

2020 Annual Report

Chatham High School



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Introduction

The Annual Report for 2020 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 vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards 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.

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)
Following on from the success of the flagship flexible learning space the Project Hub, a number of new learning spaces have been created around the school in support of senior students. Students and staff were involved in consultation regarding how best to support senior students in a new senior study space as well as through small group tuition spaces which are being established in A block and will be completed by the end of term 1, 2021. The Library has also continued its transformation into a space for 21st Century learning and bookings in 2020 highlight an increasing interest in flexible learning spaces.	

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)

Progress towards achieving improvement measures

Question: Are all staff engaged in accurate and regular monitoring and follow through of attendance? Have attendance rates improved and to what extent? Are attendance plans personalised, particularly for students at risk?

Data Sources: **Sentral Attendance** data. Attendance follow-up action records. Scout and school-based data.

Analysis:

Implications:

Continue to enhance attendance procedures. Focus on partial and whole attendance for 2021.

Following on from the success of the flagship flexible learning space the Project Hub, a number of new learning spaces have been created around the school in support of senior students. Students and staff were involved in consultation regarding how best to support senior students in a new senior study space as well as through small group tuition spaces which are being established in A block and will be completed by the end of term 1, 2021. The Library has also continued its transformation into a space for 21st Century learning and bookings in 2020 highlight an increasing interest in flexible learning spaces.

- Identified staff, Sentral System

Funding Sources:

- Socio-economic background (\$15000.00)

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.

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)
• Entry	•

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)
• Entry	•

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.

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)
• Entry	• Entry

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)
• Entry	•

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)
• Entry	•

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$368 000.00) 	<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. Relocation of the Koori room to the language centre. Co-location of key staff. 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	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$320 000.00) 	<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	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$1 200 000.00) 	<ul style="list-style-type: none"> Non-teaching Deputy Principal supporting leadership of school Deputy Learning Support assisting HT Welfare with intensive interventions for students Operation of Independent Learning Centre Community Liaison Officer with responsibility for enhancing connections with the wider school community
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> Support for beginning teachers (\$22 145.00) 	<ul style="list-style-type: none"> COVID19 Prevented Beginning teachers from attending much professional learning. Staff feedback on additional release time to 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			
	2017	2018	2019	2020
Boys	287	296	287	259
Girls	296	272	281	262

Student attendance profile

School				
Year	2017	2018	2019	2020
7	83.9	84.4	83.1	83.1
8	81.1	77.2	73.6	83
9	76.2	78.3	69.1	79.2
10	74.3	63.8	70.1	71
11	64.3	64.3	69.1	76.7
12	70.6	75.6	69.4	82.3
All Years	75.2	73.1	73.2	79.3
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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	N/A	N/A	30
Employment	1	5	30
TAFE entry	N/A	1	12
University Entry	N/A	N/A	14
Other	N/A	N/A	6
Unknown	N/A	8	8

Year 12 students undertaking vocational or trade training

47.30% of Year 12 students at Chatham High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

96.7% of all Year 12 students at Chatham High School expected to complete Year 12 in 2020 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)	40.4
Learning and Support Teacher(s)	2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	16.08
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	924,786
Revenue	11,152,114
Appropriation	11,060,166
Sale of Goods and Services	8,439
Grants and contributions	48,304
Investment income	1,532
Other revenue	33,673
Expenses	-11,337,892
Employee related	-9,855,012
Operating expenses	-1,482,880
Surplus / deficit for the year	-185,778
Closing Balance	739,008

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.

	2020 Approved SBA (\$)
Targeted Total	500,039
Equity Total	1,945,228
Equity - Aboriginal	378,033
Equity - Socio-economic	1,227,981
Equity - Language	3,074
Equity - Disability	336,141
Base Total	7,469,446
Base - Per Capita	146,948
Base - Location	3,225
Base - Other	7,319,272
Other Total	633,655
Grand Total	10,548,368

