

Callaghan College Jesmond Campus

Annual Report



2016



8880

Introduction

The Annual Report for **2016** is provided to the community of **Callaghan College Jesmond Campus** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Ian Ross

Principal (Rel)

School contact details

Callaghan College Jesmond Campus

Janet St

Jesmond, 2299

www.jesmondcc-h.schools.nsw.edu.au

jesmondcc-h.school@det.nsw.edu.au

4952 3922

Message from the Principal

This year we saw three of our experienced teachers retire. Ann Rose from English, Leslie White from Science and Steve Cribb, HT PDHPE. Their expertise and experience in the delivery of quality programs and student learning opportunities will be missed. We wish them all the best for their retirement.

2016 saw Callaghan College continue to grow as the preferred school for enrolment in our local area. The Callaghan College Jesmond Campus enrolled 465 students into Year 11 and retained a greater number of Year 12 students than previous years. Our numbers this year were in excess of 810 for the first time since the college was established in 2001.

This makes for exciting times as increased student numbers also allows, in the staffing equation, the necessity for more teaching and support staff and the opportunity to offer a broader range of courses. More courses available translates directly into expanded opportunity for students at Callaghan College Jesmond Campus.

A number of new initiatives were developed in 2016. One of these was the establishment of our own, on site, hairdressing salon which allowed us to offer a Certificate II in Hairdressing. Another was the introduction of the Certificate III in Aviation – Remote Pilot – Drone technology. nine students obtained their Certificate III in 2016 and there was an expression of interest in this program from over 30 students in 2017.

Our academic program remains a major focus of our campus and this year, for the first time we had six students undertaking the high demands of the English Extension 2 course. The students are presenting work of a very high quality and they are extremely creative in the way that they deliver their material.

A large number of students have also produced major works or have undertaken practical components of a course as part of their final HSC Examinations, again to very high standards. To add support to our academic patterns of study, this year, a process called the University Pathways Program was initiated to support students who had aspirations to undertake a university course. The program included study skill techniques, time management strategies, university visits, career counselling and student contact with people who are in professions as a result of having university qualifications.

We had also some amazing accomplishments in the area of vocational education in 2016. The Jesmond Campus is currently a NSW leader in the areas of SBAT and TVET course availability and enrolment. At a recent VET audit it stated that the delivery of a course, Furnishings, that we offer was delivered at an exceptionally high standard with special recognition, for commitment and dedication, going to the course teacher. It also added that procedures and practices, including industry engagement, was of a high standard. These are examples, both academic and vocational, of the tireless effort that the teachers of Callaghan College Jesmond Campus put in to support student career opportunities and pathways.

Leading on from these areas we had three people at Callaghan College Jesmond Campus rewarded for their efforts by winning awards at the recent 2016 HRATA – Hunter River Apprentice and Trainee Awards.

Harrison Auld – VET School Student of the Year

Olivia Haidle – School Based Apprentice of the Year

Sara Pendergast – VET Teacher of the Year

In 2016 we were represented in 22 sports across the college and had some outstanding results at the Combined High School level. Two examples are – 5th in the State in Boys Touch Football and we also made the final 16 in the State in Rugby League knockout.

We have had student representation in a number of community events including the combined schools ANZAC service, Lions Youth of the Year and the inclusion, of our Sport Coaching students, in a number of local primary school programs. We have also been represented, by three students, at the National Science Forum in Canberra.

In April, this year, we were fortunate to be able to engage the services of a young Aboriginal man as the Aboriginal Community Liaison Officer. Since starting at the campus there has been a marked increase in engagement of Aboriginal students and a real sense of cultural understanding and significance being passed onto, by Joseph, to students at our campus. We also commissioned an Aboriginal mural, and completed the Aboriginal Yarning / Learning Circle in our reflection garden. And a thank you to the Industrial Arts teachers and the construction class for the work on the circle.

Community partnership remains one of our targeted priorities and this area continues to strengthen through the mature and positive way that our students' present themselves in the community with campus related activities or through personal best behaviour when dealing with the public.

Our transition process remains an example of 'best practice' and combined with the students from the Wallsend Campus and the Waratah Campus we continue to attract in excess of 80 students per year from the private sector. Survey data from students and parents indicate that these students come to our campus because of the extensive curriculum that we offer or because they identify with our philosophy where young adults are encouraged to accept personal responsibility for their own development.

I would to take this opportunity to thank the parents and carers for supporting your child and Callaghan College Jesmond Campus during the past 18 months.

I would also like to pass on my gratitude to the staff of Callaghan College Jesmond Campus who continually go 'above and beyond' to support the learning needs of students at the Callaghan College Jesmond Campus. The staff are knowledgeable, professional and responsive to the educational and social needs of our students.

Ian Ross

Principal (Rel)

School background

School vision statement

'Engaging Students in their Future'

In working with students between the ages of 15 – 19 years, the Jesmond Campus of Callaghan College provides access to credentials and transitions students to become productive and contributing members of our broader community post school. The campus response to the expectations of the dynamic community environment aligns the campus directly with the Callaghan Collegiate vision of – Building a World Class 21 Century Learning Community.

School context

Callaghan College Jesmond Campus (enrolment 800 students, 12 % Aboriginal, 11 % NESB) is a comprehensive coeducational campus for students in Year 11 and 12. The campus has a strong focus on academic success, curriculum innovation, student wellbeing and vocational education delivery. The Jesmond Campus offers the broadest curriculum of all government schools in Newcastle and the Hunter and has strong links with the University of Newcastle, TAFE, local industry and the community. The Jesmond Campus is the largest government provider of School Based Apprenticeships and Traineeships (SBAT) in NSW.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 campus undertook self assessment using the School Excellence Framework. The framework supports public schools through out NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

The self assessment process has included input from all our stakeholders parents, students and staff. Our self assessment process will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of quality education to our students.

