

2021 Annual Report

Callaghan College Jesmond Senior Campus



8880

Introduction

The Annual Report for 2021 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 Strategic Improvement 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

Callaghan College

'Collaborating to Empower Learners: A vibrant learning culture where confident and creative students thrive'.

School context

College context

Callaghan College is a multi-campus college in the urban regional location of Newcastle NSW, on the lands of the Awabakal people. Wallsend Campus (Years 7-10), Waratah Campus (Years 7-10), and Jesmond Senior Campus (Years 11-12) are united as we collaborate to empower all learners from our diverse community. Collectively, we provide the most extensive curriculum in the Hunter including a breadth of opportunities, academic, vocational, and extra-curricular. Callaghan is recognised nationally for its integration of technology to support future-focused learning. We create lifelong learning through leading a strong and vibrant partnership with the Callaghan Education Pathways (including 15 partner primary schools), a parent partnership with our Callaghan College P&C, a rich partnership with Muloobinbah AECG, an academic partnership with the University of Newcastle and industry partnerships with a range of innovative enterprises.

Campus context

The campus response to the expectations of the dynamic community environment is designed to Build a World-Class Learning Community. In working with students between the ages of 15 - 19 years, the Jesmond Senior Campus Callaghan College provides access to credentials and transitions students to become productive and contributing members of our broader community, post-school.

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 caters to all learners with a particular focus on academic success, curriculum innovation, student well-being and vocational education delivery and support classes for students with disabilities.

Jesmond Senior Campus offers the broadest curriculum of all government schools in Newcastle and the Hunter with multiple pathways to the HSC and post-school opportunities. The diversity of students from a multiplicity of cultural backgrounds creates the opportunity for future-focused learning and authentic experiences. Our campus actively collaborates to ensure the educational success of all Aboriginal students. Jesmond Senior Campus is the largest government provider of School-Based Apprenticeships and Traineeships (SBAT) in NSW.

Jesmond Senior Campus is committed to delivering a high-impact strategic plan based on the key findings from the 2020 situational analysis. These include: the collective responsibility for using data-informed practice to ensure individual student learning growth; activating the learning of students and staff; and continuing our journey of a high expectations and aspirational learning culture.



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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2021 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: Student growth and attainment

Purpose

To develop a collective responsibility for individual student learning growth.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- LEARNING GROWTH Individual
- TEACHING FOR GROWTH Assessment

Resources allocated to this strategic direction

Professional learning: \$22,302.29

Socio-economic background: \$191,250.00

Refugee Student Support: \$9,568.88

English language proficiency: \$143,025.89

Integration funding support: \$213,051.00

Low level adjustment for disability: \$160,029.30

Flexible Funding for Wellbeing Services: \$24,919.43

Summary of progress

LEARNING GROWTH Individual

This strategic direction was designed to embed more targeted and individualised support for students, specifically our Aboriginal students, EALD students, High Potential and Gifted students and students requiring additional wellbeing support. Significant progress has been made in the establishment of strategic teams for each initiative who are designing, implementing and monitoring key strategies targeted to improvement measures. Beginning with delivery of professional learning designed to build confidence and capacity in data literacy, data analysis and data use in teaching, as a foundation for evaluative practice. A strong focus on attendance has yielded a comprehensive range of strategies which have been implemented as 5 week 'Sprints'.

TEACHING FOR GROWTH Assessment

Formative assessment professional learnings have also reinforced the capacity of teachers to monitor and be responsive to individual learning needs to promote growth for every student. The next steps will be to implement individual mentors and provide intensive support which complements the culture of study. Strategic Teams will be looking to gather evidence of a shift in practice and student learning.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
% of Results in HSC Top 2 Bands Baseline 18.65% Target 21.4%	• 21% of students attained results in the top two bands demonstrating achievement of the lower bound target.
% of Results in HSC Top 3 Bands Baseline 53.42% Target 55.4%	• 61% of students attained results in the top three bands demonstrating achievement of and exceeding the lower bound target.
Attendance Baseline 57% all, 40% ATSI* Target 60%	• The number of students attending greater than 90% of the time or more has decreased by 4% to 52.6%. • The number of Aboriginal students attending greater than 90% of the time or more has decreased by 2% to 38.3%.
Aboriginal Student HSC Attainment	• The percentage of Aboriginal students attaining HSC whilst maintaining

