

Chifley College Mount Druitt Campus

Annual Report



2016



8459

Introduction

The Annual Report for 2016 is provided to the community of Chifley College Mt Druitt 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

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School background

School vision statement

At CCMDC students are engaged in a personalised and responsive learning environment in which achievement and citizenship are valued, celebrated and driven by quality teaching focused on student outcomes and success.

School context

Chifley College Mount Druitt Campus is a Year 7–10 Campus of the Chifley College collegiate. The College provides a wide array of academic and vocational courses, extra curricula activities, enrichment programs and innovative student and teacher programs. At Mount Druitt Campus, we are committed to developing an environment that will provide students with the skills and opportunities to develop their talents, secure their basic skills and promote self-disciplined, lifelong learners. We value academic, creative and sporting excellence while ensuring that student leadership and student welfare underpins all our structures and programs. Mount Druitt Campus has achieved DEC awards in Literacy and Numeracy, Mentoring Partnerships and Teacher Excellence. The environment, learning programs and welfare structures accommodate the needs and developmental requirements of all students in Years 7 to 10.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

Progress achieved across the domain of Learning indicates the school's effective delivery across all learning elements, as well as sustaining and growing in assessment and reporting. The school's learning culture delivers programs that address the needs of identified student groups including Aboriginal students, students with disability and students for whom English is a second language. In wellbeing the school introduced of timetabled wellbeing lessons for every student. School staff maintains currency of knowledge in Keeping Them Safe, while at the same time the school encourages students to recognise and respect cultural identity and diversity. The school has maintained its delivery of curriculum and learning across the school, the development of new curriculum programs, differentiated curriculum delivery, extra-curricular options and meeting community needs and expectations continue to engage learners. Sustained growth in assessment and reporting on student learning, analyses of internal and external assessment and performance data is effectively delivered school wide. Working towards student performance measures indicate students are showing expected growth on internal school performance measures.

Progress achieved across the domain of Teaching indicates effective work, delivery and sustained growth across the elements. Effective classroom practice is delivered through well managed and well planned teaching this year evidenced the school's self-imposed collaborative cross-curricular program audit review. Sustained growth in data and skills use in teacher planning for learning, assessment instruments to identify skill gaps for improvement, particularly in comprehension, and the executive team leading whole school reflection on performance data has informed future directions. Sustained growth was similarly evident in collaborative practice, having embedded and maintained explicit systems for collaboration and feedback to sustain quality teaching practice. Sustained growth in learning and development in which performance and development is aligned to the school plan has resulted in teachers actively engaged in planning their own professional development to improve their performance as well as actively sharing their learning across a range of platforms including Teach Meets, cross campus meetings, faculty and whole school professional learning opportunities. The delivery of professional standards has been extensive and has resulted in 100% of staff demonstrating personal responsibility for the maintenance of their professional standards.

The domain of Leading indicates effective delivery, as the school continues its shift toward a culture of high expectation and promoting community engagement. The Leadership element reveals sustained productive relationships with external agencies including lawyer mentors and numerous links to learning initiatives to improve educational opportunities, reflection on school performance and a commitment to developing the leadership skills of both staff and students. The delivery of school planning, implementation and reporting has engaged the involvement of students, staff, parents and the broader school community. Planning and implementation has included professional learning, performance monitoring and reporting and resulted in the celebration of a wide diversity of student, staff and community achievements including

community evenings and volunteering. The effective delivery of school resources is evident in every aspect of workforce planning, strategic financial management, physical learning spaces and technology accessible to all staff and students. Management practices and process priorities are delivered efficiently including administration practices, accountability and leadership.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, lead to further improvements in the delivery of education to our students.

For more information about the School Excellence

Framework:<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Student Success: Increased student capacity to achieve success

Purpose

Empowering students to maximise their knowledge, understanding and skills for productive participation in school and society as resilient and resourceful lifelong learners.

Overall summary of progress

Staff actively participated in professional learning and data analysis activities resulting in the creation of teaching and learning programs that adhere to the standards set by the Disability Standards Act. Extra targeted support for students via the homework centre and additional tuition was provided, resulting in a reduction of N Award Determinations and a 10% increase in students achieving either a RoSA or alternative exit credential. Families were engaged in the creation of IEP's for 134 mainstream and 54 support unit students and PLP's for all Aboriginal students, which strengthened the school and community in a meaningful and productive partnership.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of KLAs have teaching and learning programs that effectively deliver the Australian curriculum and adhere to the standards set by the Disability Standards Act.	Throughout 2016 staff were responsible for logging adjustments for students who required support within the guidelines of the Disability Standards for Education Act. Staff reported on adjustments to their teaching and learning programs in the areas of cognitive, sensory and social emotional adjustments. This process engaged all staff members and resulted in over 5000 adjustments being made to the delivery of the Australian Curriculum to meet the needs of students in the classroom. Throughout the year staff participated in an online professional learning course supported by the Nirimba Education team called Personalised Learning and Support . With 100% of teachers participating in the course and a 98% completion rate, staff worked collaboratively to understand the necessary changes for their teaching practices, and contextualise their professional learning to Chifley College Mount Druitt. Staff also adjusted their teaching and learning programs, with the guidance of their Head Teachers, to reflect the adjustments and modifications being taught within their classrooms.	
10% increase in students achieving either a ROSA or alternative exit credential.	A whole school initiative across every subject provided HT's a 6 period reduced load per cycle to focus on working with students to complete assessment tasks. Additional time and assistance were provided to students to complete tasks. For example, students made use of the early morning Maths classes, lunch time tuition and after hours home-work center to complete assessment tasks. As a result there has been a steady decline in the number of N-Determinations issued, down from 15 in 2013 to 10 in 2015 and, finally, 7 in 2016. As a result of these positive interventions, more students achieved the award of either a ROSA or alternative exit credential.	
100% of families are provided multiple opportunities to discuss	During Orientation days for Yr 6, parents were introduced to the Individual Learning Plan (IEP)	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
student's social and academic progress and have the opportunity to develop individual learning goals and plans.	process. Parents were invited to the school discuss student progress and modifications and specific adjustments to assist students in their learning journey. IEPs were developed in consultation with parents or carers for 134 mainstream students. Staff accessed these plans and modified programs and lessons accordingly. A more intensive planning process was implemented for Support Unit students (54) with staff engaging the school counselor, SLSO's, parents/carers and the Head Teacher Support. Throughout this process DCS's (Disability Confirmation Sheets) were reviewed and students contributed to their own academic and social goals. An electronic version of Personalised Learning Plans (PLPs) was developed for Indigenous families to give feedback about connecting to community, workforce goals and school progress.	
100% of students attempt to complete and achieve in both internal and external assessment.	In 2016, Head Teachers implemented a supportive model of internal assessment designed to enhance student completion of tasks. Students were to be withdrawn from lessons to complete outstanding tasks under the supervision of the Head Teacher. Reducing the teaching load of faculty Head Teachers supported ensured they were available to run withdrawal lessons. All year seven and nine students were registered for NAPLAN, and provided with the opportunity to participate in writing, reading and numeracy workshops before and after school to fully prepare them for the challenges of Naplan. Faculties also offered incentives for students submitting internal assessment tasks punctually, such as film-viewing lessons while assessment resolution lessons were held. This resulted in a dramatic reduction in students receiving N-Determination warnings for non-submission of assessment tasks in 2016; for example, 308 warning were issued to Yr 10 in 2016 reduced from 694 in 2015.	
Reduction in number of students receiving an N Determination of assessments in Stage 5	Each Key Learning Area HT was given a 6 period reduced teaching load per cycle to help students resolve their N-Awards. Additional time and assistance were provided to students to complete outstanding tasks and satisfactorily meet NESA requirements for completing Yr 10. Students made regular use of early morning Maths classes, lunch time tuition and the after hours home-work center to complete assessment tasks and class learning tasks. As a result there has been a 56% drop in N-Determination Warning letters from 2015 to	

