



Chifley College Dunheved Campus Annual Report



2016



8488

Introduction

The Annual Report for <year> is provided to the community of <school name> 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.

<name>

Principal

School contact details

Chifley College Dunheved Campus

Maple Rd

North St Marys, 2760

www.dunheved-h.schools.nsw.edu.au

dunheved-h.School@det.nsw.edu.au

9623 6600

School background

School vision statement

The **school's vision** is captured in the following *Belief Statements* which have been developed in consultation with students, staff, parents and the wider community.

- 1.. High Expectations for the achievement of school and personal excellence.
2. Best practice teaching and learning that incorporates explicit literacy and numeracy, and access to technology.
3. A curriculum that cultivates respect, responsibility for citizenship and inspires reconciliation.
4. Quality teaching with professional learning as a right and responsibility.
5. Community-wide partnership that value and pursue active roles in student learning pathways.
6. Strong and collaborative leadership by students, staff and the community.
7. A collaborative team that operates within a unified purpose.
8. Quality relationships between students, teachers, parents and the wider community.
9. A safe and fulfilling learning environment that promotes engagement.
10. A wellbeing framework that supports learning and encourages empathy.
- 1.1. A positive behaviour framework that provides a continuum of support for students, staff, parents and the community.
12. The celebration of academic, cultural, sporting and community achievement.

School context

Chifley College Dunheved Campus is a progressive, collaborative and compassionate middle-school, where together, students, staff, collegial partners, parents and the community *Learn, Discover and Inspire*.

The school is an individual campus that exists as part of a federation of five schools known as Chifley College and is situated on Darug land. In celebration of our Aboriginal heritage, the community acknowledges the traditional custodians of the Land, and continues to respect the wisdom and leadership of elders both past and present.

The school's current enrolment of 280 students, includes a Support Unit with an enrolment of 45 students. With a Family Occupation and Education Index (FOEI) of 187, the school receives additional funding to support student learning outcomes through the RAM, including: equity loadings for Aboriginal Background, English Language Proficiency, Low Adjustment for Disability and Socio-economic Background.

Teaching programs are aimed at growing young people as responsible and productive learners, citizen and leaders. The school promotes personalised learning and a holistic approach to the development of students in the social and affective domains, as key drivers for academic development.

The school's highly accomplished and experienced teachers are committed to ongoing rigorous professional training and development each year. Teachers act as learning advocates, providing support in all aspects of learning as students navigate their way through secondary schooling.

Learning takes place in a modern, quality environment, which includes: air-conditioned classrooms, interactive whiteboard technology, multi-media conferencing facilities, a modern technology based library, expansive grounds and extensive sporting facilities.

Strong partnerships exist with local businesses, employment agencies and UWS. Through these partnerships, the school offers a variety of programs that give students access to university mentoring programs, employment and TAFE courses.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

On 8th of September 2016 our school participated in External Validation. In preparation for this meeting, the required body of evidence has been prepared, reviewed and annotated. The Executive Summary synthesises the annotated information provided in the body of evidence.

The results of this process indicated that in the School Excellence Framework domain of Learning the school is Delivering.

- **Learning Culture** – The school demonstrates a strong commitment to creating a learning culture both in and outside the classroom. Opportunities are provided for students at Chifley College Dunheved Campus to achieve academically as well as across a variety of extra-curricula areas. As evidenced by Instructional rounds, all teaching staff understand that student engagement and learning are related. The school's Enrichment Class, demonstrates that the school has developed programs addressing the needs of gifted students enabling the school to build on their educational aspiration. In addition, the Learning Centre shows the school is Delivering when it supports all students by providing a range of programs to meet their varied learning needs. The school's PBL systems ensures that student learning needs are being met in a positive and respectful environment. "The Dunheved Way" demonstrates expectations of behaviour explicitly taught to students, relating to a variety of school settings. Systems for rewarding and maintaining positive behaviour are evident and ongoing improvements to the school's behaviour management (mentoring and monitoring booklets, consequence continuum) have occurred to promote student wellbeing and good conditions for learning.

- **Wellbeing** – As evidenced by "The Dunheved Way" the school is sustaining and growing. The school has implemented a whole school approach to wellbeing that has clear defined behavioural expectations creating a positive teaching and learning environment. Through PBL lessons, the school is delivering wellbeing through teaching and learning. Students are taught to accept responsibility for their own behaviours as evidenced by the schools mentoring and monitoring booklets. This encourages students to take responsibility for their own choices and respect the rights of others to learn in a safe and respectful environment. The Collaborative Learning Agreements (CLA) and their implementation in classrooms shows that the school is delivering using a planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students.

- **Curriculum and Learning** – As evidenced by the Learning and Support Team, CLAs, PLPs, Enrichment Class, Extra Curricula activities and Transitional Pathways the school has a sustaining and growing approach to quality teaching, curriculum planning and delivery in meeting the learning needs of all students. As evidenced by our PLP and CLA process, the school involves students and parents in planning to support all students as they progress through school. The Learning and Support Team demonstrates that the school is sustaining and growing in developing systematic policies, programs and processes to identify and address student learning needs. The Transitional Pathways reinforces that the school successfully plans and consults about pathways for transitioning to high school, into senior study and from school to work or further education. It also demonstrates that the school is sustaining and growing when it works successfully with feeder schools, TAFE, external service providers to support students' successful transitions. The strong learning alliances to deliver many of the school's extra curricula programs shows that the school is delivering in providing a range of extra curricula programs for student development and that curriculum provision is enhanced. The Enrichment class demonstrates differentiation in curriculum to meet the needs and educational aspirations of students within this class

- **Assessment and Reporting** – As evidenced by the Numeracy evidence set the school has demonstrated that we are delivering in analysing SMART NAPLAN data and using the Numeracy continuum to monitor, track and report on student performance. Individual student reports provide information of student's strengths and areas of growth. In addition, PLAN data report also demonstrates that the school is delivering in having practices for parents to be updated on the progress of their children.

- **Student Performance Measures** – As evidenced by the effective implementation of Numeracy the school has demonstrated that there is a whole school focus and commitment to improving the performance of students in NAPLAN. Teaching and Learning programs and student work samples demonstrate a whole school approach to implementing explicit Numeracy strategies within teaching and learning programs which are taught as part of the learning cycle. The employment of a Numeracy consultant to work with KLAs and professionally develop staff into Numeracy Leaders demonstrate delivering of Numeracy activities. The results of this process indicated that in the School Excellence Framework domain of Teaching the school is Sustaining and Growing in this element of the Learning Domain.

- **Effective Classroom Practice** – As evidenced by Instructional Rounds, establishment of the Enrichment class and school wide Numeracy – Working with Numbers, the school shows that it is delivering as all teachers regularly review and revise their teaching and learning programs. Increased differentiation of learning and modification of assessments demonstrate that all teaching staff are committed to identifying, understanding and implementing the most effective teaching methods to improve the educational outcomes of all students. Furthermore, a whole school approach to PBL through "The Dunheved Way" and all staff participating in classrooms systems training, demonstrates that all classrooms are well managed, resulting in well planned teaching taking place, enabling all students to engage in productive learning with minimal disruption.

