

Chifley College Mount Druitt Campus

Annual Report



2017



8459

Introduction

The Annual Report for **2017** is provided to the community of **Chifley College Mount Druitt** 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.

Catherine.M.Anderson

Principal

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Message from the Principal

Chifley College MtDruitt is a dynamic learning community. Students are at the centre of community and continue to excel. This year the Chifley College Football won the Buckley Shield, the Aboriginal Girls Program designed the NRL Canterbury Bulldogs' Indigenous Jersey, the Clontarf Program for Aboriginal Boys was introduced and the leadership programs of SALSA, LEAPS and the university mentoring programs continue to grow

The parent community are engaged in our cultural programs, the school planning and evaluation processes and community and parents programs. Their support and commitment to the school ensures that Chifley College Mt Druitt maintains a strong and positive presence in our community

The staff at Chifley College Mt Druitt are dedicated and talented. This is evidenced in the wide range of extra-curricula activities, elite sports programs and cultural and art programs. Staff engage students to not only participate at the level school but also provide opportunities to demonstrate their skills and talents in the broader community. The teaching and learning in the classroom ensure that students are engaged and are provided with a great diversity of learning opportunities to maximize each student's potential and learning experiences.

It is a privilege to lead Chifley College Mt Druitt, allowing all students the opportunity to explore and exploit their talents and providing teachers with the confidence that their commitment and work is greatly appreciated

Cathy Anderson

Principal

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 DoE 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.

The school's on balance judgement of improvement indicates growth across three key elements in the domains of both Learning and Teaching. In the domain of Learning growth in both 'Student performance measures' and 'Wellbeing' has been evidenced moving in to delivering and sustaining and growing respectively.

In the Learning domain element of student performance measures growth targets for students are clearly identified by teachers, using both internal progress achievement data, as well as external assessments to assess progress against syllabus outcomes. In the Wellbeing element significant growth toward excelling is evident. The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfill their potential. Additionally a well planned school wide approach to Wellbeing processes operate effectively and supports the needs of all students in order that they connect, succeed, thrive and learn,

Further, in the domain of Teaching, growth is evident in the 'Effective classroom practice' element. The school wide approach to lesson planning, explicit teaching and feedback practices are evidenced in a school based curriculum registration process. Significant improvement was indicated in the aspect of classroom management evidenced by the Step Up Framework and has resulted in effective and positive teacher practice, ensuring optimum learning for all students.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

Students in years seven to nine have benefited from a system of diagnostic testing and leveled teaching through designated literacy lessons embedded in English lessons, as well as small withdrawal groups run by Learning & Support Teachers. Over 90% of students achieved two or more years growth in reading age.

Professional learning provided to staff in the delivery of literacy testing, programs and marking & feedback has enhanced staff confidence and capacity to improve the literacy outcomes of students.

A school-wide emphasis on tracking student progress and embedding opportunities for reflection and feedback between students and teachers was implemented through the Student Learning Plans process. This has provided all students with the opportunity to receive feedback on their progress at regular intervals and receive personalised strategies to improve their performance. This is also evident in the number of adjustments recorded for students in line with their specific learning needs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	<ul style="list-style-type: none">• Class resources all KLAs – Technology, textbooks, photocopying, software student programs• Administrative resources• Sentral software for documentation	All KLAs have worked with Senior Executive supervisors to ensure that all teaching and learning programs and associated documentation (i.e. assessment schedules, assessment criteria, and registrations) meet NESA requirements. Professional learning has been delivered at a whole-school level to ensure that adjustments are made for all students requiring them, in line with the Disability Standards Act. This is evident in the 5,751 adjustments that have been logged for CCMD students in 2017.
10% increase in students achieving either a ROSA or alternative exit credential.	<ul style="list-style-type: none">• Administrative resources• Sentral software for documentation	In 2017, 105 students achieved a ROSA/exit credential, while 9 did not qualify. An increase was not achieved.
100% of families are provided multiple opportunities to discuss student's social and academic progress and have the opportunity to develop individual learning goals and plans.	<ul style="list-style-type: none">• Administrative resources• Sentral software for documentation	In 2017, a whole-school procedure for Student Learning Plans was introduced by the Instructional Leader and implemented school-wide, whereby all students worked with teachers to reflect on their levels of achievement and set goals. These plans were then reviewed with each student and subject teacher to track progress, identify strategies to achieve further growth and plan for future learning goals. The tracking of growth was also incorporated into the school reporting procedure, with parents/caregivers able to identify not just the level of a student's achievement, but also the nature of their growth across the semester. Additionally, students with identified needs and Aboriginal & Torres Strait Islander were also provided the opportunity to establish Individual Education Plans (IEPs) and Personal Learning Pathways (PLPs) with their families and teachers.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students attempt to complete and achieve in both internal and external assessment.	<ul style="list-style-type: none">• Administrative resources for faculty, students and parents• Parental meeting resources	In 2017, diagnostic literacy (reading comprehension) testing was introduced by the Instructional Leader for all students in year 7 to 9. Students then participated in levelled literacy programs facilitated and supervised by the Instructional Leader and their progress was tracked through benchmark assessment. Over 90% of students demonstrated reading age/progress growth of 2 years or greater. Students also applied themselves with sustained effort in external assessments (including NAPLAN, VALID and trial National Minimum Standards Literacy & Numeracy testing).
Reduction in number of students receiving an N Determination of assessments in Stage 5	<ul style="list-style-type: none">• Administrative resources	In 2017, 81 students received at least one N-Determination Warning. This is significantly lower than in 2016, when 101 students received one or more N-Determination Warnings.

