

# 2023 Annual Report

Callaghan College Wallsend Campus



**CALLAGHAN  
COLLEGE**

**Wallsend Campus**

8259

# Introduction

The Annual Report for 2023 is provided to the community of Callaghan College Wallsend 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

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As the proud principal of Wallsend Campus, a valued member of the Callaghan College community, our school is dedicated to creating a dynamic learning environment where students can flourish as confident and innovative individuals. With an enrolment resulting in a school cohort of 983, our focused professional development for staff in literacy and numeracy has been instrumental in our achievements. Our unwavering commitment to providing extensive tutorial and program support to students in these areas has led to remarkable improvements in NAPLAN results, with the school's value-added results being measured as 'Excelling'.

In the past year, our school has been dedicated to improving student literacy and numeracy outcomes. The literacy program for Year 7 featured gamified lessons and explicit Super Six strategies, resulting in above-average Check-in results for reading comprehension, writing, and vocabulary. Looking ahead to 2024, the school intends to purchase resources for every Year 7 student to further enhance their literacy skills. Additionally, the numeracy lessons for Year 7 and 8 focused on challenging skills, leading to demonstrated growth throughout the year as shown in state-wide Check-in results and alternative diagnostic testing. As the new syllabus will integrate gamification into the regular curriculum, a dedicated 'numeracy' lesson is not necessary moving forward, and the focus will shift to understanding and solving worded problems. We are committed to maintaining continual diagnostic testing and a focus on problem-solving.

As a school, we conducted an audit of differentiation practices and talent development programs in the four domains to identify areas for growth. This guided whole school professional learning on High Performance and Gifted Education pedagogical practices, including differentiation and collaboration opportunities for staff. The formalisation of the ASPIRE and CAPA program nomination and identification process for HPGE students, with support and professional learning for staff mentorship as part of the Enrichment Program, has been a significant step forward. Moreover, the development of a system utilising NSW DoE Growth Goals, which was trialed with Stage 4 ASPIRE classes during LevelUP lessons, has shown great potential in improving student outcomes.

As a 7-10 Campus, our assessment data, including NAPLAN and Check-In results, serves as a valuable tool for identifying areas of improvement in our teaching and learning practices. While our 2023 outcomes were excellent, we remain committed to focusing on ongoing literacy and numeracy instruction. By leveraging this data to pinpoint student strengths and areas for growth, we can tailor additional learning support to meet the diverse needs of our students.

We extend our sincere gratitude to the entire school community for their unwavering support and partnership in our collective pursuit of educational excellence. Together, we are committed to furthering the success and well-being of every student at Wallsend Campus.

## Message from the students

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## Reflection on Our School Experience

At CCWC, we are incredibly fortunate to have access to a wide range of opportunities that have truly enriched our educational journey. The school provides us with the latest technology, including modern computers, software, and digital resources, which have made our learning experience so much more engaging and exciting. The academic support here is fantastic too, with tutoring, study groups, and access to libraries and online databases, giving us the tools we need to succeed.

The school's dedicated career counseling program has been really helpful in guiding us on different career pathways, higher education options, and vocational training. We can see the commitment to high-quality education in the way our teachers support us individually and focus on our overall learning. Plus, the emphasis on sports and physical fitness through various teams and great facilities has not only kept us active but has also taught us valuable qualities like teamwork and discipline.

Beyond just academics, CCWC is dedicated to our overall well-being. We have an amazing student wellbeing team that works hard to support and nurture us in every way. They provide personalised support, guidance, and resources to ensure that every student feels supported and valued. It's really important to us that the school also has programs to support our Aboriginal friends and those from non-English speaking backgrounds. These programs celebrate our cultural diversity, provide tailored support, and make sure every student feels like they belong.

Another thing we appreciate is the learning support program that ensures every student has the opportunity to receive extra help and resources tailored to our individual needs. And as we look to our future, the fantastic learning and transition program prepares us for our move to the Jesmond Campus and equips us with the skills and knowledge we need to do well in our Higher School Certificate (HSC) examinations.

Overall, at CCWC, we feel incredibly supported, included, and empowered to reach our full potential. We are truly grateful for the enriching educational environment that the school has provided for us.

Ava Hughes (Year 9 student 2023)

## School vision

### *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), an academic partnership with the University of Newcastle and industry partnerships with arrange of innovative enterprises.

### Campus context

Drawing primarily from five partner primary schools, Callaghan College Wallsend Campus is a large 7-10 school with a student population of 983. Our campuses' FOEI (family occupation and education index) value is 117 compared with the NSW average of 100. Higher FOEI values indicate greater disadvantage. 55% of our students are in the higher 2 Quarters of the FEOI and there is a significant enrolment of Aboriginal Students (15%). The school also has a growing EALD student population.