Executive and teaching staff undertook an analysis of school progress against the school excellence framework. In the domain of learning, the reflection process looked at the learning culture of our students, their wellbeing and the assessment and reporting processes that they experience as students of Callaghan College Jesmond Campus.

In 2016 we continued our focus on the use of "A Learning and Response Matrix" (ALARM) at the campus. The use of CANVAS as a learning management platform was also introduced. Professional development for staff is being built into cross campus KLA days and through other campus opportunities to support these two initiatives.

Evidence shows that the change in delivery to student and teacher practice and evidence of improvement in student performance is a result of these initiatives. This is encouraging and has led to further training and support processes being enacted for the 2017 school year. At the end of the process, the team, assessed that the school had a strong processes in place to support individual student learning and wellbeing. Continued development of assessment processes and especially the effective use of feedback that is available to students and parents/carers within assessment processes is seen as an important focus for school development in 2017.

2016 was a year to focus on the Teaching Domain of the School Excellence Framework. Professional learning was the key theme for 2016 with collaboration using technology and the development of explicit teaching using the writing frameworks of ALARM. Teachers participated in School Development Days and other professional learning activities that continued to support individual skill development for the delivery of quality teaching at the Jesmond Campus.

The collection of data on learning adjustment for students with a disability allowed for early identification of learning needs and planned adjustments, with parent input, to better meet the needs of the students concerned. A flag system has been created using the SENTRAL management system that enables all staff to have access to the information on learning adjustments and to add adjustments to a student's needs in their faculty. A renewed focus on assessment and feedback in 2017 will enable teachers to have the skills to use the collaborative environment and the writing frameworks even more effectively. The review against the School Excellence Framework identified a number of areas that evidence showed that the campus was sustaining and growing in practice. Collaboration, professional learning that is aligned to

the school plan, the focus on the school plan as a means of campus improvement and the emphasis on the professional responsibility of staff were among the strengths identified.

The Leadership Domain continues to be a focus for the school. Building leadership capacity is essential to the Jesmond Campus. In 2016 the focus on leadership was through the implementation and refinement of procedures for the Professional Development Plans (PDP) that all teachers and executive developed. All PDPs are aligned to both personal priorities and to the school strategic plan.

The review against the School Excellence Framework identified that there were excellent linkages between school targets, professional learning and resource allocation. Our management and meeting systems allowed for collegial input and there was a culture of including important community groups into the discussions around planning, improvement and resource allocation.

The review process concluded that we were sustaining and growing in many areas of this domain. It was also identified that the targeting of resources to support teachers seeking higher accreditation was now a priority and needed to be a significant part of the school plan as the school moved forward into 2017.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of quality education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Improving Student Outcomes

Purpose

To ensure the best possible learning outcomes for all students through a quality learning culture that delivers optimum learning experiences in a high challenge, high expectation Young Adult Learning Environment (YALE). All students will experience success in their chosen learning pathway, that is equally valued and supported through programs, differentiation and adjustments and will set students up to achieve their post campus aspirations.

Overall summary of progress

Callaghan College Jesmond Campus has continued to focus on ALARM implementation as a tool to support students with their responses, particularly extended responses, in assessment tasks and examinations. CANVAS (Learning Management System) has also been introduced to allow students to access resources for individual courses and as an added avenue for students to access quality feedback from their teachers. The Learning Support Team at the campus has closely monitored student progress. Adjustments for student learning and the use of Individual Education Plans and Personal Learning Pathways have promoted collaboration with parents to ensure the school is meeting individual student learning needs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased attainment of students on a variety of internal and external performance scales—campus assessment, ROSA, HSC	40 courses were examined at the HSC, 6 of those were VET. Of the 6 VET courses, results in 4 courses were above the State Mean. Of the 34 BDCs 3 course averages were above the State Mean (Aboriginal Studies, English as a Second Language, Senior Science). Senior Science was the only course with a positive Course Mean differential in relation to State Mean with a statistically significant number of students (78), Band 6 results (4), and more Band 6 students than Band 1 students (1).	\$78,755 Teacher Professional Learning
% of students achieving the maximum competencies delivered by VET teachers	217 (51%) of students undertook one or more SVET courses (135 male and 82 female) 13 male Aboriginal, 7 female Aboriginal, 6 BESB male and 4 female 54 students undertook one or more EVET courses	\$24,000 VET Funding \$8,300 RAM
Year 12 Destination Survey data	University enrolment 27% Apprenticeships 12% Traineeship or other TAFE or RTO 26% Fulltime employment 15% Other – Part time work, part time study, seeking employment 20%	see below
Student survey trends reflect a positive sense of belonging at CCJC (QSL, TTFM Surveys)	In 2016 88% of students, in Year 12, felt a sense of belonging at Callaghan College Jesmond Campus and 94% indicated that they would recommend the Jesmond Campus to Year 10 students.	\$1,500 RAM Funding

Next Steps

A school wide strategy will be developed to promote a culture of learning and excellence, including a focus on strategies to improve attendance rates. Coinciding with this we will review our Homework Policy to ensure it supports learning and a culture of excellence. We will continue to upgrade and improve our ICT resources and infrastructure to support digital learning. This will include the embedding of CANVAS across all KLA areas. We will continue to provide time for teachers to develop digital resource material to support student achievement.



Strategic Direction 2

Enhancing Quality Teaching and Leadership

Purpose

To consolidate a campus learning culture that is characterised by a clear focus on improving teaching as a powerful means of improving student learning, engagement in learning, and wellbeing, and, in supporting instructional leadership and opportunities for distributed leadership, which will develop teacher capacity through engagement in collaborative professional practice.

