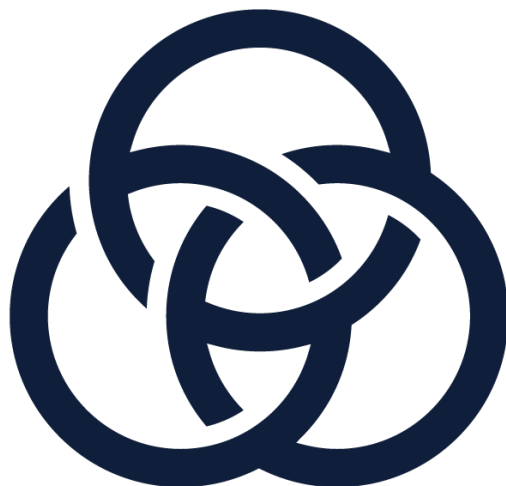


2021 Annual Report

Callaghan College Waratah Campus



**CALLAGHAN
COLLEGE**

Waratah Campus

8508

Introduction

The Annual Report for 2021 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 Strategic Improvement 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

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Message from the principal

Callaghan College Waratah Campus is part of Callaghan College, three campuses that together provide educational opportunities for over two thousand students. At Callaghan Waratah we are collaborating to empower learners in a vibrant culture where confident and creative students thrive. We strive to be partners in learning and together we aim to equip our students with the skills they require to become confident, resilient and successful citizens. We have a strong culture of learning and extra-curricular activities and our school environment is inclusive and welcoming.

I would like to take this opportunity to thank the staff at Waratah for the great work they do every day, along with the parents, students and community for their ongoing support and commitment to our school.

Hayley Macdonald,

Principal

School vision

Callaghan College: Collaborating to empower learners.

A vibrant learning culture where confident and creative students thrive.

School context

College context

Callaghan College is a multi-campus college in the urban regional location of Newcastle NSW, on the lands of the Awabakal people. Wallsend Campus (Years 7-10), Waratah Campus (Years 7-10) and Jesmond Senior Campus (Years 11-12) are united as we collaborate to empower all learners from our diverse community. Collectively, we provide the most extensive curriculum in the Hunter including a breadth of opportunities, academic, vocational and extra-curricular. Callaghan is recognised nationally for its integration of technology to support future focused learning. We create lifelong learning through leading a strong and vibrant partnership with the Callaghan Education Pathways (including 15 partner primary schools), deep connection with Muloobinbah LAECG, a partnership with our Callaghan College P&C, an academic partnership with the University of Newcastle and industry partnerships with a range of innovative enterprises.

Campus Context

Callaghan College Waratah Campus is one of the 7-10 campuses that makes up Callaghan College. Callaghan College Waratah is a comprehensive secondary school with a Support Unit which has seven classes, located in Newcastle. The student population of 846 has been steadily increasing over the last three years. Our school community is culturally and linguistically diverse. 25% of students have a non-English speaking background, with most requiring some level of EAL/D (English as an additional language or dialect) support. 19% of all students identify as having an Aboriginal background. Students participate in a wide range of learning experiences in the pursuit of academic improvement and excellence.

The school's staffing entitlement in 2020 was 95 teaching staff and 21 non-teaching staff. The school also employs a Business Manager and Head Teacher Student Engagement, Head Teacher Learning and Support and Head Teacher EALD from school funds. Our executive staff has had substantial change in the last few years with four new Head Teachers joining our executive team in 2021. 20% of our staff are in their early career as teachers. There is a 5% turnover of staff each year.

The school enjoys the support of its diverse community. We have also fostered strong partnerships with The University of Newcastle, cultural institutions, businesses and community groups. Students represent the school across at State level in Chess and Debating and a wide range of sporting activities, with both state and regional representation.

The school is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data collection, analysis and use which underpins our belief in individualised and differentiated learning.

The school will introduce and refine the Disposition Wheel in order to improve student engagement in Stage 4 and 5. This staff learning will be used to further develop the effective classroom practices that research shows will lead to enhanced learning outcomes for students. There will also be a focus on preparing our Stage 5 students for the Higher School Certificate including staff professional learning around Stage 6 requirements. There will be significant time allocated in the school plan to developing the skills of the leadership team.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Strategic Direction 1: Student growth and attainment

Purpose

To ensure that all students across the full range of abilities aspire to know and improve their own learning progression in literacy and numeracy. Student learning and growth is personalised and monitored to maximise individual future learning pathways.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Explicit and effective teaching practices of literacy and numeracy
- Well monitored student learning progressions to ensure successful future pathways