Next Steps

In 2017, significant growth was evident in students' literacy achievement according to internal assessment. This will be continued and expanded in 2018. Additionally, the diagnostic testing and levelled teaching approach will be expanded to numeracy, to be delivered via Learning and Support Teachers. The Student Learning Plans procedure will also be refined, to ensure that students' progress in each subject is explicitly tracked and reported to students and parents, with meaningful opportunities for feedback built into the School Plan and calendar.



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 2017 all KLAs worked with Senior Executive supervisors to ensure that all teaching and learning programs and associated documentation (i.e. assessment schedules, assessment criteria, and registrations) meet NESA requirements. Professional learning was delivered at a whole-school level to ensure that adjustments are made for all students requiring them, in line with the Disability Standards Act. Teachers regularly reviewed and revised lesson plans and sequences, ensuring that the content meets curriculum requirements and that evidence based teaching practices were aligned and effective. Teachers regularly used student progress and achievement data to inform lesson planning and student feedback was sort at the conclusion of each program to inform future programming.

The introduction of 'Pop up PL' engaged teachers in the sharing and discussion of learning and active evaluation of targeted professional development with other staff to improve whole school practice. The framework provided staff from non-teaching, SASS, proficient to lead an opportunity to develop both their professional knowledge and presentation skills. The PL Team collaboratively identified the PL needs of staff & facilitated sessions. Members across the whole school community nominated themselves to present sessions, engage in discussion & receive peer evaluation using a pre-determined participant evaluation tool. In addition a database and procedure for tracking and monitoring the active participation in and evaluation of targeted external PL introduced and extended to encompass school based evaluation as well.

The Performance Development Planning process was consolidated across the entire school staff of both teaching and non-teaching personnel. All staff engaged in goal setting, feedback, & review of knowledge, practice and reflection within and beyond the school. The induction of new staff and accreditation status of all staff was monitored and supported. All teachers used professional standards and PDPs to identify and monitor specific areas for continual improvement. In addition three Pre-Service teachers were inducted and supervised by two executive members across two faculties. All participants were highly successful in their practicum and both students and staff involved in the process provided positive feedback.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% increase of staff involved in reflection, goal setting, feedback & review of knowledge and practice within and beyond their school.	<ul style="list-style-type: none">• Administrative resources• Faculty conference resources	All teachers completed a summary and evaluation of their PDPs and engaged in professional conversations for continual improvement aligned to the Australian Professional Standards for Teachers.
100% of staff actively engaged in professional development and support the school's educational priorities.	<ul style="list-style-type: none">• Whole school professional learning program• Individual PL programs and activities	<p>Teachers actively evaluate, share and discuss learning from targeted professional development with other staff to improve whole school practice.</p> <p>A database and procedure for tracking and monitoring the active participation in and evaluation of targeted external PL introduced.</p> <p>Introduction of the Pop Up PL initiative to whole school staff as an opt in PL opportunity for teaching and non-teaching staff to present or participate on a specific topic, and receive timely feedback on presentation skills using a pre-determined participant evaluation tool.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students are active in trying to achieve a high degree of success as measured by the TTFM student survey.	<ul style="list-style-type: none"> Resources for extra curricula and club program Homework Centre 	2017 TTFM student survey results indicated that student 'Expectations of success' exceed the NSW Govt. norm in both male and female students. Similarly the school mean comparison to the state norm was exceeded in the aspect of valuing schooling outcomes and intellectual engagement. Student results indicated that they believe that schooling is useful in their everyday life and will have a strong bearing on their future and that they are intellectually engaged and find learning interesting, enjoyable, and relevant.
2016 – 100% of staff actively engaged in professional development and accreditation processes and support the school's educational priorities	<p>Whole PL program implemented and resourced</p> <p>Induction PL program developed</p>	The induction of new staff and accreditation status of all staff is monitored and supported. All teachers use professional standards and PDPs to identify and monitor specific areas for continual improvement. The induction of new staff and accreditation status of all staff was effectively monitored and supported as the result of the development of a range of new procedures and resources.