Overall summary of progress

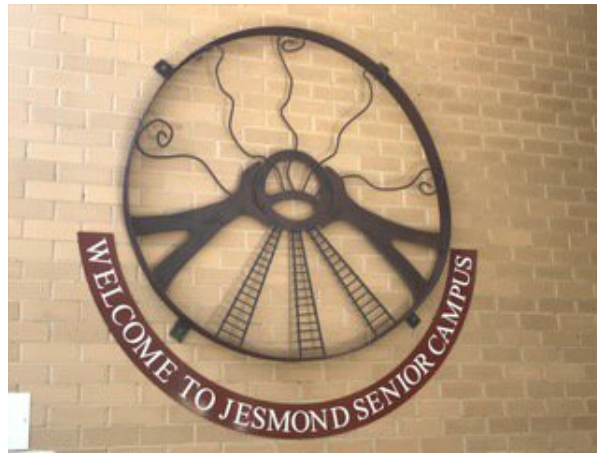
Quality teaching, assessment, literacy and the use of technology in the classroom have been a key professional learning focus in 2016. Staff are actively engaged in quality professional learning through collaborative combined college KLA afternoons resulting in staff gaining confidence in course delivery, course continuum expectations and improved teaching practice. Staff are developing quality Professional Learning Plans that reflect the strategic directions of the campus and the college.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Teacher surveys indicate that the Performance and Development Plans provide feedback which is constructive and valued	Teacher Performance and Development Plans (PDPs) were a major focus for staff professional development reflecting college and campus strategic directions. 100% of teachers completed the PDPs which involved reflective practice around goal setting, peer observation and constructive relevant feedback. Teacher professional development planning was guided by the PDP goal setting information supporting teacher skill development in teaching and learning in the classroom.	\$3000 Global Funding
Teachers achieving proficient or working towards Maintenance of Accreditation at Proficient. Teachers working towards accreditation at Highly Accomplished or Lead	Executive staff, at Callaghan College Jesmond Campus, participated in professional learning at executive meetings to support the implementation of 11 teachers maintaining accreditation at Proficient. Staff across all KLA areas are being encouraged to seek Highly Accomplished or Lead.	\$12,000 Global Funding

Next Steps

A continued focus on analysis of RAP and SMART data by teachers, supported by further professional learning, is needed to ensure teachers are able to analyse the results of their students and make modifications to their teaching accordingly. This includes supporting teachers to undertake HSC marking and simulated marking. In 2017 teachers will be supported in developing their Performance and Development Plan in Term 1. The Plans will reflect both the campus and college strategic directions, KLA planning and personal professional planning. To support a process of observation of practice, we will conduct training to assist them in observing the practice of others and providing feedback in a meaningful and rigorous manner. By developing a schedule for the implementation of the PD process teachers will be better supported in aligning their PDPs to professional practice. The campus will continue to look for opportunities for high quality professional learning for teachers, especially learning that promotes teacher collaboration. We will continue and expand upon the cross campus KLA program to involve more participants and to train staff as facilitators particularly in future learning skills. The college will provide support for professional learning and experiences that promote educational leadership, including support for teachers seeking accreditation at the higher levels of Accomplished and Lead.



Strategic Direction 3

Strengthening Quality Community Partnerships

Purpose

To develop and build upon relationships, links and partnerships with the wider campus community through planned, effective two-way communication, facilitated student and parent voice, and promotion of student and campus achievement.

Overall summary of progress

The college has initiated a series of strategies designed to promote the college and the individual campuses in a positive professional style. The design and commissioning of a new college website has allowed all three campuses to present themselves in a similar way particularly with regard to branding and promotional material.

The continued utilisation of the parent portal on SENTRAL proved to be a successful communication link for parents to receive information on their students with regards to students' timetables, attendance data and academic reports in electronic format.

The Skoolbag App and the use of a campus facebook site has also supported the delivery of effective communication with students parents and the community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The Tell Them From Me survey of parents and students indicates a positive perception of our campus.	The utilization of SENTRAL as an organisational and communication process continued to develop during 2016. Parents and students both indicated that the availability of school reports in electronic format was well received and that the information available to parents through the Parent Portal was both easily accessible and relevant to the monitoring of their student(s). The Tell Them From Me Survey indicated a favourable perception of the Jesmond Campus by students, parents and community.	\$8,000 Global Funding \$3,500 RAM Funding
Student participation rates increased in programs involving community organisations and partnerships.	The Callaghan College Jesmond Campus Career and Transition Team continued to consolidate business and industry partnerships resulting in increased opportunities for students both on work placement and possible employment. Surfest continued to be a major focus for the campus with about 100 students being involved in this event gaining valuable authentic workplace experience. Callaghan College Jesmond Campus was also one of the local businesses that sponsored the crowd funding for the 2016 Women's Pro Surfing Event. Feedback for business and community partners consistently indicates that Callaghan College Jesmond Campus students are demonstrating skills that reflect community expectations.	\$45,000 RAM Funding \$16,350 Global

Next Steps

In 2017, Callaghan College Jesmond Campus will continue to implement and improve the strategies that we initiated in 2016 to ensure the ongoing development of Callaghan College as the preferred provider of secondary education. These will include: A College plan that reflects the campus values of Responsibility and Relationships. Focus areas will be Academic Excellence, High Expectations, Communication and Transition.

Consultation with College Educational Pathways (CEP) to develop a promotions plan. Continued development of college promotions plan with all three campuses. Continued review of all college communications to ensure they portray a professional image.

