Callaghan College Jesmond Campus

2019 Annual Report

CALLAGHAN COLLEGE

Jesmond Senior Campus

8880

Introduction

The Annual Report for 2019 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.

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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

This section of the annual report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school–excellence

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.

Improvement Measures

Increase the percentage of students in Bands 5 and 6 from 16.5% (2017) to equal Similar School Group 30.57% (2017)

Increase in student attendance from 88.29% (2017) to 90% (2020). Increase in Aboriginal student attendance from 81.60% (2017) to 84% (2020)

Increase in retention from Year 11 to Year 12. from 66% (2017) to 72% (2020)

Progress towards achieving improvement measures

Process 1:   Mentoring

Students participate in learning conferences to develop the skill set for academic rigor and are supported through staff and peer conferencing.

Evaluation	Funds Expended (Resources)
Q: How has explicit teaching of literacy techniques influenced HSC trend data? Are explicit literacy lessons, learning conferences, transition processes and access to appropriate learning technology platforms having the impact desired on HSC trend data? Are students achieving their aspirational goals? D: Scout data, HSC analysis, School exit data. F: HSC analysis and Scout demonstrates achievement of similar HSC results from 2018 maintaining the jump from 2017 to 2018. School exit data demonstrates that students are accessing a variety of post school options for further education and employment. School exit data suggests a more focused mentoring programs is needed. I: Continued focus on literacy in all courses. Mentoring program needs to be a priority for 2020.	Executive reflection TTFM data School exit feedback Scout data HSC analysis

Process 2:   Professional Learning

Teachers engage in regular professional learning to develop competency in evidence–based learning, data analysis and have high expectations embedded.

Evaluation	Funds Expended (Resources)
Q: How has regular professional development demonstrated HSC trend data showing longitudinal growth? How has PL influenced HSC trend data? D: Scout data, HSC analysis, Staff PL Session Attendance data. F: HSC analysis and Scout demonstrates achievement of similar HSC results from 2018 maintaining the jump from 2017 to 2018. Staff numbers limited unless PL session is mandated. I: Need for increased staff participation in PL sessions directed at data analysis to inform learning. direction form Executive as to the mandating of future planning for onsite PL.	Scout HSC Analysis Staff PL Attendance records

Process 3:   **Whole School Well–being**

A whole school, integrated approach, to student well–being, is implemented so that students may connect, succeed, thrive and learn.

Evaluation	Funds Expended (Resources)
Q: How effectively have the well–being programs and policies supported student and teacher well–being? D: TTFM Teacher, Student and Parent data, Student focus groups, Learning conferences feedback, Minimum standards completion rates F: Establishment of the student and teacher well–being teams. I: Teams are established and have identified mission , goals and objectives. Going forward, the teams need to establish a timeline for implementation of initiatives.	TTFM Teacher, Student and Parent data Student focus groups Learning conferences feedback Minimum standards completion rates

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.

Improvement Measures

All teaching staff can evidence their expertise and their impact on Professional Action Teams.

All teachers are proficient in data analysis to develop and differentiate programs and pedagogical practices.

Improved performance of students on a variety of internal and external performance scales–RoSA, HSC, Critical Thinking,

Progress towards achieving improvement measures

Process 1:   Collaborative Practice

Develop Action Plans , including professional learning linked to the Australian Professional Standards for Teachers, including evidence collected to measure impact through the PDP process.

Evaluation	Funds Expended (Resources)
Q: What evidence is there of staff buy in? Is there evidence of increased staff undertaking leadership roles? D: Staff attendance data, professional learning funding, increased staff lead initiatives F: Evidence of some buy in from staff. There was evidence of a gender imbalance in aspirants. I: Need to attract a broader cross–section of staff seeking leadership roles.	Staff attendance data Professional learning funds spending Number and allocation of staff lead initiatives

Process 2:   Aboriginal Education

All staff undertake professional learning to increase knowledge about how to support the identity and diversity of Aboriginal students and how they learn.

