot group. Positive feedback on the changes should lead to staff being well equipped to engage with the next year seven cohort. 	<ul style="list-style-type: none"> • Staff release • Transition activities • Meeting catering <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$8000.00)

Next Steps

- Whole school professional learning in Stronger Smarter and Bridges our of poverty.
- Key staff undergo case management training brokered through School Services.
- Situational analysis undertaken to further refine transition process. Identification of opportunities to build on successes and build capacity across the North Manning Learning Community.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Identified Staff, Rooming, Hire of Facilities, Catering, Clontarf Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$322 345.00) 	<ul style="list-style-type: none"> A rise in Aboriginal student enrolment numbers, with more involvement in all programs from students. Purchasing of updated cultural resources and equipment for cultural programs. New furniture and white goods for the Koori Room, Staff offices and storerooms. Coordination of school cultural events; Back to Basics Exhibition, NAIDOC Day and Deadly Awards saw an increased number of families attend.
Low level adjustment for disability	<ul style="list-style-type: none"> Increased staffing Engagement program support Enterprise creation support Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$318 356.00) 	<ul style="list-style-type: none"> Employment of 3 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. Engagement programs, SBATS, work readiness, enterprise creation. 45 students participated in programs designed to increase engagement and retention in school.
Socio-economic background	<ul style="list-style-type: none"> Increased staffing Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$1 293 960.00) 	<ul style="list-style-type: none"> Non-teaching Deputy Principal supporting leadership of school pri , HT Welfare and HT Curriculum Innovation oversea 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. <p>Staffing, uniform, engagement programs, work readiness, enterprise creation.</p>
Support for beginning teachers	<ul style="list-style-type: none"> Course fees Release Association membership Funding Sources: <ul style="list-style-type: none"> Support for beginning teachers (\$23 514.00) 	<ul style="list-style-type: none"> Targeted professional learning was attended by all beginning teachers. Staff evaluations indicated they felt their professional practice would improve as a result of attending the nominated PL. Staff feedback on additional release time to in assist in preparing teaching resources, was overwhelmingly positive. Supervisors of beginning teachers provided positive feedback on growth for staff as a result of the release time. Mentor assistance as part of the CHS Induction and Accreditation Network contributed to 100% of staff completing their accreditation in a timely and efficient manner.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	307	287	296	287
Girls	331	296	272	281

Student attendance profile

School				
Year	2016	2017	2018	2019
7	84.3	83.9	84.4	83.1
8	82.3	81.1	77.2	73.6
9	77.2	76.2	78.3	69.1
10	72.1	74.3	63.8	70.1
11	60.4	64.3	64.3	69.1
12	84.2	70.6	75.6	69.4
All Years	76.3	75.2	73.1	73.2
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
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

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	3	27
Employment	3	5	22
TAFE entry	3	11	13
University Entry	0	0	15
Other	5	12	17
Unknown	0	7	6

Year 12 students undertaking vocational or trade training

51.90% of Year 12 students at Chatham High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

94.1% of all Year 12 students at Chatham High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	8
Classroom Teacher(s)	40.7
Learning and Support Teacher(s)	2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	16.48
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

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

	2019 Actual (\$)
Opening Balance	722,423
Revenue	10,641,231
Appropriation	10,395,187
Sale of Goods and Services	10,059
Grants and contributions	148,755
Investment income	5,343
Other revenue	81,887
Expenses	-10,438,868
Employee related	-9,222,900
Operating expenses	-1,215,968
Surplus / deficit for the year	202,363

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

Financial summary - Equity loadings

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

	2019 Approved SBA (\$)
Targeted Total	1,484,764
Equity Total	1,704,002
Equity - Aboriginal	310,042
Equity - Socio-economic	1,069,694
Equity - Language	5,907
Equity - Disability	318,358
Base Total	6,033,506
Base - Per Capita	144,884
Base - Location	3,584
Base - Other	5,885,038
Other Total	669,422
Grand Total	9,891,693