- **Data Skills and Use** – As evidenced by the school's Transition program, Enrichment class, Instructional Rounds, whole school Numeracy – Working with Numbers and the Learning and Support Team, the school is delivering as

students assessment data is regularly analysed to understand the learning needs of students. The school's Transition programs as well as our Enrichment and extra-curricula programs, demonstrate that student performance data is regularly provided to parents. This data enables parents and the community to be informed of the learning and development programs that are in place to improve the educational outcomes of students as well as supporting successful transitioning to high school, senior schooling and educational pathways. The school's professional learning LOTUS diagram and PBL classroom systems audit, demonstrates that the school is delivering as data is regularly used to plan for staff professional learning and monitor the school's learning goals.

- Collaborative Practice – As evidenced by Instructional Rounds and Numeracy – Working with Numbers, teachers in faculties work together to review and adjust teaching and learning programs to meet the educational needs of all students. The Performance and Development Plan (PDP) process used in achieving staff goals and professional development is sustaining and growing through the use of collaborative practices in planning of teaching, through classroom observations and feedback from peers. The school's organisational chart also identifies and draws on the expertise of its staff to deliver whole school programs (Wellbeing, sporting, creative and performing arts) and build the capacity of others to deliver such programs.
- Learning and Development – As evidenced by the Professional Learning Log and LOTUS diagram, the school's professional learning is aligned with the school plan demonstrating that all staff participate in professional learning targeted to the school's directions. The focus of Instructional Rounds has been on teachers working together collaboratively to plan their own professional development to improve teaching methods in Numeracy and Aboriginal perspectives. The PDP process demonstrates that the school has systems for teachers' performance and development. The 2016 CCDC Program for the Accreditation of New Scheme and Maintenance Teachers effectively supports the induction and ongoing development of New Scheme teachers. Furthermore, the 2016 Mentoring Program that aligns with GTIL has been established to support the collaborative and mentoring practices for New Scheme Teachers, providing targeted support for beginning and early career teachers in areas of identified need.
- Professional Standards – As evidenced by the PDP process and Instructional Rounds, teachers have shown an understanding of the professional standards and implementation of curriculum requirements within their teaching practices. Through classroom observations and feedback from peers through the Instructional Rounds process, teachers demonstrate that they have current content knowledge and teaching practice in all their teaching areas. Teachers in implementing the PDP and the Instructional Round processes showed that they are demonstrating an ongoing commitment to their professional development. Furthermore, the 2016 Mentoring program and Program for Accreditation of New scheme and Maintenance teachers demonstrate that all staff take personal responsibility for maintaining and developing their professional standards. The results of this process indicated that in the School Excellence Framework domain of Leading the school is Delivering.
- Leadership – As evidenced by the Transition programs, Enrichment class and extra curricula programs the school is sustaining and growing in the productive relationships with external agencies such as universities, TAFE, community organisations and industry to improve the educational opportunities for students. Through the CLA and PLP processes the school demonstrates that parents and community members have the opportunity to engage in a wide range of school related activities and become actively involved in the educational provisions for their child's education. The PDP process also demonstrates that the school is actively growing the leadership capacity of its Head Teachers, TICs and other staff through a collaborative approach in supporting each other's professional development and goals. The school's Organisation Chart demonstrates that staff have purposeful leadership roles based on the professional expertise demonstrates that the school is committed to the development of leadership skills in staff and there is a process of succession planning, distributed leadership and organisational best practice, resulting in sustained and measurable whole school improvement
- School Planning, Implementation and Reporting – As evidenced by Instructional Rounds and The Dunheved Way the school articulates a commitment to equity and high expectations for the learning of each student. The CLA, PLP and NCCD processes along with the Transitional Pathways, Enrichment and extra curricula programs demonstrate a broad understanding of and support for school expectations and aspirations for improving student learning across the school community. Programs and practices are reviewed annually. Staff are committed to the school plan and have a clear sense of the school's strategic directions. The school's Professional Learning LOTUS demonstrates that the school plan is at the core of continuous improvements, with the school's vision and strategic directions evident
- School Resources – As evidenced by the CCDC Management Practices, resources are strategically used to achieve improved student outcomes. School staffing ensures that full curriculum implementation and delivery requirements are being met. Through the PDP process systematic annual staff performance and development reviews are conducted. The school's physical resources and facilities are well maintained and provide a safe environment that supports learning. Furthermore, physical learning spaces are used flexibly and technology is accessible to all staff and students resulting in improved student outcomes. As evidenced by the school's Financial Management Manual the school has an effective system to integrate long-term financial planning to support the improvement of student outcomes and maximise the use of school resources
- Management Practices and Processes – As evidenced by CCDC Management Practices the school leadership team creates an organisational chart that enables management systems, structures and processes to work effectively and in

line with legislative requirements and obligations. School wide processes are in place demonstrating that the school leadership team communicates clearly about school priorities and practices, including open reporting to the community. Streamlined and flexible processes also exist through the schools Managements Practices to deliver services and information as well as strengthen parental engagement.

Strategic Direction 1

Learn to Learn Wingaru Gabarada

Purpose

Learn to Learn (Student Learning) encompasses the school's vision for learning in providing students with the opportunity to achieve personal excellence and function as global citizens. By providing challenging and personalised learning experiences and a stimulating learning environment, students will increase their engagement in learning and believe that "anything is possible". Rigorous school-based assessment practices ensure quality assessment information about student learning is available for all students and can be validated against explicit learning and assessment frameworks.

The clear articulation of learning experiences and the learning environment will broaden opportunities for parents to actively engage and participate in their child/ren.

Overall summary of progress

In 2016, Chifley College Dunheved Campus sustained its Enrichment class in Stage 4, but also established a Stage 5 Enrichment class.

Furthermore, the school implemented processes to sustain and grow in its value added results in numeracy by establishing Numeracy leaders across all KLAs. Staff also participated in Instructional Rounds with a focus on Numeracy which in turn developed professional conversations. In addition, the school's Numeracy consultant also held professional learning workshops to the school's SLSOs and In class tutors on Numeracy across the curriculum: Using the Numeracy skills framework, therefore, creating a whole school consistent approach to Numeracy.

Furthermore, in 2016, Chifley College Dunheved Campus implemented a system to inform parents of NCCD (National Consistent Collection of Data) data collection. In addition, through the school's SENTRAL system staff have been able to record learning adjustments to enable students to achieve their educational outcomes.

In 2016, all Integrated funded students across stages 4 and 5 had an Individual Education Plan (IEP) developed and placed on the school's Sentral system so all staff were able to access the plan to implement strategies to enable these students to meet their educational outcomes.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|--|---|
| The school has developed an integrated approach to quality teaching, curriculum planning and delivery, and assessment which promotes learning excellence and responsiveness in meeting the learning needs of all students | Scope and Sequences complete, programs almost finished. Assessments to be finalised by end of year. All stage 4 and 5 teaching and learning programs to be collected and evaluated. | Nil |
| Students collectively performing at significantly higher levels on external and internal school performance measures. | Literacy now a school priority and a Premiers priority for 2017 which was also evident through Validation process. Numeracy leaders participated in professional learning to embed numeracy strategies within teaching and learning programs. As evident in BI tool, the school is sustaining and growing in achieving good value-added results in Numeracy. | Teacher release for Numeracy leaders to participate in professional learning. \$3000.00 |
| School-wide approach to assessment and reporting demonstrates improved monitoring, planning and reporting on student learning for all students in all areas of the curriculum | Common assessment task proforma implemented across all KLAs utilising a standardised format including all assessment tasks having a cover sheet, marking guideline and receipt of assessment being issued to all students. The Sentral reporting system also enabled a consistent school wide approach to outcomes based reporting as well as enabling our Stage 4 students to include a comment reflecting on their achievements and goals in Semester 1 and 2. | Professional learning for all staff on report writing. Report writing procedures issued to all staff. Students reflecting on their achievements throughout their life coaching lessons. |

Next Steps

In 2017, the school will have a strong focus on improving the literacy results across the school and continue to sustain and grow the value added results in numeracy. A whole school approach to literacy and numeracy will be embedded across all KLAs through the continuation of numeracy leaders embedding teaching and learning strategies with an emphasis on numeracy and the professional learning of staff across all KLAs in becoming literacy leaders to embed literacy strategies in teaching and learning programs.