Continued refinement of the transition program to provide seamless, effective transition from Stage 5 to Stage 6 and also results in increased retention of students in public education. Further development of partnerships with TAFE, universities and local business and communities. Establishment of enrolment protocols for non local applications.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>In 2016 employment of an Aboriginal support worker improved the engagement and attendance of Aboriginal students across the curriculum.</p> <p>Personalised Learning Pathways (PLPs) in association with MGoals supported Aboriginal students to focus on student post school aspirations, opportunities to promote personal leadership and cultural identity.</p> <p>The Certificate II in Horticulture course engaged Aboriginal students in meaningful and relevant learning experiences and developed skills and knowledge demonstrated through team work and collaboration. This resulted in the design and construction of the Yarning Circle.</p> <p>In 2016 Callaghan College Jesmond Campus hosted two major recognition assemblies across the CEP (NAIDOC and Aboriginal Achievement Awards).</p> <p>Two Aboriginal Studies classes were maintained in Year 11 and 12.</p>	<p>\$34,259</p> <p>Equity Loadings Funding</p>
Low level adjustment for disability	<p>School Learning and Support Officers (SLSO) were employed to support students in a range of classes, and contexts to enable students to access and succeed in the curriculum and learning opportunities.</p> <p>A Learning and Support Teacher provided diagnostic and direct support to students and professional learning to teachers to assist students with adjustments to learning.</p> <p>All staff were professionally developed to differentiate curriculum and provide support for students with adjustments and provisions.</p> <p>Effective communication (SENTRAL) was developed to provide staff with relevant information relating to student adjustments and disabilities.</p>	<p>\$35,000</p> <p>\$60,000</p> <p>\$25,000</p>
Socio-economic background	<p>In 2016 Callaghan College Jesmond Campus employed a nurse from Hunter New England Health Youth Health Callaghan College Jesmond Campus maintained a Community Liaison and Business Links Officer. Staff were employed to enhance student support in the Careers and Transition Team.</p> <p>Tutor Programs were established and supported HSC students in preparation for the HSC in Mathematics and English.</p> <p>Students with financial difficulty were assisted to access curriculum and learning opportunities.</p> <p>Staff developed a University Pathways Program and a Vocational Pathways Program</p>	<p>\$13,293 Community Nurse</p> <p>\$176,500 for CLO and Cat Team staff</p> <p>\$500 Tutor Program</p> <p>\$6000 Student Assistance</p> <p>\$14000 Pathways Project</p>

Socio-economic background	which were designed to enrich curriculum and develop capacity for students to achieve their aspirations.	\$13,293 Community Nurse \$176,500 for CLO and Cat Team staff \$500 Tutor Program \$6000 Student Assistance \$14000 Pathways Project
Targeted student support for refugees and new arrivals	Student support was linked to programs outlined in the development of English Language Proficiency.	\$35,707 Equity Loadings Funding



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	329	333	374	396
Girls	349	369	361	360

Enrolments in 2016 increased by 3 percent. This can be attributed to the breadth of curriculum offered at Callaghan College Jesmond Campus.

Student attendance profile

School				
Year	2013	2014	2015	2016
11	84.2	85.5	85	84.8
12	83.7	88.3	85	87.8
All Years	84	86.6	85	86.1
State DoE				
Year	2013	2014	2015	2016
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

Student attendance was monitored throughout 2016, with strategies implemented to address attendance concerns within the campus. Learning and Support Team meetings were held to identify attendance issues and to implement improvement strategies.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			20
Employment			15
TAFE entry			38
University Entry			27
Other			
Unknown			

Year 12 students undertaking vocational or trade training

- 217 (51%) of students undertook one or more SVET courses (135 male and 82 female)
- 13 male Aboriginal, 7 female Aboriginal, 6 BESB male and 4 female
- 54 students undertook one or more EVET courses

Year 12 students attaining HSC or equivalent vocational education qualification

In 2016:

290 students were eligible for the HSC

26 students through Life Skill programs

21 students through a Pathways option

66 Record of Achievement – RoSA

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	41.6
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	13.48
Other Positions	2.8

*Full Time Equivalent

Callaghan College Jesmond Campus has one permanent staff member of Aboriginal background. The campus employed one Aboriginal support worker in 2016.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	22.8

Professional learning and teacher accreditation

Professional Learning and Teacher Accreditation

Staff, including teaching and support staff have participated in significant professional learning throughout the year linked to the Australian Professional Standards for Teachers.

Professional learning has been designed to support individual Performance and Development Plans, our school's strategic directions and DoE compliance requirements. Examples of professional learning undertaken by staff include: Student Mental Health and wellbeing; HSC Analysis; Flourish as an Educator Program; Accreditation processes; Supervising preservice teachers; ALARM; Curriculum development; CANVAS; Nominalisation; Child Protection Legislation; Code of Conduct; Peer Coaching; Work Health and Safety; Emergency Care; Health Care; Curriculum development; SASS support and General Assistant professional learning.