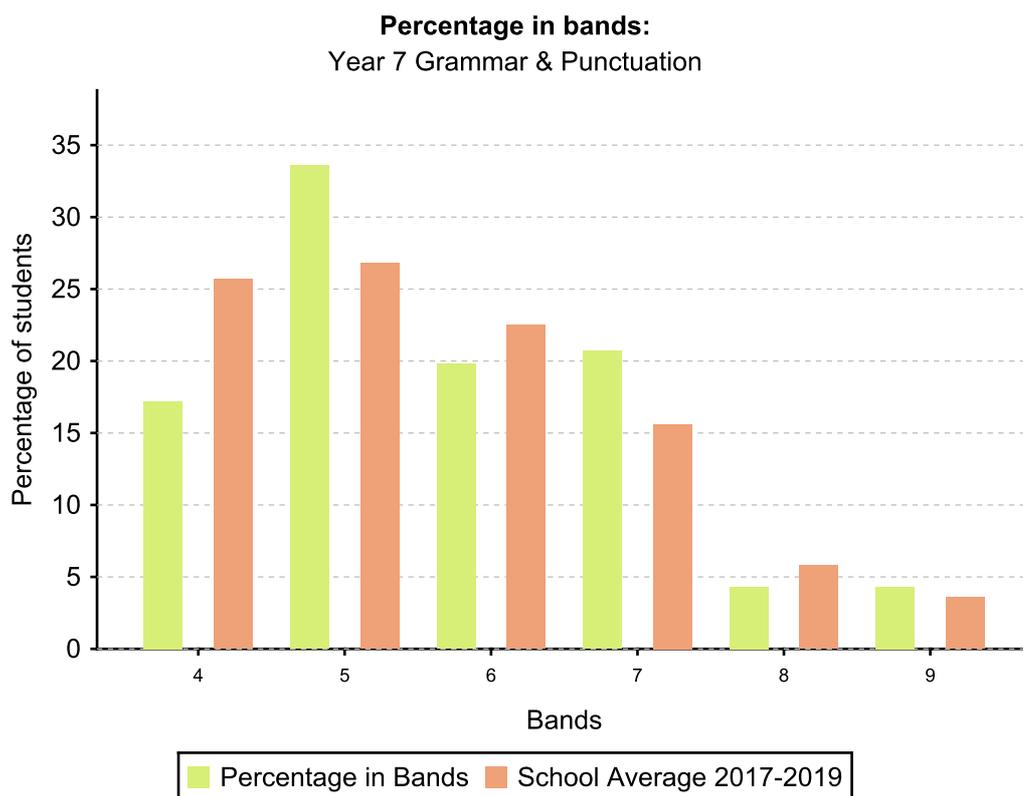
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

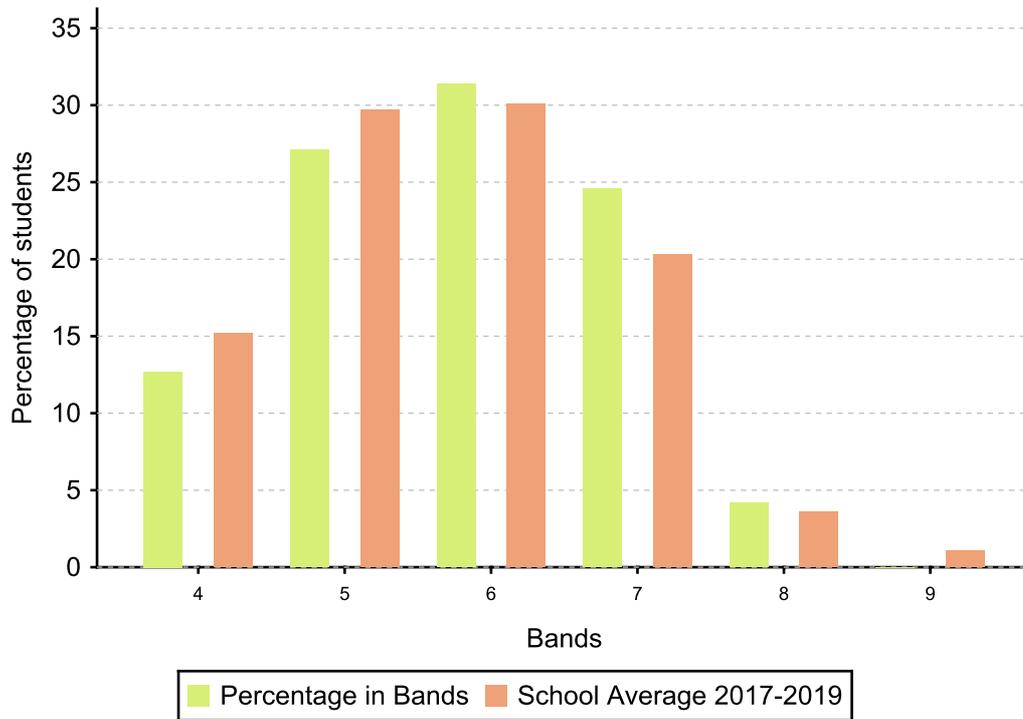
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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.