Next Steps

- Staff will continue to make and record adjustments to teaching and learning programs engaging in ongoing PL to further develop expertise in using data to inform practice and identifying effective differentiation strategies.
- Reduced HT allocations will be maintained to ensure current assessment task submission rates, and student satisfactory achievement of RoSA requirements are met or exceeded.
- Whole school literacy focus on sentence level writing will support teachers to strengthen students' literacy skills and achievement through common literacy criteria embedded in all assessment tasks.
- Continue to offer numerous and varied opportunities for parents to engage with the school to discuss progress and

learning goals through IEP and PLP processes.

- Report on students' achievement of SLP(???) learning goals by including progress indicators on reports in 2017 as a means of updating parents on students' progress.



Strategic Direction 2

Performance & Development: Increased teacher capacity to drive student success

Purpose

Building a strong and supportive culture of collaboration among staff, focused on enhanced student learning outcomes, effective classroom practice, performance development and leadership.

Overall summary of progress

In 2016 all staff were actively engaged in all aspects of the professional development, accreditation processes and the school's educational priorities. All staff were actively engaged in the development, implementation and evaluation of Professional Development Plans in 2016. In accordance with the strategic directions of the school plan 100% of teaching staff participated in 'Personalised Learning & Support' professional learning credential through Online Training Australia, providing access to over 40 hrs of professional learning. Both teacher and student survey results indicated that students were actively engaged in their learning and development of learning plans.

Progress towards achieving improvement measures

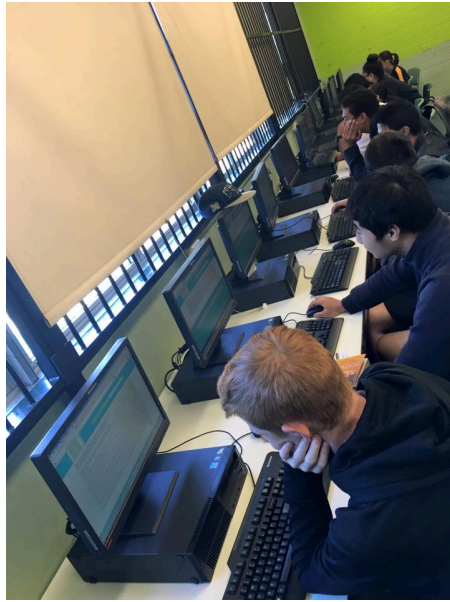
Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% increase of staff involved in reflection, goal setting, feedback & review of knowledge and practice within and beyond their school.	All teachers prepared a Professional Development Plan setting goals, identifying professional learning to be undertaken and engaging in lesson observations and feedback with peers. Formal lesson observations and feedback to the teacher was also provided by supervisors to further support improved professional practice. Teachers maintaining and applying for accreditation met regularly to unpack the standards and processes. All staff completed the "Personalised Learning and Support" Course provided by Online Training Australia as staff development for the last two days of term 4. The course included interactive activities requiring participants to contribute to online forums, complete practical activities and participate in tutor led sessions.	
100% of staff actively engaged in professional development and support the school's educational priorities.	All staff completed the mandatory Professional Learning requirements, including Code of Conduct, Child Protection, e-Emergency, Asthma Training and WHS. This was led by the Professional Learning Committee and the tasks were completed either online or during the staff meetings. The KLA HTs effectively had a professional Learning Conversation with their staff and the teaching staff completed the mandated PDPs. The PDP forms included the specific goal setting including any required PL to assist with that goal. Faculty based Professional Learning were placed in the faculty calendar and also supported by College PL via KLA meetings and College SDD. School Based Professional Learning include CCMD C SDDs, Smart Data Analysis, Business Intelligence, NCCD, School Strategic Planning, School Excellence Framework, National Standards and Emergency Procedures.	
100% of students are active in trying to achieve a high degree of success as measured by the TTFM student survey.	100% of students created Student Learning Plans (SLPs) in collaboration with each of their teachers to set positive learning goals. Survey results indicated that 'students are intellectually engaged'	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of students are active in trying to achieve a high degree of success as measured by the TTFM student survey.	and find learning interesting, enjoyable and relevant at CCMD, a result that exceeds the state norm by a significant 8% across all year groups. Similarly students reported that they are 'interested and motivated', the result exceeding state norms by 8%. An area of future growth for students at CCMD results suggest, is in the area of student effort, indicating that currently student responses were lower than state average in Y7–9, but again exceeded state norms in Y10. Students 'expectations of success' by both students and teachers exceeded state norms across all year levels and genders. These results indicate that the school staff emphasise academic skills and hold high expectations for all students to succeed. Similarly the 'positive learning climate' at CCMD revealed that students understand the clear rules and expectations and that teachers maintain high expectations that they be followed. Survey results indicated that 'students value school outcomes' and believe that education will benefit them personally and economically, and will have a strong bearing on their future, results exceeding state norms by 3% across the whole school population. The impact of positive learning goals in SLPs resulted in their inclusion in student school reports, providing feedback to parents on the high degree of success achieved.	
2016 – 100% of staff actively engaged in professional development and accreditation processes and support the school's educational priorities	100% of staff actively participated in four sessions of professional development on the educational priority of explicit teaching & differentiated learning 'Personalised Learning & Support'..	

