

Callaghan College Jesmond Campus

Annual Report



2017



8880

Introduction

The Annual Report for **2017** is provided to the community of **Callaghan College Jesmond Senior 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.

Roger Macey

Principal

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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 school undertook self-assessment using the School Excellence Framework. 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.

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 Version 2 July 2017. The reflection process in the Learning Domain of the School Excellence Framework Version 2 July 2017 strongly focuses on the school culture, wellbeing, curriculum, assessment, reporting and student performance measures. It is strongly focused on learning, building of educational aspiration and ongoing performance improvement throughout the school community.

Focus has continued for "A Learning and Response Matrix"(ALARM) and Canvas at the campus. While Edrolo a learning management platform has also been introduced. Professional development is ongoing for staff being built into cross campus KLA days and through other campus opportunities.

Evidence shows that the whole school community has demonstrated aspirational expectations of learning progress and a commitment to the pursuit of excellence. The changes in delivery, feedback and teacher practice have inspired student independence and motivated a desire for personal excellence. With constant improvement and review of teacher practice the Professional Development team has established the processes needed to support individual student learning and wellbeing. The use of feedback effectively encourages and enables students to aspire to excellence.

A whole school approach focusing on ALARM, in collaboration with technology, has ensured teachers identify, understand and implement the most effective explicit teaching methods with the highest priority given to evidence based teaching strategies. School Development Days and other Teacher Professional Learning continues to support individual skill development of quality teaching at CCJSC.

The collection of data on learning adjustment for students with a disability, with parent/carer input, allowed for early identification of learning needs and planned adjustments to better meet the needs of the students concerned. The use of the flag system on Student profiles through SENTRAL management enables all staff to access information on specific health and learning needs of individuals, allowing for required adjustments and to track the progress and achievement of the student. Projected staff development in interpretation and analysis of data will identify strategic priorities, and develop

and implement plans for continuous improvement.

As the campus moves towards excelling in the *School Excellence Framework Version 2 July 2017* teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice to ensure engagement and support learning for all students.

The Leading Domain of the *School Excellence Framework Version 2 July 2017* continues to be a focus for the school. Building leadership capacity is essential to the Jesmond Senior Campus. In 2018 the focus on leadership is through the implementation and refinement of procedures for the Professional Development Plans (PDP) that all teachers and executive develop. All PDPs are aligned to both personal priorities and to the school strategic plan.

CCJSC uses resources strategically to achieve improved student outcomes and high quality service delivery through the Learning and Support Team, the physical environment, technology that supports learning and the expertise of teaching and non teaching staff to meet the needs of students.

We are a school that strives to excel through our administration systems, structures and processes. The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. These concepts underpin all our ongoing school improvement and the professional effectiveness of all school members. Accreditation status and maintenance of accreditation information is strongly linked to PDPs, Professional Development and capacity building within the campus.

We move with confidence towards change to support a culture of high expectation and community engagement, resulting in sustained and measurable whole school improvement.

Our self-assessment process will assist the school to refine our school 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/sef-evidence-guide>

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 Senior Campus has continued to focus on ALARM (A Learning and Response Matrix) and Canvas a Learning Management system, to enable students to access resources for individual courses and for the provision of quality feedback from their teachers. EDROLO, a Learning Management Platform, has also been introduced. Our campus introduced a two day student learning conference involving all members of staff resulting in improved student engagement, increased student motivation and the implementation of study skills.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased attainment of students on a variety of internal and external performance scales—campus assessment, ROSA, HSC	Teacher professional learning \$75,000 Two day student Learning Conference \$20'000 Study Skills \$7,000 EDROLO \$9,299 Canvas \$4,270 Lynda.com \$2,997	Students showed an increased attainment of band 6 results and 156 band 5 HSC results. 16.5% of students achieved results in bands 5 and 6, a significant increase on 2016. 41 courses were examined by NESA, 8 subjects have an examination mean greater than the state examination mean.
% of students achieving the maximum competencies delivered by VET teachers	Aviation \$20,000	Over 60 students undertook TAFE delivered VET courses. 16 students completed Cert II Foundations Skills for Work, delivered onsite. 24 students completed Aviation, gaining skills to enable them to fly drones. 14 students completed Cert II in Hairdressing, delivered onsite. 112 students completed Cert II (62% of students completed the full qualification). 9 students completed Cert III (100% of students who started the course). 16 Aboriginal students attained Cert II.
Year 12 Destination Survey data		University enrolment 42% Employment 23% Traineeships or other TAFE or RTO 17% Other – part time study, gap year, travel, and seeking employment 18%
Student survey trends reflect a positive sense of belonging at CCJC (QSL, TTFM Surveys)	EXSEL consultancy \$17,000	Students identified a positive sense of belonging through trusting relationships with peers and staff in a positive learning climate. Through focus groups,

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student survey trends reflect a positive sense of belonging at CCJC (QSL, TTFM Surveys)		students acknowledged our positive respectful learning environment and committed teachers who are passionate about teaching.