Literacy and Numeracy Graphs



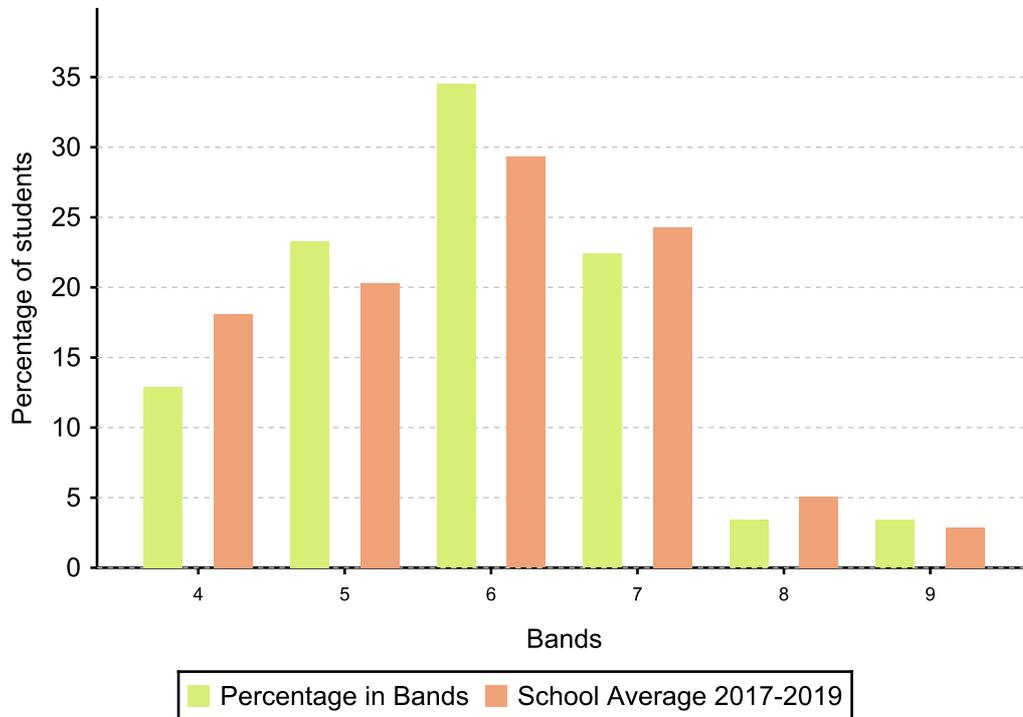
Band	4	5	6	7	8	9
Percentage of students	17.2	33.6	19.8	20.7	4.3	4.3
School avg 2017-2019	25.7	26.8	22.5	15.6	5.8	3.6

**Percentage in bands:
Year 7 Reading**



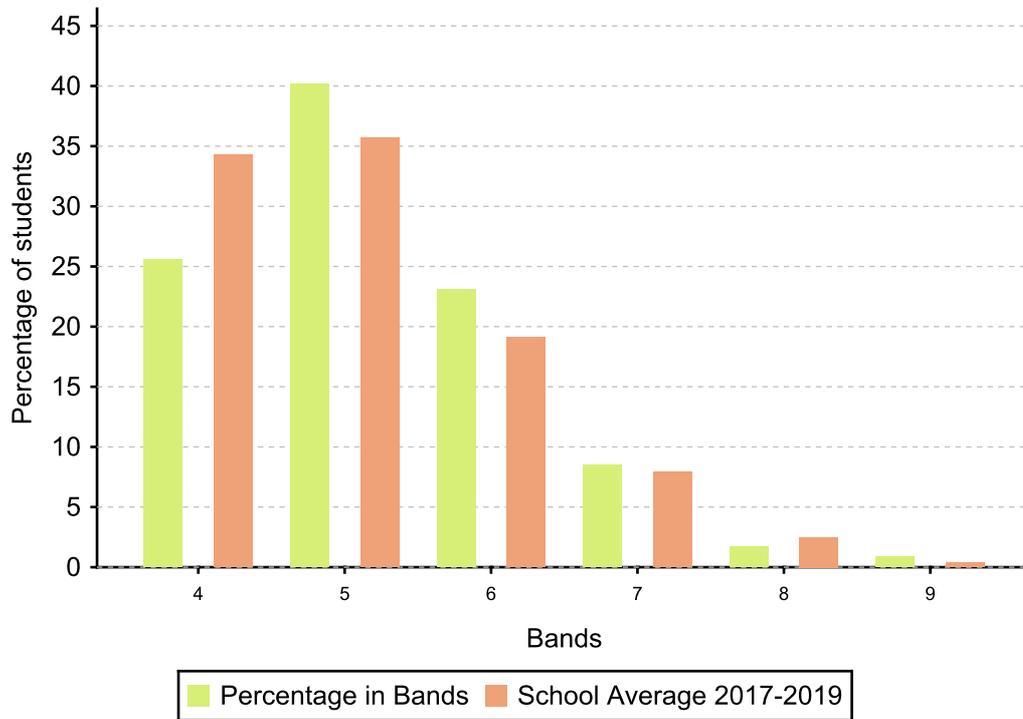
Band	4	5	6	7	8	9
Percentage of students	12.7	27.1	31.4	24.6	4.2	0.0
School avg 2017-2019	15.2	29.7	30.1	20.3	3.6	1.1

