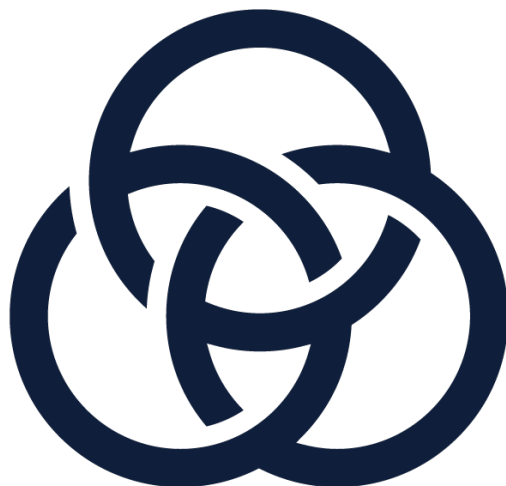


2023 Annual Report

Callaghan College Waratah Campus



**CALLAGHAN
COLLEGE**

Waratah Campus

8508

Introduction

The Annual Report for 2023 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 2023 on behalf of the substantive Principal, Hayley Macdonald.

We had a few changes during 2023, with Mrs Macdonald relieving as Jesmond Campus Principal in Term 4, Ms Kylee Owen returning to the College Principal's position at the beginning of the year and Rachel Byrne relieving for Josie Bailey (Callaghan Network Director of Educational Leadership) in Term 4. Despite the changes in position, the support of the aforementioned leaders and Paul Taylor (Wallsend Campus Principal) has been substantial in progressing the College and Campus.

I would like to acknowledge and congratulate the Captains of 2023: Zanetta, Zoe, Ebony and Finn. The strength of their commitment to the school was highly valued. They led the Campus with a calmness and dedication that was truly impressive. Their ability to connect with students and staff, and their willingness to take on challenges, set a wonderful example for their peers. We were extremely proud every time the four students stepped up to represent the school and know that we will see each of them as leaders in their chosen careers in the future.

The school continued its journey into 4C pedagogy, the disposition wheel and a Canvas dashboard that will provide more comprehensive information on individual student progress. While embedding this knowledge into professional practice the school has continued to show pleasing growth data in reading and working above similar school groups in numeracy.

Our progress against the School Excellence Framework was pleasing with 11 areas assessed at Sustaining and Growing and 3 at Excelling.

I would like to thank all members of the school community for their continued support of the campus and look forward to 2024.

Nicole Avard

Relieving 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

Waratah Campus is one of the 7-10 campuses that makes up Callaghan College. Callaghan College Waratah Campus is a comprehensive secondary school with a Support Unit which has nine classes, located in Newcastle. The student population of 880 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 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 2023 was 73 teaching staff and 20 non-teaching staff. The school also employs a Business Manager and Head Teacher Student Engagement and Head Teacher EALD from school funds.

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 at State level in Chess and Debating, with many sporting activities having representatives at State and Regional levels.

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 continue to implement the Disposition Wheel in order to improve student engagement in Stage 4 and 5. Staff Professional 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	2023 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 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	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

Refugee Student Support
Low level adjustment for disability
Integration funding support
English language proficiency
Socio-economic background
Aboriginal background
Per capita

Summary of progress

The school implemented a strong program of professional learning targeted at key faculty members and led by experts in literacy and numeracy. The introduction of 'Walls that Talk' in English, Math, and Year 7 Middle School classrooms has already begun to transform the learning environment, with vibrant posters adorning the walls to stimulate student engagement and promote a visually rich educational atmosphere. There will be a focus on TAS, HSIE and Science in early 2024 to implement literacy and numeracy strategies with team teaching lessons and skill videos.

The introduction of the EPP program has substantially supported the pathways development of groups of students and individuals. The program of events and experiences in Stage 5 has significantly enhanced students' capacity to determine and plan for their pathway and achievement of goals by providing a structured and diversified learning environment. Through a curated blend of academic, extracurricular, and skill-building activities, students have gained valuable insights into their interests, strengths, and aspirations. This holistic approach has empowered them to make informed decisions about their educational and career pathways, fostering a sense of purpose and goal-oriented planning for future success.

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
Expected Growth Increase of 4% of students achieving expected growth as measured by Check-in assessment data tracked in PLAN 2.	The Check-in Assessment mean scale score indicates the percentage of students in Year 7 and 9 achieving growth in reading has increased by 5.7%.
Expected Growth Increase of 4% of students achieving expected growth as measured by Check-in assessment data tracked in PLAN 2.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy has increased by 4%.