Next Steps

CCJSC is implementing strategies to address the importance of Year 11 as the foundation towards successful school completion. This will include a school focus on Boys Education, mentoring, whole school wellbeing and teacher professional learning.

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

The changes in course delivery, feedback and teacher practice has inspired student independence and increased a desire for personal best. With constant improvement and review of teacher practice, the Professional Development Team has established the processes needed to support individual student learning and wellbeing. A whole school approach focusing on ALARM in collaboration with technology has ensured that teachers identify, understand and implement the most effective explicit teaching methods. School development days and other teacher professional learning continues to support individual skill development of quality teaching at CCJSC.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teacher surveys indicate that the Performance and Development Plans provide feedback which is constructive and valued	\$1000	100% of teachers identified 3–5 goals in their PDP, focusing on self, faculty and whole school, aligned to the school plan.
Teachers achieving proficient or working towards Maintenance of Accreditation at Proficient. Teachers working towards accreditation at Highly Accomplished or Lead	Teacher Professional Learning \$10 000 Beginning Teacher Funds	Four teachers achieved accreditation at proficient through mentoring, supervision and professional learning. Teachers participated in informative sessions for preparation towards maintenance at proficient.

Next Steps

All staff will participate in the development of Professional Action Teams: High Performance Culture Team; Literacy Team; Data Analysis Team; Accreditation, Maintenance and Induction Team; Aboriginal Education Team; Visible Learning Team; Health and Safety Team and Future Focus Learning Team. All teachers can articulate their contribution to their identified Professional Action Team and in their Performance and Development plan.

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 Student Leadership Forum has expanded the voice for students and leadership opportunities for participants. The Careers and Transition Team expanded to include the employment of an Aboriginal Education Worker and Aboriginal Tutor to provide support to students and families to ensure student potential was reached and opportunities for cultural activities promoted.

A greater number of courses were involved in Surfest this year. An increased number of parents/carers participated in information evenings and parent interviews.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The Tell Them From Me survey of parents and students indicates a positive perception of our campus.		68% of parents agreed that our school has a good reputation in our local community and both students and parents identified the same 4 values of Commitment, Opportunity, Respect, Excellence (CORE), that are most important for our campus to promote. Parent and Carer perspectives on our learning culture indicated that parents value the opportunities their children are receiving from a range of programs, including the Mentor Program, Aboriginal Education and Leadership Program. Parents felt students were positive about transitioning to our senior campus and that information evenings were informative, and staff were supportive and approachable.
Student participation rates increased in programs involving community organisations and partnerships.	Careers and Transition Team \$45 000	12 students provided hospitality service for Connectability and the Commonwealth Bank function. SBAT employers were further expanded this year to include: Nupress First Class Engineering, Hunter New England Health and Tinonee Gardens Aged Care. 80 students participated in Surfest this year from the following courses: Business Services, Aviation, Sports Coaching, Retail Services and Hospitality. 15 students participated in a program delivered by Jobquest. The National Rugby League's School to Work mentoring program provided support to our students.

Next Steps

At Callaghan College Jesmond Senior Campus we will continue to develop community partnerships that support positive outcomes for our students. We will review policies and processes to ensure compliance of all DoE and NeSA requirements.

A marketing and media officer will be engaged to further promote our school profile in the community.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$54,531.00 AEW Aboriginal Tutor	<p>In 2017 the employment of our Aboriginal Education Worker fostered links with our community and provided support to students. The employment of our Aboriginal Tutor in Term 4 significantly supported students in the completion of course work and tasks.</p> <p>A number of Aboriginal students completed School Based Traineeships.</p>
Low level adjustment for disability	\$124,928.00	<p>School Learning and Support Officers 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>Effective communication through SENTRAL was further developed to provide staff with relevant information relating to student adjustments and disabilities.</p>
Socio-economic background	\$14,000.00	<p>In 2017 Callaghan College Jesmond Campus employed a nurse from Hunter New England Health Youth.</p> <p>Staff were employed to enhance student support in the Careers and Transition Team.</p> <p>Students with Financial difficulties were assisted to access curriculum and learning opportunities.</p>
Targeted student support for refugees and new arrivals	Refugee Student Support \$2,477.00 English Language Proficiency \$ \$33,410.00	<p>Student support was linked to programs outlined in the development of English Language Proficiency.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	328	363	386	365
Girls	359	352	353	348

