2020 Annual Report

Callaghan College Jesmond Senior Campus

8880

Introduction

The Annual Report for 2020 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.

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School vision

'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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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 skillset 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: Covid-19 impacted upon individual and group mentoring with most support moving to online. During remote learning mentoring was supported through technology platforms including CANVAS, Google Teams and Zoom. HSC analysis and Scout demonstrates achievement of similar HSC results from 2019. School exit data demonstrates that students are accessing a variety of post school options for further education and employment. I: Identification of need to reestablish a more robust and timetabled mentoring program to continue through the entire year for both Year 11 and Year 12 students. This needs to be scheduled into the regular timetable. Continued focus on literacy in all courses. 99.6% students successfully passed their HSC minimum standards test.	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 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 2019 . Due to COVID-19 much of the professional learning for 2020 did not proceed as originally planned. The move to online learning became the	Staff PL Attendance records Scout HSC Analysis

Progress towards achieving improvement measures	
key focus for PL during 2020 with staff utilisation of remote learning technology platforms a priority. I: Continued focus on staff participation in PL sessions directed at data analysis to inform learning. Many of the online learning platforms resonated strongly with students and parents and need to be integrated in ongoing pedagogical practices.	**Funding Sources:** • Professional learning ($30000.00)

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: Student and staff well being teams were established. However due to the impact of COVID-19 they were unable to meet as regularly as planned and for a significant period were online only. I: A strategic and planned approach to student wellbeing ensures that all students at CCJSC are known, valued, and cared for. Comprehensive transition processes support students who are commencing their senior schooling in an adult learning environment, which are built on the values of inclusiveness and high expectations. The culture of high expectations is fundamental to student success, which is supported by student involvement in years 11 and 12 Learning Conferences, utilising among others, Elevate Education, and High Resolves.	Minimum standards completion rates TTFM Teacher, Student and Parent data Student focus groups Learning conferences feedback **Funding Sources:** • Professional learning ($15000.00)

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 improved collaborative practice across all KLA's? D: HSC results, Staff PL and PDP data, professional learning funding, increased staff lead initiatives F: The impact of COVID-19 significantly influenced the willingness and need for staff to work collaboratively to develop knowledge , skills and expertise in developing and and delivering online learning platforms and programs. 100% of staff completed a HSC analysis for each of the HSC courses they delivered. Accumulated findings from Head Teacher for each KLA was used to determine faculty strategic planning. I: Embedding the additional online learning tools in future learning pedagogical practice and further development of PL schedule to ensure practices are regularly reviewed, consistent, sustainable and focus on driving improvement of student outcomes..	Professional learning funds spending Number and allocation of staff leading initiatives Scout PDP Staff Survey **Funding Sources:** • Professional learning ($20000.00)

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: Are the existing 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: The impact of COVID-19 has impacted on overall student attendance with no evidence of improvement of overall Aboriginal student attendance in 2020. TTFM data indicates Aboriginal students feel connected and supported.	Executive analysis workshop Attendance report - Aboriginal Students 2020

Progress towards achieving improvement measures	
I: Continued focus on staff PL and inclusion of Aboriginal Education in SDD's with further development of Aboriginal Education programs designed to drive outstanding and inclusive teaching and learning.	

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 has CCJSC increased student engagement to ensure quality learning? D: HSC data, Exit surveys, TTFM data and Post School destination survey. F: COVID-19 created many challenges and opportunities for schools. The extended period of online learning impacted significantly on students working on Major Projects where students had extended periods with limited access to materials and resources needed to complete projects. Initiatives such as the University Pilot Program that linked UNE Masters students with CCJSC students provided significant support in minimising any gaps in student learning including providing support with completion of Minimum Standards. I: We have been successful in establishing, developing, and leading effective learning partnerships across the College, with local partner primary schools, AECG, external agencies, including business, corporate, and tertiary education providers. This has resulted in an increased awareness of the effectiveness of identified learning partnerships and the opportunity to enhance and develop others. The establishment of a College marketing and media team has resulted in highlighting the exemplary learning, engagement, and post-school opportunities available and ensured that all parents and carers are able to access key communication tools at the campus including, Sentral, Canvas, Facebook, School website, email and contact details. During this process and in terms of the unprecedented school year we have experienced thus far, we have identified ways of improving the allocation and distribution of teaching and non-teaching staff to support the work of teachers in the classroom and across new and rejuvenated specialist learning spaces across the campus.	HSC Analysis Student exit surveys TTFM data Post school destination survey data

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.