The campus has a very committed school community, executive, teaching and administrative staff. The school is a leader in the use of technology for learning, management and administration and has been recognised at both state and national level. The senior executive staff and teachers are highly committed to excellence in learning pedagogy to ensure students move successfully into their future career and educational pathways.

We have active partnerships with our local primary schools, our Waratah and Jesmond Campuses, the University of Newcastle and the Muloobinbah LAECG. Our campus actively collaborates to ensure the educational success of all Aboriginal students. We have a highly successful student leadership program including our Student Representative Council and Junior AECG. The campus also provides education for 7 support classes as part of the rich tapestry that makes up Callaghan College Wallsend Campus.

We have used our situational analysis and system negotiated target areas to improve reading, numeracy, attendance and wellbeing. The school's equity funding will be used to support initiatives developed in the 2021-2024 Strategic Improvement Plan in consultation with the AECG.

The Campus 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 involvement of the whole school community in this process be will essential for success.

## 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	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	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	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

To promote ongoing improvement through evidence based practices and a collective responsibility for student learning.

### 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.

- Evidence Based Practice
- Quality Teaching

### Resources allocated to this strategic direction

Socio-economic background  
Professional learning  
Refugee Student Support  
Integration funding support  
New Arrivals Program  
Aboriginal background  
Low level adjustment for disability  
English language proficiency

### Summary of progress

#### Minimum Standards

The HSC minimum standard tests, developed by NESA, ensure future HSC students have foundational literacy and numeracy proficiency. This criterion equips students for future pursuits. Enhancing literacy and numeracy is crucial, with the tests serving as a diagnostic tool. CCWC uses it to identify concerns and provide targeted support pre-transition to Jesmond Campus. To navigate requirements, the criteria's significance, pathways for proficiency, and processes are discussed with students. Data analysis was completed after every test period and feedback provided to students, areas of strength and weaknesses were identified for future review.

#### Focus on Vocabulary

In 2023, our central focus was on advancing vocabulary proficiency across all subject areas through the implementation of highly effective teaching practices. This occurred through sustained 'Focus on Vocabulary' Professional Learning, to implement consistent evidence-informed practices using the SEEC explicit instruction method (Select, Explain, Explore, Consolidate) aimed at enriching students' vocabulary. To gauge and address students' vocabulary needs, NAPLAN and Check-in assessment data was analysed. The continued requirement for a targeted vocabulary pedagogy throughout the school became evident. Professional dialogue within faculty groups, after school professional learning, staff development days and executive meetings revolved around vocabulary teaching strategies. The primary objective was to place student vocabulary acquisition at the forefront of all practices, ensuring targeted strategies tailored to individual needs.

Teachers leveraged student data to integrate high-quality vocabulary practices into their teaching. This adaptation led to flexible teaching and learning programs that prioritised vocabulary enhancement. Teaching Sprints for Semester 2 2023 contained a focus that explicitly required staff to utilise the SEEC method of explicit instruction. Successful pedagogy was noted through nominations by Head Teachers and the designation of 'Vocab Victors' for exemplary pedagogy. ILSP Literacy withdrawal groups for Year 8 maintained a strong vocabulary-based focus to further strengthen this skill with students. Additionally, Executive faculty shares across Semester 2 also required a link to 'Focus on Vocabulary' to ensure consistency was maintained across all KLAs. Student learning outcomes, specifically in vocabulary development, were systematically tracked through the collection and analysis of data. The positive results and improvements in vocabulary were communicated to all stakeholders. This was evident through a 19% increase in vocabulary for Year 8 students from Term 2, 2023 to Term 4, 2023 Check in. Vocabulary has also had a 22% increase in 12 months for this cohort. This success was further reinforced through the CCWC NAPLAN Value Added data which revealed a classification of 'Excelling' utilising the SEF framework.

Moving forward, our initiative will involve maintaining the momentum of vocabulary with staff to see continued implementation of vocabulary embedded teaching and learning programs. Further prioritisation of ALARM, GIST and the Super Six Literacy strategies across the school will also be at the forefront of future professional development in 2024.

Level UP Stage 4 Literacy

This was the second year of our school devised literacy program for Year 7. These lessons feature gamification and explicit Super Six strategies to engage students through the acquisition of identified skills. Term 4, Year 7 Check-in results were above SSSG in the Reading domains of processes, comprehension and vocabulary. As this cohort moves into 2024, we will be purchasing the 'English Essentials Workbook 2' for every student and to further hone literacy skills (in replacement of WordFlyers). The Level Up program will continue to be refined and differentiated for Year 7, 2024 following an analysis of Year 6 Check in assessment results.