Next Steps

In 2018 our shared vision is to further enhance the professional learning community, focused on continuous improvement of teaching and learning. Three specific focus areas have been identified.

(1) Effective Classroom Practice: A whole school approach to effective evidence based teaching methods in which teachers' model and share a wide range of teaching practices will be a key focus. Teaching and learning programs will clearly embed evidence based teaching methods that provide continuous improvement for all students, across the full range of abilities.

(2) Data Skills and Use: School staff will have opportunities to work collaboratively and use student progress and achievement data to identify strategic priorities, and develop and implement plans for continued improvement.

(3) Collaborative Practice and Feedback: Whole school systems will be further developed to facilitate collaborative practice, feedback, professional learning and support to drive school wide improvement. Teaching staff will have a wide range of opportunities to demonstrate and share their knowledge and expertise within and across other schools.



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 continuation of the WELS (Wellbeing, Engagement and Leadership) program from 2016 and the introduction of the LEC (Learning and Engagement Centre) was successful, with suspension rates decreasing by 22.4%. The introduction of the new STEP UP merit and recognition system saw positive referrals increase by 250% (903 in 2016 compared to 2272 in 2017). The system not only assisted with engaging students but also led to an increase in communication with parents, with over 6136 positive emails sent to parents across the year. The establishment of whole school wellbeing days (Bullying No Way, Harmony Day, R U OK and Breaking the Silence) promoted holistic wellbeing to students, allowing them to gain the skills necessary to recognise and care for themselves and others when in need.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Decreased suspension rates	Purchase of Sentral Software	Suspensions rates between the 2016– 2017 period significantly decreased. In 2016, a total of 245 suspensions were issued compare to 2017, where the number reduced to 190. This data shows that overall suspension rates have decreased by 22.4%.
Increased attendance rate * All students below 60% to have an Attendance Intervention Plan	<ul style="list-style-type: none">• Release time for Year Adviser and HT Welfare• Administration resources• Sentral software for documentation	In 2017, the SAFE STEPS attendance method was used as an identification and intervention process for all students. 121 students were placed on Step 3 (60% or below) throughout the year and another 99 placed on Step 4 and 5. These students received attendance intervention facilitated through the HT Admin and members of the Welfare Team. Interventions included: AIPs, in school engagement activities and support, referrals to external support and consistent monitoring and tracking.
Increased engagement rates * 4:1 positive referral target ratio * Re-engage targeted at-risk students	<ul style="list-style-type: none">• Sentral software• Engagement program resources	In 2017, the 4:1 positive referral method was used to recognise achievement and engage students. In total, 2272 positive referrals were made by staff, in comparison to 903 in 2016, an increase of over 250%. By the end of 2017, the positive and negative referral ratio closed at 13,529 to 7624 (2:1). This proved to be a significant improvement on 2016 which closed at 4758 to 9624 (1:2).
Increased parent participation rates	Sentral Parent Portal Meeting resources Administrative resources	In 2017, the LEC (Learning Engagement Centre) was introduced to re-engage at risk students. A total of 8 students participated in the program throughout the year. The program was relatively successful in terms of re-engagement. One student increased their overall attendance by 20.1% (2016–2017) and another by 15.5% (2016–2017). Two students completed a pre-apprenticeship trial at the end of 2017 and another student received over 15 positive referrals throughout the year making him eligible for a STEP UP award.