Evaluation	Funds Expended (Resources)
Q: How are the ATSI programs assisting staff to support the identity and diversity of Aboriginal students through inclusive education driving outstanding teaching and learning? D: Qualitative analysis of all Aboriginal Education programs within the school and impact in Aboriginal Attendance. F: Statistically there has been little improvement for Aboriginal student attendance, however retention rate has increased to 74%. Through qualitative analysis students have provided feedback to say that they feel much more included. I: Focussed approach to increase attendance of Aboriginal students. continued development of Aboriginal Education programs designed to drive outstanding and inclusive teaching and learning.	Executive analysis workshop Attendance report – Aboriginal Students 2019

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.

Improvement Measures

All policies, processes and programs reflect the requirements of DoE and NESA and all school leaders demonstrate the impact of authentic leadership roles.

Increase student engagement in Quality instruction, Positive Teacher Student Relations , Positive Learning Climate and Expectations for Success.

Increase the % of parents and caregivers interacting with the teaching and learning content areas on the school portal and technology platforms.

Progress towards achieving improvement measures

Process 1:   Learning Partnerships

Establish, develop and lead effective learning partnerships across the College, with local partner primary schools, AECG, external agencies, including business, corporate and tertiary educational providers.

Evaluation	Funds Expended (Resources)
Q: How effective are the established partnerships operating? D: Commitment of funding from Senior Pathways, staff and community feedback/recognition regarding identifiable partnerships F: Increased links through University to include a number of key learning areas, such as Aboriginal Education, Sciences, Maths, future learning and teacher training. Launch of Maths in construction program. Ongoing success of AIP. Continued development of cross campus and inter school teams. Participation in staff learning workshops. I: Increased student exit pathways. Identification of a need for broad recognition of pathways is evident. A need for further internal and external promotion of pathways and partnerships.	Staff and community feedback, external party funding allocations.

Process 2:   Communication and Engagement

Establish a marketing and media team to highlight the exemplary learning, engagement and post school opportunities available and utilise resources to enhance best practice.

Evaluation	Funds Expended (Resources)
Q: How will we implement the new branding into all college communications and publications? Do we have the full support of staff, students and the community in our determination to rebrand? D: P&C feedback, Staff meeting feedback, Student focus group feedback F: Positive feedback from all data sources. I: Action plan identified for the rebranding to take place from the beginning of 2020. All preliminary students in 2020 to wear new school logo. Logo incorporated into all publications and promotional material including signage.	$4000.oo contribution for rebranding.

Process 3:   Practices and Processes

Review and embed policies and processes that ensure DoE and NESA requirements are met.

Evaluation	Funds Expended (Resources)
Q: How has student engagement and attendance been impacted by the introduction and adherence to Attendance, Campus, DoE and NESA policy updates? How have processes implemented assisted staff in the completion of their role in supporting students? D: Staff and executive feedback on student engagement, student attendance data and student feedback in TTFM data and survey groups. F: Student attendance data shows a slight decrease in student overall attendance from 2018. Staff feedback has identified that students when in class are more engaged. Student feedback on attendance and assessment policy indicates that information is clear and applicable. TTFM data supports the similar level of engagement as per 2018. I: Student's understand the requirements for the completion of the HSC. Staff have a clear process for dealing with student absenteeism and engagement. Staff have benefitted from an additional support person in monitoring and following up attendance concerns. Continued development of these processes into the next year to see the extent of success is important.	Executive feedback Student Attendance Data Staff feedback TTFM data Student survey groups

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	SBAR Equity Funding $72,182 Aboriginal Community Liaison Officer Aboriginal Tutor	Our Aboriginal Community Liaison Officer and Aboriginal Tutor continued 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 our students and many Primary school student through Bro Speak, Sista speak and Naidoc celebrations. 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.
English language proficiency	SBAR Equity Funding $25,711 0.2 teacher allocation	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. EALD New Arrival Program (NAP) to support 2 recently arrived students with a refugee background. The NAP Teacher supports students in class and also withdraws students from class for personalised English language tuition. 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.
Low level adjustment for disability	SBAR Equity Funding $168,285	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. A Learning and Support Teacher provided diagnostic and direct support to students and professional learning to teachers to assist students with adjustments to learning. Effective communication through SENTRAL were further developed to provide staff with relevant information relating to student adjustments and disabilities.
Quality Teaching, Successful Students (QTSS)	Nil	Nil
Socio–economic background	SBAR Equity Funding $395,436	In 2019 Callaghan College Jesmond Campus employed a nurse from Hunter New England Health Youth. Staff were employed to enhance student support in the Careers and Transition Team. and additional staff allocated to assist in meeting Minimum Standards.

