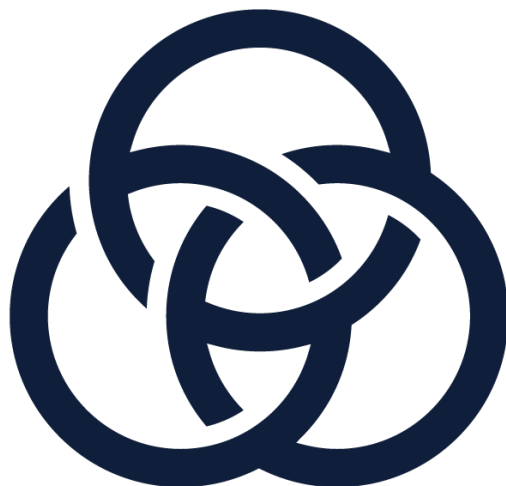


# 2020 Annual Report

Callaghan College Waratah Campus



# CALLAGHAN COLLEGE

## Waratah Campus

8508

## Introduction

The Annual Report for 2020 is provided to the community of Callaghan College Waratah Campus 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.

### School contact details

---

Callaghan College Waratah Campus

Turton Rd

Waratah, 2298

[www.waratah-h.schools.nsw.edu.au](http://www.waratah-h.schools.nsw.edu.au)

[waratah-h.school@det.nsw.edu.au](mailto:waratah-h.school@det.nsw.edu.au)

4968 1939

## School vision

### WARATAH TECHNOLOGY CAMPUS

Waratah Technology Campus will be a dynamic and collaborative learning community where respectful and responsible students are empowered to achieve excellence and independence in their learning. The school will provide high expectations, quality teaching and diverse opportunities in a safe, caring and positive environment.

### CALLAGHAN COLLEGE

Callaghan College consists of three secondary campuses: Wallsend Junior Campus and Waratah Junior Campus catering for students in Years 7-10 and Jesmond Senior Campus for students in Years 11 and 12. Additionally, our 15 partner primary schools join their secondary campuses as part of the Callaghan Education Pathways, a collaborative learning which provides access to high quality education from Kindergarten to Year 12 and beyond.

**Our mission** is to 'Build a World Class 21st Century Learning Community'.

**Our vision** is that this will be achieved by an explicit and systematic focus on Excellence in Education through: Innovative teaching and learning; diverse learning pathways; and quality community partnerships.

The College values of respect, responsibility, relationships and excellence represent a shared commitment to all students in our care.

## School context

Waratah Technology Campus is a school of excellence, innovation, opportunity and care providing quality learning for students in Years 7-10. The campus is part of Callaghan College, a leader in the provision of outstanding educational and training opportunities. Waratah Campus is a proud member of the Callaghan Education Pathways, a learning community uniting the college campuses and partner primary schools to provide specialised learning environments and a continuum of learning for students K-12.

Our school takes pride in five main aspects:

1. **A POSITIVE, SAFE & CARING ENVIRONMENT:** a proud and welcoming school that promotes excellence, respect and responsibility, and celebrates individual and school achievements.
2. **HIGH EXPECTATIONS FOR EXCELLENCE IN LEARNING:** including a strong professional learning program for staff which ensures high quality teaching within a culture of high expectations, leading to tangible academic success.
3. **INNOVATIVE EDUCATIONAL PROGRAMS:** including Future Learning lessons, portfolio presentations, student leadership programs, middle schooling opportunities and a collaborative team teaching environment.
4. **INDIVIDUALISED, DIVERSE LEARNING OPPORTUNITIES:** including a wide curriculum, gifted/talented programs, accelerated classes and extra-curricular opportunities.
5. **CALLAGHAN COLLEGE - A COLLABORATIVE LEARNING COMMUNITY:** which involves the advantages that come with the teamwork and sharing of 18 schools in the learning community.

Students come from diverse backgrounds including 20% Aboriginal, 5% EAL/D and 15% LBOTE. ICSEA and FOIE indices guide funding that will allow for long term programs to develop. Student performance data has been improving in most areas over the last few years. Most indicators show that students are performing at or above state trends in NAPLAN growth. School image in the community has recently shown marked improvement, resulting in increased enrolments from 2012 onwards.