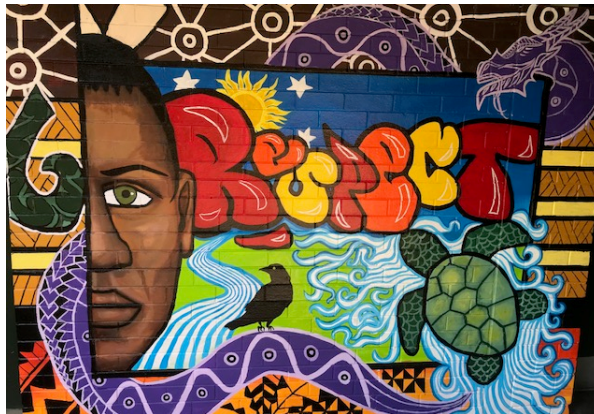
Next Steps

Moving forward with the 2018–2020 School Management Plan, a number of the directions from this plan will be incorporated (with slight modifications) to ensure wellbeing and engagement is still at the forefront of our school, these include:

- (1) 4:1 Positive referral target and the STEP UP Merit system for student recognition Both of these interventions had a significant impact on student engagement, recognition, success and communication for the 2017 period.
- (2) WELS (Wellbeing and Engagement Lessons) WELS focus is self-regulation and pro-social behavior. The statistics from a 2016–2017 comparison (July–August) show a significant reduction in all categories of behavior, with specific reference to Solve Problems Peacefully and Cooperation.

As part of the 2018–2020 Engagement and Empowerment action plan, the following elements will be incorporated to increase student wellbeing:

- (1) Student Voice Students will be able to effectively contribute their ideas and feedback a variety of items in relation to the school including: wellbeing day focuses, issues around the school, fundraising and learning in the classroom. Student Voice will be promoted and recorded in WELS lessons, empowering each student to take responsibility for their own learning and wellbeing
- (2) Increased leadership and citizenship opportunities Students will be able to demonstrate leadership and citizenship through a range of elements, opposed to the traditional method of the SRC. The plan will be to offer programs, tasks and opportunities to all students, rather than groups specifically, promoting leadership and empowering students.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • Staff cover • Student resources for performance and learning • Establishment of Clontarf room • Establishment of Aboriginal girls room (Butterfly Room) • Clontarf Agreement payments • Outdoor learning environment 	<p>Aboriginal students have been given the opportunity to be involved in a range of cultural experiences designed to showcase the school, instil a passion for their culture and increase their engagement with the school and the community. Every Aboriginal student completed a PLP meeting with their parent and staff member to identify strengths and areas to improve in their literacy, numeracy and academic life. This was used by all teaching staff to determine which students to target for the various programs being offered as well as how to best meet their needs in the classroom. The cultural programs were designed to teach the students traditional dance and words, phrases and songs in the local dialect, the Darug language, and develop a passion for their culture and increase their enjoyment of school life. This developed the student's awareness of their own culture and allowed them to share it with the school, community and the nation in various performances and events throughout the year. Student engagement and wellbeing increased as a result of the cultural programs, as did their knowledge and awareness of their identity. Many of the programs undertaken this year helped the students connect to their culture and community by giving them the confidence and knowledge of their culture. The AEO was utilised through the funding as they made the connections and promoted the school through development of the culture and sharing the experiences with the wider community. Increased participation in programs, higher retention rates and an increase in positive referrals for our Aboriginal students show that the various academic and cultural programs targeting the Aboriginal students were successful. The funding used for the Clontarf program benefited the male Aboriginal students by attracting them to attend school, complete their assessments on time and develop social skills through sport and fitness activities. This was proven to be successful as the attendance, submission rate of assessments and engagement in school activities by the Aboriginal male students increased.</p>
English language proficiency	<ul style="list-style-type: none"> • Professional learning for two additional staff members with EAL/D qualifications • EAL/D teacher allocation • Stationery • Student resources – texts • Classroom resources – future focussed seating 	<p>The number of EALD students at CCMD remained stable in 2017 at 51% and of these 25 were refugees. All EALD students were tested to ensure their needs were identified to enable support to be allocated. The majority of these students were tested as 'emerging/developing' so required assistance in their academic learning. Where possible small groups were withdrawn to promote English language skills and assessment writing. Students responded well to these classes and worked to gain control of their written language and reading for meaning. Assessment scaffolding and assistance is</p>