Resources allocated to this strategic direction

Low level adjustment for disability: \$356,270.15

Socio-economic background: \$69,562.00

Aboriginal background: \$149,282.07

Refugee Student Support: \$23,968.00

New Arrivals Program: \$112,118.00

English language proficiency: \$526,194.71

: \$0.00

Integration funding support: \$293,764.00

Summary of progress

Explicit and effective teaching practices of literacy and numeracy

A two-pronged approach was implemented to address Literacy and Numeracy; with expert modelling of reading, writing and numeracy strategies across three faculties, and the data-driven identification of Year 8 students sitting below the top 2 NAPLAN bands and consistent strategies communicated and modelled for classroom teachers. Whole-school Literacy and Numeracy Teams have initiated PL times, with the support of experts, to review programs and embed Focus On Reading strategies and Newman's Analysis. As a result of this continuing collaborative approach, both English and Math Faculties have reviewed and adjusted their scope and sequences to ensure programs reflect a sequenced skill progressions for student improvement. Film clip vignettes, showcasing best-practices of explicit teaching of literacy and numeracy strategies and the associated metalanguage have been recorded and will be published for staff to access as needed.

Well monitored student learning progressions to ensure successful future pathways

Literacy and Numeracy Skill progressions have been tabulated with more accessible terminology for all staff and students to reflect on skills at points of time and to support progressive learning goals by establishing appropriate strategies. Individual student conferences were conducted with Targeted Yr 8 students using these progressions, to ensure student understanding of their existing skills and knowledge as well as setting aspirational goals with independent and self-directed strategies. Our next steps will continue to focus on the metacognitive actions of students engaging in Literacy and Numeracy strategies and concepts, the inclusion of newly appointed experts in Stage 6 literacy to extend student's writing and continuing to build every teacher's confidence to be an expert in our targeted literacy and numeracy strategies.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
NAPLAN Top 2 Bands	Improvement in the number of students achieving the top two bands in Reading from 13% in 2019 to 14% in 2021.

<p>18.2% of students achieving in the top two bands for Reading</p> <p>19.2% students achieving in the top two bands for Numeracy</p>	<p>Numeracy has gone against historical trends in 2021 with 13% of students in the top two bands.</p>
<p>Aboriginal Student Achievement Top 3 bands</p> <p>Increase the number of students in reading to 18.2%</p> <p>Increase the number of students in Numeracy to 21.2%</p>	<p>In 2021 there were 11.8% of Aboriginal students in the top three bands for reading.</p> <p>In Numeracy, there were 30.8% of Aboriginal students in the top three bands.</p>
<p>Year 7 NAPLAN data compared to Year 9 NAPLAN data and growth determined by LaST team.</p> <p>Reading growth of 63%</p> <p>Numeracy growth of 68%</p>	<p>In 2021 there was a growth of 53.7% in Reading. The school outperformed Statistically Similar Schools (growth was 49.1%) and State growth (52.6%.)</p> <p>In Numeracy 62.7% of the students have reached at or above expected growth compared to a State growth of 49.5% and SSS growth of 51.8%.</p>

Strategic Direction 2: Student Agency

Purpose

To ensure that all students understand how they learn to create confident and creative learners empowered by choice and self direction.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Transformative Learning

Resources allocated to this strategic direction

Professional learning: \$600.00

Summary of progress

Transformative Learning

We undertook extensive PL at an executive and whole staff level to support a shift in teacher practice towards transformative learning and teaching practices. The shift in our executive meeting structure to use transformative strategies in the way we meet and communicate was instrumental in changing the decision processes at this level. The amount of structural change that we have been able to introduce for 2022 demonstrates the collaborative and collective approach to decisions. **Whole staff PL requires a more consistent approach with further exposure to current research.** The greatest shift has been in decision making processes in the executive team. We expected to see a more cohesive and decisive executive team who were able to collaborate on whole school decisions for improved student agency and **the subsequent introduction of 75 minutes period, a new school day structure for 2022, a shift in assembly structure and our SRC structure and the formation of a strong Learning and Wellbeing team across many key stakeholders demonstrates that the executive team** are now working in a transformative way to increase and enhance our student agency. Our next steps will need to focus on shifting classroom practices towards more transformative learning. This will involve a more sequenced and planned suite of PL for all staff as well as a shift in staff understanding of the need for this whole school PL. This sequenced approach will be heavily based in the research and work of Anderson and Jefferson.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the proportion of students attending 90% of the time to 60%	The number of students attending greater than 90% of the time or more has increased by 1%
Increase the proportion of students reporting expectations for Success, Advocacy and Sense of belonging at School to 66%	• 63.8% of students reporting positive wellbeing outcomes shows a slight decrease from 2020.
Decrease the proportion of students attending less than 85% of the time to 31.8%	The number of students attending less than 85% of the time has decreased from 53.4% in 2020 to 28.9% in 2021.