Level Up Stage 4 Numeracy

The numeracy lessons for Year 7 and 8 were designed to focus on key skills that students find challenging (specifically multiplicative skills and strategies for solving worded problems). Both the Year 7 and 8 cohorts demonstrated growth thorough the year as demonstrated by the Check-in results and alternative diagnostic testing (SmarterMaths). Due to the new syllabus being implemented in 2024, and a higher focus on gamification in the curriculum, a dedicated mathematics lesson designated 'numeracy' is not necessary as those concepts will be merged into the regular lesson. There will be continuing diagnostic testing on SmarterMaths as well as a focus on understanding and solving worded problems. Level Up for Year 8 will continue as is into 2024, again with the focus on solving problems and using SmarterMaths as a diagnostic tool. It also has been recognised that the check-in data has a bias due to students not having adequate time to complete the assessment (questions are randomised so unable just to take a snapshot of the first 20 questions) and in 2024, giving students a longer timeframe to complete the quiz may be investigated.

Quality Teaching

In the current year, we have strengthened staff understanding of the HPGE policy by integrating explicit HPGE notations into our teaching and learning programs. Furthermore, we have fortified and improved the Aspire program to offer enhanced support for Stage 4 students. The collection of student and parent satisfaction feedback, along with Tell Them From Me data, reflects significant improvement. The Intellectual Engagement Composite has experienced a 10% increase from June to November, along with an 8% boost in interest and a 10% rise in motivation. For 2024, parent / carer involvement will be further encouraged at open nights and illustrations of practice. More explicit evaluative and identification processes will be looked into for selection of HPG students to target into selective Aspire classes. A HPGE leader will work collaboratively with staff across all KLA's to provide support and guidance for implementation of research-based differentiation strategies in Aspire classrooms.

This year, all staff actively participated in targeted professional learning on Aboriginal education and personalised learning programs for supporting Aboriginal and Torres Strait Islander students. The staff gained experience in 'on country' learning and further understanding to support literacy and numeracy targets within adjustment plans to align with the specific needs of individual students. The progress of each student has been closely monitored by the Learning and Engagement Centre staff and the Learning Support Team. In 2024, the teams are aiming for a closer working alignment in literacy and numeracy supports - both in class and small group tuition support.

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
Using A to E grade reporting, there is an uplift of 6% of students attaining A-C grades in Mathematics from Semester 1 to 2.  The school 'Level Up' program in Numeracy shows all students improving from pre-test to post test.	There was significant uplift in Year 7 A-E grades, demonstrating an 11% increase of students attaining an A-C from semester 1 to semester 2., and only a 2% decrease in Year 8. Overall, from Year 7 to Year 10, students attaining an A, B or C in semester 1 only decreased 2% to semester 2. Whilst there was a decrease in uplift, this evidence also demonstrates high expectations and academic rigour in assessments preparing students for external assessments such as Naplan and the Higher School Certificate.  The 'Level Up' Numeracy program has demonstrated improvement growth from pre and post testing. <b>CCWC has also been recognised as 'Excelling' in Naplan (School Excellence Framework).</b>
Using A to E grade reporting, there is an uplift of 6% of students attaining A-C grades in English from Semester 1 to 2.  The school 'Level Up' program in Literacy shows all students improving	There was significant uplift in Year 8 A-E grades, demonstrating a 20% increase of students attaining an A-C from semester 1 to semester 2 and a 13.7% increase in Year 9. Overall, from Year 7 to Year 10, students attaining an A, B or C in semester 1 increased by 4% in semester 2.  The 'Level Up' Literacy program has demonstrated improvement growth

from pre-test to post test.	from pre and post testing. <b>CCWC has also been recognised as 'Excelling' in Naplan (School Excellence Framework).</b>
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## Strategic Direction 2: Active, Aspirational Learners

### Purpose

**To strengthen student and staff success in a dynamic environment whereby they are challenged to be curious and critical learners.**

### 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.

- Learner Empowerment (curious, creative & confident)
- Professional Empowerment (curious, creative & confident)

### Resources allocated to this strategic direction

**Socio-economic background**

**Professional learning**

**Beginning teacher support**

### Summary of progress

#### Learner Empowerment (curious, creative & confident)

The VET evaluation highlights the pivotal role of vocational education and training at CCWC, equipping students with practical skills and knowledge. Beyond immediate workforce readiness, these programs foster adaptability and competence for success in a dynamic job market. The inclusion of diverse vocational courses strategically addresses student interests, bridging the gap between theoretical learning and real-world application. This deliberate integration enriches education, providing a well-rounded preparation for future endeavors. The evaluation acknowledges the addition of the Sports Coaching course for 2024 as a development in reviewed vocational education. This enhances available courses, catering to students interested in sports and coaching, aligning with the school's commitment to a comprehensive array of vocational options reflecting evolving student interests and career aspirations.