Next Steps

In 2017 the focus for professional practice moves towards Explicit Teaching and Feedback. Staff will have the opportunity to work with colleagues to develop observation practices providing professional feedback and support. Staff will engage in a Collaborative Practice project that will include additional classroom observations during 2017 to underpin professional conversations with colleagues. The focus of these observations will be informed by the National Standards and staff can choose to formalise the process with written feedback for the observations. Explicit teaching practice will become a school wide focus in all classrooms with the focal point on the instructional delivery of lessons ensuring all students are able to access the curriculum. Feedback from staff surveys, has highlighted a need for professional learning that develops skills to promote learning and engagement in all classrooms. Opportunities for professional conversations, sharing of best practice, data driven evaluation and celebration of success will be facilitated through faculty and whole school learning sessions specifically developing skills and strategies in specific areas like reporting, book marking and program registrations.



Strategic Direction 3

Culture & Values: Increased personal & social wellbeing

Purpose

Turning the tide of low expectations through targeted programs to create a positive learning environment focusing on the wellbeing of the whole student to become stronger and smarter.

Overall summary of progress

The introduction of targeted wellbeing initiatives resulted in decreased suspension rates, most significantly those involving physical violence (48% reduction) and continued disobedience (23% reduction), with the total suspension rate decreasing by 20% overall. New attendance monitoring procedures were implemented resulting in an increase of 3% for Year 10 students compared to the previous year. More extra-curricular opportunities were available to students, which resulted in an increase in participation by 4%.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Decreased suspension rates	In 2016, a number of initiatives and programs were introduced to decrease suspension rates across the school, including: Pastoral Care, Rock and Water, whole school wellbeing initiatives (R U OK day, Breaking the Silence and Chifley Day) and Student Representative Council led initiatives (Valentines day and Bullying No Way). The introduction of these initiatives saw a decrease in suspension rates, especially those involving physical violence (48% reduction) and continued disobedience (23% reduction), with the total suspension rate decreasing by 20% overall. The statistics show that the introduction and continuation of a variety of programs and initiatives decreased negative incidents across the school on a whole, with students placing a greater emphasis on self-control and self-awareness in a variety of situations.	
Increased attendance rate	This year CCMDC has developed and introduced a safe step framework for identifying, tracking and providing targeted support to students not meeting the required 85% attendance rate. Although still in its initial stages The framework, driven by the welfare team, incorporates procedures, case meetings, monitoring, tracking and interventions tailored to students' specific point of need. All stakeholders, both in school and external are involved in the process of targeting student engagement. A preventative and responsive model, the step up framework continues to evolve and it is expected that, as practices are embedded, the results will be significant.	
Increased engagement rates	Engagement was a key focus of 2016, with a number of external and school based initiatives introduced to promote engagement with the school community and curriculum. A number of new external support agencies including Youth Hope and Youth Frontiers were introduced to support students in and outside the school setting; these agencies also set achievable and meaningful goals	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased engagement rates	whilst providing social and emotional support. A whole school focus on wellbeing was also developed, with whole school initiatives linking to PC (Pastoral Care) lessons and recognition assemblies. 2016 also saw the introduction of Clontarf and the Aboriginal girls room, providing leadership opportunities for indigenous students, as well as rewards excursions and individual support and mentoring. Tell Them From Me Survey results indicated that 'students were intellectually engaged' and found learning interesting, enjoyable and relevant at CCMD, a result that exceeded the state norm by 8% across all year groups. Increase student engagement has led to a decrease in overall suspensions, with students provided with a variety of opportunities to express themselves and effectively engage with schooling in their own unique way.	
Increased participation rates	In 2016 there were a number of strategies implemented in order to increase the participation rates of students in extra-curricular activities. The introduction of non-sporting groups such as Clontarf, Mural Club, Stunt Crew, Events Crew and Facebook Journalist team, Choir and Dance along with the Elite Sporting Clubs and an increased number of Rugby League teams allowed a greater range of students the opportunity to participate in extra-curricular activities. The Tell Them From Me (TTFM) student survey has indicated that CCMD has a 4% higher participation rate for students participating in extra-curricular activities compared to the NSW Govt norm. On the Semester 2 reports CCMD included a list of extra-curricular activities students participated in on the front page. This was a result of increased participation rates school wide and allowed for formal communication of student participation to parents/carers and relevant stakeholders including future employers.	