Student attendance profile

School				
Year	2014	2015	2016	2017
11	85.5	85	84.8	87.4
12	88.3	85	87.8	87.9
All Years	86.6	85	86.1	87.7
State DoE				
Year	2014	2015	2016	2017
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	89.5	89	89	89

Management of non-attendance

Student attendance was monitored throughout 2017, with strategies implemented to address attendance concerns within the campus. Strategies implemented include: SMS sent daily to parents of students that are absent; roll marking each lesson; teachers use Sentral letters to communicate with parents attendance concerns. Students are identified and Learning Support Team meetings held with parents to develop attendance plans, appropriate patterns of study and referrals made to relevant agencies including our Youth Health Team.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	28	12
Employment	0	37	23
TAFE entry	0	22	11
University Entry	0	0	42
Other	0	13	6
Unknown	0	0	6

Year 12 students undertaking vocational or trade training

46% of our students were enrolled in at least one SVET or EVET course in 2017. The most popular courses studied were: Hospitality, Construction, Music Industry, Aviation and Business Services.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2017 304 students received their HSC. 60 students received a ROSA. 178 students achieved a Voc Ed credential.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	12
Classroom Teacher(s)	44.6
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.4
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	14.48
Other Positions	1

*Full Time Equivalent

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	0

Professional learning and teacher accreditation

Staff, including learning and support and school administration have participated in significant professional learning throughout the year. Professional learning linked the Australian Professional Standards for Teachers has been designed to support our school's strategic directions as identified in our school plan, DoE compliance and individual Performance and Development Plans.

With 17 new stage 6 courses for implementation in 2018, curriculum development has been a key focus. Other examples of professional learning undertaken by staff include: technology platforms—Edval, EDROLO and CANVAS; HSC assessment; mental health and wellbeing; brain development; coaching; LMBR; strategic planning; disability and adjustments; child protection; code of conduct; communication and engagement; SASS support and general assistant professional learning.

We continue to support the Regional Head Teacher Network Meetings as well as funding the position of a Future Focus Learning Coordinator. Eleven early career teachers are maintaining accreditation at Proficient. Four teachers successfully gained accreditation at Proficient with another four working towards this career stage. No teachers are currently seeking voluntary accreditation at Highly Accomplished or Lead.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	1,199,730
Global funds	376,296
Tied funds	434,686
School & community sources	258,179
Interest	9,125
Trust receipts	7,862
Canteen	104,152
Total Receipts	1,190,300
Payments	
Teaching & learning	
Key Learning Areas	65,468
Excursions	4,019
Extracurricular dissections	51,086
Library	1,977
Training & Development	404
Tied Funds Payments	217,150
Short Term Relief	62,600
Administration & Office	141,310
Canteen Payments	93,388
Utilities	58,671
Maintenance	33,281
Trust Payments	2,260
Capital Programs	17,521
Total Payments	749,137
Balance carried forward	1,640,894

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	2,755,966
Appropriation	2,353,354
Sale of Goods and Services	138,914
Grants and Contributions	259,004
Gain and Loss	0
Other Revenue	0
Investment Income	4,694
Expenses	-1,277,693
Recurrent Expenses	-1,277,693
Employee Related	-591,751
Operating Expenses	-685,942
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,478,273
Balance Carried Forward	1,478,273

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

This year the school rolled over to LMBR. This process allowed all systems and processes within the school to be reviewed in terms of the new operating systems. Extensive professional development occurred with staff to train in the new systems. The school's financial management processes and governance structures are in line with the Department of Education financial policy requirements. New methods for payment and receipting procedures were introduced with systems developed at school level to cater for the changes. Many staff were trained and obtained purchase cards to facilitate spending processes. New systems were developed and processes reviewed to ensure compliance with the financial policy requirements.

As the rollover to the new system occurred mid-year there were major disruptions to processes and spending for the year was not in line with and is difficult

to compare with previous years.

The school is currently at the beginning of a major capital works program that will see the construction of new Creative and Performing Arts teaching and learning facilities as well as the construction of a new multi-purpose hall. Money has been carried forward to support the resourcing of these facilities that fall outside the projects scope and sequence. Money has also been carried forward to upgrade campus technology and student learning hubs and to support the introduction of the many new HSC syllabuses.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	7,230,277
Base Per Capita	116,053
Base Location	0
Other Base	7,114,224
Equity Total	589,696
Equity Aboriginal	54,531
Equity Socio economic	376,828
Equity Language	33,410
Equity Disability	124,928
Targeted Total	905,974
Other Total	479,127
Grand Total	9,205,075

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.

