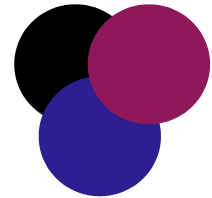


**CALLAGHAN COLLEGE**  
**JESMOND CAMPUS**  
**Annual Report**



2015



8880

## Introduction

The Annual Report for 2015 is provided to the community of Callaghan College Jesmond Campus as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Allen Littlewood  
Principal

### School contact details:

Callaghan College Jesmond Campus  
Janet Street  
Jesmond  
<http://www.jesmondseior.org/>  
[jesmondcc-h.school@det.nsw.edu.au](mailto:jesmondcc-h.school@det.nsw.edu.au)  
02 4952 3922



## Message from the Principal

'Empowering Young Men and Women to Succeed' is our vision for Callaghan College Jesmond Campus. Our staff work with integrity and passion to empower our young men and women.

Students have many diverse aspirations to achieve their goals post school. Central to student achievement is communication, not only about curriculum choice, subject content and skills, but also about opportunities. Throughout 2015 the staff developed a range of programs to support students as they transitioned from Year 10 to their post school opportunities of further study at university or TAFE, or to the world of work.

Teachers have focused in the classroom on developing an approach to teaching and learning built around critical and creative thinking called ALARM, which will enable students to handle more effectively the academic demands of the Higher School Certificate. ALARM successfully builds rigour, capacity and student performance.

Student wellbeing has always been the focus of our campus. 2015 has again seen our campus sustain students with cutting edge support and wellbeing programs.

The Career and Transition Team have worked tirelessly to engage students with the broader community through work and vocational education. Our campus involvement with Surfest each year continues as a wonderful showcase of, and opportunity to develop, our student's talents. Linking to business partnerships and the community has enabled our campus to provide exciting and enriching opportunities for our students.

We support all students to aspire to their potential, providing the tools and platform from which to make connections. The success of every student is a product of our positive partnership between our campus staff, students, parents and the broader community.

Our campus learning community recognises the many staff and student achievements of 2015.

Allen Littlewood  
Principal  
Callaghan College Jesmond Campus

## Message from the College Principal

Callaghan College is a large, multi-campus college serving the needs of over 2400 students from the western suburbs of Newcastle. The three campuses at Jesmond senior campus, Wallsend 7-10 campus and Waratah Technology 7-10 campus each have their unique contexts and identities while simultaneously working towards one common mission “Building a world class 21<sup>st</sup> Century learning community” through the same three common strategic directions for the College:

1. Improving excellent student outcomes;
2. Enhancing quality teaching and leadership; and
3. Strengthening quality community partnerships.

While each campus report will highlight their specific achievements of 2015 I would like to give you a very brief overview of achievements across the whole of the College. In 2015:

- Callaghan College named as one of the Top 40 Innovative Schools in Australia by The Educator magazine. Our College was one of only three government secondary schools in NSW to receive this award and this continues our success of 2013 when Callaghan College was named in the top three in the world in 21<sup>st</sup> Century Learning by Pearson Education;
- A team of Year 12 Students from Callaghan College Jesmond campus won the 2015 Australian schools STEM Video Game Challenge. More than 1500 teams entered this competition, regarded as the best of the best for school students due to the difficulty in producing a marketable product. Our student’s developed a game app, ‘Dolphin Dive’, which was made available for thousands of convention guests to download and play, before being judged as the national best by a panel of industry and university experts.
- Increased enrolments in all campuses – we have the largest 7-10 campus in Newcastle & Hunter – over 1100 students at CC Wallsend; and this year there will be 800 students in Year 11 and 12 at Jesmond senior campus for the first time in twenty years! One quarter of those students come from schools outside Callaghan college and so Callaghan College is increasingly becoming the college of choice for local and senior enrolments;
- Callaghan College Jesmond senior campus was the largest government school provider of School Based Apprenticeships and Traineeships in NSW and an innovator in Vocational education. In 2015 Jesmond senior campus established our own Hairdressing salon, and initiated a course in Horticulture;
- Our two 7-10 campuses volunteered to be a part of the first round of the state-wide School Excellence Framework validation process and came through with flying colours. In this way Callaghan College has helped set the standard of excellence for all other NSW government schools;
- every campus of our College established and trained Junior Aboriginal Education Consultative Groups to provide indigenous students with a stronger voice in their learning;
- the College trained Aboriginal students from 11 of our 15 partner primary schools in leaderships skills;
- Ms Joy Kingsford, College Coordinator, was nominated for the national Arthur Hamilton award in recognition of her leadership of Aboriginal education across the College and the Callaghan Education Pathways schools;
- Mr Cale Wallace, Head Teacher HSIE at Callaghan Wallsend won a prestigious NSW Premiers scholarship to conduct overseas research into student welfare and wellbeing;
- 10 college staff were successfully promoted either within or outside the College.
- The second year of our College Outdoor Digital Media Festival saw about 2000 people attend in a huge display of community support in 2015, nearly double the turnout of our initial year in 2014;
- Our University programs and connections continue to provide opportunities for students and staff, such as the MAN program, and
- Industry links have been strengthened, especially through the ME program in conjunction with Regional Development Australia’s Hunter branch; and special thanks to Mr Steve Pickard at BAE systems for providing access to industry experiences for our students that no other school accesses; and



- Our College conducted the first combined campus students GATS challenge day, and in 2016 we are working on a College sponsored Stage 3 GATS day for 15 primary schools.