## 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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
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

### Delivering Excellence in Learning

#### Purpose

To engage and empower our students to be independent, successful citizens and leaders through individualised pathways that promote collaboration and communication with all stakeholders.

#### Improvement Measures

Year 9 Expected Growth in NAPLAN of 80% or higher in reading, writing and numeracy including Aboriginal students.

Middle school data evidences improved transition outcomes for year 7 students in learning, wellbeing and social and emotional experiences.

Improve the percentage of students with 85% or above attendance from 75% to 90%.

Improve the % of students in the TTFM survey from 55% to 70% in the area of "Intellectual Engagement".

#### Progress towards achieving improvement measures

##### **Process 1: Review Learning and Support Team to ensure strong classroom support for all students.**

Evaluation	Funds Expended (Resources)
<p>The funding of a Head Teacher Learning and Support has enabled clear processes and procedures to be implemented that ensure a consistent approach to literacy and numeracy withdrawal programs, the documentation of supports and interventions and the professional guidance of faculties in regards to differentiation and adjustments for students. The LaS Head Teacher has case management responsibility of 9% of students in each year with the wider LaS staff working extensively inside and outside the classroom with 48% of students in the school.</p> <p>The LaS interventions have ensured that students in the 3 lowest bands of NAPLAN have continued to show growth beyond expectation.</p> <p>Seven of the nine classes in Year 7 are heavily supported by Support Officers which has ensured that students are able to seek academic and organisational support. Year 8 and 9 students are heavily supported in Science, HSIE and Math classes.</p> <p>One Learning and Support teacher is assigned and fully trained to complete behaviour and learning observations with two Support Officers undergoing training. This will support classroom teachers in implementing appropriate support strategies to ensure student learning and success. Carers are involved throughout the process of observation and implementation.</p> <p>The Learning and Support focus has ensured that there has been a reduction in suspensions by 1.3%.</p>	

##### **Process 2: Strategic, proactive and collaborative wellbeing processes and wellbeing programs.**

Evaluation	Funds Expended (Resources)
<p>There was a strong Wellbeing presence throughout 2020, initially through the online conversion and distribution of information, connections and supports via Canvas. When face-to-face learning recommenced the Wellbeing team were highly visible and connected to students requiring consistent support. While COVID -19 had an impact on the ability of the Wellbeing Team to create a scope and sequence of events for whole year or group programs, each Year group ended the year with a day of fun activities at an external</p>	

## Progress towards achieving improvement measures

venue and supported by Year Advisers.

A second Head Teacher Wellbeing position was advertised, interviewed and selected in readiness for 2021. The recognition of the need for more comprehensive and targeted leadership to support wellbeing within Waratah Campus is welcome by all stakeholders and will ensure a strong delineation between the work of Wellbeing and Learning and Support staff.

### **Process 3: *Innovative middle schooling structures created to ensure strong transitions from primary school to secondary school***

<b>Evaluation</b>	<b>Funds Expended (Resources)</b>
<p>The impact of COVID -19 limited the ability to innovate in this area as much as desired. The change in personnel holding the Head Teacher position also changed the focus and experiences that staff were involved in.</p> <p>The Middle School Head Teacher, Head Teacher Engagement and Head Teacher Learning and Support staff worked intensively with the Year 7 middle school classes to support the physical, social, cognitive and emotional growth of students during Term 3 and 4. The focus of these staff was to provide consistency across core subject areas and became more vital due to the impact of Home Learning in the earlier part of the Year.</p> <p>The Middle School Program initiated discussions around consistent teacher judgement and ultimately led to whole school Professional Learning on the reduction of content and the need for students and staff to identify skills and knowledge achieved, as key points in time, and plan for the next learning cluster.</p> <p>The impact of this program was validated as a strength in the transition program</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$250000.00)</li></ul>

## Strategic Direction 2

### Delivering Excellence in Teaching

#### Purpose

To enhance a high level of professionalism and commitment of all teachers to work collaboratively with the school community to deliver excellence in teaching, using and sharing evidence based practice to strengthen student learning.

