

2022 Annual Report

Callaghan College Waratah Campus



**CALLAGHAN
COLLEGE**

Waratah Campus

8508

Introduction

The Annual Report for 2022 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.

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Message from the principal

It is with great pleasure that I deliver the Callaghan College Waratah Campus Annual School Report for 2022. In some ways this year was a return to normality with many of the school's programs commencing again after Learning from Home. 2022 was certainly a year of growth for Callaghan College Waratah Campus and I am extremely proud of the work that has been undertaken and the outcomes we have achieved. External NAPLAN data and Check-In Assessment data indicates that student outcomes have shown significant improvement in the areas of Reading and Writing - in both Year 7 and 9. Numeracy will remain a focus area in 2023. I would like to congratulate the student body and thank the hard-working and dedicated staff of Callaghan Waratah for these excellent outcomes.

I would like to take some time to thank Roger Macey the relieving College Principal and my campus colleagues James Osterman (relieving Jesmond Senior Campus Principal) and Paul Taylor Wallsend Campus Principal. Along with Josie Bailey, the Callaghan Network Director of Educational Leadership we continue to make great strides for the campus and college.

I would also like to acknowledge and thank the 2021 captaincy team Dexter, Paddy, Barirah and Tesla for the work they have done in 2022. They have been an outstanding captaincy team this year and nothing has been out of their capability. They have worked as one - truly demonstrating what the captaincy team means. They have done everything asked of them with confidence, ease, and a commitment to serving the school and the students. They are wonderful young leaders, and we look forward to seeing where their next leadership journey takes them.

This year the leadership team and staff dived more deeply into 4C pedagogy with noticeable results in faculty area achievements and student success. In the classroom students demonstrated a deeper engagement with learning and this pleasingly converted to external results particularly in Year 9 where all Aboriginal students are significantly above similar school groups.

Our progress against the School Excellence Framework was extremely pleasing in 2022 with 3 areas assessed at *Excelling* and all other areas at *Sustaining and Growing*. This is a wonderful achievement and shows the school's ongoing commitment to continual improvement.

I would like to thank all members of the school community for their continued support of the campus and look forward to another successful year in 2023.

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>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
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	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

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

Socio-economic background: \$543,801.00
Low level adjustment for disability: \$366,379.05
Aboriginal background: \$145,615.33
Integration funding support: \$549,112.00
English language proficiency: \$53,665.27
Professional learning: \$10,000.00

Summary of progress

Explicit and effective teaching practices of literacy and numeracy

The activities the school undertook for this initiative were designed to shift the explicit teaching of literacy and numeracy to a collaborative whole school focus. Since the establishment of the literacy and numeracy teams in Term 2 the willingness of staff to engage in numeracy and literacy PL has been evident. The quality of this process is evidenced in staff participation in these teams where they now act as advocates within their own faculty to ensure the consistency of numeracy and literacy is embedded with teaching practices and targeted at students' needs. The analysis of student data and student samples and changes in practice to teaching also evidences the quality of this process. There has been positive data and growth in student achievement in NAPLAN reading top two bands and particularly writing. These activities have increased staff efficacy and consistent practice unpinned by high expectations for growth in all students. Future directions for this initiative will be adding a vocabulary and writing focus into the literacy team, as well as a stronger focus for numeracy across the whole school. Further staff professional learning, release for team meetings and data analysis will support these next steps.

Well monitored student learning progressions to ensure successful future pathways.

The activities the school undertook for this initiative were designed to restructure the learning and support team to ensure all students were supported in their learning progression to ensure successful future pathways. All Inclusion and Support processes and logistical changes were completed by mid-Term 3 2022. The quality of this process was underpinned by a collaborative design methodology to implement the change in structure evidenced by the many new roles created for the purpose of this team. The Learning Support Team is now a highly collaborative staff focused on a uniformed process across Aboriginal Education, EALD, Special Education and Learning and Support. The new Learning and Support referral process has enhanced transparency and efficiency enabling an inclusive student-centred support system. Callaghan College Waratah Campus Learning Support Team has established the processes to evolve our school into a more inclusive learning environment for all students, where diversity is nurtured and celebrated, with a goal to embed these processes into all areas of the school community.

Individual student pathways have been designed to assist all students with a successful pathway from Year 7-12. The school has embedded the Educational Pathway Program and has been working consistently with the Head Teacher Secondary Studies and SBAT coordinator to deliver quality opportunities for individual and groups of students. This has included a strengthening of TAFE opportunities and access to SBATs/Traineeships and work experience and/or work opportunities. Student engagement and willingness to be involved in events such as work experience is evident, with families/careers making contact routinely to work collaboratively with the school to judge best pathways for their child.