Baseline 65% Target 68%	<p>their cultural identity has increased by 1% (68% to 69%).</p> <ul style="list-style-type: none"> • The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. This is evidenced by increased attendance rates and positive engagement with Support Officers.
HSC Bottom 2 Bands Decrease in the % of students achieving in the bottom 2 bands of HSC Baseline 17.5% Target 15.5%	<ul style="list-style-type: none"> • 18% of students attained results in the bottom two bands demonstrating progress toward the lower bound target.
NESA Standards 25% of faculties successfully complete SICM trial	<ul style="list-style-type: none"> • The percentage of faculties successfully completing the SICM trial has not shifted due to Covid constraints.

Strategic Direction 2: AGENCY

Purpose

To cultivate a vibrant campus culture where students and staff are empowered as confident and creative learners.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- LEARNER AGENCY
- TEACHER AND LEADER AGENCY

Resources allocated to this strategic direction

Professional learning: \$20,000.00

Summary of progress

LEARNER AGENCY

A 'High Impact' strategic team was established and with senior executive support, designed and delivered a professional learning suite in High Impact HSC Strategies throughout term 1 and 2 and has resumed in Term 4. The program combines the research based learnings of the DoE HSC PL and the identification of highly effective HSC teachers and their targeted strategies. Staff attendance to these professional learning sessions has been on average 98%. The High Impact strategies learnt are being implemented by staff across the curriculum as evidenced by Exit Ticket formative feedback.

TEACHER AND LEADER AGENCY

A concerted effort by Senior Executive resulted in a major increase in staff applying for HSC marking in 2021, with 11 teachers, from across 5 faculties successful.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
HSC Marking Baseline 18% & 4/8 Faculties Target 30% & 5/8 Faculties	Rates of HSC marking has increased significantly to 5 faculties now represented and 25% of the total teaching staff (11/45) accepted.
High Impact Professional Learning 100% of teachers actively engage in the High Impact Professional Learning framework.	Professional Learning attendance data indicates an average of 98% attendance.
Wellbeing , as indicated by TTFM, increases to 65%	• Tell Them From Me data indicates 66.38% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school), above 2021 progress measure.

Strategic Direction 3: COLLECTIVE EFFICACY

Purpose

To build a learning culture of high expectations and high aspiration.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- LEARNING PARTNERSHIPS
- LEARNING PATHWAYS

Resources allocated to this strategic direction

Aboriginal background: \$76,970.37

Socio-economic background: \$164,690.00

Professional learning: \$7,000.00

Summary of progress

LEARNING PARTNERSHIPS

The Learning Partnerships initiative has seen the development of some strategic communications designed for parents/carers and wider community. These include a regular newsletter and a promotional video. Engagement rates have been high, but ongoing evaluation methods are to be established. There has been significantly increased engagement of staff with Aboriginal Education, including AECG and CEPAET initiatives and campus wide professional learning in *Turning Policy Into Action* and *Aboriginal Histories and Cultures*. The Aboriginal Learning Team will now focus on supporting staff to shift practice. Learning Partnerships with the University of Newcastle have been under review in order to build a more strategic approach to Aspirations across Callaghan K-12.

LEARNING PATHWAYS

An updated plan will be implemented in 2022. A 'Futures' strategic team has been established to research, conceptualise and develop a draft proposal for the implementation of a portfolio credential. Currently a review of the Sheargold report is under way as an investigation of the rationale behind Portfolio credentialing.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Tell Them From Me Students Planning to Finish Yr 12 increases from Baseline 83% to Target 85%	Tell Them From Me data indicates 84% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
Tell Them From Me Students planning to go to University increases from Baseline 54% to Target 56%	Tell Them From Me data indicates 54% of students report they are planning to go to University.
Enrolments Increased % of students (in zone) transitioning from Year 10 to Year 11 from Baseline 86%* to Target 86%	The % of students (in zone) transitioning from Year 10 to Year 11 increased from Baseline 86%* to 86
Exit Data	The % of students exiting into successful pathways (incl University entry,

<p>Increase the % of students exiting into successful pathways (incl University entry, TAFE, Apprent/Trainee & FT Employment).</p> <p>Baseline 73% Target 75%</p>	<p>TAFE, Apprent/Trainee & FT Employment) has increased from 73% to 87%</p>
<p>Portfolio Credential</p> <p>A pilot portfolio credential is developed.</p>	<p>A pilot portfolio is under consideration.</p>