Furthermore, in 2017, another whole school focus will be on ensuring that teaching and learning programs have evidence of differentiation and adjustments to cater for the learning needs of all students. Staff will participate in professional learning activities on differentiation in the curriculum, to ensure that teaching and learning programs have evidence of differentiated tasks/activities therefore allowing all students in Chifley College Dunheved Campus to achieve their educational outcomes.

A whole school approach to assessment tasks through the implementation of a school wide assessment proforma will enable a consistent teacher judgement when it comes to giving feedback to students on assessments as well as creating assessment tasks plus marking guidelines.



Strategic Direction 2

Learn to Live Wingaru Bayjah

Purpose

Learn to Live (School Learning) relates specifically to the unique context of our school and the importance of empowering students to build connections and become active and informed citizens.

By providing a balanced, holistic curriculum, the school builds student capacity through a process of self-realisation, self-direction and self-enhancement. The school's links to both the people and expertise within the wider community, provide students with further opportunity to broaden and develop their aspirations.

The development of a positive school culture that embraces the wisdom of parents and broader community, creates a provision for shared learning and common belief.

Overall summary of progress

In 2016, Chifley College Dunheved Campus established a strategy of renewing and refreshing its PBL school wide systems via improved visuals placed around the school. Furthermore, the school also implemented "ACCESS" visuals in place and professional learning for staff and students took place to develop a thorough understanding of areas which were accessible to students and encouraging positive behaviour in those areas. Furthermore, Chifley College Dunheved continued to sustain and grow in its approach to support the wellbeing of students. In 2016, the school updated the Dunheved Way to include additional settings including appropriate use of technology and safe cyber usage.

In 2016, Chifley College Dunheved Campus established the Community and Transition Team to develop an opportunity for parents, community members and the school to develop a productive and collaborative relationship to improve the educational opportunities for students. To further enhance this relationship between community, school, external services and agencies to meet the educational needs of all students, Chifley College Dunheved Campus organised a staff member to undertake training as a Transition Adviser. In addition, students in Stage 5 Enrichment class at Chifley College Dunheved Campus organised and led an Employability Expo for our Stage 4 students as well as the school's local feeder Primary school students in Stage 3.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|--|--|
| There is a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of students. | Whole school is now familiar with the Dunheved Way PBL matrix 3.0. Visuals have been placed around the whole school with all staff and students being aware of the visuals. Feedback from the 2015 survey was used to create a Team Plan for 2016. School wide PBL audit completed for all classrooms in term 1 and reported to staff in term 2. As a result all Stage 4 P1 classes are completing "Do Now" literacy activities | Teacher relief \$800.00 Whole school professional learning for PBL implementation. |
| Personalised learning pathways are collaboratively developed for all students ensuring achievement of identified student groups (e.g. Aboriginal students, gifted students, students with disability and students for whom English is a second language) is at least the equivalent to the outcomes achieved by all students | Students in Years 9 & 10 (mainstream) have completed a pathway plan during careers lessons Career Advisor to maintain and review external partnerships that provide rich and engaging learning experiences for students at all transition stages including extending links to learning opportunities. | Nil |
| There is a demonstrable strong sense of pride in the school amongst the local community. | In 2016, the school held their annual NAIDOC Day celebrations. This included members of the local community and Aboriginal Elders attending the day and holding workshops on Aboriginal culture to | \$1500.00 for guest speakers and performers. |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|---|-------------------------------|
| There is a demonstrable strong sense of pride in the school amongst the local community. | staff, students, parents and community. Furthermore, in 2016, there was an increase in parents and community attending the school's presentation days and evenings as well as Parent teacher nights throughout the year. | |

Next Steps

In 2017, the school will continue to sustain and grow in its approach to support the wellbeing of students by professionally developing all staff in PBL classroom systems training on a term basis. Furthermore, the school in 2017 will be delivering of a 100 hour VET course in Manufacturing Pathways Course to provide opportunities for our students in Stage 5 to participate in a TAFE course as one of their electives. In 2017, the school's community and transition team ensure that all our students participate in transition programs to enable them to reach their educational outcomes. The school will continue to sustain and grow in their partnerships with external services and agencies to assist students in a smooth transition to, through and beyond school. In addition, the school's welfare team will commence student awareness days which will also be led by the student leadership body.



Strategic Direction 3

Learn to Lead Wingaru Waruma

Purpose

Learn To Lead (Staff and Leader Learning) enhances teacher quality and capacity, and hence, is key to the school's pursuit of excellence.

A culture where teachers actively pursue quality professional learning and leadership opportunities, drives best practice teaching and the achievement of school improvement measures. High quality leadership and professional practice that is research based, and incorporates national and international best practice, challenges the status quo and prompts change.

Strong leadership is evidenced in collaborative teams that steer the school.

Overall summary of progress

In 2016, all staff at Chifley College Dunheved Campus demonstrated personal responsibility for maintaining and developing their professional standards as well as actively pursuing quality professional learning and leadership opportunities through their PDP processes. All staff participated in professional learning workshops to familiarise themselves with the PDP process and set their professional goals aligning with the standards.

Furthermore, all staff participated in mandatory training which included the new Anaphylaxis and CPR training modules which included the online training as well as face to face training.