We have continued to support the position of a Future Focus Learning Coordinator for 2016. Eleven early career teachers are maintaining accreditation at Proficient while four teachers are working towards accreditation at Proficient. No teachers are currently seeking voluntary accreditation at Highly Accomplished or Lead. The average expenditure per teacher on professional learning was approximately \$1290.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	976 669.06
Global funds	632 502.50
Tied funds	797 228.82
School & community sources	294 418.75
Interest	23 758.95
Trust receipts	10 115.82
Canteen	235 431.90
Total income	2 970 126.34
Expenditure	
Teaching & learning	
Key learning areas	162 486.64
Excursions	40 282.88
Extracurricular dissections	150 051.37
Library	10 722.61
Training & development	3 621.09
Tied funds	652 210.31
Short term relief	78 224.95
Administration & office	267 018.02
School-operated canteen	201 623.10
Utilities	115 761.18
Maintenance	68 526.22
Trust accounts	19 086.05
Capital programs	781.55
Total expenditure	1 770 397.41
Balance carried forward	1 199 728.93

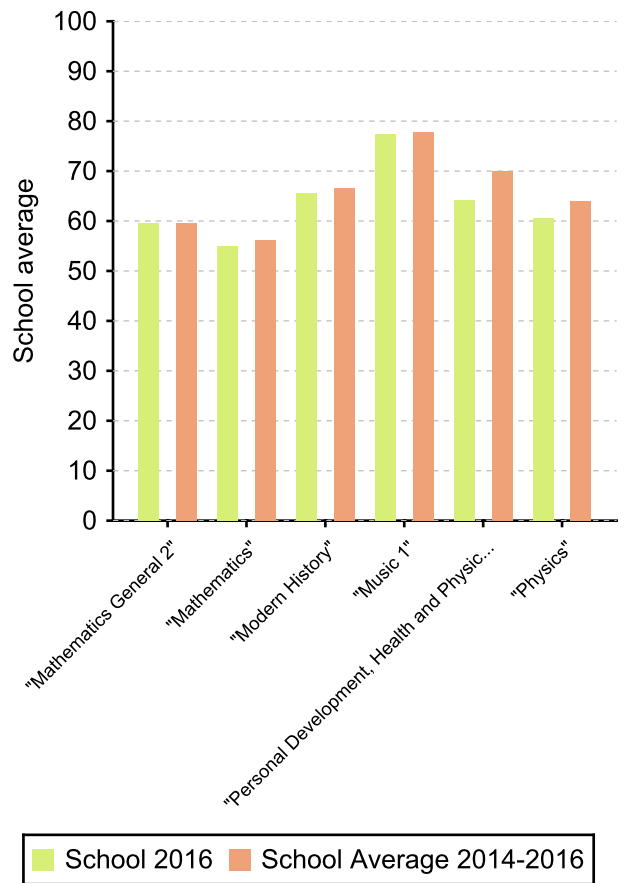
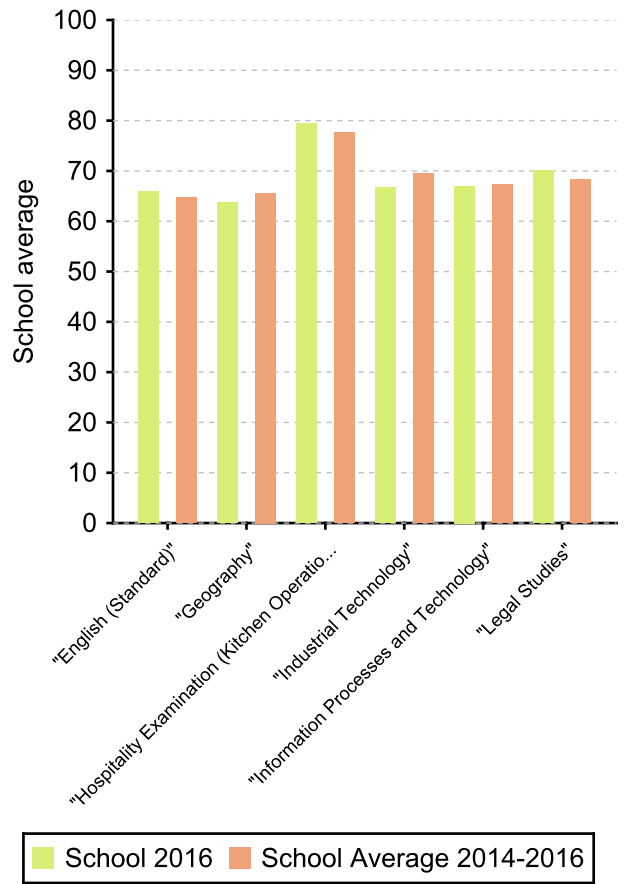
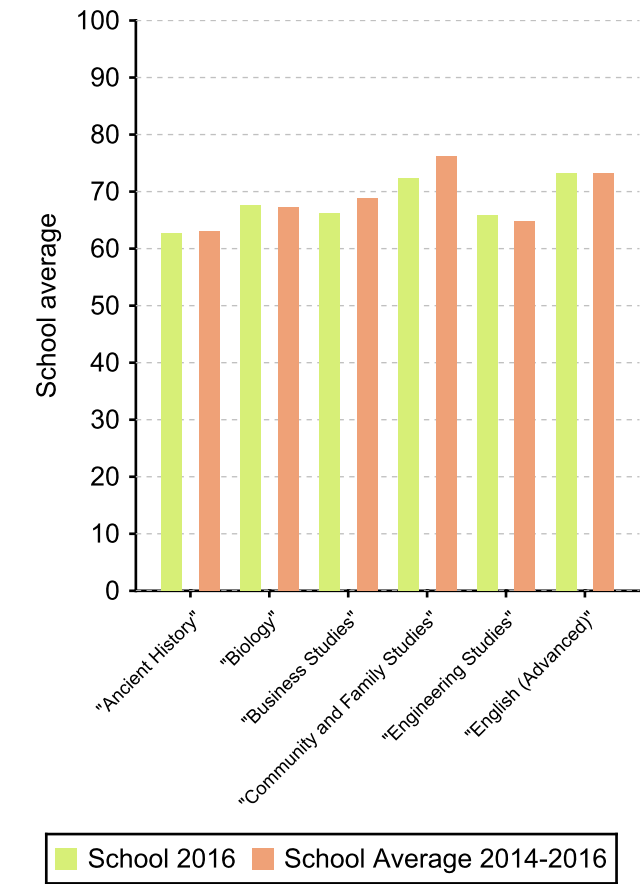
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