Next Steps

In 2017, a number of new programs and initiatives will be introduced improve student engagement and decrease suspensions rates. 2017 will see the establishment of the Learning Engagement Centre (LEC). The LEC will provide an alternative to mainstream learning for students demonstrating limited engagement in schooling. Students attending the LEC will be identified by suspension and attendance rates, assessment and learning task completion rates and overall engagement with the school curriculum. The HT Welfare will work with students referred to the LEC to re-engage them with mainstream schooling through participation in project based learning units and lessons developed around the students' interests to achieve learning outcomes in literacy, health and careers. Designed as a flexible learning space, the LEC will be equipped with state of the art furnishings (wobble chairs, lounges etc.) and technology (smartboards, tablets and laptops) to encourage student engagement in learning. The existing pastoral care program will be incorporated into a newly developed program; Wellbeing and Engagement Lessons (WELS). WELS will provide students with a range of wellbeing supports including: Rock and Water, Bullying No Way, Cyber Safety, R U OK, Harmony Day and Breaking the Silence. WELS will also allow students to engage with both their Year Adviser and Deputy in a designated learning space. Classes will be split into two sessions (Deputy- first half and Year Adviser- second half), providing students with necessary contact time for emotional and cognitive support.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>In 2016, the Clontarf Program launched at Chifley College. This absorbed the Aboriginal background loading funding for the year. Additionally, CCMD's Aboriginal Education Officer launched a girls' program to ensure female Indigenous students were supported. Through these engagement initiatives, students' attendance was monitored, they participated in cultural enrichment programs, represented their culture through participating in whole-school events such as the NAIDOC assembly and they were targeted for in-class support by the AEO. Furthermore, staff from all core faculties participated in 8 Ways of Learning professional learning to better equip teachers to adapt teaching and learning programs to incorporate effective strategies for Indigenous students. This professional learning was also partially presented to all staff. Targeted support by a teacher was also provided to Indigenous students in years 8 and 10 who were identified as being below the minimum standard for literacy and numeracy. As a result of these initiatives, Aboriginal students were supported to access learning and engage in the school community. Parents of Indigenous students were also provided a number of engagement opportunities to support their students' participation in school.</p>	
English language proficiency	<p>Specialist EAL/D teacher worked with teachers represented from each faculty within the school to up-skill staff on student accommodations and EAL/D practices in the classroom. EAL/D funding was spent to provide these teachers with 2 full days cover to work with the specialist EAL/D teacher in modification of existing programs and creation of new resources. This allowed all staff the capacity to make meaningful adjustments to the learning needs of EAL/D students. As a result, there was 971 specific EAL/D classroom adjustments recorded by classroom teachers. Specialist EAL/D teacher also introduced external agencies within the school such as Mt Druitt Ethnic Communities Agency (MECA) to assist in the facilitation of a boy's outdoor education and girl's empowerment group. Additional to this a mentoring program was also introduced where individuals worked with students to improve their social and emotional capacity. Overall 40% of EAL/D students engaged with these programs and EAL/D teacher which allowed students to develop positive social and emotional support networks both within the school and local community.</p>	
Low level adjustment for disability	<p>The introduction of a composite 7/8 mainstream class was introduced to support student cognitive and social and emotional needs. This class has been capped at 18 students and has a full time SLSO home-room. This class has a limited number</p>	

<p>Low level adjustment for disability</p>	<p>teachers to facilitate a consistent and individualised learning environment. This was as a result of a high enrollment of students with significant extensive learning and social difficulties. It resulted in decreased suspension rates, improved attendance and parental engagement for these students. It also allowed mainstream classes to focus on adjustments rather than modifications, ensuring the students requiring targeted assistance were able to access the support they required. In the support unit there are 4 support classes catering for individuals with a moderate or mild intellectual disability. Each class has a full-time SLSO and special education trained teacher timetabled to support student needs. Students are provided with a variety of different learning opportunities to support their social, emotional and cognitive development. This is achieved through student centred learning focusing on the development of independence skills required for post school. With implementing a community access program for our 7/8 classes we have been able to travel train students allowing them to confidently negotiate and engage with our local community and services. Through further facilitation with disability service provider Endeavour and our mainstream careers adviser we have enabled our students develop skills required to gain and maintain employment. This has enabled three students to successfully gain ongoing part-time employment. Through the implementation of adjustment recording on Sentral and professional learning focusing on student based adjustments we have been able to refine our practices in regards to recording adjustments on a whole-school level. Classroom teachers completed 5319 referrals for student learning adjustments related to cognitive and sensory needs. There were also 119 social and emotional adjustments related to students in the classroom. Overall there were 265 students who were entered as receiving adjustments for Nationally Consistent Collection of Data. As a result of this process, we have been able to refine our practices and ensure all students are provided with the opportunity to receive necessary learning modifications.</p>	
<p>Socio-economic background</p>	<p>Students were provided with a number of mechanisms to support their overall health, social and emotional wellbeing and engagement at school in 2016. The elimination of school fees saw 100% of students being able to choose electives based on interest rather than affordability. The introduction of the Clontarf academy saw Aboriginal boys supported in and outside of school, with the academy providing transport to and from school as well as free and engaging excursions, camps and activities, increasing overall engagement. The Clontarf Academy also held the inaugural 'Health Check' day with Aboriginal students provided</p>	

Socio-economic background	<p>with free health care checks from a variety of external services including (vision, hearing and dental). The Youth Worker initiative was also continued in 2016, with students provided with access to additional support groups that focused on emotional and social wellbeing (resilience, RAGE and anti-bullying). 2016 also saw the introduction of Breakfast Club (food provided by Oz Harvest), where students were provided with nutritious items if they were unable to access food at home. The program began quite small, with only a minimal number of students attending the club on a Wednesday morning. Throughout the year, advertisement was significantly increased, which resulted in a significant increase of students engaging with the program. By the end of term 4, students who required nutrition or support at school would actively seek out Welfare team members (Year Advisers and the HT Welfare). The physical, emotional, cognitive, social and spiritual wellbeing support mechanisms provided in 2016, ensured that students were provided with a fun, safe and engaging environment, promoting learning in and outside each classroom.</p>	
Support for beginning teachers	<p>Action: Newly Appointed Teachers in 2016 were given the opportunity to participate in a 'Beginning Teacher's Accreditation Program'. This program was offered to permanent and temporary staff members who were undergoing the accreditation process. The program provided support through meetings, mentoring, and feedback for the beginning teacher. The NAT's were also supported with timetable concessions to complete their report and professional learning opportunities. Improvement: The 3 out of 4 NAT's (1 permanent, 2 temporary) who attended the sessions in the program were provided information about what the process of accreditation involves and what they were required to do to complete it. The NAT's decided on the evidence they could collect and began collecting evidence and completing BOSTES modules to assist them gaining their accreditation. They organised for their supervisor to observe their teaching and to write their report. They became aware of the legal ramifications of non-completion and authenticity of their reports. Impact: The NAT's got closer to achieving their accreditation and developed their confidence in their teaching practice. They determined the professional learning needed and identified goals for their improvement of teaching in their Key Learning Area. They developed their knowledge of the expectations of the accreditation process as well as what was required from all parties to complete the process.</p>	
Targeted student support for refugees and new arrivals	<p>From the start of the year the number of students from a refugee background increased from 2 to 35. In response to this our EAL/D specialist teacher engaged with Mt</p>	

Targeted student support for refugees and new arrivals

Druitt Ethnic Communities Agency (MECA) to ensure that all students received appropriate supports. This resulted in the creation of refugee specific programs focusing on the development of literacy and numeracy intervention, and further developing social and emotional supports with a whole school setting. Additional to this, students from a refugee background were also provided with enrichment opportunities to further extend their post school options such as visiting Western Sydney University for an Orientation day and community mentoring within the school.



Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	302	284	293	274
Girls	273	258	248	227

Enrolment trends have continued their gradual decline across both the male and female population. In 2015 total enrolments were 541, and in 2016 reduced significantly to 501. Feeder primary school transition information indicates the disturbing trend of 'out of area' enrolments to other local high schools. As a result over 100 in area student enrolments to CCMD have been accepted by out of area schools, resulting in a drastically reduced Year 7 cohort.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	86.4	90.8	87.2	86.4
8	84.4	86.2	85.3	81.3
9	85.2	82.4	81.6	81.6
10	77.9	83.5	76.8	79.8
All Years	83.3	85.4	82.4	82
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

This year CCMD has developed and introduced a safe step framework for identifying, tracking and providing targeted support to students not meeting the required 85% attendance rate. The framework, driven by the welfare team, incorporates procedures, case meetings, monitoring, tracking and interventions tailored to students' specific point of need. All stakeholders, both in school and external are involved in the process of targeting student engagement. A preventative and responsive model, the step up framework continues to evolve and it is expected that, as practices are embedded, the results will be significant.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	18.6
Learning and Support Teacher(s)	4
Teacher Librarian	1
Teacher of ESL	1
School Counsellor	1
School Administration & Support Staff	13.28
Other Positions	10.1

*Full Time Equivalent

The Aboriginal composition of CCMD staff include a Head Teacher, classroom teacher, Aboriginal Education Officer and a Support staff member, a total of 4 staff.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	70

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	5 258 282.00
Global funds	409 965.00
Tied funds	1 043 332.00
School & community sources	18 377.00
Interest	139 754.00
Trust receipts	28 665.00
Canteen	14 500.00
Total income	6 912 875.00
Expenditure	
Teaching & learning	
Key learning areas	12 617.00
Excursions	2 238.00
Extracurricular dissections	649.00
Library	0.00
Training & development	0.00
Tied funds	1 295 720.00
Short term relief	150.00
Administration & office	59 170.00
School-operated canteen	0.00
Utilities	40 619.00
Maintenance	21 488.00
Trust accounts	200 786.00
Capital programs	2 810 495.00
Total expenditure	4 443 932.00
Balance carried forward	2 468 943.00

A full copy of the school's 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.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

A full copy of the school's 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.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

A full copy of the school's 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.

School performance

<You may choose to use this text box to comment on other assessment data including:

- Best Start
- Literacy and numeracy achievement against the literacy and numeracy continuums>

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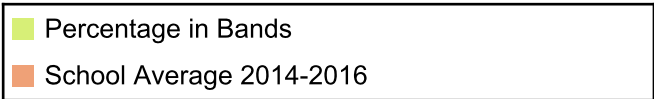
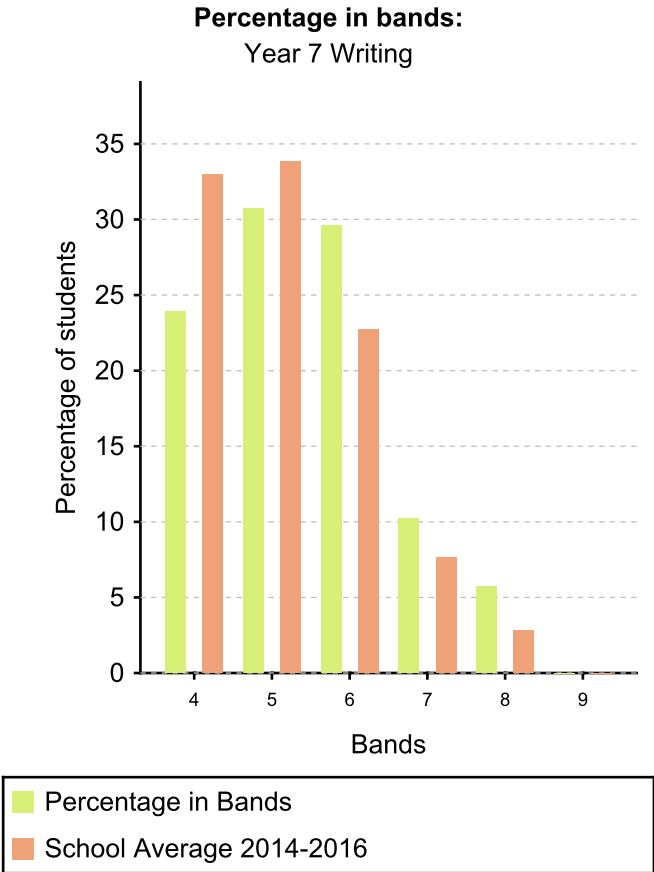
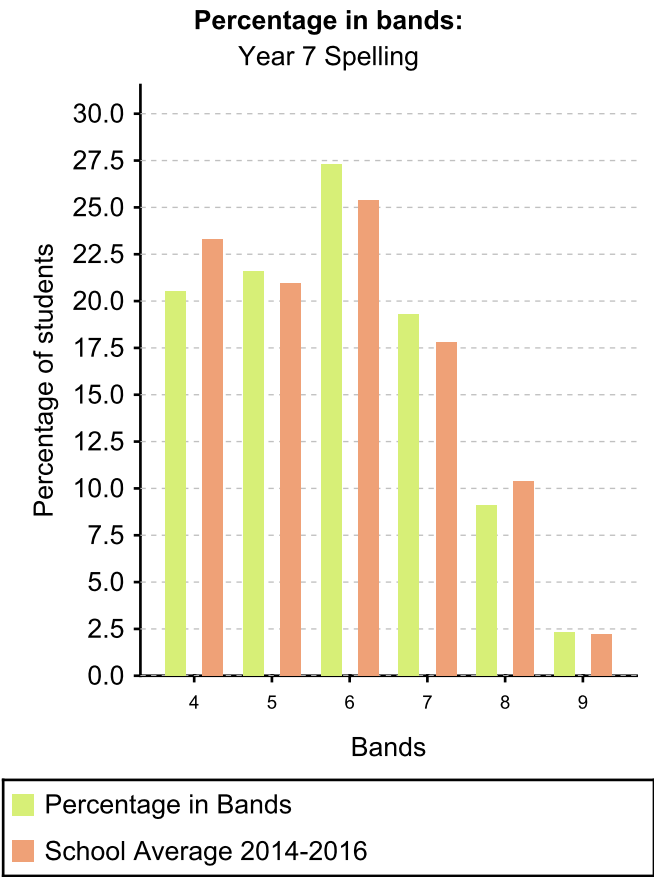
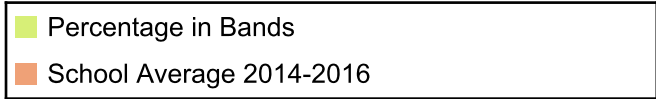
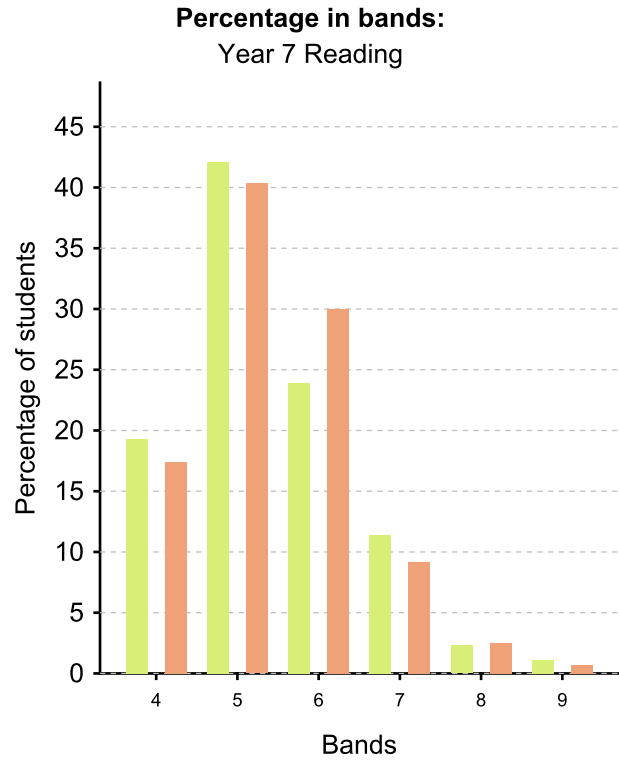
NAPLAN