Socio–economic background	SBAR Equity Funding $395,436	Students with Financial difficulties were assisted to access curriculum and learning opportunities.
Support for beginning teachers	. 2 staffing	Beginning teachers were allocated a mentor and .1 allowance for RFF.
Targeted student support for refugees and new arrivals	SBAR Equity Funding $2,853	Student support was linked to programs outlined in the development of English Language Proficiency. Teaching English Language Learners (TELL) Course for the Newcastle and Hunter Region was facilitated in parts at Jesmond Campus during Term 3.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	386	365	314	308
Girls	353	348	320	297

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
11	84.8	87.4	83.5	82.5
12	87.8	87.9	87.6	85.3
All Years	86.1	87.7	85.5	83.7
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89	89	87.7	87.5

Student attendance was monitored throughout 2019, 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. An attendance monitoring officer was appointed term 3 to support and follow up identified and unexplained absences. 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.

Management of non-attendance

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	9.4	14
Employment	0	7.4	30
TAFE entry	0	5.1	11
University Entry	0	0	37
Other	0	1.2	8
Unknown	0	1	0

Year 12 students undertaking vocational or trade training

44.89% of Year 12 students at Callaghan College Jesmond Campus undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

91.5% of all Year 12 students at Callaghan College Jesmond Campus expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	36.13
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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 **Actual** ($)
Opening Balance	1,317,522
Revenue	9,656,799
Appropriation	9,047,214
Sale of Goods and Services	251,699
Grants and contributions	348,243
Investment income	9,643
Expenses	-9,915,736
Employee related	-8,715,981
Operating expenses	-1,199,755
Surplus / deficit for the year	-258,937

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.

Callaghan College Jesmond Campus 8880 (2019)