English language proficiency	<ul style="list-style-type: none"> • Professional learning for two additional staff members with EAL/D qualifications • EAL/D teacher allocation • Stationery • Student resources – texts • Classroom resources – future focussed seating 	<p>required for most EALD students and students were offered help through homework centre, lunch time and group withdrawal. New arrivals are offered exam withdrawal and support. Classroom support is provided through consultation with teachers where class topics are reiterated/practiced in withdrawal groups where students need additional help.</p> <p>The 2017 English Language Proficiency program enabled EAL/D students to receive intensive support by EAL/D teachers in withdrawal setting. This allowed intensive scaffolding of and support to complete assessment tasks, as well as the development of fundamental language and literacy skills appropriate to the phase of each group. The incorporation of additional staff in professional learning and shadowing will enable the 2018 approach to be sustainable and ensure enhanced support for EAL/D students.</p>
Low level adjustment for disability	<ul style="list-style-type: none"> • Instructional Leader • LaST allocation • SLSO allocation • Student resources • Multit– lit package • Readers • Photocopying 	<p>In 2017, a school–based continuum of interventions was developed and implemented to ensure that all students requiring low level adjustment for disabilities received equitable, meaningful support. Diagnostic literacy testing was carried out and students were allocated interventions appropriate to their results, in the form of a leveled withdrawal reading program and one on one MultiLit support. This resulted in over 95% of targeted students achieving a minimum of 2 years reading age growth over 2017. Student feedback from program evaluations also reported improved academic self–concept and willingness to engage in learning. The school–wide emphasis on implementing and logging adjustments to support the 383 students included on the NCCD register resulted in increased adjustments occurring to enhance the accessibility of learning for all students.</p>
Socio–economic background	<ul style="list-style-type: none"> • No General School Contribution • No contribution for elective subjects for Stage 5 • No contribution for clubs • Additional 2.3 teaching staff • Faculty resource–textbooks, student computers, interactive whiteboards • Classroom environment – classroom seating, engagement materials 	<p>The students of CCMD are from low socio–economic backgrounds and the school uses socio–economic background RAM funds to address the additional learning needs of our students. The school provides all school learning without the provision of extra resources and contributions from the home. Hence no school contributions or subject contributions are imposed at CCMD.</p> <p>The learning resources in each KLA are quality and state of art –the gym and sports equipment, textbooks, art equipment and technology with IWB to notebooks and computer software programs available in all KLAs. To assist in student engagement, CCMD offers: a homework centre, numerous club programs and an extensive sporting and dance programs.</p> <p>Student attendance and engagement was addressed by the restructuring of a rewards</p>

Socio-economic background	<ul style="list-style-type: none"> • No General School Contribution • No contribution for elective subjects for Stage 5 • No contribution for clubs • Additional 2.3 teaching staff • Faculty resource—textbooks, student computers, interactive whiteboards • Classroom environment – classroom seating, engagement materials 	<p>program as well as activities to develop a sense of belonging and a structure to celebrate student success. This involves extra-curricula programs, in-school activities and identified rewards.</p> <p>Students from low socio-economic backgrounds need demonstrable recognition from their academic and sporting achievements as well as their participation in leadership, cultural and artistic programs. Low socio-economic funds were to provide these programs and celebration students' involvement and achievements in a wide of programs and activities</p> <p>Connection with parents has been enhanced by offering a parental portal. This has been funded through RAM low socio-economic funding and increase direct contact with parents in regards to students' attendance, students' achievements and information re. school events and opportunities provided to students.</p> <p>Staffing adjustment are identified in the school with: the employment of an Instructions Leader to track student progress an identify additional supports and required programs; additional concessional periods for year advisers to ensure that student wellbeing is supported and that complex case management is handled thoroughly and professionally; and additional concessional periods for head teachers to assist in classroom supervision and support staff</p>
Support for beginning teachers	<ul style="list-style-type: none"> • Period allowance to HT Mentor and Beginning teachers. • Beginning Teacher classroom environment enhancements • Beginning Teacher PL program and associated resources 	<p>This year there were two permanent and five temporary Newly Appointed Teachers working at various times at Chifley College Mount Druitt Campus. The two permanent staff were on a reduced load to assist them to achieve their accreditation and as time to support them in their first year(s) of teaching to be used to ease the pressure of the demands on a new teacher. The permanent and temporary teachers were given the opportunity to go on numerous professional learning courses throughout the year to increase their knowledge of the curriculum, their subject areas and behaviour management. A total of 9 professional development courses were attended by three beginning teachers. The funding was used for timetable concessions for both mentor and beginning teachers, to cover the staff for release to attend the PL and to cover the cost of the period allowance they received. As a result, the teachers improved their practice by developing their skills and knowledge as a teacher and two (one permanent, one temporary) newly appointed teachers achieved their accreditation with NESA and are now working as proficient. The other newly appointed teachers used their time to gather evidence and complete annotations to be ready to submit their evidence and report to NESA when they complete it within their</p>