Future steps for this initiative will include continuing to strengthen the Learning and Support Process to provide the appropriate support and provision for students, further professional learning for staff on inclusive practice and the development of a program of events to further enhance students' capacity to determine and plan a successful future pathway.

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 Increase the number of students in the top 2 bands of reading to 20.2%	Reading NAPLAN - Increase of Top 2 bands of student reading 20.2% - our result was slightly under this target with 19.36% of students performing on the top two bands for reading.
Increase the number of students in the top 2 bands of Numeracy to 23.2%	Numeracy NAPLAN - Increase Numeracy to top 2 bands to 23.2%. Results were well under this target at 11.83% and will be a focus in 2023.
Aboriginal Student Achievement Increase the number of students in the top 3 bands of reading to 20.2%	Aboriginal student achievement - Increase the number of students in the top 3 bands reading 20.2%. Aboriginal students in the top 3 bands for Reading were 42.1%. An extremely pleasing result.
Increase the number of students in the top 3 bands of Numeracy to 23.2%	Aboriginal student achievement - Increase the number of Aboriginal students in the top 3 bands in Numeracy to 23.2%. Aboriginal students in the top 3 bands in Numeracy were 29%. A pleasing result.
Targets unable to be assessed due to no 2020 NAPLAN data.	Unable to assess growth due to NAPLAN not taking place in 2020.
Growth Unable to be assessed due to no NAPLAN in 2020	Unable to assess growth due to NAPLAN not taking place in 2020.

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: \$30,000.00

Socio-economic background: \$63,000.00

Student support officer (SSO): \$96,058.00

Summary of progress

Transformative Learning

The activities that supported the implementation of this initiative were Teach Meets, Professional Learning, after school sessions and responsive faculty leadership. Students in classes of teachers who have presented Teach Meets have demonstrated higher engagement and, in some cases, greater metacognition and literacy capability. More profoundly, the culture of sharing practice has promoted aspiration in teachers to develop their future-focused practice which has resulted in experimenting with formative assessment techniques and higher engagement of learners. Teachers have self-reported an increased knowledge about 4C and ability to use 4C in the classroom. Teachers have been able to generate meaningful shared understandings of 4C instruction.

At this stage Callaghan Waratah is still working towards achieving the goal of Learning and Wellbeing teams joining meaningfully. Whilst there have been some meaningful strategic decisions made within the school to allow for the unification of Wellbeing and Teaching and Learning, the new team is yet to form in a robust and routine way. To regain momentum, in Term 4, 2022 HT T & L was invited to work with HT Wellbeing to develop a purpose statement for the Wellbeing Team and Year Advisors. This has been achieved. As part of a wider wellbeing initiative, a review of the school day resulted in a restructure of the timetable to create time for deeper learning experiences and calmer, more settled students due to less movement.

Internal qualitative data includes written reflection from staff which uniformly indicates the positive and growth producing experience they had in the participation in these initiatives. Equally the quality of the process was observed through the participation observed throughout PL. head Teachers report back in executive meetings that the processes has been quality because practices and processes are changing.

Next steps for Callaghan Waratah under this initiative will be to strategically develop data storytelling skills so that we can produce high quality evidence for impact, to shift pedagogy. The implementation of Student led conferencing will allow Callaghan Waratah to establish a meaningful and responsive learning conversation between students, staff and parents that will increase agency and effective use of quality feedback. This quality feedback will be extended in a new way of reporting that involves the development of a live and interactive dashboard showing long term growth for each student that will be accessible to parents.

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
Wellbeing Increase the proportion of students reporting Expectations for Success,	Sense of Belonging remained at 58% There was no change to 2021 data in this area. This will be a focus for 2023. Expectations for Success went from 70.2% in 2021 to 70% in 2022. This is

Advocacy and Sense of belonging at School to 68.4%	<p>above our target though and a pleasing result.</p> <p>Advocacy at school went from 63.1% to 63.0% in 2022. A small decrease but still on track for our 2024 target.</p>
Attendance Increase the proportion of students attending 90% of the time to 65%	Attendance greater than 90% of the time remains at 58%.
Decrease the proportion of students attending less than 85% of the time to 29.8%	Students attending less than 85% of the time has remained at 39%.