**Percentage in bands:
Year 7 Spelling**



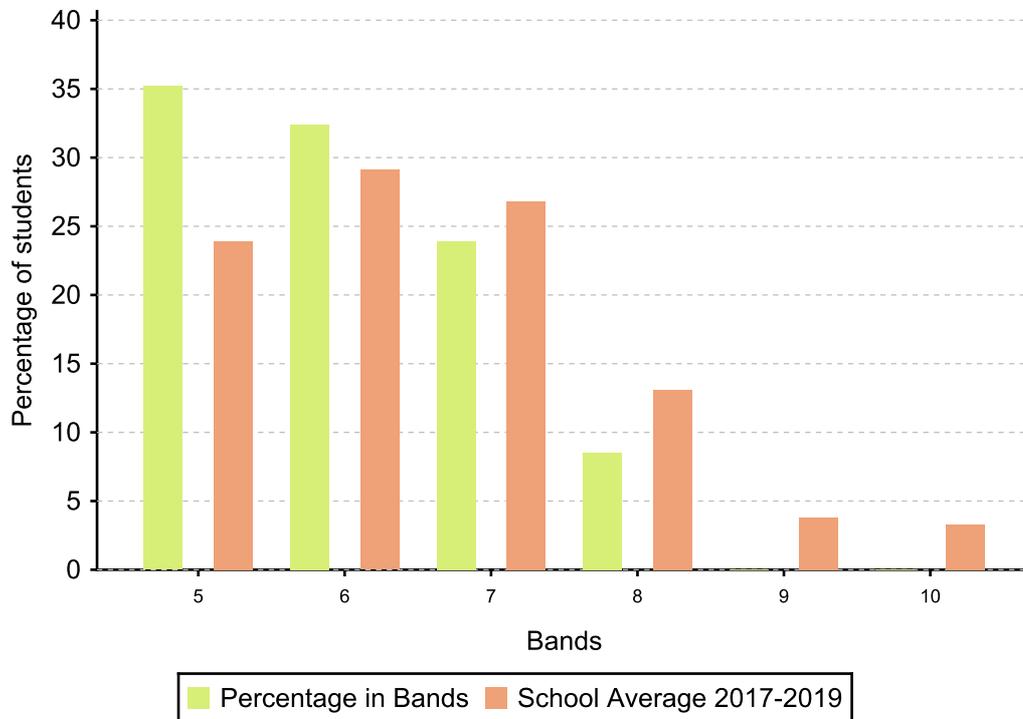
Band	4	5	6	7	8	9
Percentage of students	12.9	23.3	34.5	22.4	3.4	3.4
School avg 2017-2019	18.1	20.3	29.3	24.3	5.1	2.9