#### Improvement Measures

TTFM Student survey shows results above NSW norms in all 12 'Drivers of Student Outcomes'.

TTFM Staff Survey shows results that are above NSW norms in all eight 'Drivers of Student Learning'.

90% of staff indicate in annual survey that school-based professional learning is relevant.

60% of students have a BYOD ready for use in classrooms daily.

#### Progress towards achieving improvement measures

**Process 1: Targeted Professional Learning-** engage in targeted, evidence based professional learning delivered by internal and external experts. Explicit and differentiated teaching practice and effective practices are used school wide to improve student learning.

**Classroom conferences-** allow teachers to open classrooms, discuss the effectiveness of different strategies, and support the broad aim of working together to improve teaching quality

Evaluation	Funds Expended (Resources)
<p>2020 professional learning was re aligned with the needs of the alternative learning from home structure derived from Covid, highlighting specific skills and knowledge and changes of practice required to facilitate teaching and learning. Focusing on leading high quality, high impact teaching through evidence-based professional learning and student need.</p> <p>Enhanced avenues for feedback and ongoing refinement of our feedback processes in order to target improvement occurred however further focus is required to enhance teacher reflection on PL delivered. Staff have demonstrated commitment to engaging in ongoing, quality professional development which is systematically planned for and delivered to ensure learning value is added to every program and teaching resource. Our future focus is to develop a more consistent implementation of observational practice for all staff through the development of coaching and mentoring professional learning communities.</p> <p>To achieve implementation of professional learning, we rely on collaborative practice to move learning into the classroom. The culture at Waratah Campus values collective efficacy supports new initiatives and innovative teaching practices. Additionally, staff learning is supported through the development of leadership opportunities. Strong, effective leadership is strategic in how professional learning is developed and delivered, providing resource allocation to areas which will maximise growth in student outcomes.</p>	HT Teaching and Learning

## Progress towards achieving improvement measures

**Process 2: High Achievers Program** revised and refined to create an innovative and unique program to cater for the needs of high achieving students.

Evaluation	Funds Expended (Resources)
<p>Teaching programs and student work samples reflected teaching programs and Canvas lessons show evidence that teachers regularly review and revise lesson plan sequencing. There is evidence of well-planned lessons which show sequenced curriculum that sets out learning objectives, activation of prior learning, and diagnostic assessment to determine student readiness for progression.</p> <p>Online lessons and teaching programs indicate Aspire classroom Teachers using a repertoire of appropriate challenge level activities, direct instruction, multiple ways of explaining key ideas to deepen student understanding. There are further examples of some teachers expertly using deconstruction of exemplar samples, provision of scaffolds to support students with complex tasks and opportunities for students to demonstrate their learning with ongoing feedback.</p> <p>The HPGT Aspire program has facilitated a significant growth of collaborative teacher sharing across faculties of effective teacher practice to address student engagement, differentiation strategies, responsive feedback, and explicit instruction across faculties.</p> <p>Achievement and engagement with a focus on routine LaST/ CT meetings and implementing a standardised mathematics assessment aligned with mainstream classes is a future area for refinement. This will support non KLA teachers delivering content and allow for a collective assessment of student learning to be attained consistently within the Mathematics KLA.</p>	<p>HT Engagement and Innovation</p> <p>Aspire Classroom Teachers</p>

**Process 3: Future Learning Curriculum** to build teacher capacity to deliver future focused pedagogy ( IBL, ProBL) to enhance student engagement and learning outcomes. EXCEL developed to provide personalised learning opportunities while utilising specialist teacher to strategically extend the FL program

Evaluation	Funds Expended (Resources)
<p>Excel program has evolved and expanded with enhanced courses being offered and diversity of curriculum expanded supported by staff enhanced exposure to the learning continuum. Expanding learning opportunities and diversifying foundation knowledge to support Stage 5 and 6 learning has been a key element in expressions of interests to support Excel courses in most KLA's.</p> <p>Programs reflecting the 4C's incorporating authentic learning opportunities and exposure to industry experts has been supported in most Excel subjects, however Covid restrictions have limited student involvement in competitions with other schools. This initiative aims to continue supporting high student interest and values from parents/families.</p>	<p>Head Teacher Engagement and Innovation</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• (\$0.00)</li> </ul>



## Strategic Direction 3

### Delivering Excellence in Leading

#### Purpose

To ensure that all levels of leadership serve the overarching strategic vision of the school community, and to foster a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning and success.