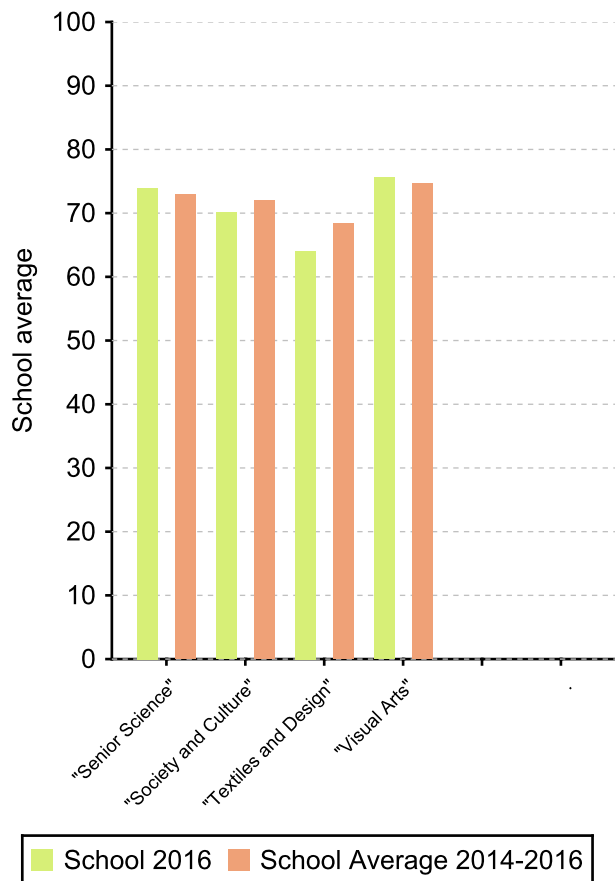
School performance

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).





Parent/caregiver, student, teacher satisfaction

Each Year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

In 2016 Callaghan College Jesmond Campus sought the opinions of parents, students and teachers about our campus through surveys including the Tell Them From Me survey and the Quality of School Life survey. There is an overall satisfaction with how our campus is operating. This is apparent with over 85% of our parents indicating that they would recommend Callaghan College Jesmond Campus to parents of primary school children and with 83% of parents reporting our campus has a good reputation in the community.

The increase in parents being informed in all aspects of school and the increase in being satisfied with general communication can be attributed to the implementation of communication platforms – the Sentral Parent Portal and Skoolbag app.

Staff reported an increase in collaboration with other teaches in developing learning opportunities, feedback, strategies to increase student engagement and assessment strategies. Staff reported an increase in school leaders observing teaching and supporting staff during stressful times.

Student approval was also high with students reporting that the things they are taught are worth learning, and 77% of students reported having a positive relationship with peers. Students rated effective classroom learning

time above the state norm.

Two areas have been identified from the surveys as areas for improvement. Both truancy and anxiety levels are above the state norm. Consequently, Callaghan College Jesmond Campus is implementing strategies to address these areas.



Policy requirements

Aboriginal education

Callaghan College Jesmond Campus was a proud participant in the Callaghan Educational Pathways Aboriginal Education Team (CEPAET) in 2016. Through this team a number of cultural opportunities were made available to of Year 11 and 12 students. Two examples of leadership opportunities were the Aboriginal Recognition assembly, and the 'Walk a Mile Koorie Style' event.

Joseph Moore was appointed as an Aboriginal Community Liaison Officer, to foster links with community and provide support to students and families to ensure student potential was reached and opportunity for cultural activities was also provided to students. Our Junior Aboriginal Educational Consultative Group held regular meetings and were able to communicate their views to our school executive.

The National Rugby League's School to Work mentoring program was introduced providing students with support to access work experience and to explore career pathways. A number of Aboriginal students successfully completed SBATS (School Based Traineeships) and demonstrated high academic achievement at the HSC.

All Aboriginal students completed their PLPs. This process allowed the students, family and the school to have quality conversations about student development and future direction.

The Yarning Circle has been built by both Construction and Horticulture students and will now serve as a meeting places for aboriginal students and community in the future. In addition, a culture room has been completed in the library providing a space for private interviews and discussion.



Multicultural and anti-racism education

Callaghan College Jesmond Campus prides itself on being a safe, progressive and inclusive environment that values the rich benefits of its multicultural student body and community.

As part of the dedication to improving student results, a new course initiative to support Year 12 students with English as an Additional Language or Dialect (EAL/D) background was implemented in 2016. The HSC English – English as a Second Language (ESL) course is an ATAR course. Some students needing second language support are not necessarily wanting an ATAR and often find the curriculum too rigorous. Recognising this student need prompted the creation of a parallel English Studies (non ATAR) ESL course to accommodate the specific learning needs of EAL/D students, particularly students with a refugee background. The adjusted program enabled students to complete their study with targeted explicit language learning embedded in a relevant cultural content. Student feedback, retention and results indicated that the modified HSC (ESL) course was a success.

EAL/D students from Callaghan College Jesmond Campus participated in the NSW State Refugee Youth Conference held at Callaghan College Waratah Campus. During the conference, students engaged in group work, brain storming and presentations and were encouraged to reflect on their own experiences and communicate their ideas on improving outcomes for EAL/D students in the future. The information gathered at this conference was collated and presented at a World Refugee Youth Conference held in Geneva.

