

Callaghan College Jesmond Campus

Annual Report



2018



8880

Introduction

The Annual Report for **2018** 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

'Empowering young men and women to succeed'

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 21st Century Learning Community".

School context

Callaghan College Jesmond Senior Campus (enrolment 700 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 well-being and vocational education delivery. 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. Jesmond Senior 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. 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 for our students. Executive and teaching staff undertook an analysis of school progress against the School Excellence Framework Version2.

For the SEF domain of Learning we have determined ourselves as delivering in the elements of Learning Culture, Reporting and Student Performance measures and as sustaining and growing for the elements of Wellbeing, Curriculum and Assessment. Focus has been on the development of literacy /writing across all KLA's utilizing ALARM and Canvas. Edrolo a learning management platform has been further embedded and caters to a broader selection of courses. 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.

In the SEF domain of Teaching self assessment indicates we judge ourselves to be delivering the element of data skills and use and sustaining and growing in the elements of Effective classroom practice, Professional standards and Learning and development. Professional development is ongoing for staff being built into cross campus KLA days and through a regular timetabled PL schedule for this campus. Focus for the extensive program of professional learning workshops has been on delivery, feedback and pedagogical practice. 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 and college focus on literacy and writing approach focusing on ALARM, in collaboration with innovative and emerging technologies such as Virtual Reality allows teachers to 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. Priority is on the development of PL teams to work in areas identified as strategic priorities, and to develop and implement plans for continuous improvement.

For the SEF domain of Leading results indicate we judge ourselves to be delivering in the elements Educational Leadership, School planning, implementation and reporting and sustaining and growing in the elements of School resources and Management practices and processes. Focus has been on reviewing and revising processes and policies including reporting, attendance monitoring, assessment and teaching and learning programs. SAP and EFPT were introduced in 2018 with significant training for all staff. The campus is undergoing a major upgrade of CAPA facilities and the construction of a new multi-purpose hall to replace the remaining demountables and the Bini shell.

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

Delivering Excellence in Learning

Purpose

To deliver an aspirational learning culture within a framework of strategic and planned approaches to processes that support the wellbeing of all so that they connect, succeed, thrive and learn.

Overall summary of progress

The campus has made positive progress towards achieving the goals of our 3 year strategic plan. 2018 HSC results across the board improved with significant increases for students achieving Bands 4, 5 and 6 and significant decreases in those achieving Bands 1, 2 and 3. Dux of our campus achieved and ATAR of 94.05 and 14 students made the distinguished achievers merit list. The introduction of a dedicated and time tabled study sessions program with additional mentor support has supported the development of an aspirational learning culture and results of these programs appear positive. The creation of a number of breakout spaces has encouraged students to utilise these areas for individual and or group collaborative learning opportunities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students in Bands 5 and 6 from 16.5% (2017) to equal Similar School Group 30.57% (2017)	N/A	Overall HSC results showed positive Band movement. Bands 5 and 6 show a 3.5% increase with 20% of students achieving these results. Year 11 and 12 programs reviewed and changes implemented to reflect new HSC and revised syllabuses.
Increase in student attendance from 88.29% (2017) to 90% (2020). Increase in Aboriginal student attendance from 81.60% (2017) to 84% (2020)		Overall attendance fell to 85%. Year 12 attendance was steady on 89% and Aboriginal attendance showed a 3% improvement. Year 11 attendance was 84%.
Increase in retention from Year 11 to Year 12. from 66% (2017) to 72% (2020)		Results show a small improvement in student retention for 2018. Review of YR 10–11 transition program focused on ensuring students patterns of study are appropriate and individually engaging. Study sessions and mentor program are proving successful with students effectively engaging with teachers. TTFM survey indicates strength of positive teacher student relationships.

Next Steps

Attention will continue to focus on development of the new HSC assessment schedules with staff further developing expertise in formative assessment and differentiation. Targeted support for all students based on NAPLAN results and other collected data including PAT tests. Reviewing our attendance policy to ensure consistent and systematic processes are embedded across all KLA's. Continued development of transition program to ensure incoming Year 11 students have made well informed and appropriate course selections. Further development of comprehensive program of support for those students who have not yet achieved the minimum standard in one or more areas.

