

2022 Annual Report

Callaghan College Jesmond Senior Campus



**CALLAGHAN
COLLEGE**

Jesmond Senior Campus

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Introduction

The Annual Report for 2022 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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Message from the principal

It is my pleasure to provide the Annual School Report for Callaghan College Jesmond Senior Campus. Throughout 2022, the campus continued to live up to our mission of 'Collaborating to empower learners'. Dedicated teachers and staff worked tirelessly to provide all students with a well-rounded education that not only focuses on academic success but also on character development and social-emotional towards their future educational pathway or as effective members of society.

I am pleased to report that students of the College excelled in many areas during 2022. Academic achievements continue to be impressive, with many students achieving outstanding HSC results in their courses and receiving recognition for their high-quality performances and/or major works. The school's provision of extracurricular programs, including sports and the arts, have also seen significant success this year.

As staff reflected on the past year, there was recognition of the importance of collaboration and teamwork in achieving these successes. Students, staff, parents and community partners all played an essential role in creating a supportive and inclusive environment that empowered our learners to reach their full potential.

There was collective recognition that the COVID-19 pandemic still presented many challenges over the past year, but the campus community rose to the occasion again with resilience and determination. There is pride in our students' adaptability and perseverance in navigating the change.

Moving forward, the campus remains committed to the mission of collaborating to empower learners and will continue to work collectively to provide students with the best possible education, one that prepares them not only for academic success but also for a fulfilling and meaningful life.

Thank you for your continued support and partnership in the College community. I am extremely proud to be leading a creative and vibrant Senior Campus and look forward to another successful year ahead.

James Ostermann

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 704 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	2022 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

Socio-economic background: \$207,393.00

Professional learning: \$38,000.00

Refugee Student Support: \$7,792.00

English language proficiency: \$192,710.00

Integration funding support: \$208,035.00

Low level adjustment for disability: \$151,142.00

Student support officer (SSO): \$48,058.00

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
Improvement in the percentage of HSC course results in top two bands to 23.9%	• 16.95% of students attained results in the top two bands.
Improvement in the percentage of HSC course results in top three bands to 57.9%	• 44.27% of students attained results in the top three bands.
Attendance Baseline 57% all, 40% ATSI* Target 64%	• The number of students attending greater than 90% of the time or more has decreased by 1.3% to 51.3%. • 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

<p>Baseline 65% Target 72%</p>	<p>their cultural identity has decreased by 7% (68% to 61%).</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. The effect of post-COVID apprenticeships, traineeships and full-time employment had a significant affect on student retention rates.
<p>HSC Bottom 2 Bands</p> <p>Decrease in the % of students achieving in the bottom 2 bands of HSC Baseline 17.5% Target 13.5%</p>	<ul style="list-style-type: none"> • 30% of students attained results in the bottom two bands demonstrating progress away from the lower bound target.
<p>NESA Standards</p> <p>50% of faculties successfully complete SICM trial</p>	<ul style="list-style-type: none"> • The percentage of faculties successfully completing the SICM trial has not shifted due to COVID constraints. • The campus was able to conduct a School Development Review across the College in one Faculty area.



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: \$29,000.00

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 for implementation during weekly professional learning sessions. The program combines the research based learnings of the DoE HSC PL high leverage strategies and the identification of highly effective HSC teachers and their targeted strategies. Staff attendance to these professional learning sessions has been on average 95%. 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 an increase in staff applying for HSC marking in 2022, with 13 teachers, from across 6 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 40% & 6/8 Faculties	Rates of HSC marking has increased significantly to 6 faculties now represented and 29% of the total teaching staff (13/45) accepted.
High Impact Professional Learning 100% of teachers actively engage in the High Impact Professional Learning framework and are utilising some effective strategies.	Professional Learning attendance data indicates an average of 98% attendance.
Wellbeing , as indicated by TTFM, increases to 67%	• Tell Them From Me data indicates students Sense of Belonging increased by 7% from 56% in April 2021 to 63% in November 2022.

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: \$73,171.00

Socio-economic background: \$175,000.00

Professional learning: \$1,843.00

Summary of progress

LEARNING PARTNERSHIPS

The Learning Partnerships initiative has seen the development of some strategic communications designed for parents/carers and wider community. 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