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

Professional learning: \$44,000.00

Socio-economic background: \$199,000.00

Summary of progress

Collaborative and Shared Practice

Quality Teaching and Learning

The activities that the school undertook in this strategic direction were designed to build the capacity of the middle leadership to increase confidence and capacity to contribute and lead change in targeted areas of their faculty. The participation in the SLI Middle Leaders Program for many Head Teachers and aspirational leaders encourage and promoted a shared vision regarding middle management. Callaghan College Waratah Campus now has a large and active group of middle executives who are involved in all decisions and are developing their instructional leadership capabilities. This quality process has been evidenced by staff reflections, staff surveys and engagement in Professional Learning. The impact of this activity has been a strengthened aspirant team through collaborative and shared practice.

The introduction of integrated and conceptual programming, enriched by well designed formative assessment has supported student understanding and the development of critical reflection in MS classrooms. MS teachers are more likely to employ effective formative assessment strategies in classes beyond the MS framework and share this growing expertise with faculty members. Interest in the value of collaborative learning spaces was initiated, with several MS teachers seeking continued support from HT T&L to build team teaching repertoire in their classrooms. Additionally English faculty members engaging in the pilot Team teaching program registered improved quality written responses and submission rates in Semester 2 in classes undertaking the program. The associated rise in teacher confidence will support a continued focus on support and mentoring .

The review of summative assessment began with Stage 4-5 English through a process of collective review and modification to reflect the high expectations needed to successfully transition to Stage 6. PL has provided all faculties with the opportunity to explore the sequence of learning, skills and assessment across Stage 4-6 and prepare for the planning of new curriculum. HT have established a deeper understanding of the role of high leverage strategies in the construction of quality assessment tasks. Next steps will be to deepen and strengthen this initiative with further focused PL.

Evidence of Activity-Distributed and Collective Leadership

Evidence of Activity- Middle School

Evidence of Process Quality

Evidence of Activity- Collaborative Classroom

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 growth data sets Increase intellectual engagement composite by 1% (45%) Interested and motivated increase by 1.2% (29.7%) Effective learning time increase by 0.2% (7.3%)	Intellectual engagement increase of 3% to 48% Interested and motivated decreased by 3% to 26% Effective learning time decreased by .3 to 7.0%
NAPLAN Growth Year 5-7 (CEP project) Waiting on data to become available	This activity has been removed due to too many COVID related delays in 2020 and 2021.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$26,619.89</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"> • 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 additional staff for targeted student support • intensive English language and learning support to increase educational outcomes for students <p>The allocation of this funding has resulted in the following impact: Refugee students move through the EALD progressions successfully.</p> <p>After evaluation, the next steps to support our students will be: Continuing to employ bi-lingual SLSO.</p>
<p>Integration funding support</p> <p>\$549,112.00</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"> • 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"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Students requiring additional needs have all benefitted from the support of SLSO staff in classrooms.</p> <p>After evaluation, the next steps to support our students will be: Continuing to allocate IFS funds for equitable support of all students receiving IFS funding.</p>
<p>Socio-economic background</p> <p>\$805,801.00</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 • Transformative Learning • Collaborative and Shared Practice • Quality Teaching and Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through [program] to support student learning • employment of additional staff to support Year 7 Middle School program implementation. • staff release to increase community engagement

<p>Socio-economic background</p> <p>\$805,801.00</p>	<ul style="list-style-type: none"> • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: All student data has improved including student attendance, suspension rates, NAPLAN data and internal data as a result of this spending.</p> <p>After evaluation, the next steps to support our students will be: Continuing to employ all additional staff or staff at higher duties in combination with additional professional learnign for staff in inclusive practice and evidence-based practice. Learning spaces will continue to be updated.</p>
<p>Aboriginal background</p> <p>\$145,615.33</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 staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • 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 • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: Student results in NAPLAN Year 9 Reading and Numeracy are above expected growth and all Aboriginal students have access to individualised support. The employment of a HT Cultural Inclusion has strengthened the creation of a school funded Learning and Engagement Centre.</p> <p>After evaluation, the next steps to support our students will be: Callaghan Waratah will continue to fund the Learning and Engagement Centre and part time literacy and numeracy tutors to further improve the outcomes for Aboriginal students as well as continue to build a strong connection to culture.</p>
<p>English language proficiency</p> <p>\$513,349.27</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 • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging) support • provide EAL/D Progression levelling PL to staff • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms

<p>English language proficiency</p> <p>\$513,349.27</p>	<p>The allocation of this funding has resulted in the following impact: Students move through the EALD language progressions with confidence and skill. Teacher practice has been significantly strengthened as a result of EALD specialist staff in mainstream classrooms. Students display confidence in their assessment tasks and are access learning successfully in all KLA areas.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ specialist language staff to support EALD students in classrooms as well as small group settings.</p>
<p>Low level adjustment for disability</p> <p>\$366,379.05</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 • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention [program name] to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: Students requiring further support in their learning have shown greater than expected growth in Year NAPLAN reading and numeracy. Students are well supported in the classroom to enable them to access learning through effective differentiation and adjustment.</p> <p>After evaluation, the next steps to support our students will be: To continue to employ additional support staff to provide support to students in mainstream classes.</p>
<p>Professional learning</p> <p>\$84,000.00</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"> • Explicit and effective teaching practices of literacy and numeracy • Transformative Learning • Collaborative and Shared Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • Employ staff from 4C Transformative Learning to deliver Professional Learning sessions to whole staff learning sessions. • Time provided for faculties to collaborate on planning, programming, assessment and teaching and learning activities. <p>The allocation of this funding has resulted in the following impact: The combination of literacy and numeracy PL, 4C Transformative Learning and Responsive Faculty Leadership projects and the introduction of teach meets has seen a significant increase in student engagement and agency in</p>

Professional learning \$84,000.00	the classroom. After evaluation, the next steps to support our students will be: The Professional Learning plan for staff will remain focused on Literacy and Numeracy as well as 4C pedagogy. The new focus areas will now be student wellbeing, data collection and analysis and student led conferencing and live reporting.
COVID ILSP \$466,811.00	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 2022. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: <ul style="list-style-type: none"> • Other funded activities Overview of activities partially or fully funded with this targeted funding include: <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • leading/providing professional learning for COVID educators The allocation of this funding has resulted in the following impact: Significant improvement in the top two bands, strong value added data and equity groups performing above similar school groups in both reading and numeracy NAPLAN data. After evaluation, the next steps to support our students will be: Employment of literacy and numeracy COVID tutors to continue the implementation of the small group tutorial sessions.
Student support officer (SSO) \$96,058.00	These funds have been used to support improved outcomes and the achievements of staff and students at Callaghan College Waratah Campus Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: <ul style="list-style-type: none"> • Transformative Learning Overview of activities partially or fully funded with this Staffing - Other funding include: <ul style="list-style-type: none"> • Strength based wellbeing initiatives in small groups for targeted students. • One on one wellbeing support following the stepped model of care. • A designated and fully staffed wellbeing hub to support students in self regulation. The allocation of this funding has resulted in the following impact: The creation of a designated wellbeing hub has allowed students to have a space to access for self-regulation and mindfulness activities. The employment of an SSO has allowed one on one student support and small group interventions conducted by a trained social worker. After evaluation, the next steps to support our students will be: Continue to employ the department funded SSO and continue to fund the wellbeing hub.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	432	471	445	457
Girls	362	380	413	406

Student attendance profile

School				
Year	2019	2020	2021	2022
7	89.7	88.8	87.9	83.4
8	87.2	84.9	82.1	78.4
9	85.7	83.9	77.5	76.3
10	81.0	85.6	79.2	73.7
All Years	86.3	86.0	81.9	78.1
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
All Years	88.2	89.8	86.2	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	2	N/A	N/A
Employment	1	N/A	N/A
TAFE entry	2	N/A	N/A
University Entry	N/A	N/A	N/A
Other	2	N/A	N/A
Unknown	N/A	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 2022.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	44.5
Learning and Support Teacher(s)	2
Teacher Librarian	1
Teacher ESL	4
School Counsellor	1.8
School Administration and Support Staff	19.88
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	329,696
Revenue	15,015,710
Appropriation	14,429,408
Sale of Goods and Services	194,100
Grants and contributions	385,085
Investment income	5,718
Other revenue	1,400
Expenses	-15,359,564
Employee related	-13,788,164
Operating expenses	-1,571,400
Surplus / deficit for the year	-343,853
Closing Balance	-14,157

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.

	2022 SBAR Adjustments (\$)
Targeted Total	575,732
Equity Total	1,831,145
Equity - Aboriginal	145,615
Equity - Socio-economic	805,802
Equity - Language	513,349
Equity - Disability	366,379
Base Total	9,563,298
Base - Per Capita	228,534
Base - Location	0
Base - Other	9,334,764
Other Total	1,117,123
Grand Total	13,087,298

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 2022 while reports on tertiary aspirations, positive teacher students relations and positive learning climate results have all remained steady or increased.

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

78% 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.

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.