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

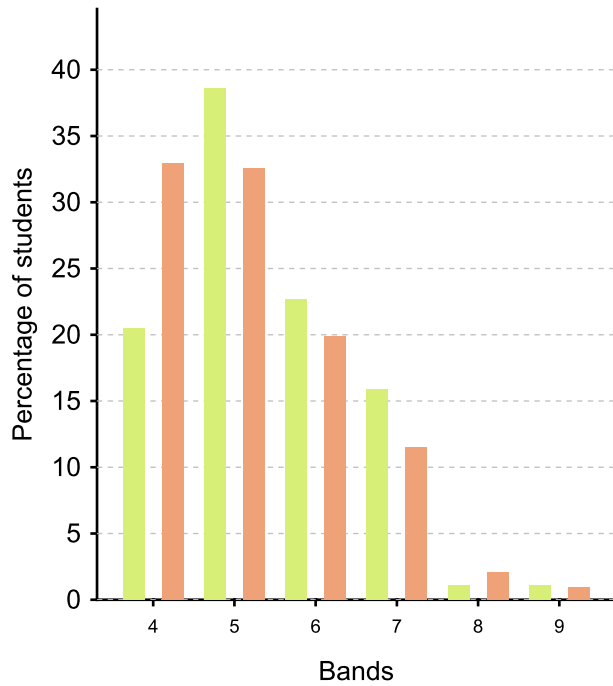
and understandings demonstrated in these assessments.

In 2016, NAPLAN data demonstrated the following trends in literacy performance:

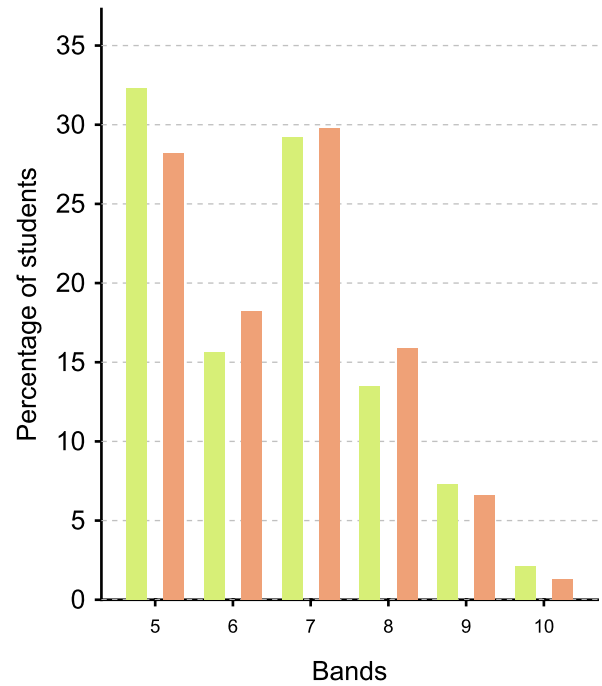
- Significant decrease in yr 7 students achieving in bottom band for Grammar & Punctuation, from 41.8% in '14 to 20.5% in '16.
- Yr 7 students achieving the top 2 bands in Reading was maintained, while students achieving Band 7 increased. Also an increase in students achieving in bottom 2 bands.
- 1.5% increase in the number of yr 7 students achieving in the top band & a 3.9% reduction in students achieving in the bottom 2 bands for Spelling.
- Substantial decrease in the number of yr 7 students achieving in the bottom 2 bands for Writing, as compared to school average '14-'16.
- Distinct improvement in yr 9 Punctuation & Grammar: 10.1% fewer students achieving in 2 bottom bands as compared to '14. Also, 1.4% increase in the proportion of students achieving in the top two bands since 2014.
- Significant reduction (17% improvement from 2014) in yr 9 students achieving in the bottom band for Reading and increased students achieving Band 7.
- Growth of 2.5% in yr 9 students achieving in the top 2 bands for Spelling, as well as a slight increase (1/7%) in students achieving in the bottom 2 bands.
- Reduction of yr 9 students achieving in the bottom band for Writing as compared with 3yr school average.