In conjunction with Northern Settlement Services (NSS), Jesmond Callaghan College was able to offer EAL/D students tutoring services with volunteers from The University of Newcastle. NSS facilitated a study opportunity where students were able to gain support on HSC revision, research and assessment tasks. Aside from aiming to improve student results, the weekly Study Group sessions gave students the opportunity to build rapport and develop relationships with community members and local citizens.

Evolving from the original Culture Jam initiative in 2014/2015, the Multicultural Neighbourhood Centre has worked in conjunction with STARTTS and Callaghan College Jesmond Campus to facilitate an after school

weekly Multicultural Youth Programme which is being held in the Jesmond Bini and surrounding grounds. The Multicultural Youth Programme allows EAL/D students in the area to regularly meet in a safe, friendly, fun and inclusive environment where they can develop deeper friendships, improve their English speaking skills and also have access to youth service providers such as Headspace, Samaritans Connect and Connected Communities. The group has up to 25 students attending each week and will continue to be available for students in 2017.

Cool Contacts has been ongoing for its third consecutive year. The program aims to support EAL/D students transitioning from the junior Waratah and Wallsend Campuses to the Jesmond Campus. Students gain familiarity with the senior environment and start to build positive relationships with staff and fellow students prior to their transition. This initiative is coordinated by the EAL/D teachers on each campus, occurs once a term and runs in conjunction with the Journey to Success Programme at Waratah Campus.

Professional development and building teacher capacity in teaching EAL/D students continued in 2016 with the implementation of the accredited Teaching English Language Learners (TELL) course facilitated at the Callaghan College Jesmond Campus. The training course is collaboratively coordinated and facilitated by the Regional Multicultural Committee. Callaghan College Jesmond Campus has also been represented in regional ESL Teacher Network meetings and ESL Conferences. Information at these events is then disseminated to all college staff where applicable.

Sister Dianna from Penola House supported by staff at Callaghan College, hosted a Refugee Community Film Night in the Jesmond Bini to celebrate Harmony Week. The film night was an opportunity for the members of the Jesmond and wider community to come together and acknowledge the benefits of multiculturalism and welcoming new arrivals.

Hunter Community Language School now operates weekly in the Callaghan College Jesmond Campus I Centre. Students in the local area can learn to speak, read and write the Pulaar language. The Pulaar classes are facilitated by a graduate student of Callaghan Jesmond. It has been an excellent opportunity for developing community relationships and it is hoped in the future that other community language classes may also be facilitated at Callaghan College Jesmond Campus.

Other school programs

Vocational Education

Students at Callaghan College Jesmond Campus had a wide variety of opportunities to participate and excel in VET programs. The campus successfully delivered Certificate Level courses in: Business Services; Retail Services; Information and Digital Technology; Music Industry; Construction Pathways; Metal and Engineering; Furnishings, Skills for Work and Training

and Hospitality to over 400 students. Over 100 students undertook TAFE delivered VET courses. 16 students completed a Certificate II Foundation Skills for Work course delivered onsite and at Bayway Village. The group built wildlife shelters with the assistance of retired tradesman at Bayway Village's Men's Shed and ran a café for the residents.

Year 10 Students interested in School Based Apprenticeships & Traineeships (SBATs) were mentored in interview techniques and guided into work placements to obtain SBATs.

Callaghan College Jesmond Campus has consolidated its role as a leader in the region for SBATs. The campus maintained 38 school based traineeships in 2016. Interviews with apprenticeship centres, and training sessions were held at the three campuses of the College with over 100 students registering an interest in an apprenticeship in 2016. 16 Apprenticeship Centre and Group Training Providers conducted round robin interviews with 100 students to facilitate SBATs. In addition, students undertook SBATs in Hairdressing with training delivered on site through Contour College.

Construction students supported several College Education Pathways primary schools with various projects using and practicing their skills. They also completed the Aboriginal Yarning/Learning Circle.

Callaghan College Jesmond Campus offered a comprehensive careers support and Transition to Work program through the I Time program. Guest speakers provided insight and information to students in a variety of work areas. Students were able to attend information sessions pertaining to their chosen career pathway. The program included access to representatives of: TAFE, University of Newcastle and a number of Group Training Companies and Apprenticeship Centres.

CAPA

HSC students Healey Olsen, Brandon Yarnold, Rachel Majdandzic each received a Band 6 in Music 1 and are currently studying a Bachelor of Music at Newcastle University. Laura Thompson, Year 12, received a 'Callback' nomination from BOSTES for her exemplar HSC Dance Major Composition. Isis Leaver, Year 11, was one of four students in NSW selected for a Scholarship with the the Australian Theatre for Young People's Residential Program tied to the Sydney Festival.

In Term 1, 10 Drama and Photography students were involved in the Surfest Media Team, successfully interviewing, filming and covering all aspects of the major event. 6 HSC Music Students (Layla Abdulla, Kalieb Brock, Brandon Yarnold, Healey Olsen, Rachel Majdandzic and Jamie Federico) performed live music for the Surfest corporate events. 16 Yr 11 Dance students were selected for Star Struck and Twenty Visual Arts students participated in a masterclass with local professional artist Jane Robinson and Rod Bathgate.

In Term 2, CAPA hosted a Music, Art, Dance and

Drama showcase; Six Yr 12 students attended the Catapult Senior Dance Workshop with professional dance artist Sue Healey; Yr 11 Visual Arts students attended the Art Gallery of NSW; Yr 12 Visual Arts students attended exhibitions at Lake Macquarie, Newcastle and Maitland Art Gallery; 12 Students participated in Hunter Region Dance Festival and Jesmond Campus also hosted a HSC Drama Workshop with Morriset High School.