#### Improvement Measures

Increased participation in staff leadership as indicated in roles and responsibilities document.

Increase the percentage of Year 6 students who indicate Waratah Campus as their first preference from a 3 year average of 80% to 90%.

TTFM Teacher survey indicates the 'Leadership' area improves from 7.4 to 8.0.

Passion Projects within the school directly influence building the capacity of 30% of staff and demonstrable impact on student learning outcomes.

#### Progress towards achieving improvement measures

**Process 1:** Passion Projects to build capacity of all staff and provide students with best practice.

Evaluation	Funds Expended (Resources)
This activity did not carry through to 2020 due to COVID and a lack of impact in 2019.	

**Process 2: Enhancing Community Partnerships and engagement:** All staff continue to lead effective community engagement strategies and contribute to the whole school community to enhance enrolment and community perception of CCWTC.

Refine and strengthen transition processes to ensure smooth transition from primary to junior campus and then to senior campus with the aim to keep enrolment numbers of high achieving students high.

Evaluation	Funds Expended (Resources)
<p>All Yr 8-10 elective subjects were filmed as part of the promotion to the school community of our new Excel courses. Students were able to access these electives online and share with their parents. This is a resource that will not be able to be re-used and has assisted out movement towards digital communication.</p> <p>The Yr 10 -11 transition period at Jesmond Campus enabled students to gain a greater understanding of Senior school expectations and maintained our 90% retention rate from Year 10-11. The addition of the Stage 6 courses published online has assisted in accuracy of student choice and a reduction in the % of changed subjects in the early weeks of Year 11.</p> <p>During Learning from Home our communication and publications to families became even stronger and we were widely congratulated by our community on how well students were supported and parents were informed. Our learning platform Canvas was used significantly more than it had been previously and that usage has sustained through 2021. Staff confidence in communicating with students and families also increased during this time and there has been a significant improvement in our learning communication.</p>	<p>Release days for filming 7-10 elective subjects 5 days @519.00</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$2595.00)</li></ul>

**Process 3:** Build whole staff capacity in administration platforms and technology use including teaching, sass and support staff to ensure customer satisfaction and excellent service delivery. This includes the implementation and understanding of SharePoint, Sentral and CANVAS.

## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Community engagement has been at a record high during 2020 with our FB posts and engagement with our online assemblies and information posts recording our highest engagement over time.</p> <p>Newsletter and publications have been streamlined for a more user friendly experience and engagement has improved and increased over the year.</p> <p>The introduction of SchoolBytes for the organisation of professional Learning Applications and Variations of Routine has increased the efficiency of these systems and processes allowing staff more time for teaching and learning. Our consistent approach to the use of Canvas over the Learning from Home period has also had a benefit to staff confidence in this using this platform and has allowed all systems to become streamlined.</p>	<p>Employment of CLO 4 days per week</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$63891.00)</li></ul>

**Process 4:** Whole College Leadership Strategy to enhance the leadership capabilities of all staff across three campuses. The leadership pathways will be used to refine and strengthen leadership skills in middle and senior management teams with High Quality Professional Learning activities and collaborative practices for leadership across Callaghan College.