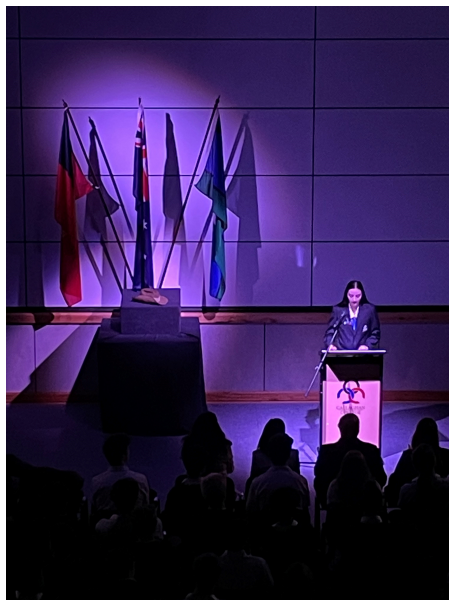
Staff gallery walk for Strategic Improvement Planning 2021-2023 development

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$9,568.88</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • LEARNING GROWTH Individual <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • release time to engage staff in targeted professional learning • employment of additional staff for targeted student support • additional staffing for targeted interventions to support student learning • intensive English language and learning support to increase educational outcomes for students <p>The allocation of this funding has resulted in: greater individualised support for all EAL/D students. Increased engagement supported by Bi-lingual Student Learning Support Officers.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to offer additional supports including; one on one tutoring, New Arrivals program and Professional Learning for staff.</p>
<p>Integration funding support</p> <p>\$213,051.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Callaghan College Jesmond Senior Campus in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • LEARNING GROWTH Individual <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: School Learning and Support Officers to be employed to support students in a range of classes both with the Support Unit and Mainstream classes.</p> <p>After evaluation, the next steps to support our students with this funding will be: for ongoing support and assistance for students to engage in the breadth of all courses offered.</p>
<p>Socio-economic background</p> <p>\$355,940.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Callaghan College Jesmond Senior Campus who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • LEARNING GROWTH Individual • LEARNING PARTNERSHIPS <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Socio-economic background</p> <p>\$355,940.00</p>	<p>include:</p> <ul style="list-style-type: none"> • supplementation of extra-curricular activities • equitable access to specialist resources • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support 'Start Up' program implementation. <p>The allocation of this funding has resulted in: expanding supports within the The Hive to offer and cater for individual and group tuition. Callaghan College Jesmond Senior Campus continued the employment of a Support Worker from Hunter New England Health Youth.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the ongoing supports and access to external providers and support personnel.</p>
<p>Aboriginal background</p> <p>\$76,970.37</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Callaghan College Jesmond Senior Campus. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • LEARNING PARTNERSHIPS <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of additional staff in EAL/D leadership positions to enhance EAL/D pedagogy • employment of specialist additional staff (AEO) to support Aboriginal students <p>The allocation of this funding has resulted in: increased positive links with community and the Callaghan Education Pathways Network of schools. Additional Student Support staff working with the Aboriginal Education Team have increased the educational pathways and outcomes of all Aboriginal students.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue building positive links with the wider community and alternate academic student pathways.</p>
<p>English language proficiency</p> <p>\$143,025.89</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Callaghan College Jesmond Senior Campus.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • LEARNING GROWTH Individual <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging)