In addition, the school's professional learning model in 2016 encompassed a culture whereby staff actively pursue opportunities to develop and enhance their practice by targeting key priority areas within the school. These areas are then discussed to provide meaningful and specific professional development for staff that further supports their knowledge of school planning, organisational structures, pedagogical practice and goals.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|--|---|
| The school leadership team supports a culture of high expectations and community engagement, resulting in sustained and measurable whole-school improvement | School executive team has provided a strong instructional leadership in embedding literacy and numeracy strategies as well as expert knowledge of DEC and NESA policies and procedures. In addition, the school sustained and grew in its professional relationships with outside services and agencies to ensure that students meet their educational outcomes and transition to, through and beyond school. | Training of staff member as Transition Adviser – \$1,200.00 (Teacher relief) |
| Professional learning is aligned with the school plan and has a demonstrated positive impact on the quality of teaching and student learning. | The school's professional learning model in 2016 encompassed a culture whereby staff actively pursued opportunities to develop and enhance their practice by targeting key priority areas within the school. These areas are then discussed to provide meaningful and specific professional development for staff that further supports their knowledge of school planning, organisational structures, pedagogical practice and goals. Furthermore, all staff attended professional learning workshops on the PDP process. This included staff completing the self assessment tool which enabled teachers at all career stages, to reflect upon their practice in accordance with the Australian Professional Standards for teachers. | Staff attended professional learning workshops on the PDP process – \$1,000 teacher relief. Staff attended professional learning workshops on 8 ways of learning – \$1,200 teacher relief. Staff attended professional learning workshops on NCCD as well as Disability Standards for Education – \$2000.00 teacher relief. |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|---|---|
| <p>Professional learning is aligned with the school plan and has a demonstrated positive impact on the quality of teaching and student learning.</p> | <p>In 2016, the school also commenced whole school professional learning in implementing the DoE's Wellbeing Framework within the school to ensure that the school's Wellbeing policy aligns and reflects with the Departments. In addition, the school through Instructional Rounds continued to embed 8 Ways of Learning across all KLA teaching and learning programs, therefore ensuring that the school aligns with the school plan in ensuring that Aboriginal Education is being implemented across all subject areas.</p> <p>Staff participated in professional learning in NCCD (National Consistent Collection of Data) as well as Disability Standards for Education.</p> | |
| <p>All staff demonstrate personal responsibility for maintaining and developing their professional standards.</p> | <p>In 2016, all staff at Chifley College Dunheved Campus participated in professional learning workshops in the PDP process. Furthermore, all staff completed the Teacher Self Assessment tool via the AITSL (Australian Institute for Teaching and School Leadership) which enabled them to reflect upon their practice in accordance with the Australian Professional Standards for Teachers.</p> <p>Furthermore, the school also redefined and established a Pre-2004 and New scheme Teachers Accreditation Team. In addition the College as a whole supported teaching staff who were interested in achieving Highly Accomplished or Lead through organising professional learning workshops and sessions on a weekly basis.</p> <p>New scheme teachers at Chifley College Dunheved Campus in 2016 were supported with their accreditation process through Instructional Rounds aligning with the Australian Standards. This resulted in all new scheme teachers being up-to-date with their accreditation process.</p> | <p>\$3000.00 teacher relief for teachers who have been nominated as mentors for New scheme teachers to participate in professional learning workshops as teacher mentors.</p> |

Next Steps

In 2017, the school's professional learning model will encompass the professional learning needs of all staff through an evidence based approach. Staff will complete surveys that identify the professional learning needs of the individual as well as whole school directions. In addition, staff will have the opportunity to deliver professional development to build their capacity and support a culture of high expectations.

To consolidate knowledge of Australian Teaching Standards and support the accreditation process, staff will be facilitated with courses particularly for teachers in New Scheme and maintaining phases. Furthermore pre-2004 teachers will be supported through professional development, practices and processes within the school to integrate into the accreditation process.



| Key Initiatives | Impact achieved this year | Resources (annual) |
|---|--|---|
| <p>Aboriginal background loading</p> | <p>Aboriginal Education Team table recommendations for improved PLP processes in 2016 & beyond (focus on student skill development& engaging parents and community as key priorities).</p> <p>All Stage 5 Aboriginal students have a PLP in place (Goal Setting complete, significant other nominated & engaged).</p> <p>Successful partnership with Clontarf Academy and Chifley College Dunheved Campus. Clontarf Directors embedded within school environment to work with all Aboriginal boys in improving attendance and retention rates.</p> <p>All Stage 4 Aboriginal students have a PLP in place(Goal Setting complete, significant other nominated & involved & engaged).</p> <p>Investigate, plan and implement Link Up program forAboriginal girls to enhance cultural connections & cultural competencies.</p> <p>Enhanced community involvement in NAIDOC celebrations. Whole school and community celebrations for NAIDOC 2016. Local elders organised and led workshops in story telling and Aboriginal culture and history to all students and staff. Furthermore, Aboriginal games held by Clontarf Organisation and performances by well known Aboriginal singer.</p> | <p>\$5071.00</p> <p>Employment of Aboriginal teacher's aides</p> <p>Clontarf academy</p> <p>Employment of an AEO</p> |
| <p>English language proficiency</p> | <p>In 2016, Chifley College Dunheved Campus facilitated training for untrained EAL/D staff.</p> <p>Allocate teaching resources according to EAL/D assessment data.</p> <p>Multicultural Education and Anti–Racism policies and BOSTES Statement of Equity Principles presented to staff developing a thorough understanding by all staff of policies and how they are embedded within the school.</p> <p>Chifley College Dunheved Campus developed a New Arrivals Orientation Program. This included new EALD students tested and familiarised with the school and the Dunheved Way which resulted in all students developing a thorough understanding of the school's policies and procedures as well as school wide expectations.</p> <p>All EAL/D students were assessed throughout 2016 and their phase data has all been updated on ERN. Furthermore, all EAL/D students' needs were identified in 2016 and teachers were supported through collaboration and professional learning by the EAL/D teachers in differentiating their teaching and learning programs as well as</p> | <p>\$41090.00</p> <p>Teacher relief for EAL/D.</p> <p>EAL/D teachers working across all KLAs to adjust and differentiate teaching and learning programs to enable EAL/D students to achieve their educational outcomes.</p> |

| | | |
|---|--|---|
| <p>English language proficiency</p> | <p>developing teaching and learning activities to enable EAL/D students to achieve their educational outcomes.</p> | <p>\$41090.00</p> <p>Teacher relief for EAL/D.</p> <p>EAL/D teachers working across all KLAs to adjust and differentiate teaching and learning programs to enable EAL/D students to achieve their educational outcomes.</p> |
| <p>Low level adjustment for disability</p> | <p>Engage LaSTs & a team of SLSOs to support student learning in the CLC & their classes. Target support of SLSOs for Lawson Worklinks classes. Identify students who have Integration Funding and provide SLSO support.</p> <p>All Stage 4 and 5 Integration Funded Students have IEP (CLIPP) in place. Targeted SLSO in class support for Transition 6 to 7 in place, Weeks 1–3.</p> <p>Deliver planned training sequence to ALL SLSOs– 2016 focus: numeracy, behaviour management.</p> <p>Furthermore, the school commenced Focus Orientation groups for year 6–7 transition programs in 2016.</p> <p>Social skills games groups & peer mentoring program for 2016 in place</p> | <p>\$55343.00</p> <p>Employment of SLSO's and LaST.</p> <p>Higher Duty allocation for the employment of an Acting Head Teacher Learning and Support.</p> <p>Employment of Numeracy consultant to work with all KLAs to develop numeracy strategies and lessons.</p> |
| <p>Socio–economic background</p> | <p>In 2016, Chifley College Dunheved Campus employed literacy and numeracy consultants to ensure that literacy and numeracy strategies were embedded within all teaching and learning programs. Furthermore, consultants also worked with KLAs in ensuring that staff from each faculty were trained as Numeracy Leaders to enhance & sustain priorities in KLA programs.</p> <p>The employment of SLSOs as well as an Acting Head Teacher Learning and Support also enabled all students at Chifley College Dunheved to develop an IEP as well as a PLP.</p> <p>Furthermore, in class tutors were employed as well as SLSOs to offer support to students within their classroom to meet their educational outcomes and complete set tasks in class and assessments.</p> <p>Establish the Community and Transition (CaT) Team as a whole–school planning and support system for successful student pathways.</p> <p>Investigate and action Transition Adviser training for a staff member in 2016.</p> <p>Commence Student Pathway Plan (individual career plan), underpinned by BOSTES NSW Career Education Outcomes 7–12 and the</p> | <p>\$451289.00</p> <p>Employment of Acting Head Teacher ICT, Learning and Support, Wellbeing, and Community and Transition.</p> <p>Employment of a CLO (Community Liaison Officer)</p> <p>Employment of SLSO's and LaST.</p> |