My thanks and congratulations to all 300 teaching, learning support and administrative support staff across the College for another year of outstanding service to the students of our College.

Finally, I would like to acknowledge that the leadership of Callaghan College is a team approach. Our College is so successful because of the exemplary leadership demonstrated by the Campus principals and Callaghan Education pathways principals. The success of our College is their success, and it is our success, and they deserve thanks and congratulations on a job very well done.

Graham Eather  
College Principal

## School background

### School vision statement

Callaghan College Jesmond Campus Vision

*'Empowering Young Men and Women to Succeed'*

In working with students between the ages of 15 – 19 years, the Callaghan College Jesmond Campus provides access to credentials, and transitions students to become productive and contributing members of our broader community after school. Our campus response to the expectations of the dynamic community environment aligns our campus directly with the Callaghan Collegiate vision of 'Building a world class 21 century Learning Community.'

### School context

Callaghan College Jesmond Campus provides quality learning experiences for 760 Year 11 and 12 students as a preparation for the HSC and student's post school aspirations. The core values of responsibility and relationships form the foundations of a vibrant young adult learning environment. As one of a collegiate of schools, a major focus of our campus is the transition of students from Year 10 to their post school goals. 75 percent of students come from Waratah Technology Campus and Wallsend Campus. The remaining students are non local students. Our student success is measured in academic results, as well as in the many social, cultural, sporting and vocational outcomes achieved. Our campus provides the broadest curriculum to facilitate student academic excellence and access to courses that enable further study at university, TAFE or direct access to the workforce. Our students are supported by a comprehensive Learning and Support Team. Students access a range of unique on site services through our campus links to agencies including Hunter New England Health. Highly effective learning and support and Special Education programs provide equity of access to curriculum and supported transitions to post school opportunities. Eight percent of students are from Aboriginal and Torres Strait Islander (ATSI) backgrounds and 10 percent of students have Language Backgrounds Other Than English (LBOTE). Students come from diverse backgrounds. Post campus destination data consistently show students are employed or are in further education at rates generally better than regional averages. Our campus has committed community partnerships reflected in our annual involvement in the internationally recognised Surfest event and other substantial links to local business. A commitment to participatory student leadership is a core feature of our campus and reflected in a highly visible and effective Student Representative Forum (SRF).



## Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our campus achievements and the next steps to be pursued. 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.

This year, Callaghan College Jesmond Campus engaged in self-assessment using the elements of the School Excellence Framework. Staff engaged with the School Excellence Framework through staff meetings and more detailed meetings of our campus executive to map, monitor and evaluate the elements of current practice and our campus development plan against the School Excellence Framework. The Framework enabled staff to see the areas where campus practices and elements of our campus development plan had established a focus on best practice and areas where additional consideration, effort and resources could be applied. The School Excellence Framework provided valuable benchmark statements of high expectations that inform the continuous improvement philosophy of our campus.

In the domain of Learning, student engagement, access to opportunity and equity, resilience and capacity building were the primary focus. Student wellbeing structures, especially the Learning and Support Team and the Career and Transition Team, provide a wide variety of support for students to help them to engage in learning and school. Almost every student can access the subjects that they want to study. Access to the breadth of relevant curriculum to support students' post school aspirations and capacity as learners at Callaghan College Jesmond Campus continues to underpin student engagement. In 2015 our campus negotiated to offer Aero Technology – Remote Pilot (Drones) Certificate II for students beginning in 2016. Callaghan College Jesmond Campus is the only school in Australia to offer students access to this course which will provide excellent employment opportunities for graduates post HSC. Student engagement with critical and creative thinking, necessary for HSC success is the basis for our campus implementation of ALARM. Faculty data reviewed periodically during 2015 indicated improvement in student capacity to handle complex writing and thinking tasks as a result of teachers and students engaging with ALARM. Student post school aspirations are a crucial element in maintaining motivation, learning engagement and resilience. Assisting students to clarify their aspirations and targeting support and opportunities was a key feature of our Campus Pathways Program. This program led to significant changes in our campus transition program changing the focus of transition from Year 10 - 11, to transition Year 10 – post school HSC. In 2015 significant work was undertaken to prepare a University Pathways Program to enhance and enrich student learning for those students with aspirations to attend university.