<p>English language proficiency</p> <p>\$143,025.89</p>	<p>support</p> <p>The allocation of this funding has resulted in: employment of an EAL/D teacher for additional support with successful completion of HSC courses. Ongoing implementation of the New Arrival Program to support recently arriving students with a refugee background.</p> <p>After evaluation, the next steps to support our students with this funding will be: implement ongoing staff and community supports for all students to be supported in class and release for individualised intensive English language tuition.</p>
<p>Low level adjustment for disability</p> <p>\$160,029.30</p>	<p>Low level adjustment for disability equity loading provides support for students at Callaghan College Jesmond Senior Campus in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • LEARNING GROWTH Individual <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of LaST and interventionist teacher • support for students in Life Skills; Individual Learning Plans/Profiles and HSC Special Provisions <p>The allocation of this funding has resulted in: the inclusion of School Learning and Support Officers to support students in a range of contexts to enable students to access and succeed in the curriculum and learning opportunities. A Learning and Support Teacher providing diagnostic and support to students, professional learning to teachers and assisting students with adjustments.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue implementation of Learning and Support Teacher along with additional Student Learning and Support Officers.</p>
<p>Flexible Funding for Wellbeing Services</p> <p>\$24,919.43</p>	<p>The flexible funding for wellbeing services allocation is provided to support student wellbeing at Callaghan College Jesmond Senior Campus.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • LEARNING GROWTH Individual <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • the development and implementation of trauma informed resources • delivery of the Student Services model - support services are centrally located. Curriculum/assessment differentiation, workshops based on student need. Adults who care program. Working with outside agencies to deliver wellbeing programs. Breakfast club. Wellbeing supports - counselling • employment of Student Support Officer to support vulnerable students • targeted wellbeing program in conjunction with an external provider aimed at students thought to be at risk of not completing school <p>The allocation of this funding has resulted in: the implementation of numerous key Wellbeing events for students throughout the year that have been developed by the members of the</p>

<p>Flexible Funding for Wellbeing Services</p> <p>\$24,919.43</p>	<p>Learning and Support Team.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue the development, implementation and delivery of high impact Wellbeing events that include staff, students and key external providers.</p>
<p>COVID ILSP</p> <p>\$604,748.82</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to participate in professional learning • releasing staff to analyse school and student data to identify students for small group tuition <p>The allocation of this funding has resulted in: the significant success of students meeting and completing the HSC Minimum Standards with direct support. The delivery and inclusion of staff to support student Literacy and Numeracy needs, monitor and positively reengage students attending the campus and provide increased support to all Aboriginal students.</p> <p>After evaluation, the next steps to support our students with this funding will be: to provide ongoing support, monitoring and analysis of programs for staff and students to provide greater flexibility to access HSC courses.</p>



ANZAC ceremony

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	314	308	294	285
Girls	320	297	319	319

Student attendance profile

School				
Year	2018	2019	2020	2021
11	83.5	82.5	87.9	81.8
12	87.6	85.3	88	84.8
All Years	85.5	83.7	87.9	83.1
State DoE				
Year	2018	2019	2020	2021
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	87.7	87.5	89.1	85.1

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	10	9
Employment	0	13	21
TAFE entry	0	4	21
University Entry	0	0	45
Other	0	7	4
Unknown	0	1	0

Year 12 students undertaking vocational or trade training

47.08% of Year 12 students at Callaghan College Jesmond Senior Campus undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

94.2% of all Year 12 students at Callaghan College Jesmond Senior Campus expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.



21st Century Skills - Special Education

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	39.5
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
Teacher ESL	0.8
School Counsellor	1.2
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	452,857
Revenue	11,115,837
Appropriation	10,627,573
Sale of Goods and Services	230,825
Grants and contributions	257,017
Investment income	423
Expenses	-10,947,914
Employee related	-9,903,914
Operating expenses	-1,043,999
Surplus / deficit for the year	167,924
Closing Balance	620,781

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.

	2021 SBAR Adjustments (\$)
Targeted Total	222,620
Equity Total	752,740
Equity - Aboriginal	76,970
Equity - Socio-economic	372,714
Equity - Language	143,026
Equity - Disability	160,029
Base Total	7,713,397
Base - Per Capita	155,429
Base - Location	0
Base - Other	7,557,968
Other Total	891,069
Grand Total	9,579,825