| | | |
|--|---|--|
| <p>Socio-economic background</p> | <p>Australian Blueprint for Career Development Framework.</p> <p>In 2016, the school's Stage 5 Enrichment class led an Employability Expo for Stage 3 and 4 students to participate in.</p> <p>In 2016, Chifley College Dunheved Campus continued to sustain and grow their professional relationship with feeder primary schools, senior campus, service providers, local businesses and community to develop and sustain ongoing partnerships to enable a smooth transition into high school, senior school and develop pathways for all students.</p> | <p>\$451289.00</p> <p>Employment of Acting Head Teacher ICT, Learning and Support, Wellbeing, and Community and Transition.</p> <p>Employment of a CLO (Community Liaison Officer)</p> <p>Employment of SLSO's and LaST.</p> |
| <p>Support for beginning teachers</p> | <p>In 2016, Chifley College Dunheved Campus adjusted the school's beginning teachers' induction program to meet requirements of GTIL & support entry into the teaching profession. In addition, the school also developed a procedure where all beginning teachers established a professional relationship with experienced mentor.</p> <p>Furthermore, all beginning teachers participated in PBL Classroom Systems practices, enabling a whole school consistent approach to active classroom supervision and wellbeing of students.</p> <p>Beginning teachers use PDP & school's instructional rounds process to participate in lesson observations & discuss strengths and areas needing adjustments.</p> | <p>\$26505.27</p> <p>Teacher Relief for mentoring beginning teachers.</p> <p>Professional learning workshops</p> |



Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2013 | 2014 | 2015 | 2016 |
| Boys | 140 | 141 | 149 | 171 |
| Girls | 135 | 146 | 133 | 136 |

Chifley College Dunheved Campus has seen a steady increase in student enrolments and this is due to several programs that have been implemented with the support of students, staff, parents and the community.

1. The continuation of the successful establishment of the Enrichment class in stage 4 which caters for the students who demonstrate the qualities of being self-motivated and self-regulated learners. The Enrichment class concept continued into 2016 with the addition of a Stage 5 Enrichment class and this enabled continuity and consistency with these targeted students.. Our ongoing commitment and partnerships with outside service providers enable our Enrichment students to enhance their educational outcomes as well as develop skills in making informed contributions as citizens and leaders through opportunities such as Tournament of the Minds, Debating, Macquarie University and UTS links, Fast Forward Program, Enrichment programs and Activities.

2. To cater for our future stage 4 students, staff from a variety of KLA's visit our local feeder schools to deliver programs as part of the Stage 3 to Stage 4 Transition Program. In addition, Stage 3 students visit the school and participate in high school taster lessons to build their educational aspirations. The Learning and Support Team organise Focus groups to cater for targeted and intensive students to provide smooth transition into Stage 4.

3. The employment of a Community Liaison Officer (CLO) who works as part of the Community and Transition Team to support Chifley College Dunheved Campus in building a vibrant, tolerant and harmonious school community. The role of the CLO is part of a collaborative and consultative school support process that provides extra on-the-ground support. The CLO has established and maintained effective communication links and liaises with new enrolments to CCDC, exiting students, teachers and parents/carers about the needs and issues relating to students.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2013 | 2014 | 2015 | 2016 |
| 7 | 83.7 | 86.4 | 84.3 | 82 |
| 8 | 87 | 81.8 | 81.4 | 82.2 |
| 9 | 78.8 | 83.9 | 76.4 | 77.4 |
| 10 | 74.5 | 83.3 | 84.4 | 77.2 |
| All Years | 80.1 | 84 | 81.9 | 79.8 |
| 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

Regular attendance at school is essential to assist students to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students.. Attendance is vital for the development of the students at Chifley College Dunheved Campus. It gives them opportunities to develop their academic skills, knowledge and their social skills. It also provides them with welfare support, leadership opportunities, career options, and a social network. It is our aim, at Dunheved Campus, to maximize the attendance of our students in order to provide them with the highest quality of education and the best options for their futures.

Monitoring and improving school attendance is the responsibility of all staff at Chifley College Dunheved Campus and everyone has a role to play: Principal, Deputy Principal, Teacher Administrator, Head Teacher Wellbeing, Stage Advisers, Home School Liaison Officer, AEO and CLO, Teachers, KLA Head Teachers and a School Administrative Officer

Non-attendance is handled at Chifley College Dunheved Campus through:

Phone Intervention

Early and direct contact with the parents or carers of students who are absent from school is a proven way to improve regular attendance and to build a positive relationship with parents in relation to school attendance. Phone Intervention inform parents that their children are not at school and to seek a brief explanation for the absence. Explanations provided by parents by telephone may be accepted as reasons for absences and entered on OASIS. Parents can give an explanation for their child's absence over the phone and therefore do not need to provide a written note.

– The Wellbeing Team determine dates and groups for PI in consultation with HT Welfare.

– Identify students / parents to be contacted from SENTRAL.

– Nominated personnel make initial telephone contact with parents or carers to: inform a parent that their child is absent from school, determine whether the parent is aware of the absence and record reasons given by the parent for the absence on SENTRAL or attendance follow up spread.

Non-Attenders Intervention Program

The Non-Attenders Intervention Program (NIPS) is carried out by a team of HSLO's from within Western Sydney Region with the assistance of personnel within the school i.e. the Welfare Team. They are run to fulfil legal requirements placed on the school by N.S.W. legislation; to assist caregivers and students and to assist the teaching staff in attendance matters.

– HT Wellbeing and HSLO check calendar and arrange a date with the WSR team.

– HT Wellbeing notifies staff re date of NIPS.

– An OASIS 85% attendance sheet is printed for years 7 to 10 by SAO.

– Deputy Principals, HT's Welfare/Support and Stage Advisers check the list and cross off any students who should not be interviewed.

– SAO prints an individual attendance sheet for all remaining students.

– HT Wellbeing or delegate is responsible for the daily organisation of the NIPS program. This includes booking venue, preparing paperwork/packages, organising runners, back to class notes, computer access and printer etc.

– HSLO provides a copy of the interview notes to the HT Welfare to be filed in student file.

Home School Liaison Officer Referrals

Section 22 of the Education Act (1990) establishes that parents of children of compulsory school age are legally responsible for their regular attendance at school. Schools have a major responsibility for supporting parents by implementing appropriate procedures for promoting and monitoring attendance. The Home School Liaison Program provides a supportive service to students, parents and schools to encourage the full participation of all students in education.

Parents of a child can be prosecuted if their child does not satisfy this requirement. New legislation has been introduced that will make a child over 15 personally responsible for complying with the compulsory schooling requirements in place of their parents.

– Students with below 85% attendance identified by

Stage Advisers

– Stage Adviser liaises with parents to determine reasons for absence and provide support to family.

– Students without legitimate reason for absence referred by Head Teacher Welfare

– Head Teacher Wellbeing completes HSLO referral form which includes details of all previous interventions put in place by the school. Referral forms are located on shared drive.