Percentage in bands:
Year 7 Writing



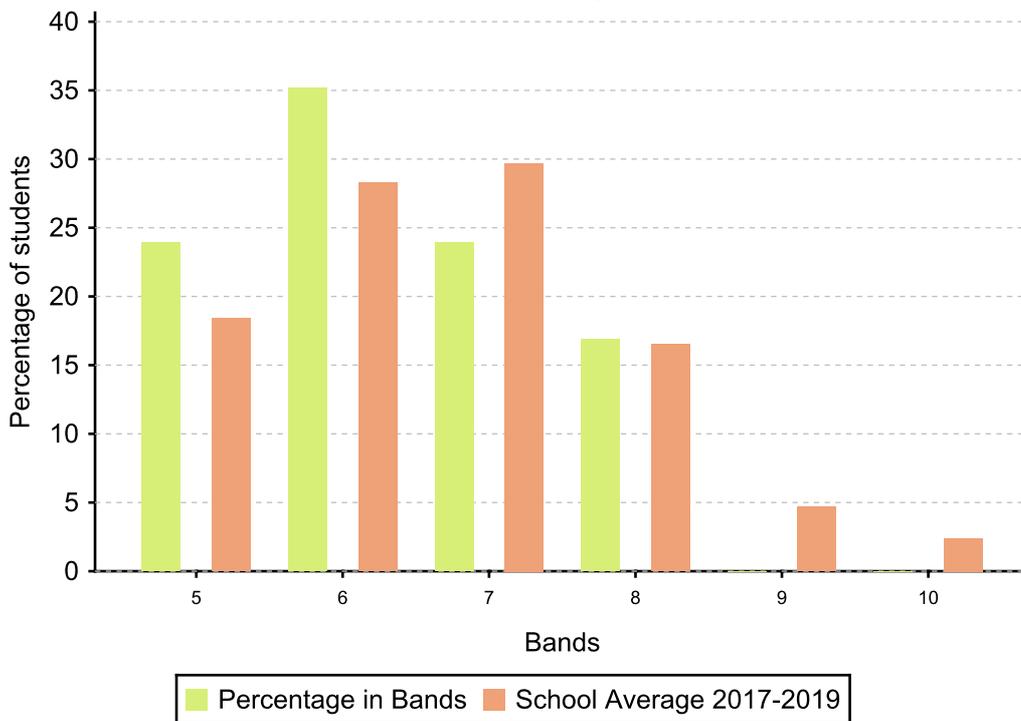
Band	4	5	6	7	8	9
Percentage of students	25.6	40.2	23.1	8.5	1.7	0.9
School avg 2017-2019	34.3	35.7	19.1	7.9	2.5	0.4

Percentage in bands:
Year 9 Grammar & Punctuation



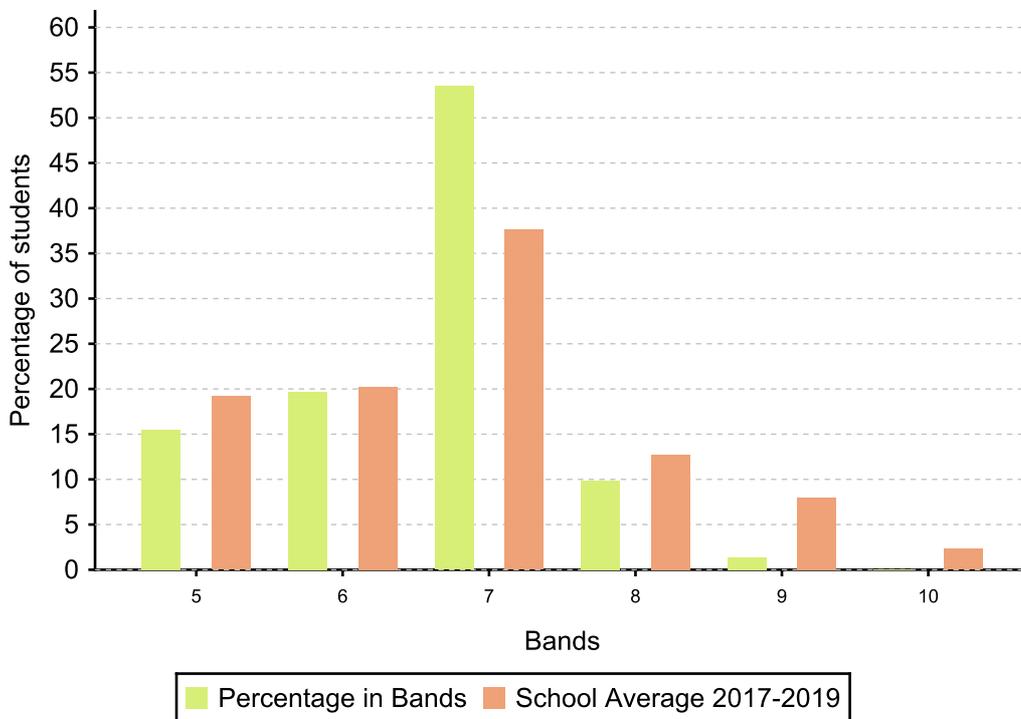
Band	5	6	7	8	9	10
Percentage of students	35.2	32.4	23.9	8.5	0.0	0.0
School avg 2017-2019	23.9	29.1	26.8	13.1	3.8	3.3