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School performance - NAPLAN

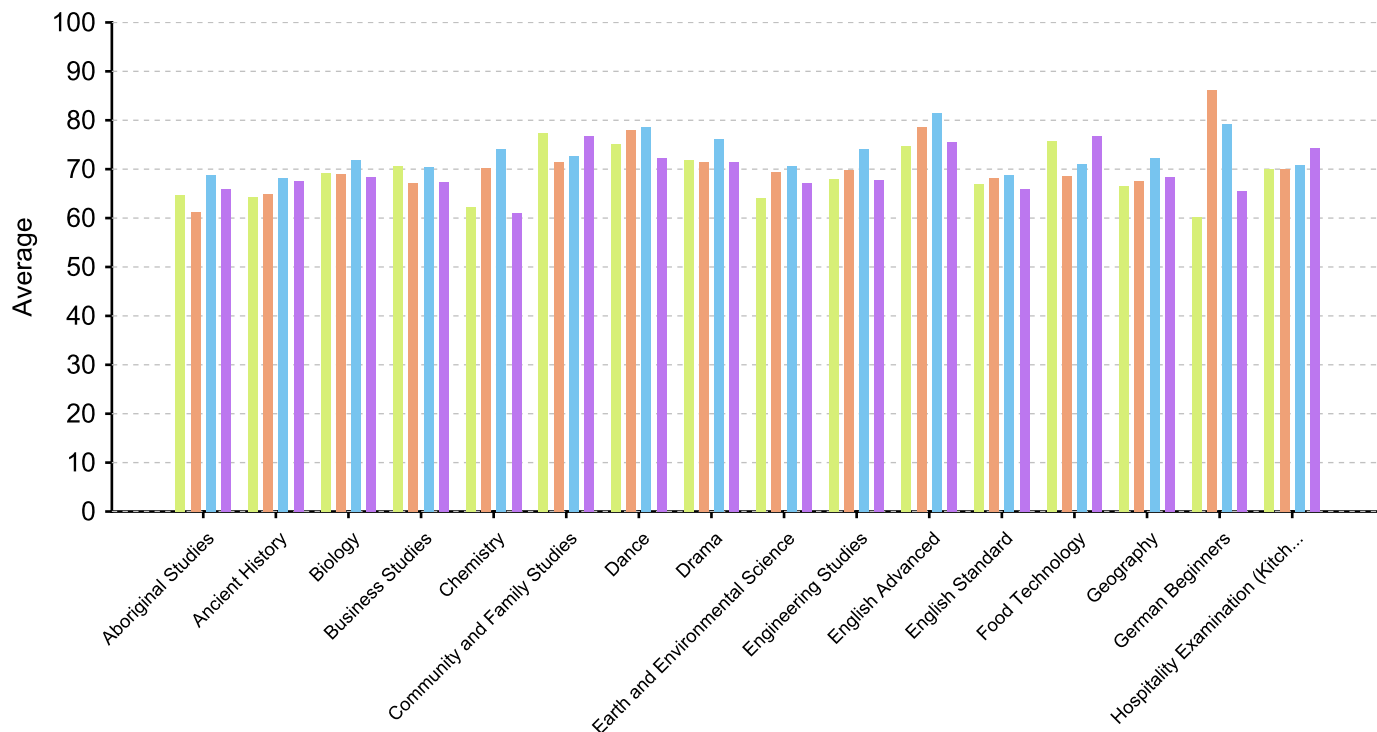
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