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

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> 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).

The 2017 HSC results were very strong and reflect both the quality of teaching and dedicated learning of our students. 171 Band 6 and 5 results were achieved which was more than double of 2016.

Distinguished Achievers List.

In 2017 we had 10 students make the merit list for their performance in the HSC.

Outstanding results were achieved by:

Shivani – Biology 94, Mathematics 90, Senior Science 93 – **ATAR 93.05**

Rebecca Bond – Mathematics General 2 92

Leonore Kucera – Senior Science 92,

Laina Lee – Senior Science 91

Natasha Mallam – Biology 91, PDHPE 91,

Thomas O'Brien – Mathematics 95, –

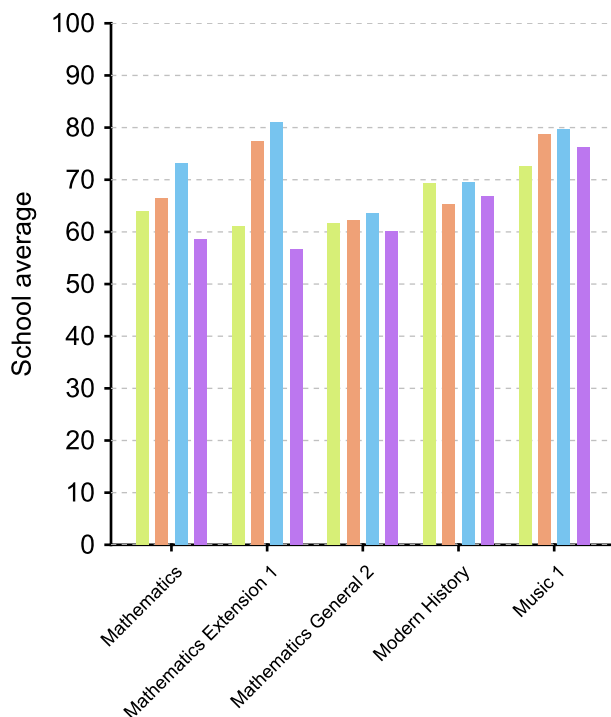
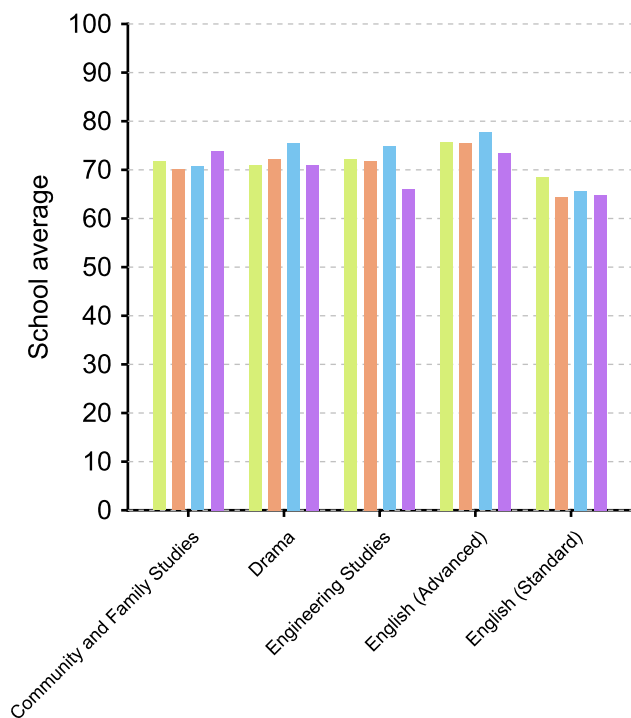
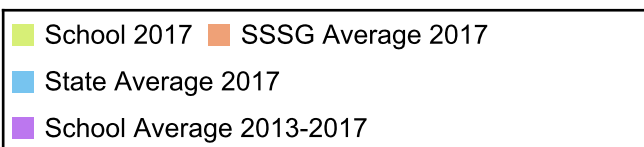
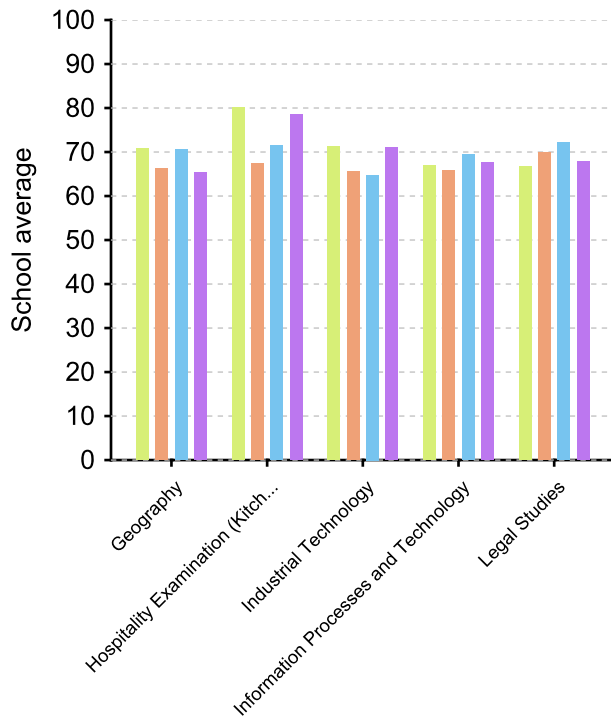
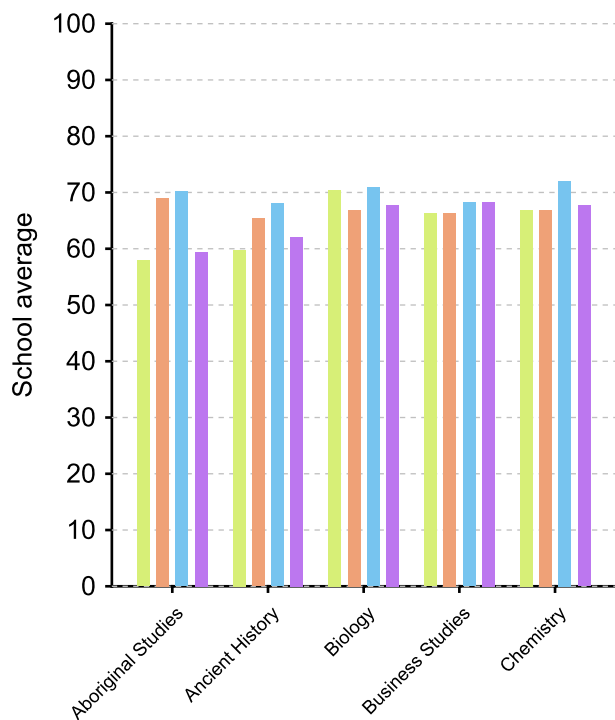
Gemma Palmer – Hospitality KO 91, –