Percentage in bands:
Year 9 Reading



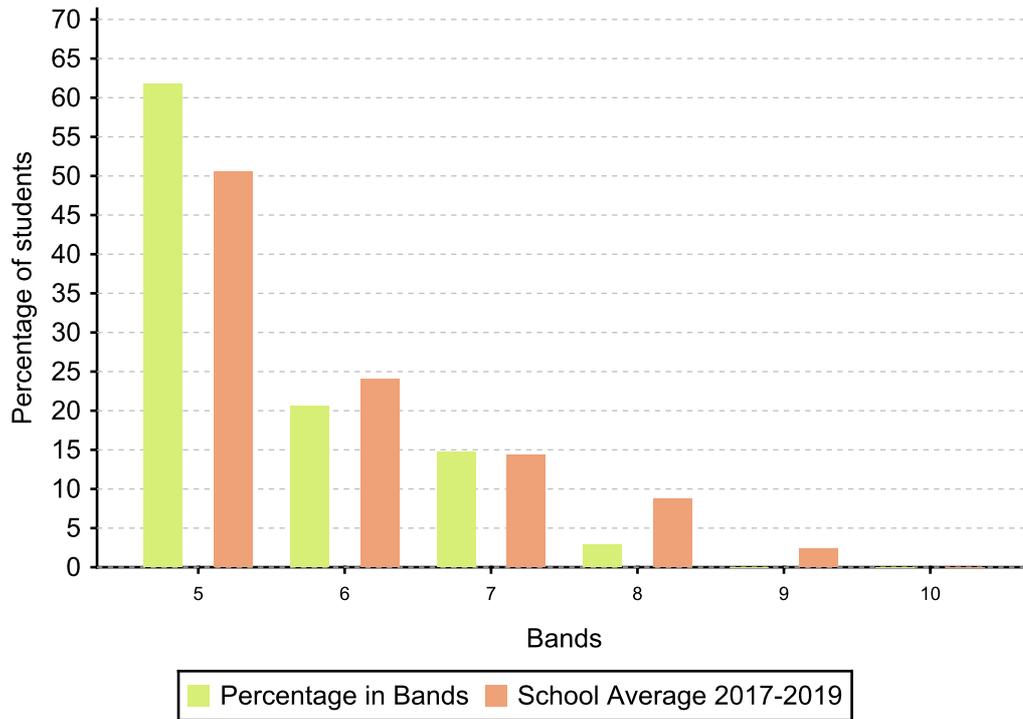
Band	5	6	7	8	9	10
Percentage of students	23.9	35.2	23.9	16.9	0.0	0.0
School avg 2017-2019	18.4	28.3	29.7	16.5	4.7	2.4

Percentage in bands:
Year 9 Spelling



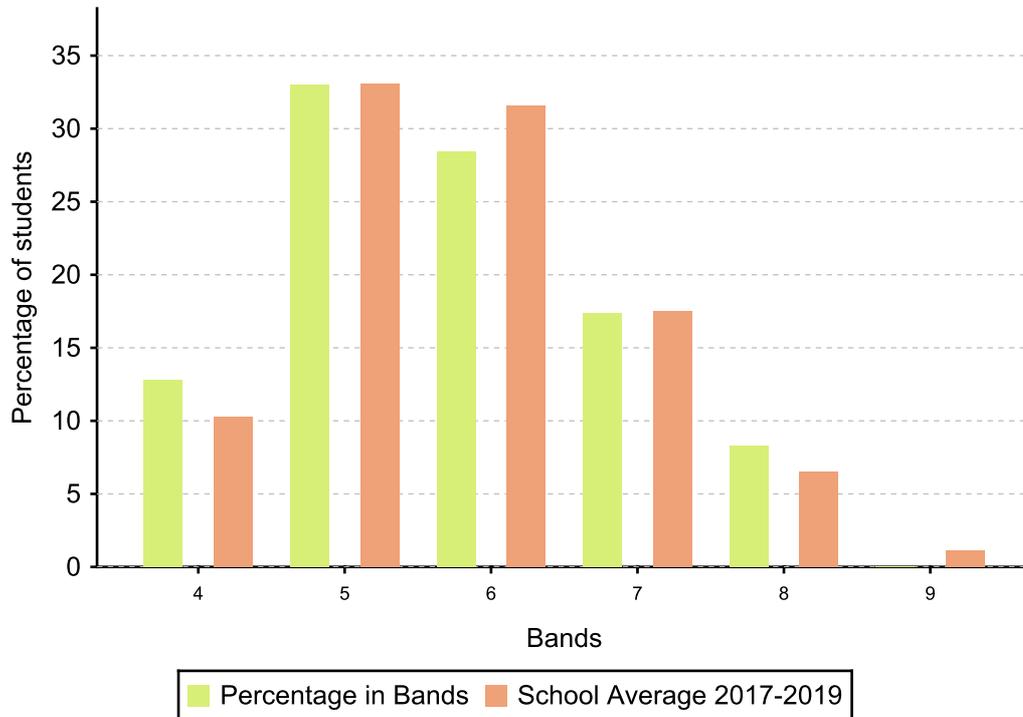
Band	5	6	7	8	9	10
Percentage of students	15.5	19.7	53.5	9.9	1.4	0.0
School avg 2017-2019	19.2	20.2	37.6	12.7	8	2.3