Strategic Direction 3: Collective Efficacy

Purpose

To build capacity in all stakeholders through collaborative practice and high quality Professional Learning which is shared and visible.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Collaborative and Shared Practice
- Quality Teaching and Learning

Resources allocated to this strategic direction

Socio-economic background: \$241,075.00

Professional learning: \$23,304.00

Summary of progress

Collaborative and Shared Practice

The 2 I/C program strengthened the capacity of aspiring leaders at faculty level and supported the move towards transformative practice across all KLAs. Changed CR practice and increased pedagogical dialogue was evidenced with staff readily sharing their learning journeys. The 2 I/C EOI process populated a team of aspiring middle leaders invested in building their capacity as leaders through school based and external PL programs. This team assumed greater responsibilities at faculty level and through a range of whole school initiatives. Further investment in the CCWC middle leadership tier will further strengthen distributed leadership responsibility across the school.. The Middle School approach is intrinsically linked to positive attendance, behaviour and engagement patterns across the Yr 7 cohort. Middle School teachers reviewed, co-constructed and amended Year 7 scope and sequences and learning programs to identify and trial potential areas for KLA integration.

Quality Teaching and Learning

A review of assessment task quality and frequency instigated changed practice for 2022 Year 7 classes, with a marked reduction in the number of summative tasks and increased inclusion of effective formative assessment. Exceptional engagement, behaviour, learning growth and attendance levels were recorded by the lower strand mainstream class who undertook a fully integrated learning experience across the core KLAs.. This strengthens our resolve to continue targeted PL and exposure to integrated and concept-based programming for MS teachers and HTs in 2022. While QTR training built capacity within the CCWC Instructional Leadership Team, our process is still under development. The analysis of summative AT across Stage 4 and 5 with PL aimed at Identifying the key skill sets required at transition points will be addressed in 2022 in conjunction with an emphasis on the construction of quality summative and formative assessment tasks to support a student focused approach to learning across the campus and college.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
TTFM surveys - create baseline and growth data sets Maintain intellectual engagement composite at 44% Interested and motivated increase by 0.5% (28.5%)	Intellectual Engagement increased by 1% to 45% in the TTFM 2021 survey Interested and motivated also increased by 1.2% (29.7%) effective Learning time increased by 0.2% (7.3%)

Effective learning time increase by 0.1% (7.1%)	
NAPLAN Growth Year 5-7 (CEP project) Waiting on data to become available	This initiative did not go ahead due to disruptions with COVID and cross site PL.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$23,968.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit and effective teaching practices of literacy and numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • engagement of a refugee support leader to coordinate personalised support for students and families from refugee backgrounds <p>The allocation of this funding has resulted in: Improved student well-being Improved sense of student belonging Improved access to curriculum</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to employ a multi-cultural SLSO to support students and their families with literacy and numeracy.</p>
<p>New Arrivals Program</p> <p>\$112,118.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Callaghan College Waratah Campus.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit and effective teaching practices of literacy and numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in: Improvements in both literacy and numeracy outcomes and improved access to curriculum.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ staff with the NAP funding</p>
<p>Integration funding support</p> <p>\$293,764.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Callaghan College Waratah Campus in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Well monitored student learning progressions to ensure successful future pathways <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs

<p>Integration funding support</p> <p>\$293,764.00</p>	<p>The allocation of this funding has resulted in: Integration funding supports well being, behavior and academic support to enable access to curriculum and progress for these students. 100% of targeted students have progressed in their learning courses.</p> <p>After evaluation, the next steps to support our students with this funding will be: Integration funding will continue to be used to employ specialist staff who can support targeted student needs.</p>
<p>Aboriginal background</p> <p>\$149,282.07</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Callaghan College Waratah Campus. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit and effective teaching practices of literacy and numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in: Improved sense of belonging for Aboriginal students Improved well-being outcomes for Aboriginal students Improved access to curriculum and improved literacy and numeracy outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to use funding to support Aboriginal student outcomes.</p>
<p>English language proficiency</p> <p>\$526,194.71</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Callaghan College Waratah Campus.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit and effective teaching practices of literacy and numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication • additional staffing intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in: Improved literacy and numeracy outcomes for EALD students Improved access to curriculum for EALD students</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ specialist staff to support the needs of EALD students.</p>

<p>Low level adjustment for disability</p> <p>\$356,270.15</p>	<p>Low level adjustment for disability equity loading provides support for students at Callaghan College Waratah Campus in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit and effective teaching practices of literacy and numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in: Improved access to curriculum for identified students Improved sense of belonging and well-being for identified students Improved literacy and numeracy outcomes for identified students</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ full time Learning and support staff including SLSOs to support identified students.</p>
<p>Professional learning</p> <p>\$84,110.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Callaghan College Waratah Campus.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Transformative Learning • Collaborative and Shared Practice • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Implement the language of disposition wheel through executive leadership PL • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in: Improved staff understanding of trans-formative pedagogy Improved outcomes for students through student centered classrooms Improved sense of well-being and sense of belonging in classrooms that use the disposition wheel.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to fund an instructional leader with release from face to face teaching to support further improvement in this area.</p>
<p>School support allocation (principal support)</p> <p>\$45,759.80</p>	<p>School support allocation funding is provided to support the principal at Callaghan College Waratah Campus with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative</p>