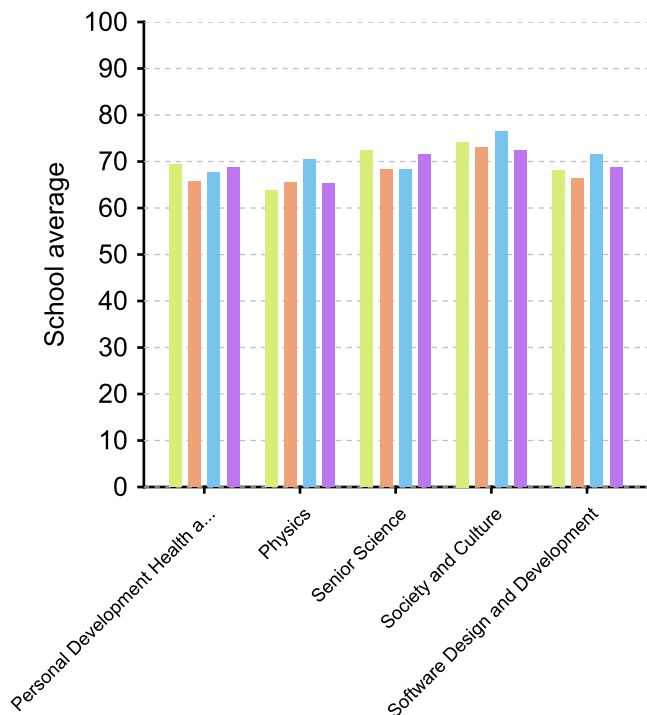
Tynan Palozzi – Industrial Technology 91, –

Donesanty Phanalasy – Senior Science 90,

Sabrina Willis – Ancient History 91, Textiles & Design 92, Visual Arts 92,

A number of courses performed particularly well in the examination with 70% or more of the candidature scoring Bands 4–6. English Advanced 81%, Engineering Studies 70%, Food Technology 75%, Music 75%, Society and Culture 76%, Textiles & Design 80%, Hospitality 87% and Visual Arts 72%.





about our campus through surveys and focus groups, including the Tell Them From Me Surveys and our review into the current learning culture. Contributions to the learning culture review were made by 120 students through focus groups, 16 teachers, 15 executive staff including Head Teachers, Deputy Principals and our campus Principal.