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

Per capita

Student Support Officer

Summary of progress

On balance, we have built the capacity of teachers to use reflection and data to build their instructional capacity. In 2023, we have focused on understanding 4C Pedagogy with relation to the Australian Professional Standards for Teachers for Early Career Teachers and their mentors. We have also formed a team of teachers from across every KLA to accelerate teachers already adept use of 4C pedagogy . Both Expert groups of teachers working in 4Cs Pedagogy and Agentic teaching and learning have, in evaluation, indicated this PL has been the most significant learning in helping them shift towards agentic instruction. Teachers identified in their end of year survey that 4C Professional Learning was the learning most effective in shifting their instruction in classroom practice. In a randomised walk through of classrooms, we have quality evidence of engagement with the Learning Dispositions Wheel and 4C across a range of contexts and year groups. In 2024 we will use the expertise built over the last 2 years to support the dissemination and habits of teachers to incorporate 4C Pedagogy into all classrooms across the school.

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, Advocacy and Sense of belonging at School to 68.4%	Tell Them From Me data indicates 66.04% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
Attendance Increase the proportion of students attending 90% of the time to 65%	The number of students attending greater than 90% of the time or more has increased by 15.34%.
Decrease the proportion of students attending less than 85% of the time to 27.8%	The number of students attending greater than 85% of the time or more has increased by 3% with the proportion of students attending less than 85% at 31 %.

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

Beginning teacher support
Professional learning
Per capita

Summary of progress

The Middle Leader Development Program has strengthened the middle leadership tier at Waratah Campus with all team members making substantial contributions to faculty and whole school processes and initiatives. Team members employed focused professional learning to develop themselves and others in all aspects of teaching and learning practice, leadership, mentoring and management. The Semester 2 collaborative focus of assessment established the foundation to strengthen and improve faculty processes regarding assessment and feedback. Several team members have sought promotion or higher levels of accreditation in 2023; two undertook HALT accreditation, one completed HALT accreditation; one moved to Phase 3 as part of the FastStream Program and two were successful in EOI for relieving HT positions at Waratah Campus with one teacher gaining a Relieving Head Teacher position outside of the College. The learning space audit was not conducted due to delays in school building programs.

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 <ul style="list-style-type: none">• 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%)	Positive wellbeing outcomes have increased by up to 2% indicating the school has made progress towards the achievement of the system negotiated targets.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$14,243.95</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"> • Well monitored student learning progressions to ensure successful future pathways • 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 Bilingual SLSO's to support the integration and learning of refugee students • Support the involvement of students in extra curricular or sporting events. • Support the involvement of families in the school through expos, cultural sharing events, food fairs and inclusive mural. • Completion and publication of a book "My Journey" that detailed staff and students journey to Waratah Campus <p>The allocation of this funding has resulted in the following impact: Students from refugee backgrounds have moved through the EALD progression with great success. A number of Year 10 students, supported through funded activities, have attained academic success equal to or beyond their cohort and have gained the learning confidence, skills and knowledge to project into the HSC and Univerisity as a pathway.</p> <p>After evaluation, the next steps to support our students will be: We will continue to engage Bilingual SLSO's in a variety of language backgrounds identified for future enrolments. The school will also continue to embed creative and performance arts events, distribute student-based publications or sporting competitions that engage students, build positive relationships and inspire and motivate students to value and be integral members of the school community.</p>
<p>New Arrivals Program</p> <p>\$202,430.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Callaghan College Waratah Campus.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • 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 five specialist teachers to provide intensive English language support focusing on conversational and academic language development to ensure participation in community and lifelong learning. <p>The allocation of this funding has resulted in the following impact: Five staff are employed to work with students in small groups based on Stage 4 and 5 curriculum needs. In addition, these staff access classrooms with students as they gain confidence and support the KLA teachers to differentiate the learning for the needs of the students. Community and other schools identify the program and the staff as experts and they are constantly asked to provide support for students outside our local enrolment area.</p> <p>After evaluation, the next steps to support our students will be: The staffing provided by this money has enabled consistency amongst the teaching team. This means that the staff have strong connections with the student group and their needs. The school has been more selective around the timetabling of learning experiences and the learning will happen within</p>