<p>School support allocation (principal support)</p> <p>\$45,759.80</p>	<p>funding include:</p> <ul style="list-style-type: none"> • Business manager employed to support effective allocation of the SBAR. <p>The allocation of this funding has resulted in: The employment of a full time business manager.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ a Business manager at the school.</p>
<p>Flexible Funding for Wellbeing Services</p> <p>\$28,752.01</p>	<p>The flexible funding for wellbeing services allocation is provided to support student wellbeing at Callaghan College Waratah Campus.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Student Support Officer to support vulnerable students <p>The allocation of this funding has resulted in: Improved well-being for students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ a full-time SSO to further improve outcomes for students</p>
<p>COVID ILSP</p> <p>\$177,450.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in: 100% of students have improved their outcomes in the identified area of need.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to implement small intensive intervention groups for literacy and numeracy.</p>
<p>Socio-economic background</p> <p>\$503,195.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Callaghan College Waratah Campus who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit and effective teaching practices of literacy and numeracy • Quality Teaching and Learning • Collaborative and Shared Practice

<p>Socio-economic background</p> <p>\$503,195.00</p>	<ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support [name] program implementation. • professional development of staff through [program] to support student learning <p>The allocation of this funding has resulted in:</p> <p>Improved belonging, well-being and curriculum access for all students. Improved attendance data in stage 4. Improved suspension data across 7-10. Improved literacy and numeracy data in year 7 and 9 NAPLAN and Year 8 Check in Assessments.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To continue to support the employment of key staff to drive further improvement in the above areas.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	419	432	471	445
Girls	322	362	380	413

Student attendance profile

School				
Year	2018	2019	2020	2021
7	90.4	89.7	88.8	87.9
8	89.2	87.2	84.9	82.1
9	85.9	85.7	83.9	77.5
10	81.5	81	85.6	79.2
All Years	87.2	86.3	86	81.9
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
All Years	88.7	88.2	89.8	86.2

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	0.5	N/A	N/A
TAFE entry	2	N/A	N/A
University Entry	N/A	N/A	N/A
Other	4	N/A	N/A
Unknown	0.5	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 2021.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	43.1
Learning and Support Teacher(s)	2
Teacher Librarian	1
Teacher ESL	4.2
School Counsellor	1.8
School Administration and Support Staff	17.48
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	345,671
Revenue	13,977,714
Appropriation	13,690,870
Sale of Goods and Services	176,023
Grants and contributions	108,510
Investment income	611
Other revenue	1,700
Expenses	-13,993,688
Employee related	-12,966,827
Operating expenses	-1,026,861
Surplus / deficit for the year	-15,974
Closing Balance	329,696

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.

	2021 SBAR Adjustments (\$)
Targeted Total	327,983
Equity Total	1,880,382
Equity - Aboriginal	149,282
Equity - Socio-economic	848,635
Equity - Language	526,195
Equity - Disability	356,270
Base Total	8,941,348
Base - Per Capita	218,266
Base - Location	0
Base - Other	8,723,082
Other Total	988,689
Grand Total	12,138,402

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.

Parent/caregiver, student, teacher satisfaction

Students, parents and staff communicate high levels of satisfaction as displayed in our TTFM, People Matter Survey and parent compliment data.

76% of students reported positive relationships in 2021 while reports around advocacy at school, positive teacher students relations and positive learning climate results have all increased significantly from 2020.

94% of staff state that their work groups work collaboratively to achieve goals

80% of staff are proud to work at our school.

Parent feedback has increased in volume over the years and we receive many parent emails of congratulations and support.

I just wanted to reach out and say thank you. Having our children coming to High School without their friends from primary, was a very big step for both of them. I am more than impressed with the school's ability to make them both feel welcome, and how quickly they felt comfortable, and confident with their new school program. A credit to the school. They both have had a very positive experience with Callaghan Waratah Campus making many wonderful friendships with both their peers and teachers. . I have no doubt they will both reach their potential attending your school.

Our son is really enjoying school and seems to have matured so much in the last couple of weeks. He has always enjoyed school but his enthusiasm this year is something we haven't seen before which is a credit to his new teachers and the learning environment.

Just wanted to say thank you to all staff who have been assisting our children during this transition caused by Covid-19.. Thanks again.

All members of the school community are active and supportive advocates.

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.