In the domain of Teaching the key focus across our campus was on evaluation. The strategic development planning process involving milestones facilitated a more systematic approach to data analysis for improvement which enhanced the already strong approach to HSC analysis at our campus. The introduction of Performance Development Plans linked to the Australian Teaching Standards and our campus development plans engaged faculties in evaluating and improving teaching, and greatly enabled our campus priority on ALARM as a teaching and learning approach. In addition, our campus commitment to learning equity and support for student aspirations saw substantial training and collaborative program development to differentiate the curriculum to meet the needs of students, and addressed legislative requirements.

Broadening leadership capacity and opportunity were our campus priority in the domain of Leadership. Faculty focus on ALARM as a teaching and learning strategy, the Pathways Program development and the work of the Learning and Support Team provided many opportunities for teachers to develop skills and experiences to enhance leadership capacity and opportunities. The implementation of the school development plan has seen a strong and unified school executive leadership with a positive impact on the learning culture of our campus.

The new approach to school planning and the associated funding model has enabled a more targeted approach to our campus improvement. Our self assessment process will further assist our campus to refine the strategic priorities in our school plan leading to further improvements in the delivery of education to our students.

## Strategic Direction 1

Improving Excellent Student Outcomes

### Purpose

To ensure the best possible learning outcomes for all students through a quality learning culture that delivers optimum learning experiences in a high challenge, high expectation Young Adult Learning Environment (YALE). All students will experience success in their chosen learning pathway, that is equally valued and supported through programs, differentiation and adjustments and will set students up to achieve their post campus aspirations.

### Overall summary of progress

Our continued school wide focus on ALARM has enabled us to achieve progress in this strategic direction through a successful approach to professional learning across the curriculum. There have been significant changes in student performances in writing tasks in a number of Key Learning Areas.

Extensive consultation with staff and students occurred regarding university aspirations. Ongoing consultation with staff through committee meetings and staff meetings led to the planning and development of the University Pathways Program to support and sustain university aspirations to be implemented in 2016. Research and professional learning for all staff on Student Learning Plans and student conferencing enabled staff to mentor and guide Year 12 students to develop individual Student Learning Plans.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	Fund Expended
Increased attainment of students on a variety of internal and external performance scales	Faculties reported data of improved student performance in comparative assessment and writing tasks. Improved HSC results in 15 subjects	\$11,000 RAM Funding \$17,000 Equity Funding
Quality of School Life and Tell Them From Me Surveys reflect positive data in student engagement	Students showed improvement in getting involved in school work and recognising that they can do well enough to be successful. Teachers reported improvement in student engagement in class learning activities. Staff participated in development of University Pathways Program for 2016. Student access to faculty developed learning websites such as 'Smash the HSC' (English faculty) indicates very strong engagement with resources and support materials. Year 12 usage prior to and during the HSC was exceptional. 98% of Year 12 students developed a Student Learning Plan with a mentor and participated in a student conference. 100 Year 12 students participated in study skills	\$8,000 Equity Funding  \$20,000 Global Funding

### Next steps

Continue to build on ALARM strategies with professional learning provided in areas of need. Professional learning on nominalisation as a literacy strategy to increase the sophistication of student writing. Further develop targeted study skills program in 2016. Implement the University Pathways Program Term 1 and conduct student evaluations. Continue to develop online student learning resources, eg 'Smash the HSC'. Support students to reflect on their learning and develop Student Learning Plans to achieve learning goals. Recognise student achievement through positive commendations using Sentral.

## Strategic Direction 2

### Enhancing Quality Teaching and Leadership

#### Purpose

To consolidate our campus learning culture that is characterised by a clear focus on improving teaching as a powerful means of improving student learning, engagement in learning, and wellbeing. Instructional leadership and opportunities for distributed leadership, which will develop teacher capacity through engagement in collaborative professional practice.

#### Overall summary of progress

All staff participated in professional learning on Performance and Development Plans (PDP). Staff were trained in observation and feedback techniques. The Performance and Development Plans were collated to inform whole staff professional learning.

All professional learning activities are linked to the Australian Professional Standards for Teachers. Collaborative professional engagement has been promoted and supported through the establishment of a technology hub in the staff house.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	Fund Expended
Survey data indicates teacher constructive engagement with Performance and Development Plan processes.	100% of teachers completed a cycle of Performance Development which involved built in processes of reflection, peer observation and feedback. PDPs were collated to guide Callaghan College Jesmond Campus professional development program. School Development Day programs guided by teacher development plans. ALARM data reflected teacher engagement with ALARM as a component of their PDP.	\$3,000 Global Funding
Teachers achieving proficient or working towards Maintenance of Accreditation at Proficient. Teachers working towards accreditation at Highly Accomplished or Lead.	All Callaghan College Jesmond Campus professional learning activities are aligned to the Australian Professional Standards for Teachers. Executive participated in professional learning at executive meetings to support the implementation of the Australian Professional Standards for teachers. Nine teachers are maintaining accreditation at Proficient. Six teachers have participated in professional learning to address accreditation at Highly Accomplished and Lead.	\$12,000 Global Funding

#### Next steps

Professional learning to support pre-service teachers and induction of teachers. Professional learning to prepare all teachers for the maintenance of proficient period 2018-2023, and the development of PDPs linked to the maintenance cycle.