Strategic Direction 2

Delivering Excellence in Teaching

Purpose

Teachers employ evidence-based effective teaching strategies and use the Australian Professional Standards for Teachers and Performance and Development plans to improve student learning.

Overall summary of progress

There has been a strong focus on improving pedagogical practice around writing/literacy across the campus and college. Linked to this has been a PL focus on quality assessment and quality feedback. Staff have been trained to access a broad range of data evidence including RAP, Scout and Naplan to inform teaching practices.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teaching staff can evidence their expertise and their impact on Professional Action Teams.	Professional Learning	All staff participated in Professional Learning teams. Evidence of impact is in its infancy. Further PL around building authentic teams is planned for 2019. All KLA's participated in campus and college literacy writing focus with teams delivering and driving campus practice.
All teachers are proficient in data analysis to develop and differentiate programs and pedagogical practices.	N/A	All Head Teachers undertook training in Scout. All staff able to access PL workshops in data analysis and embed in teaching and learning programs. Key external data focus drawn from HSC including RAP and NAPLAN as well as internal data for well being, attendance, TTFM, exit surveys and student forums.
Improved performance of students on a variety of internal and external performance scales—RoSA, HSC, Critical Thinking,	N/A	HSC data for 2018 shows continuing trend of improvement across all bands. Exit data shows increased numbers of students gaining access to university or further education. Identified and developed a support program to address minimum standards.

Next Steps

Teachers will develop and show evidence of formative assessment in their teaching and learning programs. Staff further develop their participation in professional teams and in leadership of those teams. Lesson observations and sharing of evidence based practices is more common across all KLA's. Intensification of support measures to address the new Minimum Standards and reduce the number of students who have not met the standard in one or more areas. More staff will seek HALT accreditation.

Strategic Direction 3

Delivering Excellence in Leading

Purpose

School leadership supports an inclusive culture of high expectations and community engagement. Systems underpin ongoing school improvement.

Overall summary of progress

In our journey towards Excellence in Leading the campus is focused on capacity building and professional development of all staff. Campus and college leadership teams are prioritised around strategic goals with staff empowered to be innovative and progressive in developing and sharing quality teaching and learning pedagogical practices. Regular meeting sessions between senior executive and Head Teachers combined with a comprehensive PL program for whole school participation is demonstrating increased staff confidence, knowledge and skill. The Student Representative Forum group is highly active and present a strong Student Voice for the campus.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All policies, processes and programs reflect the requirements of DoE and NESA and all school leaders demonstrate the impact of authentic leadership roles.	Professional Learning \$64,962.00	The campus has begun a review of all policies and processes. Initial focus has been on Risk Management, Assessment and Reporting, N Award practice, Wellbeing and Attendance and Monitoring. A number of changes and recommendations have been made and implemented for 2019. Professional learning for staff has focused on developing authentic leadership models and practices.
Increase student engagement in Quality instruction, Positive Teacher Student Relations , Positive Learning Climate and Expectations for Success.	N/A	Students and staff are confidently utilising range of e- platforms to support student engagement. Edrolo, Canvas, and Sentral. Development of innovative programs initiative has seen positive increase in student engagement across KLA areas. The ViTaL program (Virtual Interactive Teaching and Learning) has engaged students and staff in developing and utilising this emerging technology for increased student engagement. The Apprenticeship Incubator Program has seen the development of positive relationships and links with a broader range of Industry partnerships and increased opportunities and expectations for success. Tell Them From Me and Exit surveys indicate strong students engagement with their courses and with their teachers. Focus on upgrading resources and teaching spaces has contributed to a positive learning climate.
Increase the % of parents and caregivers interacting with the teaching and learning content areas on the school portal and technology platforms.	N/A	In 2018 we updated the campus Website, Parent Portal and Facebook page which has seen increased parent engagement with campus activities. Bookings for Parent Teacher Evenings are made through this site and have seen a significant increase in attendance for these events. Parent Information sessions are held for our technology and learning platforms such as Edrolo and Canvas.