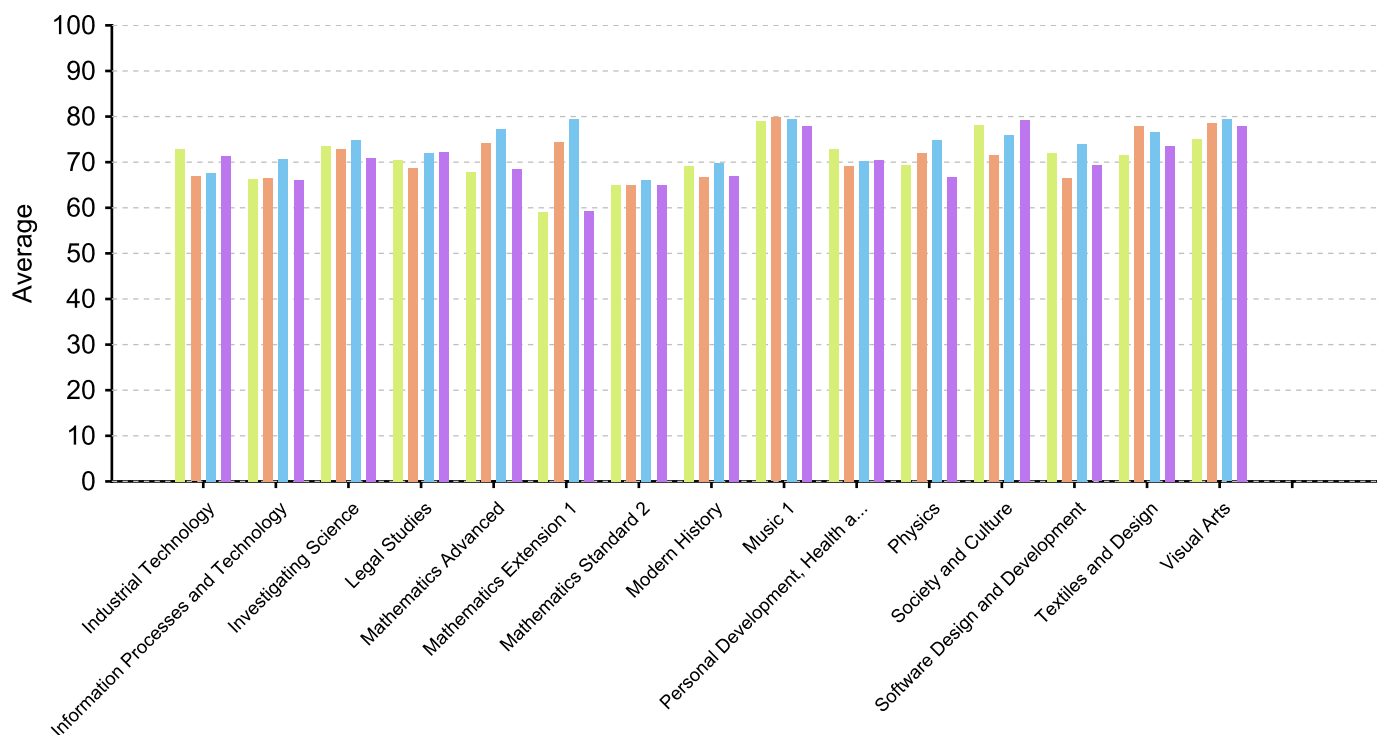
School performance - HSC

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.



■ School 2021
 ■ SSSG Average 2021
 ■ State Average 2021
 ■ School Average 2019-2021



■ School 2021
 ■ SSSG Average 2021
 ■ State Average 2021
 ■ School Average 2019-2021

Subject	School 2021	SSSG	State	School Average 2019-2021
Aboriginal Studies	64.7	61.3	68.8	66.0
Ancient History	64.3	65.0	68.1	67.6
Biology	69.3	69.0	71.9	68.4
Business Studies	70.7	67.2	70.4	67.4
Chemistry	62.3	70.3	74.1	61.0
Community and Family Studies	77.4	71.5	72.7	76.8
Dance	75.1	78.0	78.6	72.3
Drama	71.9	71.5	76.1	71.4
Earth and Environmental Science	64.0	69.4	70.6	67.3
Engineering Studies	67.9	69.9	74.1	67.7
English Advanced	74.7	78.7	81.4	75.5
English Standard	67.0	68.3	68.8	66.0
Food Technology	75.7	68.5	71.0	76.8
Geography	66.5	67.6	72.4	68.5
German Beginners	60.3	86.2	79.3	65.6
Hospitality Examination (Kitchen Operations and Cookery)	70.1	70.1	70.8	74.3
Industrial Technology	72.9	66.9	67.7	71.4
Information Processes and Technology	66.3	66.5	70.8	66.1
Investigating Science	73.6	72.8	74.9	70.9
Legal Studies	70.5	68.8	72.0	72.2
Mathematics Advanced	67.9	74.3	77.4	68.5
Mathematics Extension 1	59.0	74.4	79.5	59.3
Mathematics Standard 2	65.0	65.1	66.1	65.0
Modern History	69.1	66.7	69.7	66.9
Music 1	79.0	79.8	79.4	78.0
Personal Development, Health and Physical Education	72.8	69.1	70.3	70.6
Physics	69.3	72.1	74.8	66.8
Society and Culture	78.2	71.6	76.0	79.3
Software Design and Development	72.1	66.5	74.0	69.3
Textiles and Design	71.6	78.0	76.6	73.6
Visual Arts	75.0	78.6	79.4	77.9

Parent/caregiver, student, teacher satisfaction

In 2021 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 second wave of Covid -19 many planned events for parents and the community were unable to be held in 2021. However, each Year group, parents and community members were invited to virtual online activities that included meetings, celebratory assemblies and events. Our Course Expo and a modified transition program was delivered on the campus. Feedback from parents has been very positive with strong support for the lengths the campus and college went to, 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 another very challenging year, pedagogical practice was again a priority for staff. The community 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 engagement is evident through whole of staff participation in strategic teams, professional learning sharing and activities.

Throughout the year parents, carers and students 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.



Parent Teacher night

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.