A 'Futures' strategic team has been established to research, conceptualise and develop a draft proposal for the implementation of a portfolio credential. A review of the Sheargold report was completed 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 87%	Tell Them From Me data indicates 89% of students report they 'Plan to finish Year 12'. This is an increase of 5% from 2021.
Tell Them From Me Students planning to go to University increases from Baseline 54% to Target 59%	Tell Them From Me data indicates 57% of students report they are planning to go to University. This is an increase of 3% from the previous survey.
Enrolments Increased % of students (in zone) transitioning from Year 10 to Year 11 Baseline 86%* to Target 89%	The % of students (in zone) transitioning from Year 10 to Year 11 increased from Baseline 86%* to 90%
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 80%</p>	<p>TAFE, Apprenticeships/Traineeships & FT Employment) has maintained at 87%</p>
<p>Portfolio Credential</p> <p>A pilot student group has a portfolio of learning which recognises their capabilities and achievements.</p>	<p>A digital portfolio is being investigated through current online learning software programs.</p>



Funding sources	Impact achieved this year
Refugee Student Support \$7,792.00	<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 the following impact: 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 will be: to continue to offer additional supports including; one on one tutoring, New Arrivals program and Professional Learning for staff.</p>
Integration funding support \$208,035.00	<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 the following impact: 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 will be: for ongoing support and assistance for students to engage in the breadth of all courses offered.</p>
Socio-economic background \$382,393.00	<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 include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials,

<p>Socio-economic background</p> <p>\$382,393.00</p>	<p>uniform, equipment and other items</p> <ul style="list-style-type: none"> • employment of additional staff to support 'Work Studies - StartUp program' program implementation. • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: 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 will be: to continue the ongoing supports and access to external providers and support personnel.</p>
<p>Aboriginal background</p> <p>\$73,171.00</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 in EAL/D leadership positions to enhance EAL/D pedagogy • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process • employment of specialist additional staff (AEO) to support Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact: 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 will be: to continue building positive links with the wider community and alternate academic student pathways.</p>
<p>English language proficiency</p> <p>\$192,710.00</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) support

<p>English language proficiency</p> <p>\$192,710.00</p>	<p>The allocation of this funding has resulted in the following impact: 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 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>\$151,142.00</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; HSC Special Provisions <p>The allocation of this funding has resulted in the following impact: 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 will be: to continue implementation of Learning and Support Teacher along with additional Student Learning and Support Officers.</p>
<p>Professional learning</p> <p>\$68,843.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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 • TEACHING FOR GROWTH Assessment • LEARNER AGENCY • TEACHER AND LEADER AGENCY • LEARNING PATHWAYS <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: given the opportunity for staff to collaborate together or with external providers on individual learning growth. The funds have supported the increased skill development and understanding of significant and important data software programs.</p>

Professional learning \$68,843.00	<p>After evaluation, the next steps to support our students will be: to continue promoting opportunities to increase knowledge and understanding of data programs.</p>
COVID ILSP \$277,638.00	<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 2022.</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 monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy/numeracy to meet HSC Minimum Standards <p>The allocation of this funding has resulted in the following impact: 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 will be: to provide ongoing support, monitoring and analysis of programs for staff and students to provide greater flexibility to access HSC courses.</p>
Student support officer (SSO) \$96,058.00	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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 • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other 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 • 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 following impact: the implementation of additional support with the SSO given students an alternate support mechanism. The SSO has supported key Wellbeing events for students throughout the year and has worked positively as a member of the Learning and Support Team.</p> <p>After evaluation, the next steps to support our students will be: continue the development, implementation and delivery of high impact Wellbeing strategies for students, staff and parents/carers. Continue to build strong relationships and connections with key external providers.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	308	294	285	324
Girls	297	319	319	300

Student attendance profile

School				
Year	2019	2020	2021	2022
11	82.5	87.9	81.8	82.8
12	85.3	88.0	84.8	83.9
All Years	83.7	87.9	83.1	83.2
State DoE				
Year	2019	2020	2021	2022
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	87.5	89.1	85.1	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	4
Employment	0	6	19
TAFE entry	0	6	19
University Entry	0	1	45
Other	0	3	12
Unknown	0	1	0

Year 12 students undertaking vocational or trade training

50.53% of Year 12 students at Callaghan College Jesmond Senior Campus undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

91.8% of all Year 12 students at Callaghan College Jesmond Senior Campus expected to complete Year 12 in 2022 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)	40.4
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
Teacher ESL	1.2
School Counsellor	1.4
School Administration and Support Staff	14.68
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	371,329
Revenue	11,672,539
Appropriation	11,068,421
Sale of Goods and Services	279,372
Grants and contributions	319,745
Investment income	3,911
Other revenue	1,091
Expenses	-11,397,194
Employee related	-9,805,675
Operating expenses	-1,591,519
Surplus / deficit for the year	275,346
Closing Balance	646,675

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.