Throughout the year, Scout data reflected generally higher rates of attendance than at similar times in the previous year. Term 2 Week 5 saw a significant attendance drop due to the School Development Day and Anzac Day being in the one week, whilst Term 4 Weeks 7 saw a significant spike in attendance due to assessment tasks being completed. Attendance anomalies are always analysed in context with what is going on in the school week. Year advisors consistently engaged with students holding attendance rates within the 80-89% range. NAPS Mentors were again tasked with managing caseloads and executing targeted programs for students and their families whose attendance rates varied from 59-80%. For students registering attendance rates below 50%, collaboration occurred between the year DP, complex case team, and HSLO to develop improvement plans for students. The school also instituted tailored systems and practices to meet the specific needs of identified student groups. Throughout both semesters of 2023, attendance was awarded and rewarded to encourage students to improve. In 2024, the Attendance Team will undergo changes to continue to improve, utilising a co-leadership model to support student attendance and engagement.

#### Professional Empowerment (curious, creative & confident)

In 2023, the professional development initiatives were customised to align with the specific needs of the school, connecting once again with staff Professional Development Plans (PDPs) to ensure relevance for both teachers and support staff. The staff received support to enhance their expertise in teaching vocabulary across all Key Learning Areas (KLAs), encompassing leadership, well-being, attendance, learning mastery, and curriculum reform. Teachers actively sought opportunities for professional development, fostering collaboration on evidence-based practices. Dedicated time was allocated not only for the creation of programs, learning opportunities, and assessment tasks for the new curriculum but also for incorporating vocabulary techniques to enhance literacy and numeracy outcomes across various subjects.

The comprehensive professional learning program encompassed both whole-school and faculty-specific sessions, employing a blend of online and face-to-face modalities. The sessions had clear learning objectives, were aligned with standards, and leveraged staff expertise in data analysis to enhance teaching practices. The emphasis on vocabulary in student learning had a notable impact, evidenced by Year 9 growth data in Naplan assessments showing excelling as the result. Simultaneously, alongside the school-wide professional learning, an optional Second-in-Charge(2IC) program was offered to interested staff members, allowing them to further their leadership development. This program, developed with the support of a Head Teacher and an aspiring Head Teacher, has inspired twelve staff members keen on embarking on their Highly Accomplished Lead Teacher (HALT) journey in 2024. Looking ahead, the professional

development focus for the upcoming year will continue to address literacy and numeracy, building upon the insights gleaned from the 2023 data, new syllabuses, and ongoing curriculum reforms.

### 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
<ul style="list-style-type: none"> <li>The attendance rate for the school is increased from 81.64% in 2023 to 82.64% by 2027.</li> </ul>	<p>Students attending for more than 90% of the time:</p> <ul style="list-style-type: none"> <li>Sentral data for the year demonstrates 47.6% of students attend for more than 90% of the time.</li> <li>However Scout data reflects an average of 40.5% of students attend more than 90% of the time but this is known to be inaccurate.</li> <li>The State average on Scout was 55.6% of students attend 90% or more of the time.</li> </ul>
<p><b>Decrease the number of students attending below 85% of the time to 22.5%</b></p>	<p>Students attending under 85% of the time:</p> <ul style="list-style-type: none"> <li>Sentral data shows 38% of students on regular enrolments attend less than 85% of the time.</li> <li>Shared enrolments and students that are exempt make up the final 14.4% of the data on Sentral.</li> <li>However Scout data reflects an average of 44.7% of students attend less than 85% of the time but this is known to be inaccurate.</li> </ul>
<p>Increase the portion of Aboriginal students attending 90%&gt; of the time to be above the school target baseline of 56.6%.</p> <p>Lower 60.27% - Upper 65.27%</p>	<p>Aboriginal students attending for more than 90% of the time:</p> <ul style="list-style-type: none"> <li>Sentral data reveals that 20% of Aboriginal students attend for more than 90% of the time</li> <li>Sentral data reveals that 39% of Aboriginal students attend for more than 85% of the time</li> </ul>
<p>PDHPE and Maths KLAs to complete curriculum review aligned to NESA requirements</p>	<p>The Mathematics Faculty underwent a comprehensive College review by the Director and involving colleagues from neighbouring schools. The outcomes of this assessment have been presented to the school and plans for both successes and enhancements are currently in progress to foster collaborative efforts across the entire institution.</p> <p>Simultaneously, the PDHPE Faculty conducted a thorough Curriculum Policy Monitoring (CPM) review administered by the Department of Education. The results indicate full compliance in all areas for the PDHPE faculty.</p>

### Purpose

**To establish collective responsibility for student learning, success and wellbeing by creating a sense of belonging and effective partnerships.**