Next Steps

The appointment of a Community Liaison Officer in 2019 will focus on increasing two way communication with parents and the school community. Further extension of community partnerships through expansion of the AIP program and closer links with University of Newcastle will explore increasing range of entry into career pathways .The professional learning team will continue to work with School Services in developing workshops and opportunities for building teacher and faculty leadership capacity.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$67,565.00</p> <p>Aboriginal Community Liaison Officer</p> <p>Aboriginal Tutor</p>	<p>Appointed an Aboriginal Community Liaison Officer and tutor to foster links with community and provide support to students and families to ensure student potential was reached. Opportunity for cultural activities was also provided to students including Bro Speak and Sista speak. Our Junior AECG met regularly. A number of Aboriginal students successfully completed School Based Traineeships (SBATS) and demonstrated high academic achievement at the HSC. All Aboriginal students completed their PLP's.</p>
English language proficiency	<p>\$44,049.00</p>	<p>Student support was linked to programs outlined in the development of English Language Proficiency. Senior campus has employed an EALD teacher for an additional 3 days per week to support students successful completion of HSC courses. The campus employs Invigilators during the HSC Trial exams to oversee these exams and release staff to work in assisting students in preparation for their examinations.</p>
Low level adjustment for disability	<p>\$124,928.00</p>	<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 were further developed to provide staff with relevant information relating to student adjustments and disabilities.</p>
Quality Teaching, Successful Students (QTSS)		
Socio-economic background		<p>In 2018 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>
Support for beginning teachers		<p>Beginning teachers were allocated a mentor and .1 allowance for RFF.</p>
Targeted student support for refugees and new arrivals	<p>\$729.00</p>	<p>Student support was linked to programs outlined in the development of English Language Proficiency.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	363	386	365	314
Girls	352	353	348	320

Student attendance profile

School				
Year	2015	2016	2017	2018
11	85	84.8	87.4	83.5
12	85	87.8	87.9	87.6
All Years	85	86.1	87.7	85.5
State DoE				
Year	2015	2016	2017	2018
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89	89	89	87.7

Management of non-attendance

Student attendance was monitored throughout 2018, 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	4.2	10
Employment	0	9	37
TAFE entry	0	3.4	8
University Entry	0	0.5	41
Other	0	2.4	4
Unknown	0	1.6	0

Year 12 students undertaking vocational or trade training

All students at Jesmond Campus had a wide variety of opportunities to participate and excel in Vocational Education and Training programs during 2018. The campus successfully delivered Certificate Level courses in: Business Services; Retail Services; Information and Digital Technology; Music Industry; Construction Pathways; Metal and Engineering; Furnishing Pathways, Skills for Work and Training and Hospitality to over 400 students. Over 50 students undertook TAFE delivered VET courses in a range of course including Animal Studies, Beauty Therapy and Community Services. 15 students participated in TAFE's YES Program enabling students to try out a TAFE course for 1 to 2 days per week for a 4 week period. 15 students undertook Aviation gaining skills enabling them to fly drones. Year 10 Students interested in School Based Traineeships (SBATs) were mentored in interview techniques and guided into work placements to School performance to obtain SBATs.

The Campus has consolidated its role as a leader in the region for SBAT's. The Campus maintained 40 school based apprenticeships and traineeships in 2018 with 8 students transitioning into full work and training early. Interviews with apprenticeship centres, and training sessions were held at the three campuses of the College with over one hundred students registering an interest in a School Based Apprenticeship/Traineeships in 2017. Our relationship with MEGT and other Group Training Providers facilitated interviews with 100 students interested in SBATs. In addition, 10 students undertook Certificate II in Hairdressing delivered on site in our salon facility.

The Apprenticeship Incubator Program commenced in Term 4 2017 with an additional 15 students being fast tracked into industry one day per week in the Construction/Furnishing, Electro Technology, Automotive and Hospitality industries. The intent of this course is to expose students to several different employers as well as trade styles with 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. NESAs has supported the program approving the enrolment of participating students into 2unit Industry Based Learning. Of the 30 students in the A.I.P program 70% were offered an apprenticeship.

Jesmond campus offered a comprehensive careers support and transition to work program. Students are able to self-refer for individual interviews. In addition, all Year 12 students were scheduled for interviews during terms 2 and 3. 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. Friends on Campus facilitated workshops led by university students from a range of faculties on study skills discussion on study options at university.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2018 337 students received their HSC. 42 % of students accepted university offers for 2019. 164 students achieved a Vocational Educational credential.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	37.08
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	12.28
Other Positions	1

*Full Time Equivalent

In 2018 Alex Nean was appointed as our Aboriginal Community Liaison Officer. Bridgette Hey was employed as an Aboriginal Tutor.