Percentage in bands:
Year 9 Writing



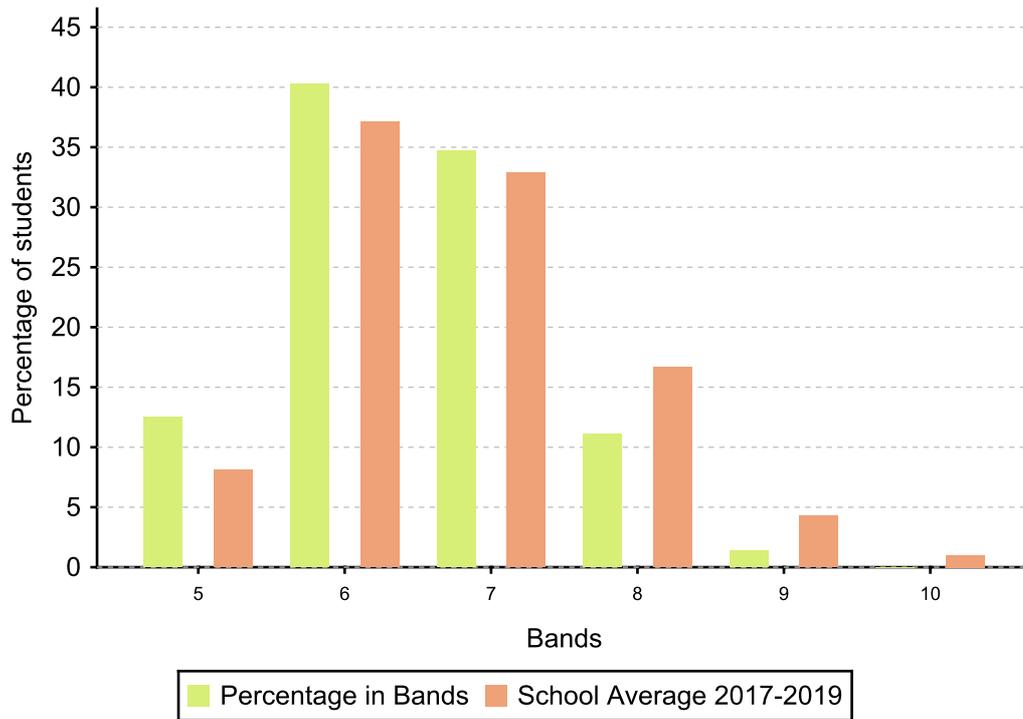
Band	5	6	7	8	9	10
Percentage of students	61.8	20.6	14.7	2.9	0.0	0.0
School avg 2017-2019	50.5	24	14.4	8.7	2.4	0

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	12.8	33.0	28.4	17.4	8.3	0.0
School avg 2017-2019	10.3	33.1	31.6	17.5	6.5	1.1