Evaluation	Funds Expended (Resources)
<p>Although these classes still ran online throughout 2020 the take up was lessened though the event of COVID. Only two staff continued with this PL.</p> <p>This will continue in the next 4 year plan and with the strengthening of a 2IC process in 2021 accreditation at Lead and HA should follow.</p>	<p>nil</p>

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Employment of CLO</p> <p>Employment of SLSO</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$149 000.00)</li> </ul>	<p>Aboriginal students are still performing below non-Aboriginal in NAPLAN achievement scores, however their growth scores are well above non-Aboriginal students.</p> <p>There has also been a significant increase in the assessment tasks being attempted and submitted by Aboriginal students thought the use of their tutoring lesson per fortnight.</p> <p>Aboriginal attendance and engagement still requires further work and this will be a focus in our next school plan.</p>
<b>English language proficiency</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>English language proficiency (\$328 152.00)</li> <li>Targeted support for refugees and new arrivals (\$16 468.00)</li> </ul>	<p>EALD staff and students are well supported with the employment of the above staff. Transitions from 6-7 and 10-11 are particularly successful with the employment of these staff members as is student movement from beginning to developing to consolidating in language ability.</p>
<b>Low level adjustment for disability</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$319 000.00)</li> </ul>	<p>Students at Callaghan College Waratah Campus are well supported with the provision of SLSO staff members in classrooms where students require further support. NAPLAN growth scores are well above average and show consistent improvement for students in the lower bands, indicating that these activities have a significant impact upon improvement for these students.</p>
<b>Socio-economic background</b>	<p>Employment of HT Engagement and Innovation Stage 4</p> <p>Employment of HT Middle School</p> <p>Employment of staff allocated to Middle School classes</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Socio-economic background (\$528 152.00)</li> </ul>	<p>The Excel and Aspire programs have been two of the most successful programs in 2020 having a clear impact on student outcomes - particularly students performing on our top two band regions. Internal testing data shows that these students have increased significantly in their knowledge and understand PAT tests with a improvement equivalent of a years' worth of growth for 82% of students.</p> <p>The Excel program has allowed students and staff to broaden their curriculum choices as well as use these elective areas as a "pedagogical sandpit" where new ways of learning were tried and tested by motivated staff.</p> <p>The Middle School program has continued although with varying degrees of success. The ASPITRE element of the middle school and the Lower ability classes in the Middle School format have been very successful. Wellbeing data shows positive experiences for these 4 classes when compared to the other 4 Year 7 classes. The aim for the next four years is to assess what is working in these classrooms for students Wellbeing and Learning Progression and embed this pedagogy into all Year 7 classrooms.</p>
<b>Support for beginning teachers</b>	<p>Beginning teacher funding used to provide PL for joint</p>	<p>The practice of coaching is evident in our approach to <b>inducting and providing</b></p>

<p><b>Support for beginning teachers</b></p>	<p>programming and lesson planning, marking, consistent teacher judgement and guidance on reporting.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$24 000.00)</li> </ul>	<p><b>explicit training of staff expectations with our early career teachers.</b> Our Campus provided explicit training with our Head of Teaching and Learning acting as a mentor and delivering targeted workshops developed from Strong Start Great Teaching. Workshops cover quality teaching lessons, program development and classroom management <b>(10.2.3)</b>. However, whilst ongoing coaching sessions are offered and encouraged, a seamless implementation system is not in place; beginning teachers are encouraged to observe and be observed but there is no formalised, management system at present. Furthermore, this targeted intensity is not consistently delivered to all existing, experienced staff and observation practices are not actively promoted as part of the coach/ mentoring cycle. To harness the positive response to induction and <b>to further develop reflective practice as part of school improvement culture, observation is a necessity. More authentic and ongoing observation practices need to be embedded in order to measure impact of teacher professional learning and improvement of the quality of teacher praxis.</b> Mentors and coaches could also <b>engage deeper with regard to the PDP process.</b> By utilising the PDP observations and embedding feedback and reflective practices, the <b>PDP process would become more relevant to individual staff and act as a facilitation tool for staff seeking to improve teacher practice and pedagogy</b> through mentoring and fostering positive relationships.</p>
<p><b>Targeted student support for refugees and new arrivals</b></p>	<p>3 EALD classroom teacher including a HT for the faculty</p> <p>3 part time bi-lingual SLSOs.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Targeted support for refugees and new arrivals (\$235 176.00)</li> </ul>	<p>EALD students are extremely well supported by expert EALD staff and bi-lingual SLSOs. NAPLAN results show that this group of students grow faster than any other group in their external data. Our aim for the next four years to ensure their achievement rates begin to match their cohort.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	343	419	432	471
Girls	274	322	362	380