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

All staff professional learning opportunities and workshops are drawn from the 2018 –2020 strategic plan and from an analysis of individual Teacher Performance Development Plans (PDPs) and is aligned to the Australian Professional Standards for Teachers.

With 17 new stage 6 courses implemented in 2018, curriculum development has been a key focus. Professional learning has been accessed by all staff

and is embedded in executive, staff and faculty meetings as well as within a weekly PL schedule, school development days and College KLA afternoons. Examples of professional learning undertaken by staff include: Virtual Reality training, data analysis including Scout and RAP, technology platforms—Edval, EDROLO and CANVAS; HSC assessment; mental health and wellbeing; brain development; coaching; SAP; 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. Five teachers successfully gained accreditation at Proficient with another two working towards this career stage. No teachers are currently seeking voluntary accreditation at Highly Accomplished or Lead.

The campus spent in excess of \$65,000 for teacher professional learning in 2018.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	1,478,273
Revenue	9,381,311
Appropriation	8,877,346
Sale of Goods and Services	228,564
Grants and Contributions	261,131
Gain and Loss	0
Other Revenue	0
Investment Income	14,270
Expenses	-9,542,063
Recurrent Expenses	-9,542,063
Employee Related	-8,443,107
Operating Expenses	-1,098,956
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-160,752
Balance Carried Forward	1,317,522

This year the school rolled over to SAP. Extensive professional development occurred to train staff in the new system. 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. Systems and processes were reviewed to ensure compliance with the financial policy requirements.

The school is currently in the middle of a major capital works program that has seen the construction and opening of a new lower access road to our site and Heaton primary school and will see the construction of new Creative and Performing Arts teaching and learning facilities and a new multi-purpose hall. Money has been carried forward to fund resourcing of these facilities that fall outside the projects scope and sequence. Money has also been carried forward to fund a range of innovative programs and to upgrade campus technology and student learning hubs and to support the resourcing 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.

	2018 Actual (\$)
Base Total	6,566,100
Base Per Capita	141,024
Base Location	0
Other Base	6,425,075
Equity Total	658,209
Equity Aboriginal	67,565
Equity Socio economic	379,351
Equity Language	44,049
Equity Disability	167,243
Targeted Total	679,637
Other Total	603,441
Grand Total	8,507,386

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

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 2018 HSC results were very impressive and reflect a continuing trend of improvement across all bands.

In 2018 we have had 14 students make the distinguished achievers list (1 or more Band 6 results) for their performance in the HSC.

Outstanding results were achieved by: Joshua Burwood – Biology 84, Chemistry 86, English Adv 81, Mathematics Ext88, Physics 86 –ATAR 94.05

Selena Chia – Biology 90, English Adv 87, Mathematics 92, Physics 80, Senior Science 91, SDD 91– ATAR 93.95

Grace Osborne– English Adv 88, Legal Studies 88, Maths Gen 88, Society & Culture 88 –