Student perspectives on the Learning Culture of CCJSC reported that the subject selection process was a positive experience, especially interviews with parents and many features of our senior campus are highly valued. Students acknowledged the exceptional course variety, our positive, respectful learning environment and skilful and committed teachers who are passionate about teaching. However, a significant proportion of students interviewed believe Year 11 has no worth. Consequently, CCJSC is implementing strategies to address this in the 2018–2020 school plan.

Teacher perspectives on the CCJSC learning culture identified many features of our senior campus as being impressive; including student wellbeing, curriculum breadth and the positive learning relationships that are established and valued. Teachers also identified that some Year 11 students don't see the importance of Year 11.

Parent and Carer perspectives on our learning culture showed that parents value the opportunities their children are receiving from a range of programs, including the Mentor Program, Aboriginal Education Program and Leadership program. Parents felt students were positive about moving to our senior campus and that information evenings were informative, and staff were supportive and approachable.

The happiness of boys reflected in survey results is lower than that of girls. Boys expressed more negative feelings towards learning and could see less relevance in what they were learning. Consequently Boys Education is a school focus in 2018.

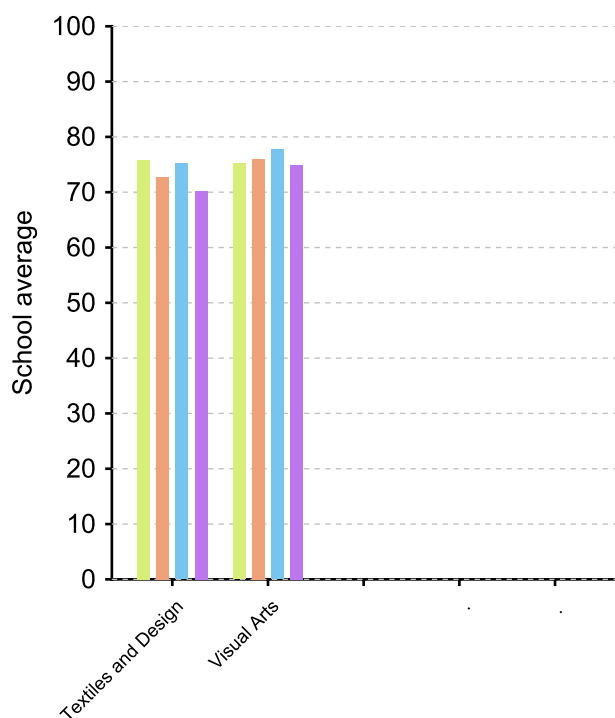
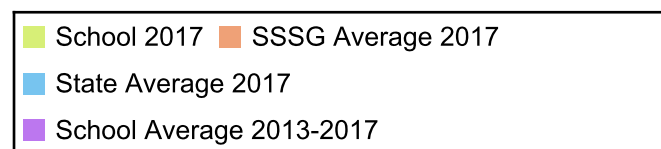
The student leadership forum provides a voice for students and leadership opportunities for participants. In 2017 the forum consulted the student body in developing our school's core values.

Policy requirements

Aboriginal education

Callaghan College Jesmond Senior Campus was a proud participant in the Callaghan Educational Pathways Aboriginal Education Team (CEPAET) in 2017. Through this team a number of cultural opportunities were made available to our Year 11 and 12 students. This included the Aboriginal Recognition assembly and 'Walk a Mile Koori Style' event.

Ray Kelly was appointed as our Aboriginal Community Liaison Officer to foster links with community and provide support to students and families to ensure student potential was reached and opportunities for cultural activities promoted. Our Junior Aboriginal



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2017 Callaghan College Jesmond Senior Campus sought the opinions of parents, students and teachers

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 provided 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 in the HSC.

All Aboriginal students completed their PLPs. This process promoted quality conversations between the student, family and school about student achievement and future direction.