– HSLO Referral forwarded to WSR Student Services for consideration.

– The Senior Education Officer (Student Welfare) at WSR will respond to the application and determine if the case warrants placement on HSLO's case load.

– H.S.L.O visits the home and develops a program to assist the student to re-engage with the school and liaises with school.

PROGRAMS TO IMPROVE STUDENT ATTENDANCE

In 2016, Chifley College Dunheved Campus employed a CLO who works closely with the community and at-risk students, in particular visiting homes and making contact with families. The implementation of many Wellbeing programs and links with outside services and agencies to re-engage students with their schooling have been major factors in sustaining our attendance retention rates. These programs include:

The Clontarf Program, TAFE Program, Café Horizon, WSTEC, Reclaim Program, Careers Market, Fusion, Work Experience, UWS Fast Forward, Quality Teaching Practices, Bridging the Gap, UWS Indigenous Mentoring Program, AEO initiated Indigenous Programs for targeted Aboriginal students such as AIME and Pathways to Dreaming.

Chifley College Dunheved Campus is proud to support all of our students and their families whilst striving to provide the best possible future options for all students.

Post-school destinations

| Proportion of students moving into post-school education, training or employment | Year 10% | Year 11% | Year 12% |
|--|----------|----------|----------|
| Seeking Employment | | | |
| Employment | 3 | | |
| TAFE entry | | | |
| University Entry | | | |
| Other | 56 | | |
| Unknown | 8 | | |

The total number of students included in the survey is 67. The number of students who completed Year 10 at Chifley College Dunheved Campus.

Retention to Year 11 – 55 students = 83% approx.

Repeat Year 10 – 1 student= 1% approx.

Employed/Apprenticeship – 3 students = 4% approx.

At home/Unknown – 8 students = 12% approx.

The methods which were used to gather information are as follows:

Consultation on ERN Historical student information

Phone call to school's to check enrolment status

Phone call to students' families

Knowledge of Year 10 Adviser and Act. HT Wellbeing

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|-------|
| Principal | 1 |
| Deputy Principal(s) | 2 |
| Head Teacher(s) | 6 |
| Classroom Teacher(s) | 11.2 |
| Learning and Support Teacher(s) | 1.9 |
| Teacher Librarian | 1 |
| Teacher of ESL | 0 |
| School Counsellor | 1 |
| School Administration & Support Staff | 10.18 |
| Other Positions | 9.02 |

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Chifley College Dunheved Campus has 6 Aboriginal members of 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 | 61 |

Professional learning and teacher accreditation

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

Staff development takes place on school professional learning days, staff and faculty meetings and additional times within and outside of school. All staff have been involved in professional learning activities throughout the year including mandatory training in Child Protection, Anaphylaxis, Emergency Care and CPR Training. All staff members are able to apply for professional learning funds to support individual professional learning plans as completed by all staff each year.

The first Staff Development Day focused on the code of conduct and behaving ethically, CCDC School milestones, Positive Behaviour for Learning, Child Protection as well as WHS and Emergency processes and procedures. .

The focuses on the second Staff Development Day were staff being trained for CPR & Anaphylaxis course undertaken through training from Paramedical services, Wellbeing Framework and NCCD Adjustments.

The School Development Day in Term three entailed Professional learning and workshops in Professional Development Plans (PDPs) and staffing procedures, External Validation at CCDC, NCCD Adjustments, Wellbeing Framework and CLONTARF.

A staff conference as well as two additional Thursday afternoons was organised to cater for the last two days of the school year. This was held with a focus on completing, School teams and KLA self assessment 2016 and plans for 2017. In addition, staff participated in professional learning including distributed leadership, Teacher Wellbeing and School Milestones planning and discussion.

Throughout the year at various staff and faculty meetings, other areas of professional learning that took place included:

- training in improved whole school, off-site, evacuation processes;
- further training in technology, with particular focus on future-focused learning.
- work on the National Curriculum

Further to the SDD, staff participated in Professional learning throughout the year in accordance with the school plan and identification of PL required to enhance the teaching and learning quality of staff, professional learning was held across compliance training, administration, leadership development Teaching and Learning, Welfare and Positive Behaviour for Learning, Targeted/ Intensive interventions, Curriculum and Assessment as well as Aboriginal Education. Staff undertook PL about Future focused learning environments as well as the nature of these classroom at CCDC. Through compliance, KLAs were able to design, program and implement the National Curriculum through consultation and collaborative practices with the school's 'critical friend' (see Louts diagram that highlights the focus of PL at CCDC).

Staff at Chifley College, Dunheved Campus have participated in Professional Learning activities in 2016 comprising of courses based on school welfare, faculty specific, ICT, literacy and leadership

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

Financial information

This summary financial information covers funds for operating costs to 30/11/16 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

| Income | \$ |
|--------------------------------|---------------------|
| Balance brought forward | 717 723.69 |
| Global funds | 338 031.92 |
| Tied funds | 743 818.26 |
| School & community sources | 50 515.61 |
| Interest | 17 974.86 |
| Trust receipts | 17 773.70 |
| Canteen | 0.00 |
| Total income | 1 885 838.04 |
| Expenditure | |
| Teaching & learning | |
| Key learning areas | 6 991.48 |
| Excursions | 3 826.44 |
| Extracurricular dissections | 11 679.79 |
| Library | 281.00 |
| Training & development | 419.08 |
| Tied funds | 937 773.83 |
| Short term relief | 0.00 |
| Administration & office | 64 106.39 |
| School-operated canteen | 0.00 |
| Utilities | 92 160.59 |
| Maintenance | 98 629.49 |
| Trust accounts | 14 602.78 |
| Capital programs | 0.00 |
| Total expenditure | 1 230 470.87 |
| Balance carried forward | 655 367.17 |

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>

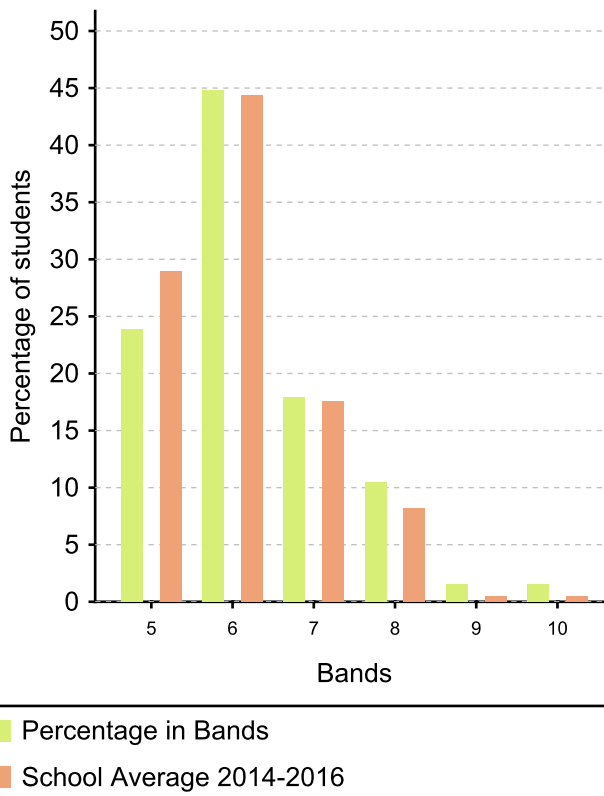
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NAPLAN