## Strategic Direction 3

### Strengthening Quality Community Partnerships

#### Purpose

To develop and build upon relationships, links and partnerships with the wider campus community through planned, effective two way communication, facilitated student and parent voice, and promotion of student and campus achievement.

#### Overall summary of progress

The campus community engagement team and the Career and Transition Team are leading and supporting the consolidation of community and business links.

The utilisation of the parent portal on SENTRAL proved to be a successful technology link for parents to receive information on their students with regards to students' timetables, attendance data and academic reports in electronic format.

Staff have engaged in the new strategic planning process and are routinely monitoring, evaluating and reviewing milestone implementation and impact.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	Fund Expended
Survey of parents and students indicates a positive trend in perception of our campus	The Parent and Student information Portals were implemented through the school student management system Sentral. The number of hits on our campus website, digital newsletter and faculty facebook and other faculty developed websites has grown remarkably. Tell Them from Me survey data as well as other student survey data indicates very favourable perceptions of our campus.	\$11,000 Global Funding  \$3,500 RAM Funding
Student participation rates in programs involving community organisations and partnerships	Surfest is an exemplar program of student engagement in real world learning through industry partnerships. The Career and Transition Team consolidated business and industry partnerships which resulted in the establishment of a hairdressing salon on our campus to enable the delivery of a high demand course on our site. Aero Technology – Remote Pilots was negotiated for implementation in 2016. Business feedback is very positive and a number of business partners actively advocate the success of the school and value of the partnerships.	\$72,000 RAM Equity  \$8,100 Global Funding  \$20,000 Global Funding

#### Next steps

Further development and implementation of supportive programs to enhance positive relationships and with business and community. Utilise other elements of the student management system SENTRAL to strengthen communication between the school and parents / carers. Work with DoE promotions officer in 2016.



## Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
<b>Aboriginal background funding</b>	<p><i>Strategic Direction 1</i></p> <p>Two Aboriginal Studies classes were maintained. Employment of an Aboriginal support worker improved the engagement of Aboriginal students across the curriculum. Personalised Learning Plans (PLPs) supported Aboriginal students to focus on student post school aspirations, opportunities to promote personal leadership and cultural identity.</p> <p>The Certificate II in Horticulture course engaged Aboriginal students in meaningful and relevant learning experiences and developed skills and knowledge demonstrated through team work and collaboration. This resulted in the development of the Yarning Circle.</p> <p>A mural acknowledging cultural heritage was commissioned with a local Aboriginal artist, strengthened partnerships and promoted genuine collaboration with the Awabakal people. Students engaged in College Education Pathways (CEP) cultural days as leaders and learners. Callaghan College Jesmond Campus hosted two major recognition assemblies across the CEP (NAIDOC and Aboriginal Achievement Awards).</p>	<p>\$40,000 Aboriginal Studies Classes</p> <p>\$20,000 Aboriginal Support Worker</p> <p>\$5,000 other program costs</p> <p>\$7,000 Mural and signage</p>
<b>English language proficiency funding</b>	<p>Two classes of English as a Second Language were maintained. Teachers engaged in an EALD Leadership program developing better understanding and systems to support EALD background students. Two significant extra curricular programs were established, Thursday Study Space and the Culture Jam group. These have supported learning engagement and social inclusivity. Students accessed cultural excursions to build cultural capacity to engage more fully in the community and in learning.</p>	<p>\$40,00 ESL classes</p> <p>\$10,000 Leadership Program</p> <p>\$12,00 Extra-Curricular Programs</p>
<b>Targeted students support for refugees and new arrival</b>	<p>Student support was linked to programs outlined in the development of English Language Proficiency</p>	<p>See above</p>
<b>Socio-economic funding</b>	<p>Callaghan College Jesmond Campus employed a nurse from Hunter New England Health Youth Health Team one day per week.</p> <p>Our campus maintained a Community Liaison and Business Links Officer. Staff were employed to enhance student support in the Careers and Transition Team.</p> <p>Tutor Programs were established and supported HSC students in preparation for the HSC in Mathematics and English. Students with financial difficulty were assisted to access curriculum and learning opportunities.</p> <p>Staff developed a University Pathways Program designed to enrich curriculum and develop capacity for students to achieve their aspirations.</p>	<p>\$13,000 Community Nurse</p> <p>\$120,000 for CLO and Cat Team staff</p> <p>\$11,000 Tutor Program</p> <p>\$7,000 Student Assistance</p> <p>\$8,000 Pathways Project</p>
<b>Low level adjustment for disability funding</b>	<p>School Learning and Support Officers (SLSO) were employed to support students in a range of classes, and contexts to enable students to access and succeed in the curriculum and learning opportunities.</p>	<p>\$35,000</p>

	<p>A Learning and Support Teacher provided diagnostic and direct support to students and professional learning to teachers to assist students with adjustments to learning.</p> <p>All staff were professionally developed to differentiate curriculum and provide support for students with adjustments and provisions.</p> <p>Effective communication was developed to provide staff with relevant information relating to student adjustments and disabilities.</p>	<p>\$ 60,000</p> <p>\$25,000</p>
<b>Support for beginning teachers</b>	<p>Two teachers were appointed to the school mid way through Term 4. Funds provided for one will be expended in 2016. The second appointment will be on Maternity Leave during 2016.</p>	<p>\$13,186</p>

## Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

### Student enrolment profile

Enrolments in 2015 increased by 4 percent. This can be attributed to the breadth of curriculum on offer at Callaghan College Jesmond Campus.