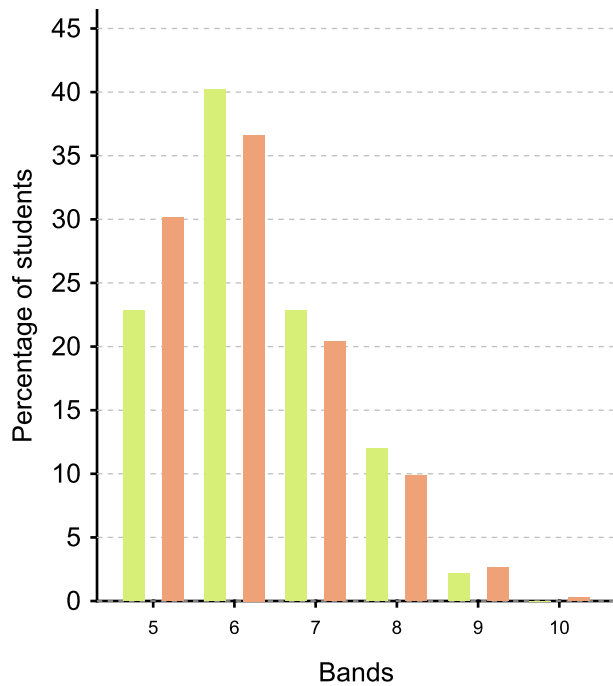
Percentage in bands:
Year 7 Grammar & Punctuation



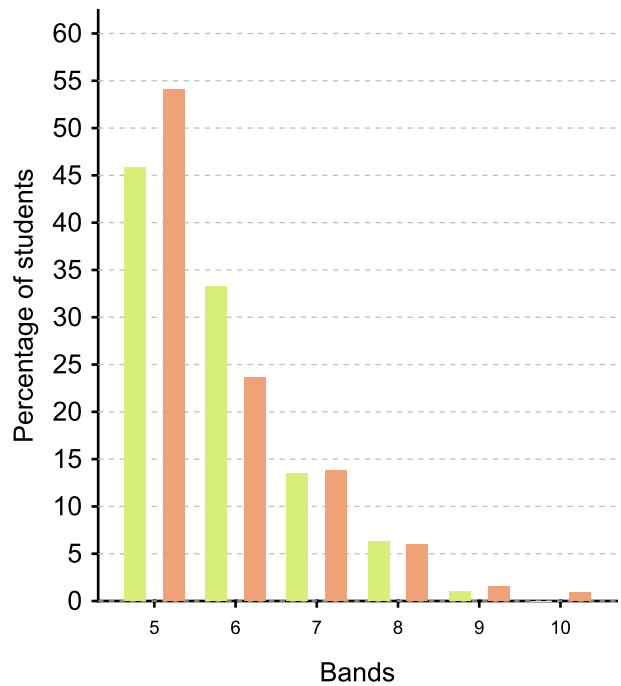
Percentage in bands:
Year 9 Spelling



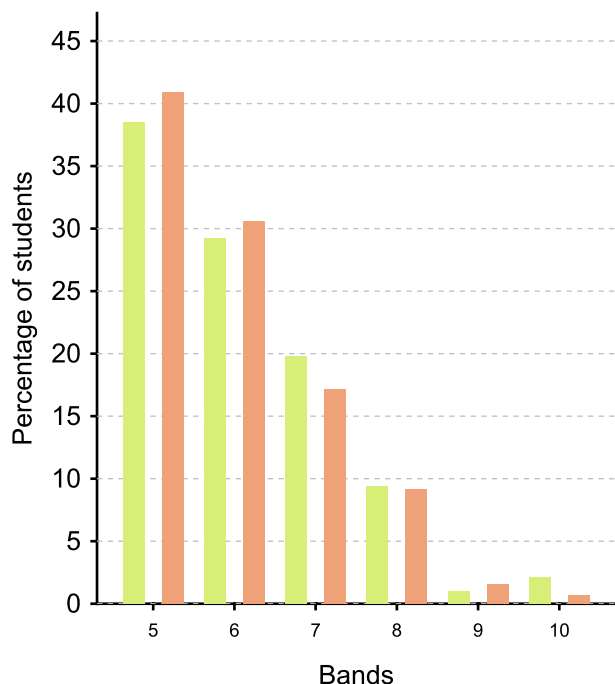
Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Writing



Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in Bands
School Average 2014-2016

The percentage of Year 7 students in bands 7 and 8 have increased above the School average, over the last 2 years, whilst for Year 9 the percentage has increased over the top 3 bands.

The average growth at CCMDC in numeracy was above state average (2 Naplan points), with 64.5% of students achieving greater than or equal to expected growth.

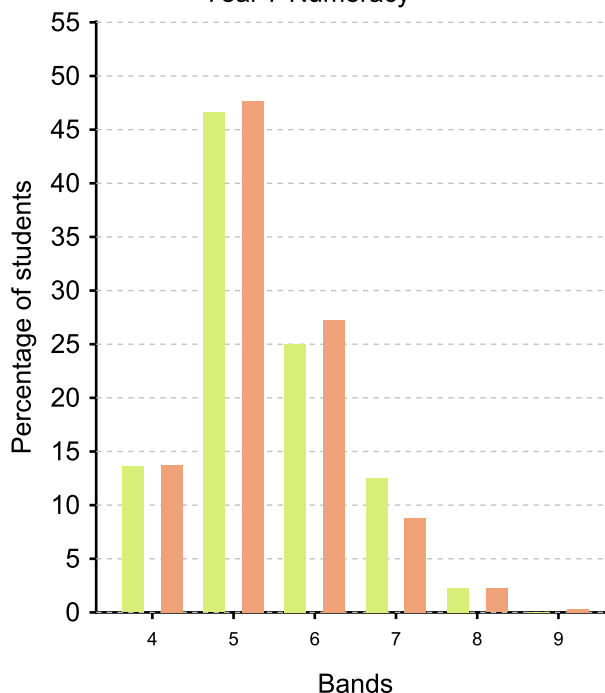
The average growth at CCMDC in numeracy was approximately 10 scaled growths above state average which shows that after being at the school for 2 years students are achieving above average growth. Moreover, 56.3% achieved greater than or equal to expected growth.

The school trend for year 7 shows us that CCMDC is getting students of higher than previous ability enrolling.

This graph shows when 10 Naplan points are added we get approximately 5% movement towards the higher band 8. This means we will have few students of high ability or even near high ability in Year 8 (2017).