Financial summary - Equity loadings

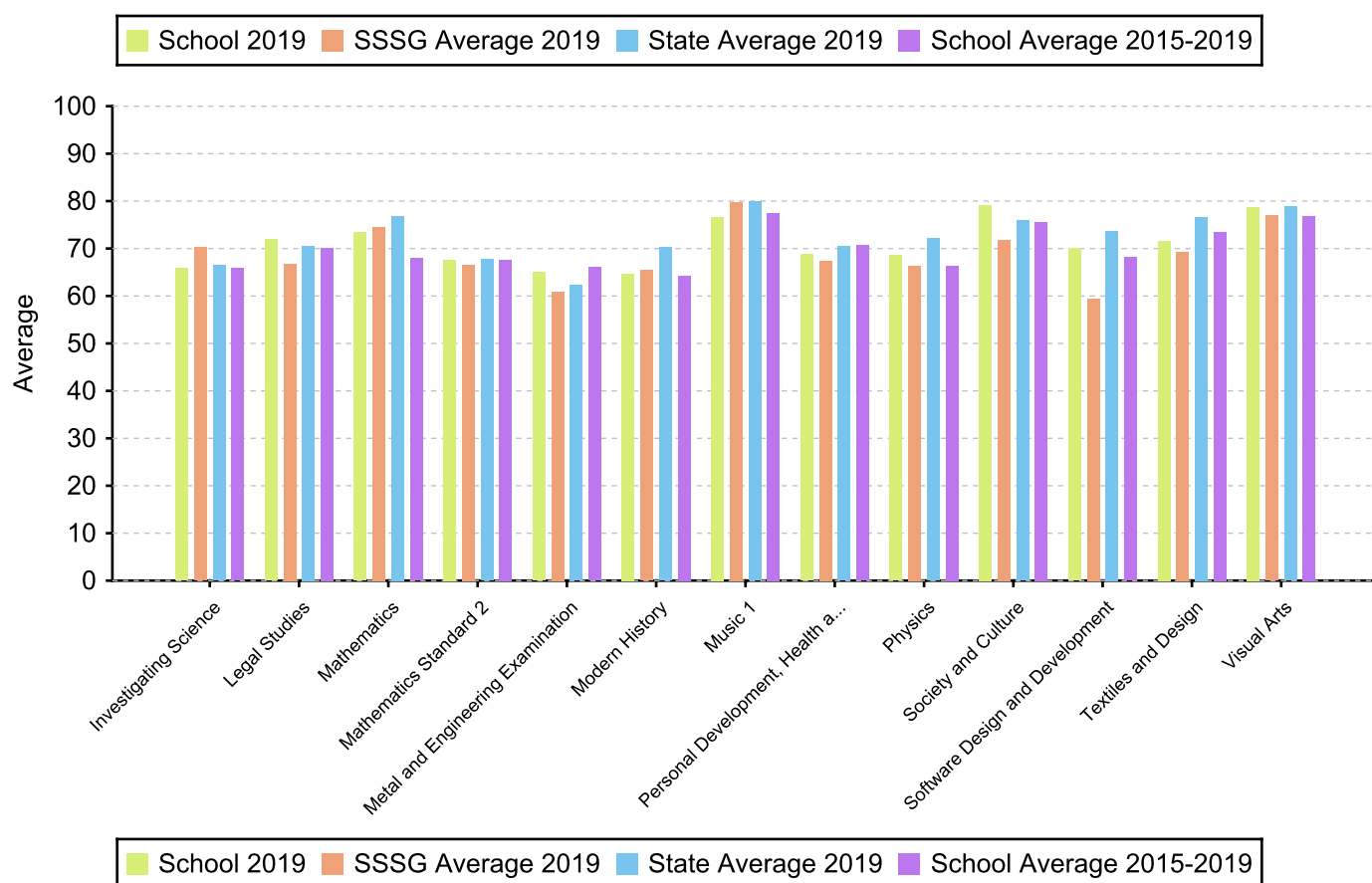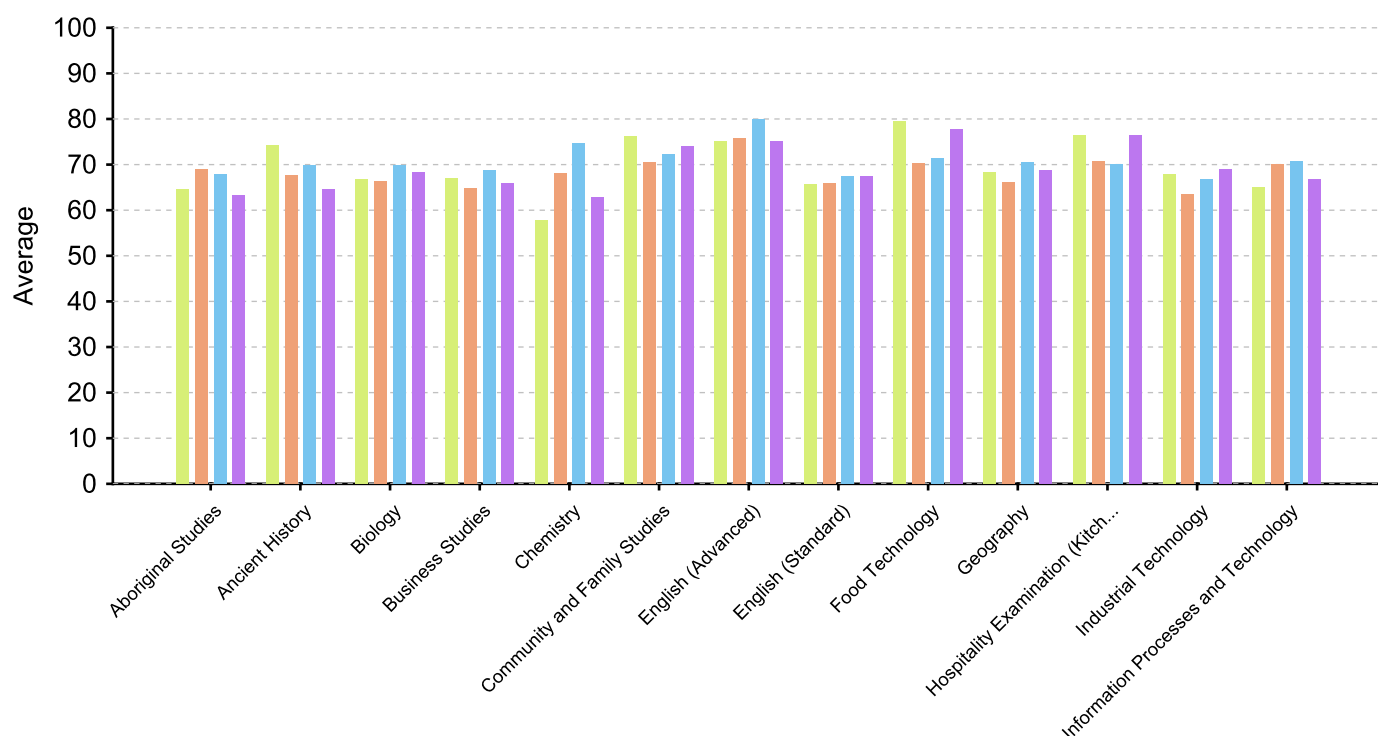The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	771,428
Equity Total	661,614
Equity - Aboriginal	72,182
Equity - Socio-economic	395,436
Equity - Language	25,711
Equity - Disability	168,285
Base Total	6,357,185
Base - Per Capita	151,478
Base - Location	0
Base - Other	6,205,707
Other Total	1,010,466
Grand Total	8,800,692