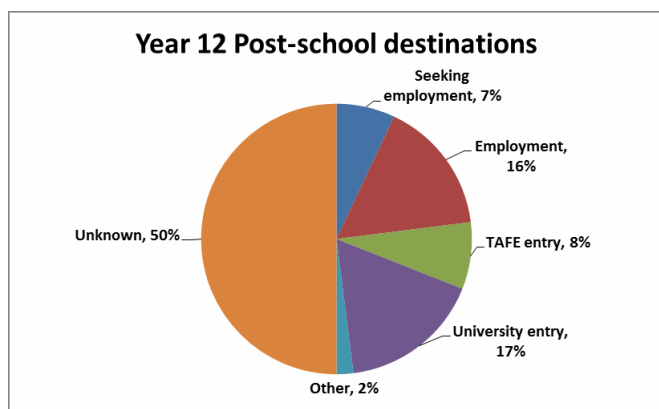
Gender	2009	2010	2011	2012	2013	2014	2015
Male	278	304	341	347	322	328	363
Female	362	363	350	347	343	359	352

### Student attendance profile

Student attendance was monitored throughout 2015, with strategies implemented to address attendance rates within the school. Learning Support Team meetings were held with parents to discuss attendance and improvement strategies.

	Year	2009	2010	2011	2012	2013	2014	2015
		<b>School</b>						
	11	87.4	90.6	88.0	83.4	84.2	85.5	85.0
	12	86.8	91.5	88.1	88.4	83.7	88.3	85.0
	<b>Total</b>	<b>87.2</b>	<b>91.0</b>	<b>88.0</b>	<b>85.5</b>	<b>84.0</b>	<b>86.6</b>	<b>85.0</b>
<b>State DoE</b>								
	11	89.4	89.1	87.6	87.6	88.3	88.8	88.2
	12	89.4	89.8	89.2	89.3	90.1	90.3	89.9
	<b>Total</b>	<b>89.7</b>	<b>89.9</b>	<b>89.2</b>	<b>89.1</b>	<b>89.9</b>	<b>90.2</b>	<b>89.7</b>

## Post-school destinations



## Year 12 students undertaking vocational or trade training

Callaghan College Jesmond Campus successfully delivered Certificate Level courses in: Business Services; Retail Services; Information and Digital Technology; Music Industry; Construction Pathways; Metal and Engineering; Furnishings and Hospitality

to over 400 students. Over 100 students undertook TAFE delivered VET courses. Twenty students attended a Certificate II Horticultural course delivered onsite through TAFE and built a Yarning Circle as their major project, which will be a meeting place for Aboriginal students and community in the future.

During 2015, 51% of Year 12 HSC students participated in SVET; 30% in TVET; 5% other RTOs and 5% of students had a SBATs.

## Year 12 students attaining HSC or equivalent vocational educational qualification

In 2015, 93% of our Year 12 cohort attained a Higher School Certificate while 81% successfully completed vocational courses.

## Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

### Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	46.8
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
Teacher of ESL	0.2
School Counsellor	1
School Administrative & Support Staff	12.01
Other positions	2.4
<b>Total</b>	<b>77.81</b>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Our campus has one permanent staff member of Aboriginal background. Our campus employed one Aboriginal support worker in 2015.

## Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	22.8

## Professional learning and teacher accreditation

Seventy staff, including teaching and support staff have participated in significant professional learning throughout the year linked to the Australian Professional Standards for Teachers.

Professional learning has been designed to support individual Performance and Development Plans, our school's strategic directions and DoE mandatory requirements. Examples of professional learning undertaken by staff include: Child Protection Legislation; Code of Conduct; Emergency Care; CPR and Anaphylaxis; Disability Standards, adjustments and the Nationally Consistent Collection of Data (NCCD); Beginning Teacher support; Leadership and Career Development; Teaching English Language Learners; Peer Learning; ALARM; Visible Learning; Performance and Development Framework; School Excellence Framework; ICT in practice; Work Health and Safety; Higher Levels of Accreditation; VET training; Mental Health awareness and 28 staff were accredited in Mental Health First Aid.

We have continued to support the position of a 21<sup>st</sup> Century Learning Coordinator for 2015. Nine early career teachers are maintaining accreditation at Proficient while one teacher is working towards accreditation at Proficient. No teachers are currently seeking voluntary accreditation at Highly Accomplished or Lead. The average expenditure per teacher on professional learning was approximately \$1,034.