Progress towards achieving improvement measures	
Evaluation	**Funds Expended (Resources)**
Q: Have we increased the percentage of parents and caregivers interacting with our teaching and learning content areas on the school portal and technology platforms? How can we increase this percentage further? D: Newsletters, Parent portal, Facebook, Website , external agencies and partners F: The school's engagement with the community is evident through strong links with the College Educational Pathways, community organisations, and local AECG. Feedback on school performance from all stakeholders and the broader school community has increased through the use of social media. The establishment of a College marketing and media team has resulted in highlighting the learning, engagement, and post-school opportunities available and ensured that all parents and carers are able to access key communication tools at the campus including, Sentral, Canvas, Facebook, School website, email and contact details. I: Given the unprecedented school year experienced in 2020, we have identified ways of improving the collaboration with external groups and agencies and in the allocation and distribution of teaching and non-teaching staff to support the work of teachers in the classroom and across new and rejuvenated specialist learning spaces across the campus.	Sentral Parent Portal Access Data Canvas Observer Access Analytics Facebook Analytics Website Analytics

Process 3:   Practices and Processes

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

Evaluation	**Funds Expended (Resources)**
Q: Are all policies, practices and processes required by DoE and NESA up-to-date and fully implemented within the required timeframe? How are school leaders demonstrating the impact of authentic leadership roles? How has the introduction of key policies such as the Assessment Policy impacted student learning? D: NESA and SICM PL with all executive. HSC monitoring folders reviewed for all facultys. F: A strong culture of data analysis and review exists across all faculties that informs planning at a classroom, faculty, and whole of campus level. Head Teachers undertake an analysis process of HSC results on an annual basis, to identify their successes and areas for improvement. The analysis informs future planning, including future curriculum offerings (and possible differentiation), professional learning for staff, and student learning support. Classroom teachers reflect through their PDP about specific strategies, impact, most successful strategy, the embedding of faculty/whole school strategies and platforms, and the use of formative assessment within their course. Teaching and learning programs reflect differentiation of assessment and adjustments to learning such that all students can access the curriculum. I: To ensure that all T & L programs, scope and sequence documents, and assessment meet NESA requirements, the senior executive continue to review implemented processes to ensure a consistent and thorough supervision framework across all faculties. Extra-curricular activities are incorporated into programs that have a strong focus on evaluating these activities through student voice to improve teaching practices.	NESA Checklist and Updates DoE Policy Library: https://policies.education.nsw.gov.au/policy-library School Biz Critical Reading Professional Learning

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**Funding Sources:** • Aboriginal background loading ($82 754.00)	Exit surveys and evaluation of Sentral data including retention and HSC completion data indicate our students felt well supported at school. 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. A number of Aboriginal students had their HSC Major Projects recognised as exemplars for those particular courses.
English language proficiency	**Funding Sources:** • English language proficiency ($45 074.00)	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 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	**Funding Sources:** • Low level adjustment for disability ($158 936.00)	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 **Funding Sources:** • ($0.00)	Nil
Socio-economic background	**Funding Sources:** • Socio-economic background ($410 814.00)	The Hive study centre was further expanded in 2020. Additional staff were allocated to support individual and group tuition. Staff were employed to enhance student support in the Careers and Transition Team and additional staff allocated to assist in meeting Minimum Standards. The implementation of ALARM support in 2020 has seen some encouraging progress in

Socio-economic background	**Funding Sources:** • Socio-economic background ($410 814.00)	building teacher capacity across several faculties and courses. Teachers in the CAPA faculty across courses in Visual Arts, Drama and Dance now have solid ALARM templates and have designed in planning. The English faculty now has stronger and more meaningful ALARM templates for preliminary course work, and the maths faculty has developed their ALARM understanding through discussions and a broad template to support learning through the use of explicit knowledge and scaffolding.Students with financial difficulties were assisted to access curriculum and learning opportunities. In 2020 Callaghan College Jesmond Campus employed a nurse from Hunter New England Health Youth.
Support for beginning teachers	Nil **Funding Sources:** • ($0.00)	Nil
Targeted student support for refugees and new arrivals	**Funding Sources:** • Targeted support for refugees and new arrivals ($6 079.00)	Our campus has an appointed EALD Specialist Teacher and Anti-Racism Contact Officer and also utilise Bi-lingual Student Learning Support Officers to support students with English as an additional language or dialect. The New Arrivals Programme has been facilitated throughout the year for students with a beginner level of English acquisition. Student support was linked to programs outlined in the development of English Language Proficiency.