### 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.

- Collective Efficacy

### Resources allocated to this strategic direction

### Summary of progress

#### Collective Efficacy

#### Student advocacy and belonging

The Resilient Adolescent Learning Program (RALP) has proven to be effective in fostering positive outcomes for participating students. The program, designed to create a structured and supportive learning environment, empowers students to re-engage successfully in mainstream classes. Its overarching objectives include assisting students in reflecting on and comprehending the consequences of their behaviour, fostering a positive attitude towards school. Furthermore, the program aims to enhance students' motivation and capacity to grasp the significance of re-engaging in school life while minimising the recurrence of inappropriate behaviour. Notably, the program has also extended valuable support to parents and caregivers, contributing to a holistic approach to student development and academic reintegration. The positive results observed underscore the program's impact in achieving its intended goals. In 2024 the RALP will continue to be funded and staffed through the timetable to support student learning and engagement.

Ensuring the representation of students, parents, and teachers' perspectives, and continuously monitoring outcomes, the TTFM review process involves pinpointing crucial areas for enhancement. This is achieved by cross-referencing TTFM results with additional data sources to obtain a comprehensive understanding. Subsequently, the acquired insights guide the implementation of transformative changes in school practices. Periodic reviews of TTFM results are conducted to assess the effectiveness of these new practices and gauge their impact on overall outcomes. In 2024, CCWC will continue to engage parent / caregivers for support in advocacy, communication and learning.

#### Authentic Engagement with Partners

In 2023 Callaghan network schools were part of the Guided Aboriginal HSC Attainment (AHA). In relation to this the college opted to concentrate on focus area 3 - Authentic Engagement with Partners. This required significant consultation between the three campuses with each campus differentiating the strategies that will be adopted in their respective campuses.

Initially a survey was conducted with students, parents and staff to determine some baseline data that was then used to develop strategies to address this activity. Professional learning was embedded into the school's timetable of professional learning. Specifically, all staff completed MyPL training on PLP's. As a result of this training more staff will be involved directly in the PLP process next year. CCWC also completed an introductory session on Stronger Strides Together, with more training planned for 2024.

The establishment of the Ngaarr Dhuwi program has enabled stronger mentoring for our female Aboriginal students as well as increased communication with parents. A goal for 2024 will be more in class support offered to the girls as relationships continue to be developed. We have had students visit Glendore, Plattsburg Public and Awabakal Preschool to share culture and further build stronger connections with our feeder primary schools. The strengthening of these links will continue in 2024.

### 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
Parent TTFM  School supports learning. Maintain 2022 or above state norm	There is only one data point available on the Tell Them From Me Parent Survey for "School Supports Learning", therefore 2022 data was unavailable. The 2023 data for CCWC was 6.2. No Government norm was available.
Parent TTFM  Two way communication with parents (parents are informed). To be equivalent to similar school groups	According to the 2023 TTFM Parent Survey, the mean was 6.6 for 'parents feeling welcome', 5.5 for 'parents are informed'. NSW Government Norm data was not available. 65% of parent/carer responders attended meetings at the school
71.1% of students achieving positive outcomes - Wellbeing (advocacy at school, expectations for success & sense of belonging)	The following results from the Tell Them From Me - <b>students achieving positive</b> outcomes are: <ul style="list-style-type: none"> <li>• advocacy at school was 6.5, the state norm 6.0</li> <li>• expectations for success were 6.9, state norm was also 6.9</li> <li>• sense of belonging has improved from Snapshot 1 -51% to Snapshot 2 - 53%</li> </ul>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$5,546.05</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff for targeted student support</li> <li>• additional staffing for targeted interventions to support student learning</li> <li>• intensive English language and learning support to increase educational outcomes for students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> As students progress in their language proficiency, the refinement of scales corresponding to their evolving language capabilities supports educators to conduct precise assessments, thereby measuring and influencing their linguistic development effectively. The student's background, interests, ESL Scale levels and ACARA EAL/D Learning Progression levels are documented on their Adjustment Plan which has ensured all staff can support these students in a wholistic way.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue and maintain an inclusive and supportive learning environment for EAL/D students, thereby enhancing their academic outcomes, source professional learning opportunities for staff and engage students and parents/carers in collaborative planning to support learning goals and communicate anticipated outcomes.</p>
<p>New Arrivals Program</p> <p>\$225,575.00</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 Wallsend Campus.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students have been able to access quality teaching staff for support and delivery of modified teaching programs that are individualised and differentiated to target their needs. There is also access to bi-lingual staff supporting students for learning English as an Additional Language/Dialect in Arabic and Pashto languages and when parents/caregivers enter the school to discuss their childrens' learning opportunities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Staff and students will utilise assessment tools and student data to systematically identify and track the learning requirements of all equity groups within the school community. Students will be supported to endeavour to achieve anticipated growth in internal school progress and achievement data.</p>
<p>Socio-economic background</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Callaghan College Wallsend Campus who</p>