## Financial Summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
<b>Income</b>	\$
Balance brought forward	822,552.46
Global funds	563,614.31
Tied funds	720,082.56
School & community sources	251,638.41
Interest	23,318.44
Trust receipts	22,716.00
<b>Canteen</b>	196,102.90
Total income	2,600,025.08
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	181,054.36
Excursions	33,253.04
Extracurricular dissections	74,054.08
Library	10,214.84
Training & development	2,456.84
Tied funds	557,235.24
Casual relief teachers	107,956.68
Administration & office	266,203.88
<b>School-operated canteen</b>	182,772.04
Utilities	119,582.18
Maintenance	47,030.820.00
Trust accounts	23,596.84
Capital programs	17,945.18
Total expenditure	1,623,356.02
<b>Balance carried forward</b>	976,669.06

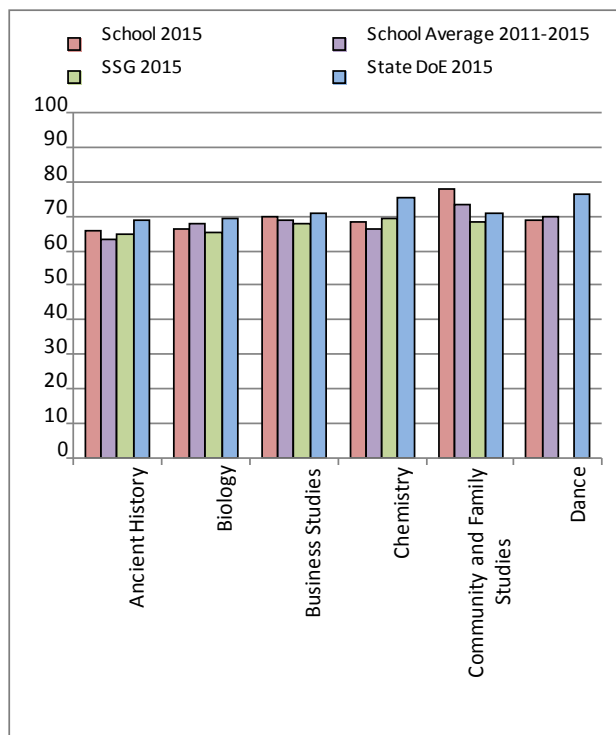
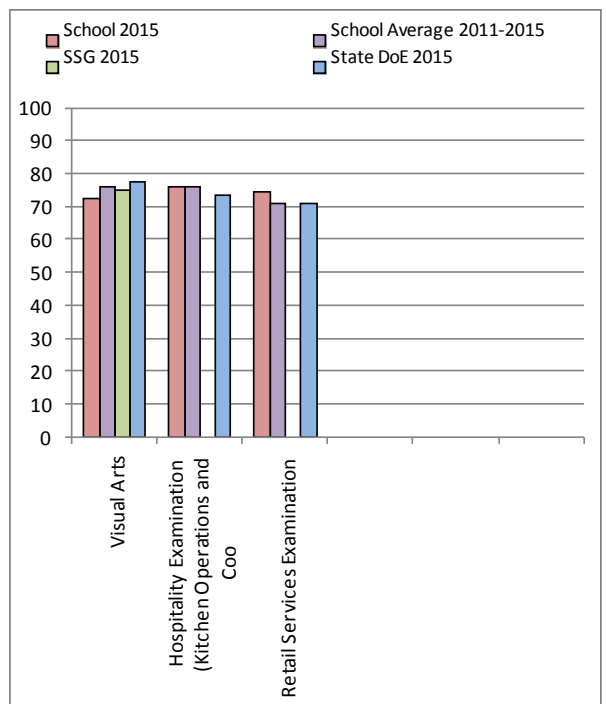
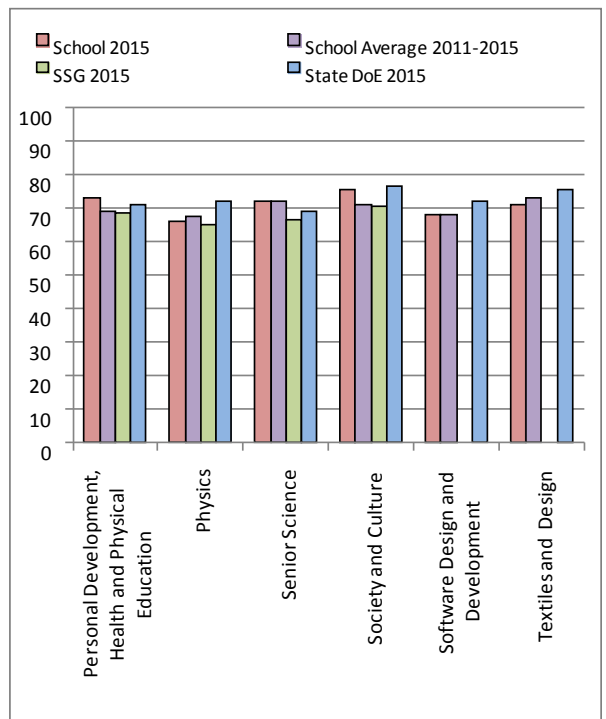
## Higher School Certificate (HSC)

In the Higher School Certificate, the performance of students is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

In six of the 27 HSC subjects students achieved above the state average. Exceptional results were achieved in Community and Family Studies, 7.2 marks above the state average, Senior Science 3.1 marks above state average and Retail Services Examination 3.4 marks above state average.