The yarn circle and study centre now serve as meeting places for our Aboriginal students and community. 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 Senior Campus promotes a safe, innovative and inclusive environment that values its rich multicultural student body and community. Our campus has an appointed EALD specialist teacher who is also an ARCO, EALD Teaching English Language Learners (TELL) Course facilitator, and relieving Regional EALD Mentor. To support multicultural education several continued and new initiatives have operated in 2017.

- New Arrival Program (NAP) funding which allowed for employment of a teacher to address specific learning needs of newly arrived refugee students.
- EALD students tutoring with volunteers from the University of Newcastle.
- Cool Contacts is in its 4th year. The program supports EALD students transitioning from Waratah and Wallsend campuses.
- The Multicultural Programs Unit: Teaching Students from a refugee background: Executive Teams Program.
- The Multicultural Programs Unit: Opening the School Gate: Engaging culturally and linguistically diverse families, to present information regarding the operations and logistics of the Multicultural Youth Group and other community initiatives.
- 15 teachers from across the Callaghan Education Pathways participated in the accredited Teaching English Language Learners (TELL) course.
- Multicultural Youth Program operated by the NSW Service for the Treatment and Rehabilitation of Trauma and Torture Survivors (STARTTS) is held in our bini and surrounding facilities. Students develop deeper friendships, improve their English speaking skills and also have access to youth service providers.

Other school programs

Creative and Performing Arts Achievement

The Creative and Performing Arts (CAPA) Faculty is a dynamic and exciting learning environment. The best part of our role as educators is celebrating student achievement, and the CAPA faculty is proud to report that several of our high achieving HSC 2017 students are pursuing their passion for The Arts through Tertiary Education:

- Sabrina Willis (Band 6 Visual Arts) Bachelor of Design at University of Sydney
- Daynah Simmonds (Band 5 Drama and Visual Arts)
- Jackson Dewberry (Drama) Diploma of Screen and Media at Newcastle TAFE
- Nikkila Ballinger (Band 5 Visual Arts) Small Business Administration, Newcastle TAFE, Founder and Director of Nallinger Photography
- Emma Dearie, Jack Payne, Sebastian Cavallo and Luke McGuinness, Bachelor of Music, Newcastle University
- Saffron Richardson-Keenan – Diploma of Dance Performance, Lee Academy.

Other CAPA highlights from 2017 include:

- Eleven students received a Band 5/6 result in the HSC from a range of Creative and Performing Arts subjects (Music, Visual Art, Dance and Drama). Two Year 12 Visual Arts students applied to Lake Macquarie Art Galleries First Class exhibition– Local equivalent to Art Express.
- Preliminary Music student Mikayla Forbes was a finalist in the 'Music Count Us In' songwriting competition and was awarded a masterclass in Melbourne to write, co write and record the song 'Shine Together' which was performed simultaneously by over 500,000 students across Australia. While in Term 3 and 4 Mikayla joined other gifted and talented HSC Music students in our Talent Development Program at Hunter TAFE, recording original music with a professional sound production team.
- For the first time Callaghan College Jesmond Senior Campus hosted the Hunter Region IOTAS Concert for students with special needs. Over 200 students attended to see twelve local High Schools perform a variety of musical items. This was an outstanding showcase of community spirit and a wonderful opportunity to showcase excellence in Music and Dance for students with special learning needs.
- Year 11 dancer, Sophie Bellamy represented Jesmond Campus at The Schools Spectacular. Sophie was a Featured Dancer in both the State Dance Contemporary Segment and Musical Theatre Tap. She was also part of a group of sixteen Preliminary Dance students who were selected for StarStruck with an allocation of two show items, five of these students' secured places in the selective ensembles.
- Students also participated in the Hunter Dance Festival on opening night.
- HSC Visual Arts students participated in a 'triple bill' excursion to the three local galleries

Newcastle, Lake Macquarie and Maitland, and they visited the New Dr Chau Chak Wing Building at the University of Technology that was designed by the famous international architect Frank Gehry. Students used their learning from the excursion to inform their interpretations in their Visual Arts Process Diary.

- Year 11 Visual Arts student participated in Masterclass Workshops to develop skills in drawing working with professional community artists Eleanor Jane Robinson and Rod Bathgate. Many of these students produced high quality works across a range of media for the Callaghan College Art Competition that was held at the College Digital Media Festival, Wallsend Campus.
- Twenty HSC Photography students participated in Surfest, working with professional photographers and media officials, developing skills which led to the production of outstanding student portfolios. Several students were offered payment from professional businesses for the images.

Sport Report

2017 has been a very successful sporting year.