	2022 SBAR Adjustments (\$)
Targeted Total	215,789
Equity Total	799,417
Equity - Aboriginal	73,171
Equity - Socio-economic	382,393
Equity - Language	192,710
Equity - Disability	151,143
Base Total	8,132,536
Base - Per Capita	157,591
Base - Location	0
Base - Other	7,974,945
Other Total	985,127
Grand Total	10,132,869

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 - NAPLAN

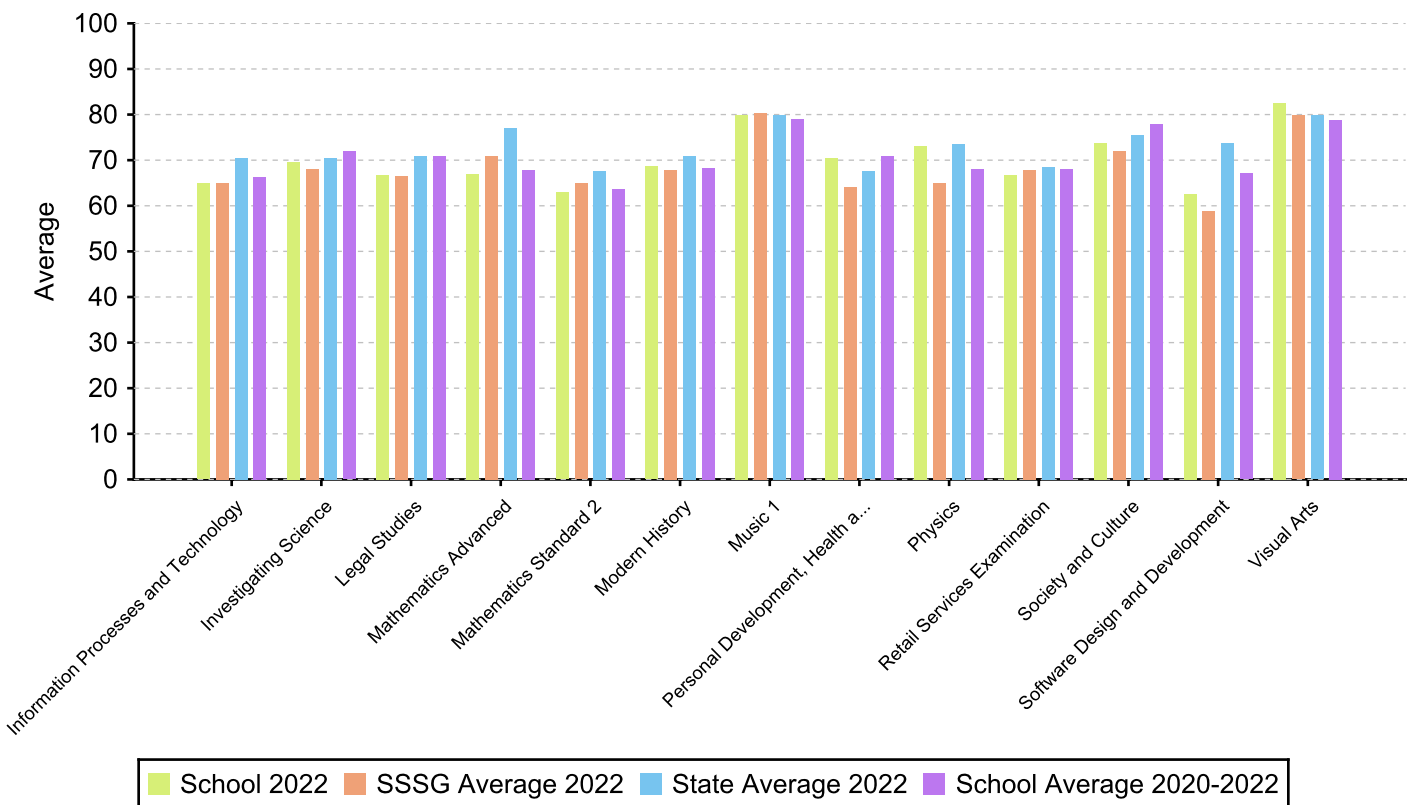
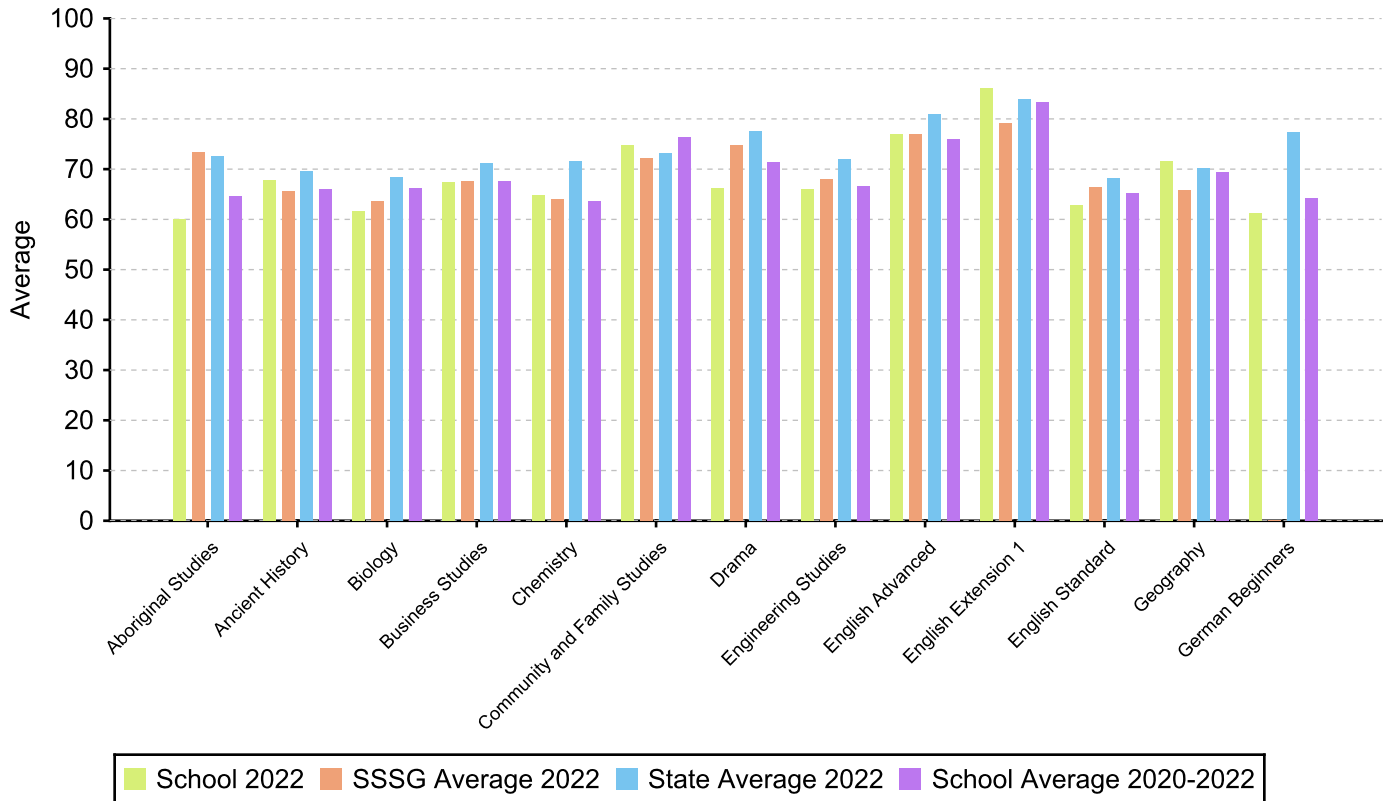
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.