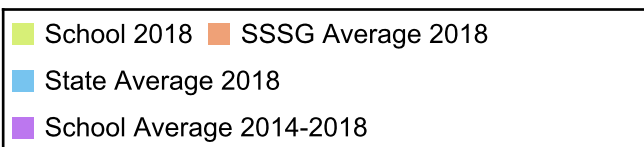
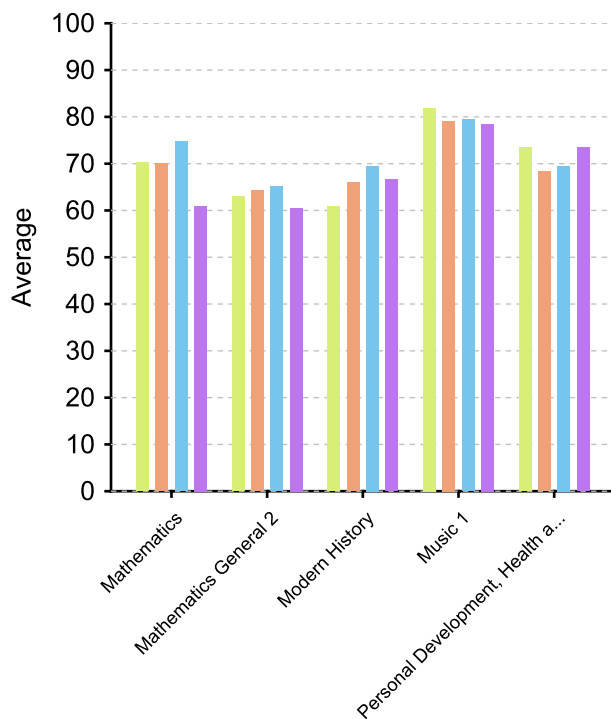
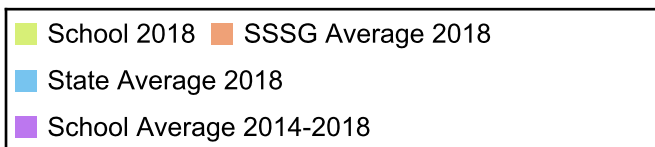
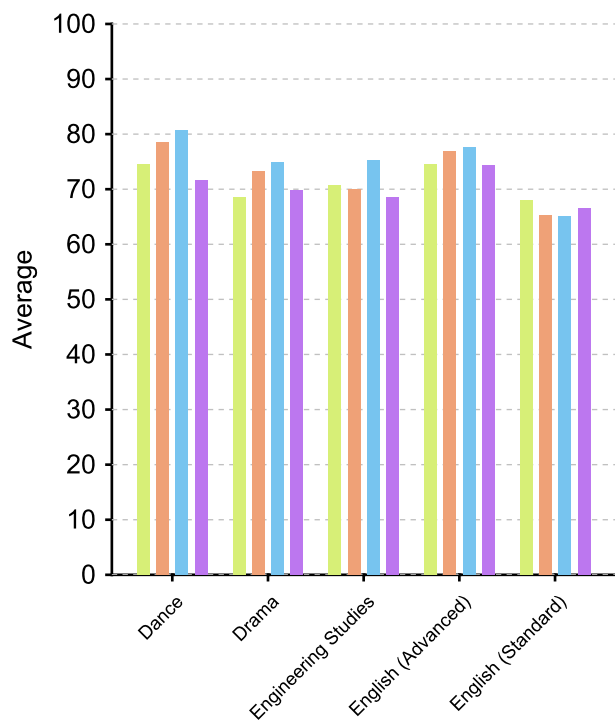
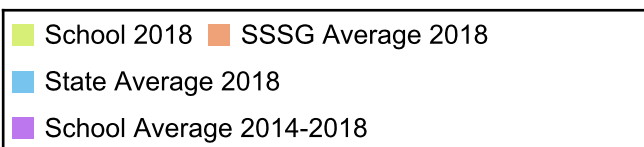
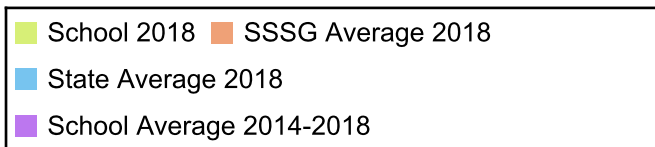
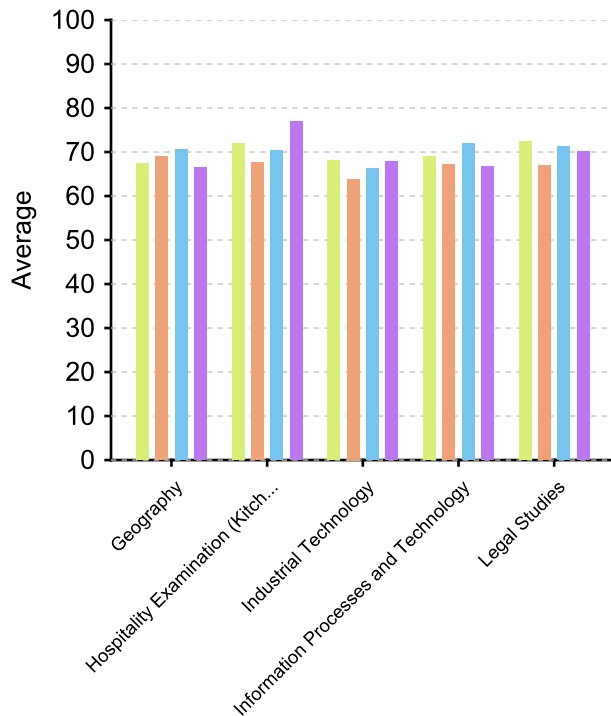
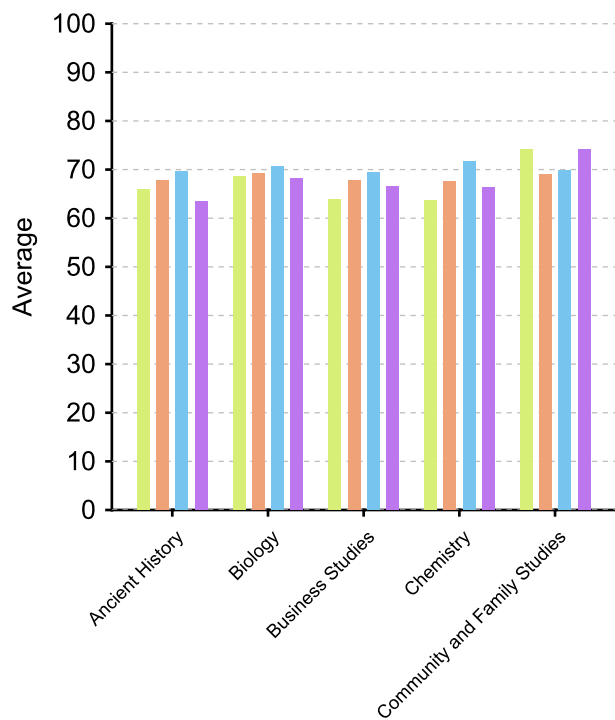
Ben Howard – Construction 91,