Another eight courses scored above the statistically similar group for HSC results. A total of 15 subjects showed improvement on the school average 2011-2015.

Course	School 2015	School Average 2011-2015	SSG 2015	State DoE 2015
Ancient History	65.8	63.4	64.7	68.8
Biology	66.1	67.7	65.4	69.5
Business Studies	69.7	69.1	67.8	71.1
Chemistry	68.4	66.6	69.5	75.5
CAFS	78.1	73.3	68.4	70.9
Dance	68.8	70.1	-	76.6
Engineering Studies	65.5	66.4	-	75.2
English (Standard)	64.2	61.4	63.6	65.7
English (Advanced)	73.6	71.4	74.6	80.1
Geography	63.8	65.5	63.9	69.6
Industrial Technology	65.4	73.3	67.1	67.7
IPT	64.1	69.0	68.5	71.2
Legal Studies	71.5	68.2	67.5	72.3
Mathematics Gen 2	57.8	59.5	62.6	65.4
Mathematics	54.7	61.0	65.6	77.1
Mathematics Ext 1	52.4	62.1	-	82.3
Modern History	70.6	66.0	65.6	72.5
Music 1	81.9	76.2	78.2	79.0
PDHPE	73.1	69.2	68.9	71.3
Physics	66.0	67.7	65.4	72.1
Senior Science	72.3	72.2	66.8	69.2
Society and Culture	75.7	71.3	70.6	76.8
SDD	68.4	68.1	-	72.1
Textiles and Design	71.4	73.2	-	75.7
Visual Arts	72.6	75.8	75.0	77.6
Hospitality Exam	75.9	75.9	-	73.6
Retail Exam	74.3	71.0	-	70.9



## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

In 2015 Callaghan College Jesmond Campus sought the opinions of parents, students and teachers about our campus through surveys, including the Tell Them From Me Survey and Quality of School Life Survey. There is an overall satisfaction with how our campus is operating. This is apparent with parent approval of our campus at over 74%, however, an area identified



for improvement was the need for consistent communication.

Consequently, our campus has engaged two additional communication platforms – the Sentral Parent portal and the Skoolbag app. Both platforms have promoted communication and have supported parents to have instant access to their child's attendance, timetables and communication with teaching staff. Student approval was also high with students noting they felt safe on campus and that they felt well prepared for assessment tasks.

Callaghan College Jesmond Campus is developing a program to be implemented in 2016 to support the university aspirations of students. Staff results supported high approval of our campus and through the implementation of Professional Development Plans teacher goals are being identified and supported by ongoing professional learning.

## Policy requirements

### Aboriginal Education

Callaghan College Jesmond Campus was a proud participant in the Callaghan Educational Pathways Aboriginal Education Team (CEPAET) in 2015. Through this team a number of cultural opportunities were made available to Year 11 and 12 students. Two examples of leadership opportunities were the Aboriginal Recognition assembly, and the Walk a Mile Koorie Style event. Ten students attended a two day leadership conference, the outcome of which was the formation of a Junior Aboriginal Educational Consultative Group (JAECG) within each campus.

Significantly, our campus celebrated NAIDOC week with an assembly featuring a smoking ceremony, dance, didgeridoo and a visual presentation of college culture. Opportunities also existed in both the academic and sporting areas. Three Aboriginal students successfully completed School Based Traineeships (SBAT) and demonstrated high academic achievement at the HSC.

All Aboriginal students completed their Personalised Learning Plans (PLPs). This process allowed the students, family and our campus to have quality conversations about student development and future direction.

The completion of an Aboriginal mural and a Yarning Circle built by students as a major project for their

Horticultural course will provide a meeting place for Aboriginal students and community in the future.

Twenty teachers, from the College Education Pathway (CEP) group of primary and secondary schools, participated in the online introductory training for the Stronger Smarter Program which was facilitated at the Callaghan College Jesmond Campus. The program promoted professional discussion between teachers which led to strategies being developed in a number of CEP partnership schools to support educational, social and cultural outcomes for Aboriginal students.

### Multicultural Education and Anti-racism

Callaghan College Jesmond Campus has continued to improve multicultural understanding and student achievements throughout 2015 and this has been reflected in several school initiatives: Study Space, Culture Jam, Cool Contacts and Teaching English Language Learners professional development.