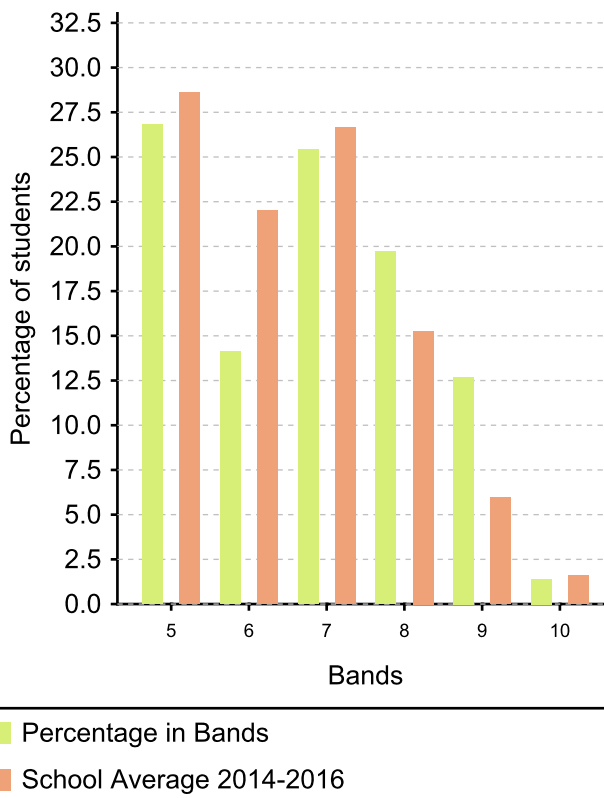
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills

and understandings demonstrated in these assessments.

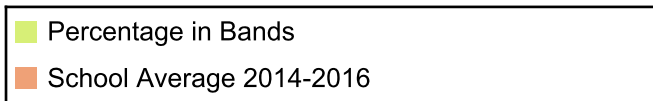
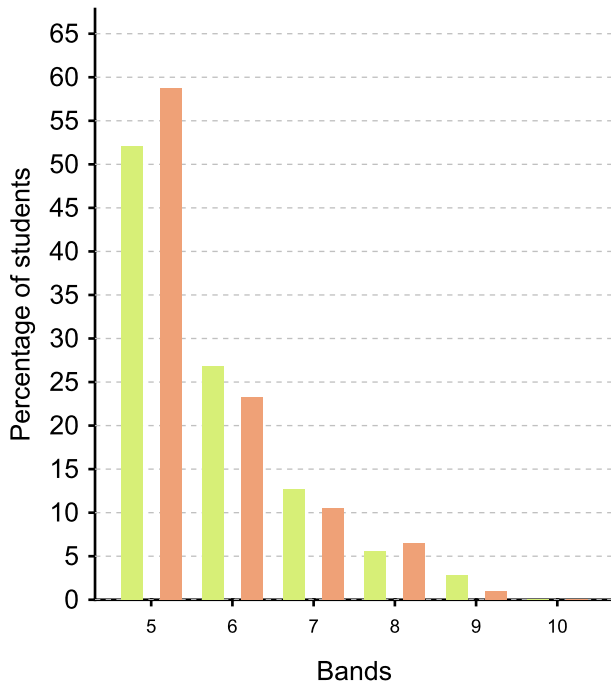
Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Spelling



**Percentage in bands:
Year 9 Writing**

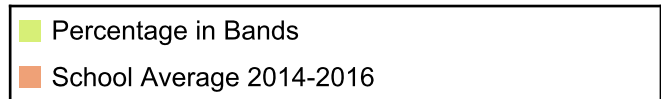
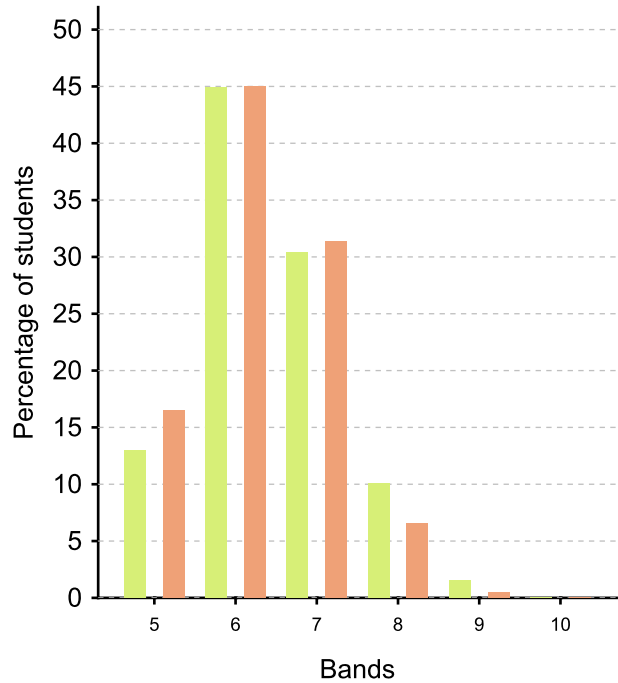


students achieved a Band 10. There was growth and improvement in Band 9 with 12.7% of students achieving Band 9 which was a 9.1% increase from 2015.

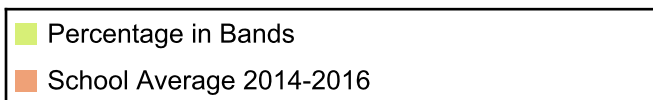
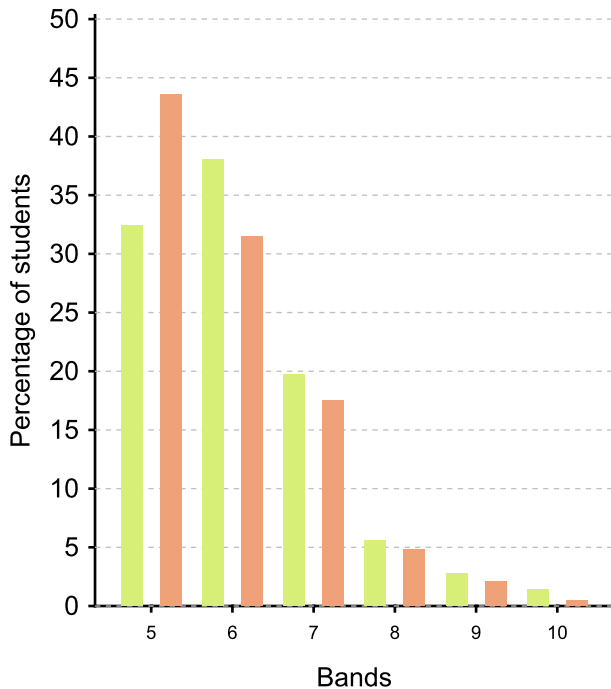
In the Writing component, improvement was made for the first time in three years with 2.8% of students achieving a Band 9.

In the NAPLAN Grammar and Punctuation assessment, improvement was made for the first time in three years with 1.4% of students achieving a Band 10.