<p>Support for beginning teachers</p>	<ul style="list-style-type: none"> • Period allowance to HT Mentor and Beginning teachers. • Beginning Teacher classroom environment enhancements • Beginning Teacher PL program and associated resources 	<p>time frame either at Chifley College Mount Druitt, or with their future employer.</p> <p>Two NAT's successfully completed accreditation with NESA and are Proficient. (One temporary, one permanent)– One permanent staff to complete. (To be completed 2018)– Other temporary staff still gathering evidence and writing annotations. (Three will not return in 2018)– Meetings did not run due to work commitments and deadlines for NATs. Individual informal meetings took place at request of the NAT.</p>
<p>Targeted student support for refugees and new arrivals</p>	<ul style="list-style-type: none"> • EAL/D teacher allocation • MECA funding • General school resources – facilities, stationery etc. 	<p>Further to their language proficiency the welfare of students is a high priority and so 3 externally funded programs were provided through MECA aimed at the refugee students and all EALD students. The Girls' Empowerment group (local federal member), STARTTS/WSU funded mentoring group and the Mission Aust. funded outdoor education program ran successfully across the whole year. These programs form an essential cornerstone of ensuring the EALD students are provided with programs that promote inclusion into the school and wider communities and develop their self-esteem and resilience. These and others have been funded into 2018.</p> <p>The success of the welfare programs to support refugee and newly arrived students has been evident through the increased engagement, confidence and participation of targeted students. Feedback from students, facilitators and community has been resoundingly positive regarding the benefits to the students involved. CCMDC's commitment to supporting refugee students has been honoured in the community and local media, with EAL/D teacher Janene Annables being awarded a humanitarian award for her services to the refugee community of CCMDC.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	284	293	274	235
Girls	258	248	227	199

The 2017 enrollment profile indicates the general reduction of both male and female enrollments. Male enrollments remain higher than that of females, and this information has remained consistent for the last four years.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	90.8	87.2	86.4	88.8
8	86.2	85.3	81.3	80.4
9	82.4	81.6	81.6	80.8
10	83.5	76.8	79.8	80.6
All Years	85.4	82.4	82	82
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
All Years	90.5	90	90	89.9

- implementing programs and practices to address attendance issues where necessary.
- regularly contacting the parents and informing them of their responsibility to ensure their children attend school.
- regularly reminding and monitoring the students to bring a medical certificate or an explanation of absence from their parents.
- tracking students electronically when there is cause for concern for attendance using SENTRAL safe step data record.
- seeking the support of the Home School Liaison Office if required.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0.8	0	0
Employment	0	0	0
TAFE entry	0	0	0
University Entry	0	0	0
Other	0	0	0
Unknown	8.7	0	0

The significant majority of students (90.4%) post Y10 destination was to continue in school based education.