### Student attendance profile

School				
Year	2017	2018	2019	2020
7	93.4	90.4	89.7	88.8
8	89.1	89.2	87.2	84.9
9	86.4	85.9	85.7	83.9
10	83.1	81.5	81	85.6
All Years	88.4	87.2	86.3	86
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
All Years	89.9	88.7	88.2	89.8

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	0	N/A	N/A
Employment	0	N/A	N/A
TAFE entry	2	N/A	N/A
University Entry	0	N/A	N/A
Other	6	N/A	N/A
Unknown	6	N/A	N/A

### Year 12 students undertaking vocational or trade training

---

0% of Year 12 students at Callaghan College Waratah Campus undertook vocational education and training in 2020.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	42.9
Learning and Support Teacher(s)	2
Teacher Librarian	1
Teacher ESL	3
School Counsellor	1.8
School Administration and Support Staff	16.88
Other Positions	1.74

\*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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	700,053
<b>Revenue</b>	12,191,542
Appropriation	11,901,532
Sale of Goods and Services	190,738
Grants and contributions	96,950
Investment income	1,822
Other revenue	500
<b>Expenses</b>	-12,545,925
Employee related	-11,311,495
Operating expenses	-1,234,430
<b>Surplus / deficit for the year</b>	-354,383
<b>Closing Balance</b>	345,671

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	277,541
<b>Equity Total</b>	1,622,073
Equity - Aboriginal	139,845
Equity - Socio-economic	755,422
Equity - Language	376,004
Equity - Disability	350,802
<b>Base Total</b>	8,653,339
Base - Per Capita	198,613
Base - Location	0
Base - Other	8,454,726
<b>Other Total</b>	874,351
<b>Grand Total</b>	11,427,304

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](https://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.

# Parent/caregiver, student, teacher satisfaction

## Parents

The school has moved to using focus groups and phone calls to gain feedback from parents to identify areas of strength and areas for development. These groups show real appreciation of the new directions the school is taking and in 2020 there were some particular areas of note. Parents:

- \* Feel welcomed by the school.
- \* Believe that students are the main focus of the school, and that the school is caring and innovative with good programs.
- \* Believe that teachers have high expectations for students to succeed.
- \* Believe that the teaching staff are dedicated and caring.
- \* Believe students are encouraged to do their best work.
- \* Feel comfortable in approaching the school with any issues or concerns they have in relation to learning outcomes.
- \* Would like more support with accessing the school's online learning platforms - CANVAS and Sentral Portal.

**Students** The campus continued to use TTFM with students to identify areas of strength and areas for development. . In 2020 students also participated in the *Tell Them From Me Survey*. This survey identifies and measures a number of factors that are "Drivers of Student Outcomes". Drivers in which students at Waratah Campus equal to or ranked higher than NSW norms included:

- \* Effective learning time - concepts are taught well with effective class time.
- \* Relevance - classroom instruction is relevant to their everyday lives.
- \* Rigor - classroom instruction is well organised, with clear purpose and with immediate and appropriate feedback.
- \* Advocacy at school - students feel they have someone at school who consistently provides encouragement and advice.
- \* Positive teacher-student relationships.
- \* Positive learning climate.
- \* High expectations for success by the school and teachers.

Two drivers that were below NSW norms were:

- \* The percentage of students who had aspirations of finishing Year 12.
- \* The percentage of students who plan to go to university

These last two points will be a particular focus area in 2020 with a partnership established with UoN to address these issues.

## Staff

.In 2019, staff also participated in the People Matter Survey. This survey identifies and measures a number of factors that are "Drivers of Student Learning". The eight drivers are Parent Involvement, Leadership, Collaboration, Data Informs Practice, Inclusive School, Learning Culture, Technology and teaching Strategies. All eight drivers were better rated than other secondary schools and better than the previous survey. The survey also identifies four "Dimensions of Classroom and School Practice" - Overcoming Obstacles to Learning, Quality Feedback, Challenging and Visible Goals, and Planned Learning Opportunities.

# 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.