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	365	314	308	294
Girls	348	320	297	319

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
11	87.4	83.5	82.5	87.9
12	87.9	87.6	85.3	88
All Years	87.7	85.5	83.7	87.9
State DoE				
Year	**2017**	**2018**	**2019**	**2020**
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89	87.7	87.5	89.1

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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	8
Employment	0	9	30
TAFE entry	0	4	11
University Entry	0	0	45
Other	0	6	6
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

51.53% of Year 12 students at Callaghan College Jesmond Senior Campus undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

92.9% of all Year 12 students at Callaghan College Jesmond Senior Campus expected to complete Year 12 in 2020 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)	10
Classroom Teacher(s)	38.9
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	13.28
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2020 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 **Actual** ($)
Opening Balance	1,058,584
Revenue	10,110,407
Appropriation	9,720,968
Sale of Goods and Services	199,813
Grants and contributions	187,077
Investment income	2,549
Expenses	-10,716,134
Employee related	-9,008,779
Operating expenses	-1,707,355
Surplus / deficit for the year	-605,727
Closing Balance	452,857

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

Financial summary - Equity loadings

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

	2020 **Approved SBA** ($)
Targeted Total	146,319
Equity Total	697,578
Equity - Aboriginal	82,754
Equity - Socio-economic	410,814
Equity - Language	45,074
Equity - Disability	158,936
Base Total	7,572,934
Base - Per Capita	148,559
Base - Location	0
Base - Other	7,424,375
Other Total	805,127
Grand Total	9,221,958