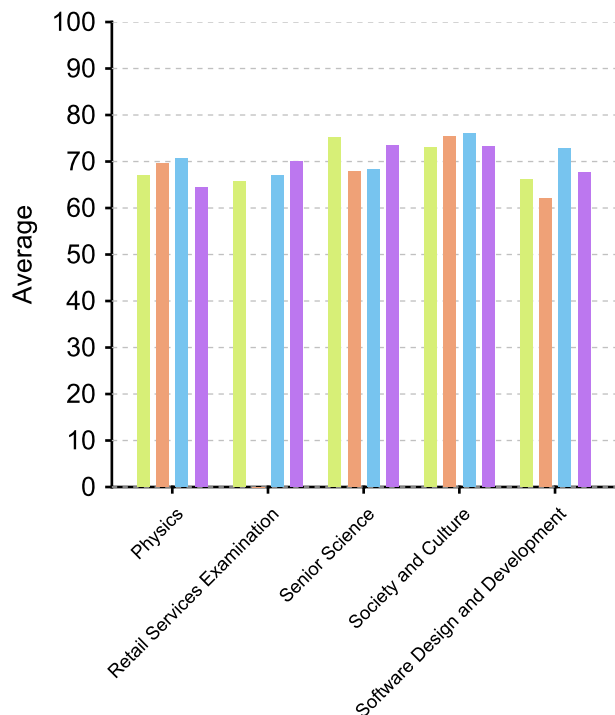
Ty Richard – Industrial Tech 90

Tarni Cruickshank – CAFS 91

Alex Mc Dougall – CAFS 91

A number of courses performed particularly well in the examination with 70% or more of the candidature scoring Bands 4–6. Visual Arts 100%, Music 93%, Senior Science 73%, English Advanced 71, Food Technology 85%, Software and Design 73%, Textiles & Design 80%, and Food Technology 85%.





teacher evenings were held for each Year group and parents were invited to Course Expos and celebratory assemblies, events and festivals. Feedback from parents has been very positive with strong support for the changes to school structure, uniform and innovative programs.

Teachers opinions on campus and college satisfaction were sought throughout the year through campus preference , DoE's People Matter and Professional learning surveys. Teachers expressed strong satisfaction with the campus and in professional learning opportunities.