**Percentage in bands:
Year 9 Numeracy**



**Percentage in bands:
Year 9 Grammar & Punctuation**



The 2016 Numeracy results showed an improvement and growth for Year 9 students. In Numeracy testing, the Band 9 results showed growth with 1.4% of students placing in this band for the first time in three years. Growth was also made in Band 8 with an increase of 6.2% students placing in this band. In the Data, Measurement, Space and Geometry test strand, growth was made with an increase of 6.1% of students achieving a Band 8 result. The second test strand, Number Patterns and Algebra, displayed growth in Band 9 with 2.9% of students being placed in this Band for the first time in three years.

In the NAPLAN Reading assessment, the Year 9 cohort showed an improvement in this area. For the first time in three years, 1.5% of students achieved a Band 9 and 1.5% of students achieved a Band 10. There was also an increase of 2.9% in the number of students achieving a Band 8.

In the NAPLAN Spelling assessment, 1.4% of Year 9



come from many different ethnic backgrounds about Aboriginal culture and heritage.

In accordance with policies and procedures outlined by the department in the Aboriginal Education Training Policy, CCDC in 2016 implemented the following as a part of Aboriginal Education:

Training and up–skilling of staff in the areas of 8 ways of Aboriginal Learning and further implementation of KLAs embedding this understanding and knowledge within their teaching and learning programs. Staff further utilised Instructional rounds to identify, plan, implement and review teaching practices of cross–curriculum priorities in Aboriginal and Torres Strait Islander histories and cultures within the classroom setting. These were then in addition discussed and improved through PL in a collaborative manner.

Through the utilisation of using NORTA NORTA tutors at CCDC, a focus of improving Numeracy and Literacy of students in Year 8 and 10 was focused upon. Students received assistance within the classroom setting in which tutors provided support for improvements in the students learning abilities. Tutors were also up skilled through up skilling in Literacy and Numeracy strategies to assist in their implementation of providing support to students.

A whole school NAIDOC Day celebration took place on Friday 23rd September 2016 in which staff, students, parents and members of the wider community provided with an opportunity to acknowledge the Aboriginal and Torres Strait Islander peoples history and culture. The celebration comprised of students participating in a variety of workshops that entailed Story Telling, Aboriginal Art, Artefacts and history, Indigenous games, WSU Culture & Pride as well as a Dance workshop.

Personalised Learning Plans are constructed and reviewed annually to provide students and teachers with clear educational goals. This involves collaboration between the school, parents, and students. We recognise Aboriginal Peoples as the original custodians of the land at formal functions by beginning with a Welcome to Country. We provide Aboriginal and Torres Strait Islander students with the opportunity to take up leadership roles.

At Chifley College Dunheved Campus, programs were utilised to educate all students including Aboriginal and Torre Strait Islanders about culture and history of Aboriginal Australia. Programs included CLONTARF, NORTA NORTA, Pathways to Dreaming and Links to

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. At Chifley College Dunheved Campus, a survey was conducted during our second Parent/Teacher interview evening in Term 3.. From the data collected, their responses are presented below.:

The school respects and/or values my families beliefs and wishes – 96% agree–strongly agree,

The school provides a safe and caring environment for my child – 93% agree–strongly agree

I feel welcomed when visiting my child’s school – 100% agree–strongly agree

The school sets clear and high expectations for all students – 93% agree – strongly agree

The school’s academic program supports my child’s needs – 93% agree–strongly agree

A total of 38 surveys were complete on this parent/teacher night.



Multicultural and anti-racism education

Under the Department’s Anti–Racism Policy each school is required to have a trained Anti–Racism Contact Officer (ARCO). In 2016, two permanent staff members completed the ARCO training to help support and increase awareness for the students at Chifley College Dunheved Campus.. Both members officially form the Anti–Racism, Multicultural, Refugee Student Wellbeing Team.

Policy requirements

Aboriginal education

The school is committed to educating the students who

Both ARCO members have spoken to students formally and informally, during assemblies, stage meetings, during Life Coaching classes, in small groups and with individuals. The ARCO's within the school have taken on a mediation, procedural, educational and monitoring role. The team continues to investigate initiatives to foster students' understandings of culture, cultural diversity, racism and active citizenship within a multicultural society. Further updates continue to take place with our current policy and practices through support of the Wellbeing Framework. Future direction for this team is to deliver Professional Learning to all staff.

Chifley College Dunheved Campus continues to embrace the annual Visual Arts Harmony Day Competition. The 2016 Harmony Day theme was: *Stop, Think and Consider Others*. Entries reflected one or more of the following principles: Our society is made up of different people from different backgrounds, while we are unique, we all share the goal of wanting to live together in harmony, peace and understanding. We must respect others religion, gender and race and we must not accept hate, violence or unfair treatment of any person or group. In 2016, one student was invited to the NSW Parliament House in Sydney to receive a highly commended award for his artwork at the official prize giving ceremony. This student placed 3rd place in the Western Sydney region. All other students will receive a Certificate of Participation for their efforts.

Other school programs

Chifley College Dunheved Campus prides itself on embracing opportunities for students to express themselves through leadership, the Arts, in the area of Sports and being involved within Community Programs.

STUDENT VOICE AND LEADERSHIP

At Chifley College Dunheved Campus we value student voice and opportunity through the schools leadership program. Students are provided the opportunity to expand their leadership skills through a wide range of school opportunities. This includes nomination as Year Captain for Years 7–10 with elections occurring per school semester and are voted in by their peers. In Stage 5, students can nominate to lead their house at carnivals and are voted in by their house. Each semester, leadership courses are provided for selected students from each grade. Each leadership course focuses on a broad skill set to enhance each students scope as a leader which they can use within the school and wider community. The school's Life Coaching program includes two classes that target leadership skills. This targeted group of students gain skills that they can adapt to become 21st Century Leaders to use throughout the school and enhance student voice. Leadership at the highest tier (School Captain and Vice-Captain) is available for student sat the start of Year 10. Students undergo an election process: staff executive approval, panel interview, speech and voting process. Once elected, students are the face of the school through their involvement at College Council Meetings, P&C Meetings and school presence at

Monday's school assemblies, formal assemblies and school events.

ARTS

Students performed within the community for Public Education Week. It was also an opportunity to perform as part of Chifley College as all Campuses were represented. Students showcased a variety of musical performances through their musical talents. Combined Chifley College enrichment excursion (Dunheved and Bidwill Campuses) to watch the musical Aladdin. This excursion was an opportunity to align current curriculum being delivered within the classroom and expand on student's real world experiences. Students entered the annual NSW Harmony Day Visual Arts competition. One student was invited to the NSW Parliament House in Sydney to receive a highly commended award for his artwork at the official prize giving ceremony. This student placed 3rd place in the Western Sydney region.

SPORTS

Teams – Won the MG Cup U/14's Rugby League Tournament, Won Penrith Girls Year 9/10 Rugby League Gala Day, Runners Up Penrith Girls 7/8 Rugby League Gala Day, Won 6 Grade Sport Titles, 4th Place overall at Zone Swimming Carnival (Top Chifley school), Semi Finalist Girls U/16's State European Handball, Semi Finalists Girls Rugby League Weekly Competition, 2nd U/15's Panther Trophy Rugby League

Individual – 8 students selected in Opens Zone Teams, One student selected in Sydney West Rugby League, 4 graduates from the Girls Rugby League Program were selected in the Inaugural Tarsha Gale9's (1st ever women's representative U/18's Rugby League)