In Term 3, HSC Drama Students worked with Tantrum Youth Arts operating sound and lighting for theatrical productions including 'Manning the Fort' at the historic Fort Scratchley Newcastle; 30 students participated in the sold out Lizotte's CAPA Showcase for Gifted and Talented students and Callaghan College Jesmond Campus continued to host the Hunter Primary Drama Ensemble who successfully attended the State Drama Festival.

In Term 4, Callaghan College Jesmond Campus hosted a Digital Media Festival for 13 partner schools and 3000 attendees. The CAPA faculty continues to successfully host a Facebook page with over 500 followers and a College YouTube Channel.

2016 Sport Report

2016 was another successful year in sport at Callaghan College. The year always starts with our competitive swimming and athletics carnivals.

A number of our swimmers progressed through the ranks at zone and regional level to represent the Hunter Region at the State Championships. The college 6x50m relay team won bronze at the CHS state championships. Thomas Myers was a member of this relay team.

Callum Sanderson represented Callaghan at the MD CHS swimming. He came home with a number of medals. Gold– 50m F/S, Silver–Backstroke, Bronze – Individual Medley and 50m Butterfly. Congratulations Callum.

Our athletes competed at both zone cross country and athletics. Jake Simms competed strongly in the 16 years boys division for cross country which was held at Blackbutt Reserve. Oliver Fallou–Killick placed second in the 17 boys at the zone competition. He then competed at the regional carnival held at the Cessnock Racecourse where he placed 3rd. At state level he placed mid field against tough competition. Jesmond Campus had ten athletes represent them at zone athletics across most track and field events. Cameron Fitzsimmons, Laura Williams, Oliver Fallou Killock and Chelsea Tresidder all then progressed through to compete at regional level. Chelsea Tresidder was selected in the Hunter Region Athletics team for 17 yrs girls High Jump where she gained 5th place, and Oliver Fallou–Killick in the 1500m track event finishing 15th.

In 2016 the Callaghan College competed in a number of regional knockouts with many staff members giving up their time to organise and prepare teams.

Boys basketball had wins over Lambton High, Merewether High and Glendale Technology High, before being knocked out by Hunter Sports High School in the semi-final 78–49.

The Callaghan College Boys Soccer Team defeated Singleton High School 3–0 in round 2. In round three they narrowly defeated Muswellbrook 2–1. They then progressed to the Hunter Region semi final where they went up against Lambton High School. A penalty with 20 minutes to go saw them go down in a very tight match. Soccer is a highly contested school sport so to be placed in the top 4 schools is a great achievement.

The Boys and Girls College Touch Football Teams progressed through to the next stage of their competitions. The Boys team won the Zone Gala Day defeating Merewether, Kotara and Newcastle and drawing with Lambton. At the Hunter Region Gala Day the team had a couple of good wins to make the regional final. They defeated Hunter Sports High in extra time and then defeated Singleton High in the semi final. Unfortunately Muswellbrook were too strong in the final, however finishing second in the Hunter meant they progressed to state level. They travelled to Inverell and were successful in defeating Inverell High School 7–5. This was a huge effort as the team was down to 9 players after a few late withdrawals due to injury. They played in front of a huge home crowd, but did not let this affect their game. They played with composure and it was their outstanding defence that eventually won them the game. They progressed through to the CHS State knockout final 10 team competition, and after missing out on semi finals through defeat in extra time were ranked 5th in the state. The team included Kurt Grogan, Jesse Andrews, Isaac Brown, Josh Standing, Keegan Haines, Dean Klingl (Jesmond Campus), Corey Lewis (Waratah), Luke Grogan, Jack Smith, Aiden Storrie, Luke Grogan, Riley Taylor (Wallsend) James Thorley (Wallsend), Mitch McPherson (Jesmond) and Kane Bailey (Waratah) played some games throughout the competition.

The Callaghan College girls team were defeated in the regional quarter final.

Callaghan College also entered in a state wide mixed touch football competition where they had success against a number of schools, finally finishing 3rd in their pool.

The girls Netball team performed well at the City Zone Gala Day finishing in 2nd place. This then enabled them to progress through to the Regional gala, where whilst they were competitive were defeated by a strong opposition from Newcastle High.

Callaghan College entered a girls volleyball team and a basketball team into the Hunter Regional knockouts. These teams were both narrowly defeated in first rounds but should be commended for their commitment and effort.

The boys cricket team progressed quite through the regional knock out winning 3 matches before being

defeated by a strong team from Wingham.

The boys softball team progressed through to the State final competition after finishing 2nd in the Hunter region.

The Open Boys Rugby League team were narrowly defeated by Maclean High School in the University Shield after comfortably winning the Hunter region competition. They had a long road trip and were gallant in defeat. The side was quite young but played with determination and effort for the full 60 minutes. They lead for the majority of the game but unfortunately could not contain the home team in the second half of the game. A wonderful achievement to have made it through to the top 16 teams in the State.

A number of students were selected in Hunter Region team in their respective sports. They include:

- Cricket– Zachary McGuigan
- Basketball–Manu Matoka. Slade Brooks
- Athletics– Chelsea Tressidder, Oliver Fallou–Killick, Laura Williams
- Swimming– Thomas Myers
- Rugby League– Manu Matoka (2nd Team)
- Cross Country– Oliver Fallou–Killick
- Squash – Bradley Fullick

NSW CHS team selection:

- Cricket– Ryan Van Kemenade
- Squash– Bradley Fullick

The Callaghan College Jesmond Campus sports organiser did a fantastic job organising our sports coaching students to attend many regional sporting events within both primary and high schools. Feedback is always positive and the students are gaining valuable practical skills as well as completing many organisational and administrative duties to fulfil the industry hours in Sports Coaching.