<p>New Arrivals Program</p> <p>\$202,430.00</p>	<p>KLA classrooms more than previous years to support the connection with peers and general school staff.</p>
<p>Integration funding support</p> <p>\$738,300.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Callaghan College Waratah Campus in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Well monitored student learning progressions to ensure successful future pathways <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs. • staffing release for targeted professional learning around Trauma Informed practice. • 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: This targeted approach has allowed staff to address the unique needs of each student, promoting personalized learning experiences that can positively impact academic achievement and socio-emotional well-being. Furthermore, providing professional learning for SLSOs in trauma-informed practice benefits students by creating an environment that supports their emotional and psychological needs alongside academic growth.</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 funds.</p>
<p>Socio-economic background</p> <p>\$743,365.84</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"> • Well monitored student learning progressions to ensure successful future pathways <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support wellbeing programs. Program implementation. • resourcing to increase equitability of resources and services • staff release to increase community engagement • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Classroom resources, learning spaces and the playground environments continue to be developed with an emphasis on ensuring that students have access to a variety of materials that support collaboration and inclusion. Student data has improved in many areas such as suspension rates. Tell them from Me survey data indicates that Waratah students rate "Advocacy at school" higher than state responses. Attendance data has improved, with students attending 90% of the time or more, rating higher than 2022 data.</p> <p>After evaluation, the next steps to support our students will be: Learning spaces will continue to be upgraded to more modern equipment that support collaborative learning. Resources will be available to ensure equity within the school and access to all aspects of the learning and social</p>

<p>Socio-economic background</p> <p>\$743,365.84</p>	<p>experiences of school.</p>
<p>Aboriginal background</p> <p>\$174,896.55</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"> • Well monitored student learning progressions to ensure successful future pathways <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 additional staff (SLSO) to support Aboriginal students. • Engaging a Community Liaison Officer Aboriginal (CLO) to facilitate improved community engagement, including partnerships with community based aboriginal organisations and to support the engagement in Personalised Learning Pathways (PLP) for Aboriginal students. • Employment of additional staff for intensive Literacy and Numeracy programs., <p>The allocation of this funding has resulted in the following impact: The implementation of targeted and scheduled communication with families, sustained engagement with Career Advisors at Waratah and Jesmond, and the regular updates to Personal Learning Pathways have collectively yielded significant success and positively impacted the students within our school. Out of the 26 Year 10 Aboriginal students 19 students continued into Year 11 with 8 of these students enrolled in an SBAT prior to the end of Year 10. Three of the 26 students enrolled in TAFE or took up fulltime work. Overall, these initiatives have contributed to a more enriched and personalised experience, empowering our students to achieve their academic and career goals with confidence. The employment of HT Cultural Inclusion has strengthened the outcomes of each of the roles and programs that are coordinated from the Learning and Engagement Centre. The allocation of numeracy experts to work with Aboriginal students was highly successful, with students consistently attending and using the opportunity to hone their numeracy skills. Tell Them From Me data indicates that students and staff are more aware and engaging with First Nations culture with more focus and integration into the classroom.</p> <p>After evaluation, the next steps to support our students will be: Waratah Campus will continue to fund these important positions and programs to support the outcomes for Aboriginal students and ensure a strong connection to culture.</p>
<p>English language proficiency</p> <p>\$455,220.12</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"> • Well monitored student learning progressions to ensure successful future pathways <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 • additional staffing to implement co-teaching programs to provide intensive

<p>English language proficiency</p> <p>\$455,220.12</p>	<p>support for all students from EAL/D backgrounds</p> <ul style="list-style-type: none"> • additional staffing intensive support for students identified in beginning and emerging phases • additional teacher time to provide targeted support for EAL/D students and for development of programs • withdrawal lessons for small group (developing) and individual (emerging) support • 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>The allocation of this funding has resulted in the following impact: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. All staff participated in STARTTs professional learning guided by our school experts and EAL/D Education Leaders. Our EAL/D specialist teachers work with Faculties to plan and support integrated units of work using a backwards mapping approach. Teachers looked at student data, including student English language proficiency using the EAL/D learning progression, and analysed writing samples. All staff have access to learner profiles and learning progression analysis to support EAL/D learners in their classrooms. Staff have continued to support Homework and Assessment clubs to supplement the work of classroom teachers.</p> <p>After evaluation, the next steps to support our students will be: To capitalise on teacher confidence and their capacity to design integrated units that reflect the needs of EAL/D learners, the identified next step is to ensure the transfer of these skills to all programs and new staff. Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$398,908.25</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"> • Well monitored student learning progressions to ensure successful future pathways <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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, Transition and Engagement program, to increase learning outcomes • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • 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 • support for students in attaining RoSA credentials. <p>The allocation of this funding has resulted in the following impact: The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. Students at risk of being a non attender or not achieving their educational milestones for the year, were targeted through the learning and support processes to attend the Transition and Engagement program. The program was allocated a learning space that provided a quieter, more relaxed environment that enabled students to engage at their own pace and with staff who had the skills to differentiate work and engage the students in individual goals.</p>