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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 myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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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.
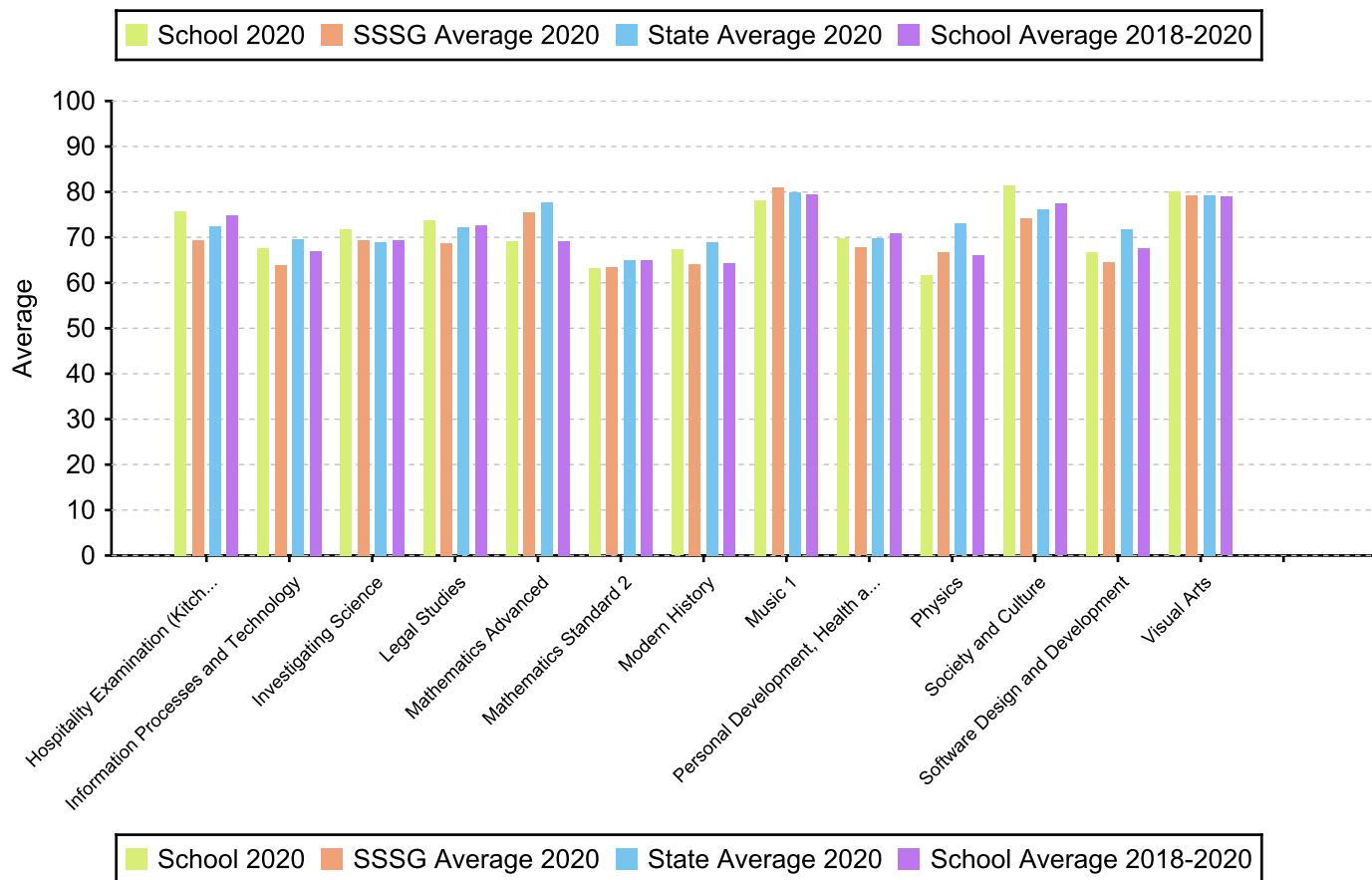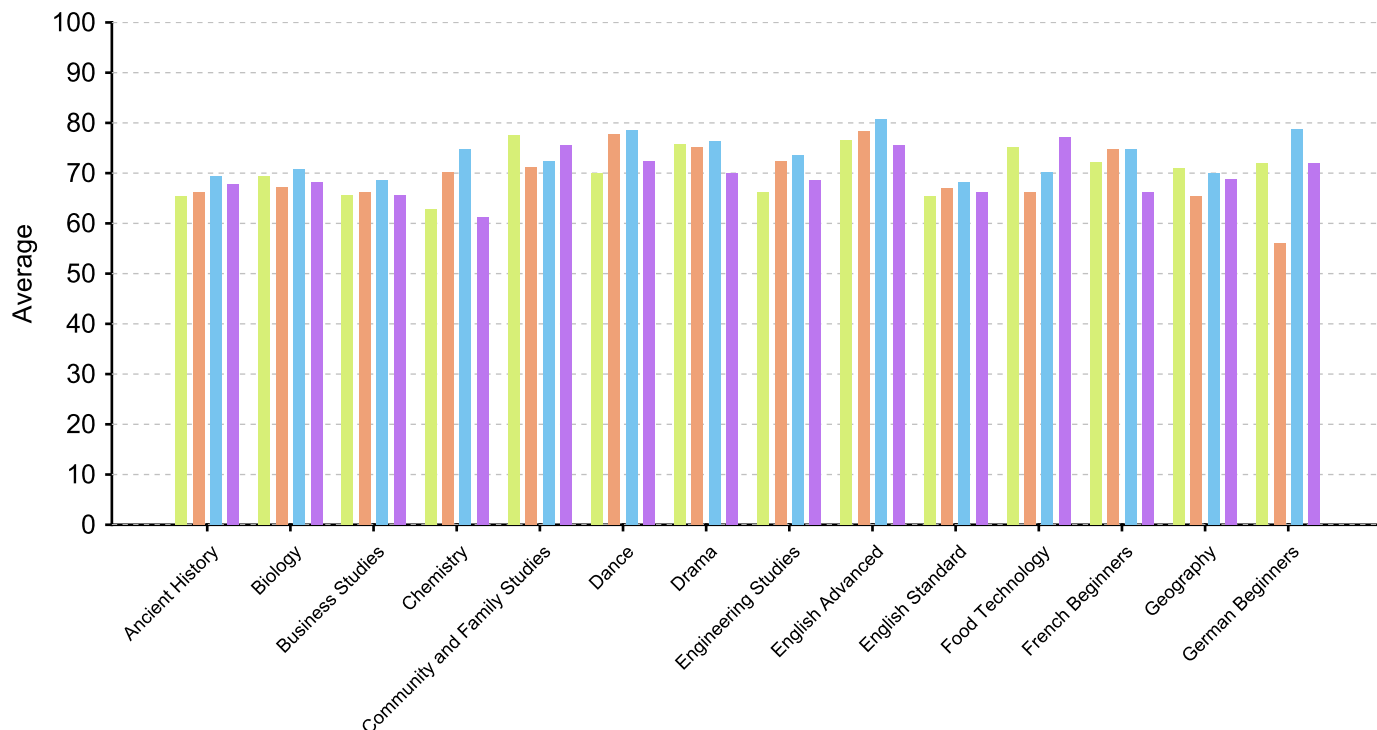
Subject	School 2020	SSSG	State	School Average 2018-2020
Ancient History	65.4	66.3	69.4	67.8
Biology	69.3	67.1	70.8	68.2
Business Studies	65.6	66.2	68.6	65.7
Chemistry	62.8	70.3	74.8	61.2
Community and Family Studies	77.5	71.2	72.4	75.6
Dance	69.9	77.8	78.6	72.3
Drama	75.7	75.1	76.4	70.0
Engineering Studies	66.1	72.4	73.6	68.5
English Advanced	76.6	78.3	80.8	75.5
English Standard	65.3	67.1	68.1	66.3
Food Technology	75.2	66.2	70.2	77.1
French Beginners	72.2	74.8	74.7	66.3
Geography	70.9	65.5	70.1	68.7
German Beginners	71.9	56.0	78.6	71.9
Hospitality Examination (Kitchen Operations and Cookery)	75.7	69.4	72.5	74.9
Information Processes and Technology	67.6	63.9	69.6	67.0
Investigating Science	71.7	69.4	69.0	69.3
Legal Studies	73.7	68.6	72.1	72.7
Mathematics Advanced	69.2	75.6	77.7	69.2
Mathematics Standard 2	63.2	63.3	64.9	65.0
Modern History	67.3	64.1	68.9	64.4
Music 1	78.2	80.9	79.8	79.4
Personal Development, Health and Physical Education	69.8	67.7	69.9	70.9
Physics	61.7	66.8	73.0	66.0
Society and Culture	81.5	74.2	76.2	77.4
Software Design and Development	66.7	64.5	71.8	67.7
Visual Arts	80.0	79.3	79.2	78.9