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

Legend: School 2019 | SSSG Average 2019 | State Average 2019 | School Average 2015-2019

Legend: School 2019 | SSSG Average 2019 | State Average 2019 | School Average 2015-2019

Subject	School 2019	SSSG	State	School Average 2015-2019
Aboriginal Studies	64.5	68.9	67.8	63.2
Ancient History	74.2	67.6	69.9	64.5
Biology	66.7	66.4	69.9	68.3
Business Studies	66.9	64.9	68.6	66.0
Chemistry	57.8	68.1	74.7	62.7
Community and Family Studies	76.2	70.4	72.2	74.0
English (Advanced)	75.0	75.7	80.0	75.1
English (Standard)	65.6	65.9	67.3	67.3
Food Technology	79.5	70.3	71.4	77.7
Geography	68.4	66.0	70.6	68.8
Hospitality Examination (Kitchen Operations and Cookery)	76.5	70.8	70.0	76.4
Industrial Technology	67.9	63.5	66.8	69.1
Information Processes and Technology	65.0	70.1	70.8	66.9
Investigating Science	65.8	70.3	66.5	65.8
Legal Studies	71.9	66.8	70.6	70.1
Mathematics	73.4	74.6	76.9	68.0
Mathematics Standard 2	67.6	66.6	67.7	67.6
Metal and Engineering Examination	65.0	60.9	62.3	66.0
Modern History	64.7	65.5	70.2	64.3
Music 1	76.6	79.8	79.9	77.5
Personal Development, Health and Physical Education	68.8	67.4	70.5	70.6
Physics	68.6	66.4	72.1	66.3
Society and Culture	79.2	71.8	75.9	75.5
Software Design and Development	70.0	59.4	73.8	68.1
Textiles and Design	71.6	69.3	76.6	73.5
Visual Arts	78.7	76.9	78.8	76.9

Parent/caregiver, student, teacher satisfaction

In 2019 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 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 refreshed campus and college branding, refurbishment of teaching and learning spaces and continued development of innovative programs and initiatives.

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 and commitment to continued development of campus improvements in innovation and quality teaching and learning. Staff have responded positively to both campus and college professional learning initiatives. Teacher buy in is evident through whole staff participation in strategic teams.

Students were surveyed using Tell Them From Me and exit surveys as well as through the Student Representative Forum. Feedback from Student Learning Conferences indicated overwhelming support and commitment to the campus ethos of high expectations within a positive learning culture. There is strong student satisfaction with the campus physical and human resources. 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 Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.