<p>Low level adjustment for disability</p> <p>\$398,908.25</p>	<p>Attendance rates for each of the targeted students increased, with many returning to mainstream learning over time. Data maintained over the year of the Transition and Engagement program, indicated a significant increase in task submissions for Year 10 students to allow them to attain their ROSA.</p> <p>After evaluation, the next steps to support our students will be: While the schools preference would be to continue to fund the highly successful Head Teacher position to manage the Transition and Engagement program, this will be financially unviable for the school next year. The program will run within the Special Education Faculty and supported by HT Special Education and DP Inclusion and Support. The aim is to include EAL/D students into this program in a culturally inclusive way with the support of our specialist EAL/D staff. The additional Learning and support allocation will also not be funded, but the school will realign the role statement of the Learning and Support staff to ensure they can support the differentiation and identification of all students who require additional support.</p>
<p>Professional learning</p> <p>\$87,093.45</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Callaghan College Waratah Campus.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Transformative Learning • Collaborative and Shared Practice • Quality Teaching and Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • other methods of learning designed to improve student outcomes. • employing 4C Transformative Learning facilitators to deliver a suite of Professional Learning to small group and whole staff events. • providing time for a representative from each Faculty to take part in middle leader program. <p>The allocation of this funding has resulted in the following impact: Increased capacity of groups of staff to innovate with 4C and transformative pedagogies, leadership skills and strategies, Inclusive practices and new syllabus implementation.</p> <p>After evaluation, the next steps to support our students will be: The Professional Learning structure will be embeded into the timetable with a distributed leadership approach amongst expert staff who will lead groups of staff in 4Cs pedagogy, the disposition Wheel and an interactive dashboard that allows for strong communication with our school community. With this program of internal professional learning there will be school wide choice, on how staff engage with the school Professional Learning commitments but also the pace they set for themselves. The school will use Instructional Rounds to gain an understanding of how this cycle of Professional Learning is impacting classroom practice.</p>
<p>Beginning teacher support</p> <p>\$130,085.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Callaghan College Waratah Campus during their induction period.</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"> • Collaborative and Shared Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • reduced responsibilities or teaching loads sufficient to support the

<p>Beginning teacher support</p> <p>\$130,085.00</p>	<p>development of their skills</p> <ul style="list-style-type: none"> • ongoing feedback and support that is embedded in the collaborative practices of the school • mentoring structures and collaborative practices within the school or across a cluster of schools • teacher mentors access specific training and flexibility in their teaching responsibilities to support classroom observation and provide structured feedback <p>The allocation of this funding has resulted in the following impact: Highly effective program that provided a schedule of events and professional learning led by a Fasttrack Head Teacher Mentor. The program supported discussion around pedagogy, classroom practice, content knowledge and accreditation requirements.</p> <p>After evaluation, the next steps to support our students will be: This program will be continued to ensure that all beginning teachers can integrate into school life effectively and teach with confidence and support.</p>
<p>COVID ILSP</p> <p>\$350,108.26</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact: Staff trained in Number Talks and Newman's Error Analysis to impact the need of students identified through NAPLAN and Checkin assessments consistently. All students in the reading program achieved growth in reading levels over the 20 week program. Four students achieved a year's growth. Targeted students in Yr8 Numeracy gained 4.3% after there 20 week intervention program.</p> <p>After evaluation, the next steps to support our students will be: To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>Per capita</p> <p>\$236,243.27</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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"> • Well monitored student learning progressions to ensure successful future pathways • Transformative Learning • Quality Teaching and Learning <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Engage specialist personnel to run targeted programs.