Management of non-attendance

Management of non-attendance

The school supports regular attendance of students by:

- keeping a period by period record of student attendance (SENTRAL PxP).
- regularly monitoring the patterns of students' partial or non-attendance by the class teachers and executive members of staff.
- maintaining accurate records of student attendance using SENTRAL and implementing effective roll marking procedures when variation to normal school routine occurs.
- providing safe and engaging learning environments that encourage student attendance.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	10
Classroom Teacher(s)	25.62
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	4
Teacher Librarian	1
Teacher of ESL	1.8
School Counsellor	1
School Administration & Support Staff	12.38
Other Positions	1

*Full Time Equivalent

In 2017 Chifley Mount Druitt workforce comprised of a substantive Aboriginal Head Teacher, class teacher, School Learning Support Officer (SLSO) and Aboriginal Education Officer (AEO). Additionally a temporary class teacher and Clontarf program employed an Aboriginal worker. The gender ratio of Aboriginal staff in 2017 comprised of three male and three female 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	74

Professional learning and teacher accreditation

The induction of new staff and accreditation status of all staff was monitored and supported. All teachers used professional standards and PDPs to identify and monitor specific areas for continual improvement. In addition three Pre-Service teachers were inducted and supervised by two executive members across two faculties. All participants were highly successful in their practicum and both students and staff involved in the

process provided positive feedback. Three members of the executive team applied and were successful in gaining entry to the **2018 Leadership Development Initiative**.

In professional learning the introduction of the 'Pop Up PL' initiative as an opt in PL opportunity for teaching and non-teaching staff was highly effective. All staff were provided the opportunity to present or participate on a specific topic and receive peer feedback on presentation skills using a pre-determined participant evaluation tool. The impact of the initiative was evident in the significant number of non-teaching and casual teacher participants that had previously not engaged in school based professional learning. In addition a database and procedure for tracking and monitoring the active participation in and evaluation of targeted external PL was introduced. This captures data aligned to both the school management plan and the School Excellence Framework. As a result the Professional Learning Team is provided detailed information to inform future planning in meeting the professional learning requirements of the whole school community.

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

CCMD does not impose voluntary school contributions or subject contributions.

The variation between income and expenditure is a result of all purchased not being actioned prior to the AFS which was collated before November.

The high levels of retained income held in school and community funds sources is a result of delays in the construction of future school building development of a sports/performance complex and the installation of the air conditioners. Both are managed by DoE and were meant to be completed in 2017 and are yet to start. Thus funds of \$1 500 000 for the complex and \$3000 have been set aside. In addition to building developments CCMD is transitioning into a computer supported learning environment as part of our future focused learning program. Each core KLA will have computers for each class and learning environments are being modernised to meet 21st century learning models.

Hence there is a program of development and enhancement of the learning resources and environment at CCMD.

Receipts	\$
Balance brought forward	2,418,942
Global funds	409,785
Tied funds	534,289
School & community sources	12,106
Interest	24,425
Trust receipts	29,107
Canteen	0
Total Receipts	1,009,712
Payments	
Teaching & learning	
Key Learning Areas	4,267
Excursions	1,569
Extracurricular dissections	0
Library	0
Training & Development	0
Tied Funds Payments	428,810
Short Term Relief	0
Administration & Office	27,329
Canteen Payments	0
Utilities	47,433
Maintenance	33,618
Trust Payments	43,312
Capital Programs	0
Total Payments	586,337
Balance carried forward	2,842,317

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	3,570,472
Appropriation	3,525,440
Sale of Goods and Services	7,000
Grants and Contributions	32,928
Gain and Loss	0
Other Revenue	0
Investment Income	5,104
Expenses	-385,693
Recurrent Expenses	-385,693
Employee Related	-121,187
Operating Expenses	-264,507
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	3,184,778
Balance Carried Forward	3,184,778

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

CCMD financial management processes and governance structures to meet financial policy requirements is:

Principal has legal responsibility to establish and maintain processes and reporting of budget

The Executive have managerial responsibility to endorse budget overview, allocation of program budgets and procedures to be enforced

The Finance Committee– monitors school and program budgets endorses procedures of implementation , purchases and reporting and makes recommendation for future budgets distribution. The committee consists of Principal, SAM, Workplace Committee Member and Parent