<p>\$676,133.62</p>	<p>may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Evidence Based Practice</li> <li>• Quality Teaching</li> <li>• Learner Empowerment (curious, creative &amp; confident)</li> <li>• Professional Empowerment (curious, creative &amp; confident)</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through [program] to support student learning</li> <li>• employment of additional staff to support [name] program implementation.</li> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• employment of external providers to support students with additional learning needs</li> <li>• staff release to increase community engagement</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Our school has achieved enhanced student learning, engagement, and well-being through the effective implementation of professional development, increased staffing, community engagement, resource allocation, collaboration with external providers, and economic support initiatives. Through equipping our staff with essential knowledge and skills, expanding our workforce, facilitating staff involvement in community engagement, ensuring fair distribution of resources and services, engaging external providers, and offering economic support to students in need, we have established a more inclusive and supportive learning environment for all. Literacy and numeracy targets were positive in 2023 with targeted efforts on areas such as vocabulary yielding excellent results.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The school will persist in designing and implementing targeted in-class literacy and numeracy lessons customised to meet the specific needs of students. To pinpoint areas requiring attention, the school will leverage data to guide its decision-making process. These initiatives aim to cultivate a nurturing learning environment, enabling students to reach their academic potential. The school will also focus on teaching sprints in areas of need in literacy and numeracy to work towards 2024 improvement measures in reading and numeracy.</p>
<p>Aboriginal background</p> <p>\$189,694.10</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Callaghan College Wallsend 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level</li> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul>



<p>Aboriginal background</p> <p>\$189,694.10</p>	<ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The strategic addition of staff, including a dedicated Literacy and Numeracy mentor along with specialist support staff, has yielded notable success for Aboriginal students in our school. All school staff also participated in extensive (mandatory across the state) professional learning during Term 2, including on country cultural learning and yarning. The implementation of personalised support structures and the creation of Personalised Learning Plans have played a pivotal role in driving substantial improvements in literacy and numeracy for students operating below the expected stage level. The school's Learning and Engagement Centre support of Aboriginal students, evident in the allocation of targeted staffing and the release of existing staff to contribute to their development, has not only led to increased engagement and achievement but has also positively influenced the broader school community. This commitment is reflected in the positive impact on the overall academic landscape of the school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Next steps for 2024 will be the extra supports available from programs such as Ngaarr Dhuwi and further literacy and numeracy programs through the Learning and Engagement Centre. Improvement measures will be developed through collaboration with the LEC team and the Literacy and Numeracy Team based on the 2023 Naplan and Check in data as well as pre and post testing data from small group tuition.</p>
<p>English language proficiency</p> <p>\$147,446.84</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Callaghan College Wallsend Campus.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• additional staffing intensive support for students identified in beginning and emerging phases</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The continuation of employment of additional staff to implement co-teaching programs and provide intensive support for students from EAL/D backgrounds, particularly those in beginning and emerging phases, has had a significant impact on student outcomes and provided consistency of teacher judgement and continuity of learning as the teacher is the same as previous years. . The initiative has reinforced students' confidence and willingness to embrace linguistic challenges, a positive shift evident in both teacher observations and work samples. This underscores the effectiveness and value of targeted staffing and co-teaching programs in enhancing outcomes for students from diverse backgrounds.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuation of professional learning for staff in all areas to maintain skills in EALD pedagogical practice and learning for the new curriculum and syllabuses. Professional learning will be targeted to maintain high quality staff mentoring and co-teaching to support EALD students in all aspects of their education.</p>
<p>Low level adjustment for disability</p> <p>\$482,474.38</p>	<p>Low level adjustment for disability equity loading provides support for students at Callaghan College Wallsend Campus in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$482,474.38</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> <li>• support for students in individual adjustment plans</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The strategic allocation of funds to engage specialist staff, learning and support teachers, and School Learning and Support Officers, coupled with the establishment of a needs-based learning and support program, has yielded positive outcomes for students. The collaborations between specialist staff and classroom teachers have manifested in improved testing results, including NAPLAN and Check-ins - the school has been deemed as excelling at Naplan in 2023. Staff have successfully implemented a more cohesive approach to student learning support and interventions, evident in the increased number of learning support referrals and subsequent collaborative learning support activities. This underscores the importance of continued targeted staffing and programs in enhancing the capacity to address the literacy needs of identified students and emphasises the positive impact of staff collaboration on student outcomes. Specific professional learning was also allocated for the School Learning and Support Officers through the Department's site and time was provided on one of the School Development Days for this.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Based on data analysis of Naplan, Check Ins, in school assessments, pre and post testing in small group tuition, as well as referral data for The Hub, The Resilient Adolescent Learning Program, and other relevant Learning and Support referrals, CCWC will remain pro-active in resourcing programs with specialist staff such as wellbeing coordinators and trained SLSOs. In 2024, CCWC will research the development of a dedicated wellbeing space designed for programs to be coordinated for preventative and positive measures to reduce the reactivity of students seeking support. The goal is to provide students with better tools to promote a positive educational experience. The wellbeing and learning and support teams will be instrumental in this endeavour.</p>
<p>COVID ILSP</p> <p>\$322,993.43</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 2023.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data</li> <li>• employing/releasing teaching staff to support the administration of the program</li> <li>• releasing staff to participate in professional learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p>