Subject	School 2022	SSSG	State	School Average 2020-2022
Aboriginal Studies	60.1	73.4	72.6	64.7
Ancient History	67.8	65.7	69.6	65.9
Biology	61.6	63.7	68.5	66.3
Business Studies	67.3	67.7	71.2	67.6
Chemistry	64.9	64.1	71.7	63.6
Community and Family Studies	74.7	72.1	73.2	76.4
Drama	66.2	74.7	77.5	71.4
Engineering Studies	65.9	68.0	72.0	66.7
English Advanced	77.0	76.9	81.0	76.0
English Extension 1	86.2	79.1	83.9	83.3
English Standard	62.9	66.4	68.1	65.1
Geography	71.5	65.9	70.2	69.4
German Beginners	61.2	0.0	77.3	64.2
Information Processes and Technology	64.9	65.1	70.5	66.3
Investigating Science	69.6	68.0	70.6	71.9
Legal Studies	66.8	66.5	70.8	71.0
Mathematics Advanced	66.9	71.0	77.1	67.8
Mathematics Standard 2	62.9	64.9	67.6	63.7
Modern History	68.6	67.9	70.9	68.2
Music 1	79.9	80.3	79.9	79.0
Personal Development, Health and Physical Education	70.5	64.2	67.5	71.0
Physics	73.1	65.0	73.5	68.1
Retail Services Examination	66.7	67.8	68.4	68.0
Society and Culture	73.7	72.0	75.5	77.9
Software Design and Development	62.6	58.9	73.7	67.1
Visual Arts	82.6	79.8	79.8	78.8

Parent/caregiver, student, teacher satisfaction

In 2022 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 at the beginning of the year some planned events for parents and the community were postponed. For each Year group, parents and community members were invited to activities that included meetings, celebratory assemblies and events. Our Stage 6 Course Expo and 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 initial Covid period in Semester 1. 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 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 with an emphasis on high leverage practices.

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 Meet and Greet

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.