As an expansion of the Volunteers in School Program (VISP), Study Space was a new initiative at Callaghan College Jesmond Campus which offered EALD and LBOTE students (all students were welcome to attend) an out of school hours, informal setting on a Thursday afternoon where they could work autonomously or with support on HSC revision, research and assessment tasks. Study Space provided a relaxed and friendly environment, including afternoon tea, utilising the assistance of trained and passionate community volunteer tutors. Many teachers from differing faculties also volunteered their time to assist students, particularly in the areas of Mathematics and Science.

Culture Jam was a school initiative facilitated by the Multicultural Neighbourhood Centre Inc to support students during break times at Callaghan College Jesmond Campus. It aimed at regular, weekly, fun games sessions to promote socialising and interaction between Culturally and Linguistically Diverse students (CALD) as well as offering a chance to practise language skills. Weekly Culture Jam meets were also an opportunity to distribute youth service information to students and introduce them to youth service providers in the area such as Headspace, Samaritans Connect and Connected Communities. The outcome was to increase social connection for potentially isolated young people; provide opportunity for practising & increasing conversational English language skills; and positive partnership with a range of services. The program

was offered and promoted on a whole school basis with many non CALD students also attending.

Cool Contacts is a program that aims to support EALD and LBOTE students transitioning from Callaghan College Waratah Technology and Callaghan College Wallsend Campuses to Callaghan College Jesmond Campus. Students developed familiarity and positive relationships with staff and fellow students prior to their arrival for senior studies. This initiative was coordinated by the EALD teachers on each campus and occurred once a term. Professional development and building teacher capacity in the area of EALD teaching was facilitated through the participation of several staff members at Callaghan College Jesmond Campus successfully completing the registered Teaching English Language Learners (TELL) course and TELL Trainer course.

### **Achievements in Sport**

Competitive sport has been a successful component of Callaghan College Jesmond Campus in 2015. Ten of our students were selected in Hunter Region teams, including athletics, swimming, rugby league, hockey and touch football. Jackson Myers represented at Combined High Schools (CHS) Swimming and Northern NSW in Rugby League. Callum Sanderson-O'Melley competed both in SWD events at CHS swimming and the 17 years Boys' College Relay Team. Callum went on to compete at NSW All Schools and win medals in backstroke events.

Our students formed the majority of the College State Knockout Teams. They participated with enthusiasm and sportsmanship. Our open netball team placed 11<sup>th</sup> at the state finals after a 2 day challenging carnival; and boys' softball placed 5<sup>th</sup>. Students completing Sport Coaching Certificate II represented in an official capacity across many sports and carnivals at a campus, regional and state level. Lachlan Bradley was recognised for his outstanding touch football refereeing.

This year our commitment to the Premier's Sporting Challenge was opened up to students. Twenty five staff and approximately 60 students participated in the program, with an excellent increase in hours of physical activity. Students in the Special Education classes actively enjoyed the challenge.

### **Achievements in the Arts**

In Terms 1 and 3, 2015: 40 students performed in an Art and Film Exhibition Showcase; twenty students showcased at Lizottes as part of the Callaghan

College Showcase Evening; Bailey Collins, Year 12, was selected for the Reprise Showcase at Newcastle Conservatorium of Music for Exemplar HSC music performance for the Hunter Region; Kate Snedden, Year 12, received an Encore nomination by BOSTES for Exemplar HSC music performance at the Sydney Opera House; Eden Dennis, Year 12, StarStruck Vocal Soloist; Heath Tyler, Year 12, was selected for the Lake Macquarie Art Gallery First Class Exhibition for Exemplar HSC Body of Work; Brittany Lewis, Year 11, selected for National Art Gallery intensive workshop; Blake Kingdom, Year 12, nomination by BOSTES for Callback for Exemplar HSC Dance major study; establishment of the Hunter Primary Drama Ensemble with Year 11 students working weekly with Drama students Years 3-6 from the Hunter Region. Special Education showcased their CAPA performances.

### **Vocational Education Program**

Four hundred students at Callaghan College Jesmond Campus participated and excelled in VET programs.

Year 10 Students interested in School Based Traineeships (SBATs) were mentored in interview techniques and guided into work placements to obtain SBATs in 2015.

Callaghan College Jesmond Campus has consolidated its role as a leader in the region for SBATs. Callaghan College Jesmond Campus maintained 35 school based traineeships in 2015. Interviews with apprenticeship centres, and training sessions were held at the three campuses of Callaghan College with over 100 students registering an interest in an apprenticeship in 2015. Sixteen Apprenticeship Centre and Group Training Providers conducted round robin interviews with 100 students to facilitate SBATs. In addition, students undertook SBATs in Hairdressing with training delivered on site through Contour College.

Construction students supported several College Education Pathways primary schools with various projects, refining their practical skills.

Callaghan College Jesmond Campus offered a comprehensive Careers Support and Transition to Work Program through the I Time program. Guest speakers provided insight and information to students in a variety of work areas. Students were able to attend information sessions pertaining to their chosen career pathway. The program included access to representatives of Smart and Skilled delivered by State Training Services, TAFE, University of Newcastle and a number of Group Training Companies and Apprenticeship Centres.