<p>COVID ILSP</p> <p>\$322,993.43</p>	<p>Students demonstrated satisfactory competence in simple and compound sentence writing, with a focus on improving cohesive language. Despite frequent lesson cancellations, students displayed strong engagement, focus, and motivation, particularly enjoying activities like Informative Posters and Persuasive Writing. While students answered literal and inferential questions well, emphasis was needed on developing higher-order reasoning skills. COVID ILSP group participants showed growth in mathematical problem-solving, but concerns were raised about lesson frequency and withdrawal impact on learning in other subjects. Consideration of a more structured numeracy program is recommended as in class support rather than withdrawal.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2024, CCWC will receive reduced funding for the ILSP program. With the advent of the TWT staffing allocation, a reduced allocation of teachers and SLSOs, staff will be working on small group tuition programs and others on in class targeted support. The recommendations from 2023 demonstrate that numeracy students will benefit from in class support. If the program requires, groups will again be allocated on PLAN2 and all literacy support lessons will be on Canvas for sustainable tracking of data and resource/lesson management.</p>
<p>Professional learning</p> <p>\$92,795.98</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 Wallsend Campus.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Evidence Based Practice</li> <li>• Quality Teaching</li> <li>• Learner Empowerment (curious, creative &amp; confident)</li> <li>• Professional Empowerment (curious, creative &amp; confident)</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• teacher relief for staff engaging in professional learning</li> <li>• course costs for staff undertaking recognised courses</li> <li>• other methods of learning designed to improve student outcomes.</li> <li>• presentations by suitable and qualified facilitators, for example diabetes or first aid workshops</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> During 2023, all staff participated in a range of professional learning from mandatory training such as Aboriginal Perspectives on School Development Day Term 2, Department directed learning - Curriculum Reform and targeted school based learning such as literacy/vocabulary and numeracy, learning mastery, artificial intelligence and wellbeing/behaviour support. Positive staff evaluations reflected high satisfaction with professional learning, enhancing teacher capacity to effectively utilise data for improvement and cultivate stronger teaching practices. This year, the results of the People Matter (PMES) survey demonstrated: * 12% increase in 'I have received the training and development I need to do my job well' * 15% increase in 'I am satisfied with the opportunities available for career development in my organisation' * 10% increase in 'My organisation is committed to developing its employees' Quality in house professional learning has also promoted student achievement ensuring that there is a consistent approach to high stakes areas such as literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Based on professional learning evaluations and the PMES data, 2024 professional learning will be based on Departmental targets, the new curriculum and staff personalised choices within their PDPs. In school experts will be utilised for areas such as literacy and numeracy, wellbeing,</p>

Professional learning \$92,795.98	technology with the newly reformed 'Techie Breakie Team' and HALT Team.
Integration funding support \$327,581.00	<p>Integration funding support (IFS) allocations support eligible students at Callaghan College Wallsend Campus in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• staffing release for targeted professional learning around Mental Health First Aid.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Strategic utilisation of integration funding within the school has positively influenced both the academic and social outcomes of students with additional and high-level learning needs. Through the allocation of additional staff to support these students, the school has cultivated a more inclusive and equitable learning environment, addressing the diverse needs of all learners. The provision of intensive learning and behaviour support for funded students contributes to their academic success and the development of essential social skills. This holistic approach results in enhanced academic outcomes, heightened engagement, and an overall more positive school experience for these students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Following the evaluation, the subsequent actions to aid our students with this funding will entail formally incorporating funding decision-making into the learning and support team planning, ensuring a consistent review of funding use. Adjustments to the allocation of integration funding will be made periodically throughout the year, aligning with regular assessments of each student's Personalised Learning Support Plan (PLSP) to guarantee that the funding effectively addresses the unique support needs of each individual student.</p>
Student Support Officer \$99,516.00	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Callaghan College Wallsend Campus</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this Staffing - Other include:</b></p> <ul style="list-style-type: none"> <li>• Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies.</li> <li>• Identify and establish support networks for students with staff, the school community, and locally based government services and community agencies.</li> <li>• Establish referral pathways to appropriate local services through community partnerships.</li> <li>• SSOs contribute to the implementation of the whole-of school approach to wellbeing with a focus on early intervention.</li> <li>• working collaboratively with external and other government agencies in their support of students and their families.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p>