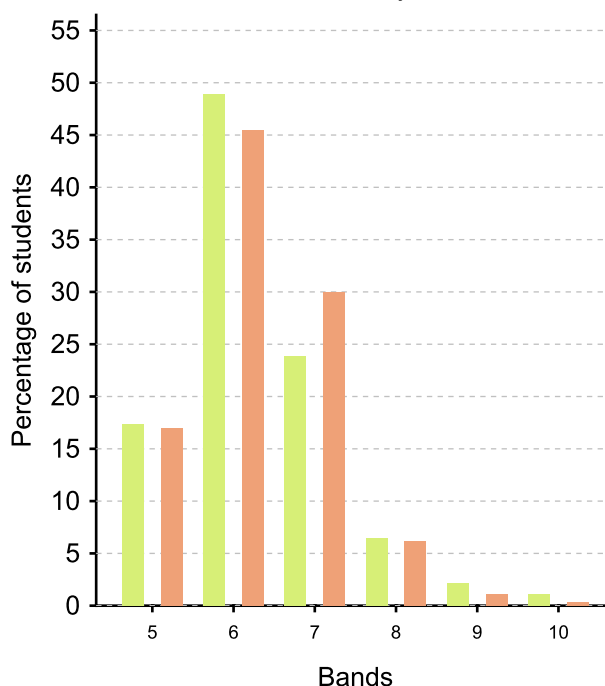
The year 9 prediction shows even with a gain of 10 naplan points approximately 2% students move into top Band 10 and approximately 4% into band 9.

Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.



53.

In the second paradigm of classroom and school practices survey results again were consistent with the drivers for change. Scoring on average across the low 70's range, an area of future focus was again identified as parent involvement in the review and feedback on student work. Parent partnership opportunities have consistently been identified by staff as an area of future focus and opportunity to drive student learning outcomes.

Parent/caregiver, student, teacher satisfaction

Student satisfaction:

Student responses exceeded NSW Govt. norms across almost every driver of student outcomes. Effective learning time, relevance and rigour of classroom instruction results all exceeded state norms. Similarly advocacy at school, positive teacher–student relations, a positive learning climate, and expectations of success all measured significantly higher than the NSW Govt. norm. Social–emotional outcomes indicated that students' participation rates in extra–curricular activity, value schooling outcomes, and report high levels of intellectual engagement, interest and motivation in learning, in every aspect again exceeding the state norm.

Parent / caregiver satisfaction:

TTFM survey results indicate that 'parents feel welcome', are 'informed', understand that the 'school supports learning' and 'positive behaviour' with an average score of 7.5 across each aspect. Results also indicated that 41% of respondents partnered with the school in School planning. Subject availability received a significant 88.9%, indicating that the subjects student s wanted to study are available. A future direction for planning is in the area of school promotion, with 69.4% of parents indicating that they would recommend CCMD to parents of primary students linked closely to the perception of 45% of parents and carers currently do not believe the school has a good reputation in the community.

Teacher satisfaction:

Survey results indicated that in the eight Drivers of Student Learning, that teachers identified 'Inclusive school' as an area of greatest achievement. Similarly collaboration, learning culture, data informing practice and teaching strategies scored consistently in the mid to high 70's range. In the areas of technology and leadership survey results indicated a score in the 60's range. In the driver for change area 'Parent involvement' teacher responses indicated that this is an area of significant opportunity and future focus, scoring



Policy requirements

Aboriginal education

The introduction of the Clontarf academy and Aboriginal Girls room were both great success stories of 2016. Student attendance, participation and engagement reached unprecedented levels and students overall wellbeing was significantly improved. Students participated in a range of excursions and initiatives including rewards programs, health checks, cultural workshops, mentoring and goal setting. A number of Aboriginal girls were also recognised and rewarded for their talent and commitment to learning by designing the 2017 Canterbury Bulldogs cultural jersey. The process involved students working on a design, developing a proposal and presenting to the Bulldogs CEO and members of the team. The proposal was successful and the jersey will be worn in 2017 by the entire team in cultural round.

Multicultural and anti-racism education

Community Evening, NAIDOC Day and Chifley Day saw the school come alive with culture, with a number of students and staff representing and sharing their heritage through language, dance, music and story–telling. Students were given the opportunity to not only experience others cultural beliefs and practices but also given time to appreciate the uniqueness of our setting with so many nations represented at our school. 2016 also gave stage 5 students the opportunity to once again participate in an additional elective, with Pacifica a highly popular choice. Pacifica allowed students to delve into the culture of the Pacific Islands, participating in sport, eating unique delicacies and learning traditional dances. The success of Pacifica last year has now led to the introduction of Aboriginal Education to Stage 5.

Other school programs

SRC:

The SRC team comprise of students from Year 7 – 10 including Support. These students underwent a self-nomination process and were selected based on the strength of their application and contributions to the school.

In 2016, the main ideology of the SRC was to promote student voice and develop independence. This was certainly achieved, with the team planning, organising and presenting proposals for 6 fundraising activities and state-wide wellbeing initiatives including R U OK and Bullying No Way. The SRC also worked extremely hard on fundraising, donating over \$500 to a variety of charities including Midnight Basketball and the Cancer Council. Students also took on a larger role and responsibility, hosting and assisting with the organisation of recognition assemblies and whole school assemblies (Anzac Day, Breaking the Silence and the 2016 Sports Assembly). In 2017, the SRC are focussing on building their leadership skills and developing links with local primary schools and other colleges.

Wellbeing:

Student wellbeing was a major focus in 2016 with a number of new initiatives and partnerships formed to promote safety, wellness, recognition, support and student leadership. The introduction of WELS (Wellbeing and Engagement) lessons allowed student to complete Rock and Water training, promoting emotional control, self-awareness and self-confidence. The combination of WELS and a new wellbeing focus each term (R U OK, Chifley Day and Breaking the Silence) gave students the opportunity to learn about, participate in and promote student and staff wellbeing, whilst gaining the skills necessary to support themselves and others. The introduction of the **Triple A** and **SALSA** program also promoted student leadership, with a number of students acting as peer mentors and leaders for younger years. Both programs were so successful that CCMD were selected to pilot the new project **Stepping out into the community**. A group of year 9 leaders were selected to promote a self-developed pitch to Blacktown City Council aimed at improving the conditions of local facilities.

Environment and Sustainability:

A successful application and grant from the DOE led to the development of Chifley College Mount Druitt's Outdoor Learning Space. The space, which is essentially an outdoor classroom, demonstrates our schools commitment to future learners by providing a space that is comfortable, open and provides students the opportunity to learn in an alternate setting. Staff, students and community members collaboratively designed and facilitated the construction of the Outdoor Learning Space, which resulted in educational stakeholders having a shared ownership of the area.