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Parent/caregiver, student, teacher satisfaction

In 2020 Callaghan College Jesmond Campus sought the opinions of parents, students and teachers about our campus through surveys, newsletters and the parent portal. Anecdotal evidence was also collected during phone calls, and meetings with parents. Due to the impact of Covid -19 many planned events for parents and the community were unable to be held in 2020. However, each Year group, parents and community members were invited to virtual online Course Expos, meetings, celebratory assemblies and events. Feedback from parents has been very positive with strong support for the lengths the campus and college went to support students during the covid period. Teachers opinions on campus and college satisfaction were sought throughout the year through campus preference, DoE's People Matter and Professional learning surveys. Whilst teachers experienced a very challenging year with fast tracked changes to pedagogical practice a priority staff non the less 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 of staff participation in strategic teams.

In November 2020 the campus completed External Validation. As part of this process students were surveyed using Tell Them From Me, student focus groups, exit surveys and regular feedback from the Student leadership body 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 TTFM 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.

Not surprisingly there were a significant number of events that were unable to be staged during the pandemic but on the whole the parents, carers and students and were particularly vocal and appreciative of the lengths that the campus went to in order to modify and ensure authentic and innovative teaching and learning and celebratory events. HSC results and exit survey data indicate that student outcomes remained positive.

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.

Callaghan College Jesmond Senior Campus recognise and respect the cultural, linguistic and religious backgrounds of all students and promote an open and tolerant attitude towards cultural diversity, different perspectives and world views. We promote a safe, innovative and inclusive environment that values its rich multicultural student body and community.

To support multicultural education several continued initiatives have operated in 2020. The Cool Contacts Program supports EALD students transitioning from Waratah and Wallsend campuses to the senior environment. Students are welcomed to the campus and have an opportunity to become familiar with the new school environment, staff and fellow students. The Skills for Work and Vocational Pathways Program commenced in Term 4 for Year 12 EALD students and is another successful initiative to improve student outcomes in senior studies and provide future pathways.

In summation, Callaghan College Jesmond Senior Campus fosters student wellbeing, learning and achievement, and community harmony through the provision of programs and practices which counter racism and discrimination.