Percentage in bands:
Year 9 Numeracy

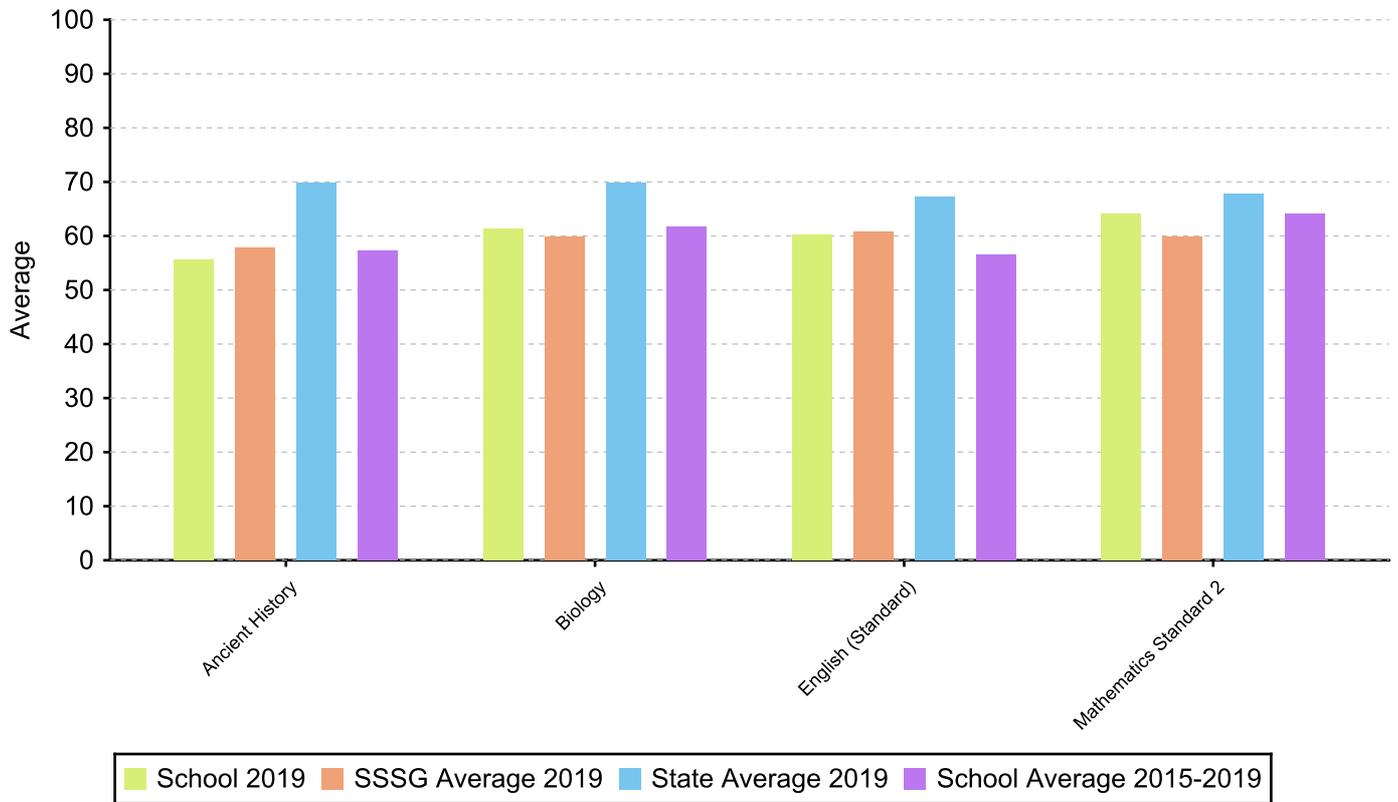


Band	5	6	7	8	9	10
Percentage of students	12.5	40.3	34.7	11.1	1.4	0.0
School avg 2017-2019	8.1	37.1	32.9	16.7	4.3	1

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	55.6	57.8	69.9	57.2
Biology	61.4	59.8	69.9	61.7
English (Standard)	60.2	60.8	67.3	56.5
Mathematics Standard 2	64.2	59.9	67.7	64.2

Parent/caregiver, student, teacher satisfaction

In 2019, 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.

136 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 reversal of a previously positive trend in regards to a sense of belonging to the school, falling to 43% of students surveyed. 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, a trend echoed across similar school groups and across the state. Perhaps most alarmingly only 42% of students surveyed felt a positive sense of advocacy at school. We experienced a rise in parent respondents in 2018 with 33 parents undertaking the survey compared to 23 the previous year. Data from the survey indicated a continuation of a positive trend in parents feeling informed. In these areas, 69% of parents felt the school communicated with them well and that they were welcome to approach the school or attend events. Parent responded more positively about Safety at School factors, 52% up from 43% . 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. Staff data indicated there is still work to be done in communication, supportive leadership and support of technology in the school. Areas of positive comment from staff were around inclusivity and collaborative teaching practices.

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.