<p>Student Support Officer</p> <p>\$99,516.00</p>	<p>The impactful contribution of the Student Support Officer lies in the identification and support of individual student learning support and well-being needs through evidence-informed approaches and programs. This encompasses specialised support tailored to address the unique needs of vulnerable students or students at point of need.</p> <p>The Student Support Officer's impact is evident in the ongoing review and collaborative design of practices and processes to effectively address the well-being needs of students. The school places a priority on fostering positive engagement between staff and students, establishing structures that ensure each student has a trusted staff member readily available for advice and assistance at school.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>There will be a continuation of employment of the Student Support Officer and an expansion of the program to a second Student Support Officer to support the demand on reactive engagement with students and employ more proactive programs, including the research and development of a wellbeing base for these future programs. Collaborating with the Head Teacher Wellbeing, Year Advisers, and Chaplain, the Student Support Officers will continue to contribute to establishing a nurturing and inclusive school culture that fosters students' sense of belonging. This, in turn, will support enhanced academic performance, decreased absenteeism, strengthened student engagement, and ultimately, improved overall student outcomes.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	557	546	511	469
Girls	557	526	503	471

### Student attendance profile

School				
Year	2020	2021	2022	2023
7	92.0	89.8	80.9	87.0
8	89.6	85.4	79.1	80.5
9	87.7	84.5	77.5	78.9
10	84.6	83.1	79.3	80.5
All Years	88.6	85.5	79.1	81.6
State DoE				
Year	2020	2021	2022	2023
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
All Years	89.8	86.2	81.7	84.0

### Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

## Management of non-attendance

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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	0	0
Employment	6	0	0
TAFE entry	4	0	0
University Entry	0	0	0
Other	1	0	0
Unknown	2	0	0

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	2
Deputy Principal(s)	4
Head Teacher(s)	12
Classroom Teacher(s)	49.26
Learning and Support Teacher(s)	2.3
Teacher Librarian	1
Teacher EAL/D	0.8
School Counsellor	2
School Administration and Support Staff	19.37
Other Positions	1

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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 <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,474,917.88
<b>Revenue</b>	16,104,304.53
Appropriation	15,275,375.76
Sale of Goods and Services	321,242.35
Grants and contributions	422,302.11
Investment income	34,738.51
Other revenue	50,645.80
<b>Expenses</b>	-16,250,370.78
Employee related	-14,293,198.01
Operating expenses	-1,957,172.77
<b>Surplus / deficit for the year</b>	-146,066.25
<b>Closing Balance</b>	1,328,851.63

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

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

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	336,755
<b>Equity Total</b>	1,495,749
Equity - Aboriginal	189,694
Equity - Socio-economic	676,134
Equity - Language	147,447
Equity - Disability	482,474
<b>Base Total</b>	10,745,603
Base - Per Capita	274,423
Base - Location	0
Base - Other	10,471,180
<b>Other Total</b>	1,512,375
<b>Grand Total</b>	14,090,483

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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.

## Parent/caregiver, student, teacher satisfaction

### Parent / caregiver satisfaction:

- 61% of Parents/Caregivers agree or strongly agree that they would recommend the school to primary school students and carers.
- 70% of Parents/Caregivers agree or strongly agree the general communication from the school meets their satisfaction.
- 75% of Parents/Caregivers feel welcome when they visit the school.

### Teacher satisfaction:

- 77% of teaching staff agree or strongly agree the morale of staff is good.
- 69% of teaching staff agree or strongly agree the school's leaders are leading and improving change.
- 76% of teaching staff agree or strongly agree the strategic vision is clearly communicated.
- 81% of teaching staff agree or strongly agree the school does a good job of implementing curriculum change.

### Student satisfaction:

- 83% of students surveyed stated their behaviour at school is positive and they do not display inappropriate behaviour.
- Students felt that that classrooms were well organised, instructions were explicit and the feedback they received helped them learn. The survey results demonstrated the school mean at 6.5 whereas the state norm was 6.3.
- Students feel they have someone at school who consistently provides encouragement and can be turned to for advice. The survey results demonstrated the school mean at 6.5 whereas the state norm was 6..0.
- Students understand there are clear rules and expectations for classroom behaviour. The survey results demonstrated the school mean at 5.9 whereas the state norm was 5.6..

The Tell Them From Me survey analysis indicates that the community continues to choose Callaghan College Wallsend Campus, teaching staff exhibit high morale, and students remain responsive and engaged in their learning to the best of their ability.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.