<p>Per capita</p> <p>\$236,243.27</p>	<ul style="list-style-type: none"> • Use of EPP program and associated links to build capacity for pathways • Release of staff to plan and implement programs for transition points. • Resources and space for Careers and STT to work collaboratively to support student pathways. <p>The allocation of this funding has resulted in the following impact: The engagement of students in a range of programs aimed at pathways and developing goals such as TAFE programs, Ready Arrive Work program, EVET programs, SBAT, Jobquest and VERTO was highly successful. All programs met the needs of the target group. The number of students engaged in TAFE course in 2023 were eight times the number in 2022 with four times the number of students with special needs. All students meeting the criteria for being involved in the Ready Arrive Work program attended and completed the 3 day workshop.</p> <p>After evaluation, the next steps to support our students will be: All programs, except the EVET program for Special Education students, will be supported in the future. The Special Education EVET program outcomes will be covered by internal programs with the support of staff who know and understand individual student needs and goals.</p>
<p>Student Support Officer</p> <p>\$99,516.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Callaghan College Waratah Campus</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Transformative Learning <p>Overview of activities partially or fully funded with this Staffing - Other include:</p> <ul style="list-style-type: none"> • 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. • Identify and establish support networks for students with staff, the school community, and locally based government services and community agencies. • Establish referral pathways to appropriate local services through community partnerships. • SSOs contribute to the implementation of the whole school approach to wellbeing with a focus on early intervention. • working collaboratively with external and other government agencies in their support of students and their families. <p>The allocation of this funding has resulted in the following impact: The continuation of a designated wellbeing hub and employment of an SSO has allowed for one on one support and small group interventions. The collaboration of the SSO network in the region has strengthened the breadth and outcomes of wellbeing programs. The HT Teaching and Learning initiated the school values based on the Waratah Wheel (Disposition Wheel) and implemented a pilot program to develop the structure of the Waratah Wellbeing Policy that incorporates the language of the Wheel and Restorative Practice. This initiative has been slower to implement than anticipated due to the time required to create the Waratah Wheel. Now that is has been made, the full positive impact will be felt when it is mobilised.</p> <p>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. Year Advisers will be given a fortnightly period together to plan for cohort wellbeing development. The Professional Learning structure will be used to fully embed the Waratah Wheel and its values across the school.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	471	445	457	461
Girls	380	413	406	400

Student attendance profile

School				
Year	2020	2021	2022	2023
7	88.8	87.9	83.4	85.3
8	84.9	82.1	78.4	81.0
9	83.9	77.5	76.3	81.4
10	85.6	79.2	73.7	78.1
All Years	86.0	81.9	78.1	81.4
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

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	N/A	N/A	N/A
Employment	0.02	N/A	N/A
TAFE entry	0.05	N/A	N/A
University Entry	N/A	N/A	N/A
Other	N/A	N/A	N/A
Unknown	N/A	N/A	N/A

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	12
Classroom Teacher(s)	46.9
Learning and Support Teacher(s)	2.2
Teacher Librarian	1
Teacher EAL/D	3.2
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 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 ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	22.00
Revenue	16,237,369.05
Appropriation	15,448,393.24
Sale of Goods and Services	233,761.14
Grants and contributions	548,828.35
Investment income	5,593.82
Other revenue	792.50
Expenses	-16,379,649.44
Employee related	-14,775,932.25
Operating expenses	-1,603,717.19
Surplus / deficit for the year	-142,280.39
Closing Balance	-142,258.39

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.

	2023 SBAR Adjustments (\$)
Targeted Total	762,922
Equity Total	1,772,391
Equity - Aboriginal	174,897
Equity - Socio-economic	743,366
Equity - Language	455,220
Equity - Disability	398,908
Base Total	10,161,858
Base - Per Capita	236,243
Base - Location	0
Base - Other	9,925,615
Other Total	1,170,708
Grand Total	13,867,879

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 to access the school data.

Parent/caregiver, student, teacher satisfaction

Parents and Caregivers have been very supportive of new innovations such as Student Led Conferences and Aspire programs that extend the connections between the learning and community.

Students and staff have been extremely positive about the new yondr process in the school that has supported a culture of focusing on learning without access to phones.

Tell Them from Me data indicated a 20% rise in student's Sense of Belonging since the last survey.

Staff indicated through the People Matter Employee Survey that Teamwork and Collaboration within their workgroup was up 9 points from 2022..

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.