Callaghan College Jesmond Senior Campus has competed in many Hunter Region Knockouts including; volleyball, basketball, netball, soccer, touch football, rugby league, cricket, softball, surfing and hockey. The Open Boys Rugby League team competed in the University Shield Competition and were placed third overall in the state. Participating students were: John Afu, Timanu Alexander, Thomas Baldwin, Jack Bennett, Jonathon Cooper, Davey Tyler, Daniel Harges, Jai Hartin, Lawson Messurier-Moore, Toa Matoka, Mathew Nord, Michael Nord, Michael Ode, Jacob Payne, James Thorley, Jesse Andrews, Louis Lenfle, Thomas Myers, and Nathan OBrien. Thank you to coach Mr Jordan Hinton.

The boys Volleyball Team reached the semi-finals, coached extremely well by Allison Blight, whilst the boys and girls Touch Football Teams reached the quarter finals after both finished second in the Zone. Michelle Atkins, their coach was impressed with their efforts. The girls Netball Team progressed from Zone Gala Day to reach the Regional semi-final. Our team included: Danielle Taylor, Ally O'Hara, Danneera Vaai, Rhiannon Stokes, Bonnie Hefren, Ebony Bradbury (Jesmond), Natasha and Nikki Burt (Waratah), Tahlee Jones, Isabella Hales, Ebony Woodcock, (Wallsend), and umpire Siobhan Quinn from Wallsend. The girls Softball Team made it to the Regional Final.

The following students have gained selection in Hunter Region Representative Teams/CHS:

- Boys Volleyball: Joel Carter
- Netball: Danielle Taylor
- Opens Rugby: Daniel Carmody; Jack Bennett; Zac Crowley
- Northern NSW Rugby League Team: Timanu Alexander
- Golf: Will Fraser
- Girls Football: Emily Wicks
- Squash: Bradley Fullick

- Hockey: Keenan Hughes
- Touch Football: Jesse Andrews
- Surfing: first place—Dylan Platford
- NSW CHS Under 17 Rugby League: Toa Matoka
- NSW CHS Swimming: Sophie Hartfield ; Ashleigh Oberekar
- Regional cross country: Allanah James; Oliver Fallou—Killick
- NSW CHS athletics: Patrick Hill for 400m, Oliver Fallou— Killick for 1500m and Stephanie Scigala for shotput and discus.
- CHS Sporting Blue: Stephanie Scigala is ranked 1st in Australia for discus and 2nd for shot put.

Thank you to all the staff who volunteer to take teams and for giving up their time to organise matches, attend games, gala days and carnivals as well as coach.

Thank you to Mrs Jenny Pickard for organising and assisting the Sports Coaching students to attend many of these events as volunteers resulting in work placement accreditation.

Vocational Education and Training

All students at Callaghan College Jesmond Senior Campus have had a wide variety of opportunities to participate and excel in Vocational Education and Training programs during 2017. 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 60 students undertook TAFE delivered VET courses in a range of courses including Animal Studies, Beauty Therapy and Community Services.
- 15 students participated in the YES Program at TAFE enabling students to try out a TAFE course for 1 to 2 days per week for a 4 week period.
- 16 students completed a Certificate II Foundation Skills for Work course delivered onsite by JobQuest through project based learning.
- 24 students undertook Aviation gaining skills enabling them to fly drones.
- 20 students completed the SES Training week developing their communication and leadership skills.
- Year 10 Students interested in School Based Traineeships (SBATs) were mentored in interview techniques and guided into work placements to obtain SBATs.

Our campus has consolidated its role as a leader in the region for SBATs. The Campus maintained 43 school based apprenticeships and traineeships in 2017 with 6 students transitioning into full time work and training. Interviews with apprenticeship centres, and training sessions were held at the three campuses of the College with over 100 students registering an interest in a School Based Apprenticeship or Traineeship in 2017.

Sixteen Apprenticeship Centre and Group Training Providers conducted round robin interviews with 100 students to facilitate SBATs. In addition, 14 students undertook Certificate II in Hairdressing delivered on site in our salon facility. The

Apprenticeship Incubator Program commenced in Term 4 with 15 students being fast tracked into industry one day per week in the Construction/Furnishing, Electro Technology, Automotive and Hospitality industries. The purpose of this course is to expose students to several different employers as well as trade styles within the field for which they have the most passion. This initiative is partnered with the Master Builders Association, Novaskill, AI Group and ASH Industry Consulting. NESA has supported the program approving the enrolment of participating students into 2unit Industry Based Learning. We 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 with students attending 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. Friends on Campus from UoN facilitated workshops delivered by university students from a range of faculties on study skills and led discussion on study options at university.