Students were surveyed using Tell Them From Me and exit surveys as well as through the Student Representative Forum. There is strong student satisfaction with the campus. Data from the Tell Them From Me survey indicates that in the area of Drivers of student Engagement the campus is at or above the state norm for Positive teacher relationships, Positive Learning climate and Expectations for success.

Policy requirements

Aboriginal education

The Jesmond Campus was a proud participant in the Callaghan Educational Pathways Aboriginal Education Team (CEPAET) in 2018. Through this team a number of cultural opportunities were made available to of Year 11 and 12 students. Three examples of leadership opportunities were the Naidoc Week Assembly, Aboriginal Recognition assembly, and the 'Walk a Mile Koorie Style' event. Our Cultural Group performed at the opening of Surfest's Indigenous Classic, many school assemblies including our feeder Primary Schools and for a range of community organisations.

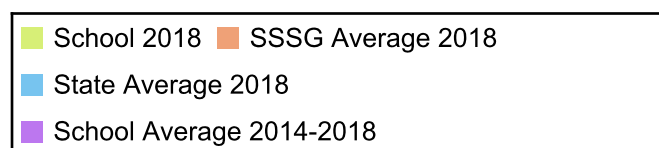
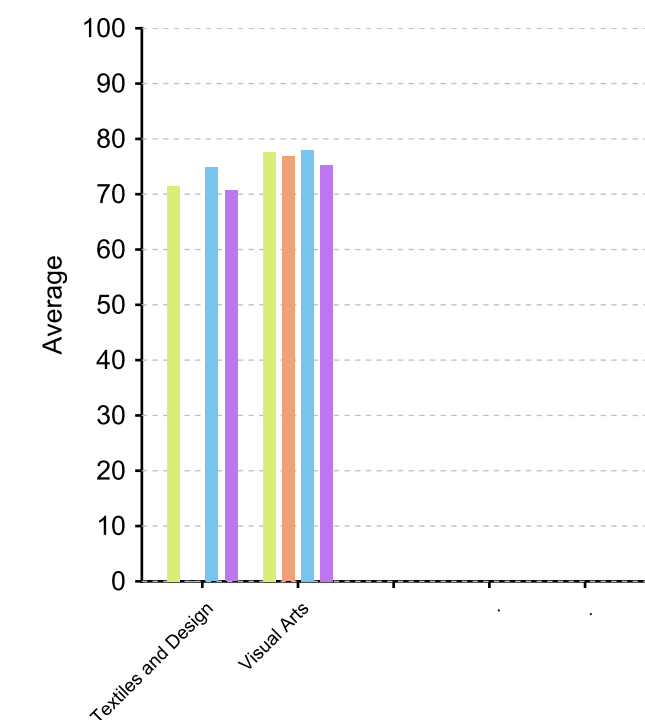
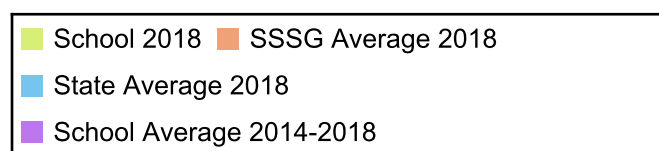
Alex Nean was appointed as an Aboriginal Community Liaison Officer, to foster links with community and provide support to students and families to ensure student potential was reached and opportunity for cultural activities was also provided to students. Our Junior Aboriginal Educational Consultative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

The support of Bridgette Hey our Aboriginal tutor has been appreciated by students of all abilities. Students are able to book in for individual assistance with assessment and class work.

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 School Based Traineeships (SBATS) and demonstrated high academic achievement at the HSC.

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

The Yarn Circle and Study Centre now serve as



Parent/caregiver, student, teacher satisfaction

In 2018 Callaghan College Jesmond Campus sought the opinions of parents, students and teachers about our campus through surveys, parent information evenings, newsletters and the parent portal. Parent

meeting places for aboriginal students and community. In addition, Sista Speak and Bro Speak run on a weekly basis with our students taking on leadership roles assisting students from Heaton Public school with traditional painting and Digeridoo playing.

The support given by our Aboriginal team and provision of cultural activities and been a significant factor in lifting our Aboriginal attendance rates to above that of like schools.

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 2018.

- 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 5th 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.