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

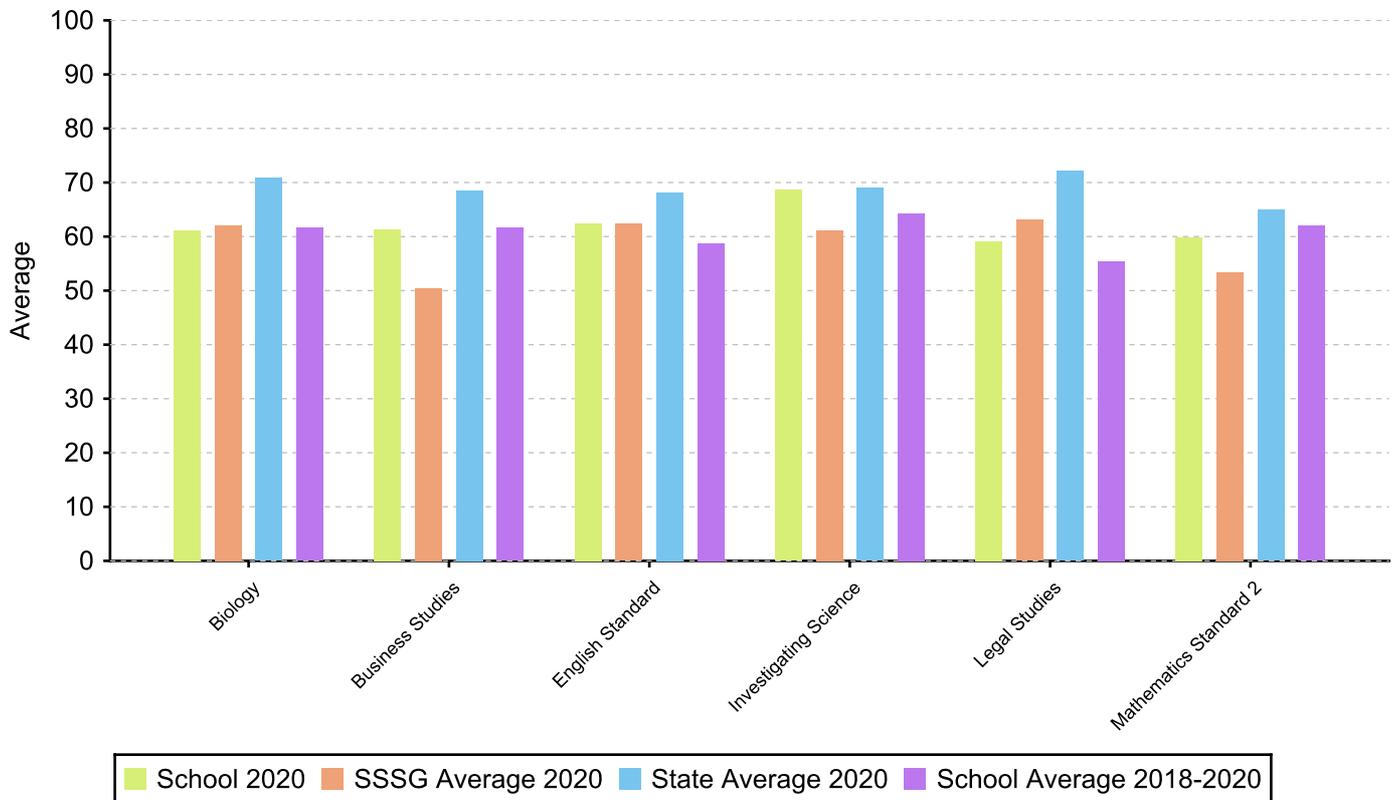
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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 2020	SSSG	State	School Average 2018-2020
Biology	61.1	62.1	70.8	61.6
Business Studies	61.4	50.4	68.6	61.6
English Standard	62.5	62.3	68.1	58.8
Investigating Science	68.6	61.1	69.0	64.3
Legal Studies	59.1	63.1	72.1	55.4
Mathematics Standard 2	59.8	53.5	64.9	62.0

Parent/caregiver, student, teacher satisfaction

In 2020, 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.

120 students undertook a survey in second semester which analysed a range of social-emotional factors and drivers of student outcomes. Continuing a reversal of a previously positive trend in regards to a sense of belonging to the school, only 36% of students surveyed said they had a sense of belonging at school. 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. 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. Parents 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.