School performance

NAPLAN

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

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. NAPLAN – Literacy (including Reading, Writing, Spelling and Grammar and Punctuation) Year 7 Reading results continue to show steady growth with 18.7% of students achieving in the top three bands – up from 14.8% and 11.1% in 2016 and 2015 respectively. Year 9 Reading results show progress in the movement of students out of the lowest band, with a consistent decline in the percentage of students achieving at Band 5 level. Student results in Writing also demonstrate positive trends, as the proportion of Year 7 students achieving in the top two bands has grown from 0% (2015) and 5.7% (2016) to 7.1%. In 2017, CCMDC achieved growth in the number of students demonstrating greater than or equal to expected growth in the Year 9 NAPLAN Writing examination. This rate has increased each year since 2014, from 40% to 48.4%. CCMDC has also achieved positive trends of growth in Spelling, with 45.7% of Year 7 students achieving in the top three bands – up considerably from 28.4% in 2016. Fewer year 9 students achieved in the bottom band for Spelling and Punctuation & Grammar in NAPLAN 2017, with increased students achieving in the top two bands for Punctuation & Grammar.

CCMD Finance Procedures identifies the action and personnel responsibility in the areas of

* Budget Development

Budget Implementation

Budget Recommendations and Reporting

CCMD policy includes :

DoE policy and related documents

Key requirements of policy

School Program/ procedures

Documents

Evidence

Financial summary equity funding

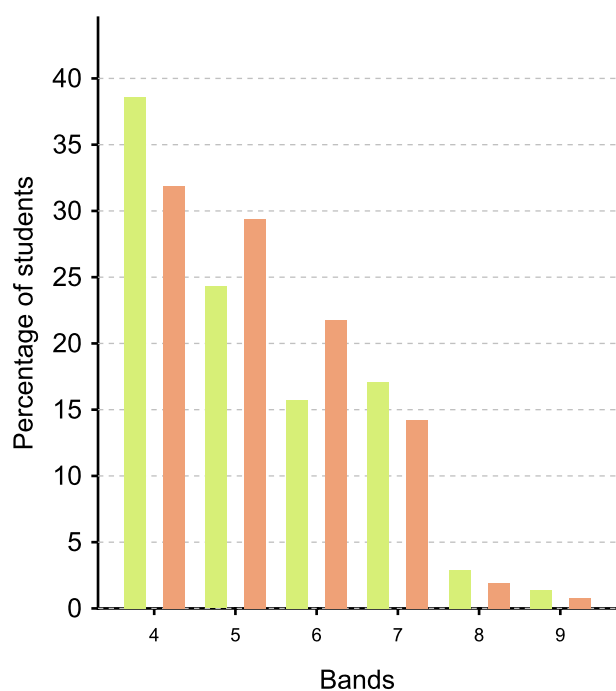
The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	3,992,776
Base Per Capita	82,743
Base Location	0
Other Base	3,910,033
Equity Total	1,896,009
Equity Aboriginal	122,764
Equity Socio economic	1,034,607
Equity Language	208,215
Equity Disability	530,423
Targeted Total	867,442
Other Total	711,522
Grand Total	7,467,749

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

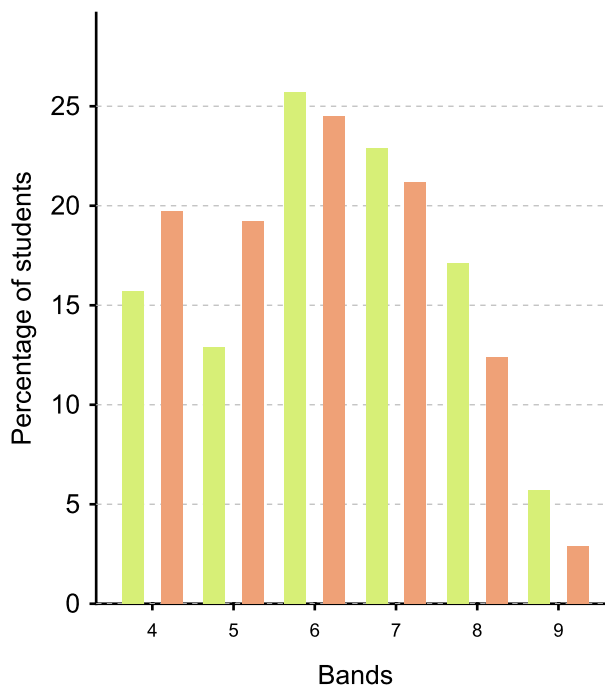
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Percentage in bands:
Year 7 Grammar & Punctuation



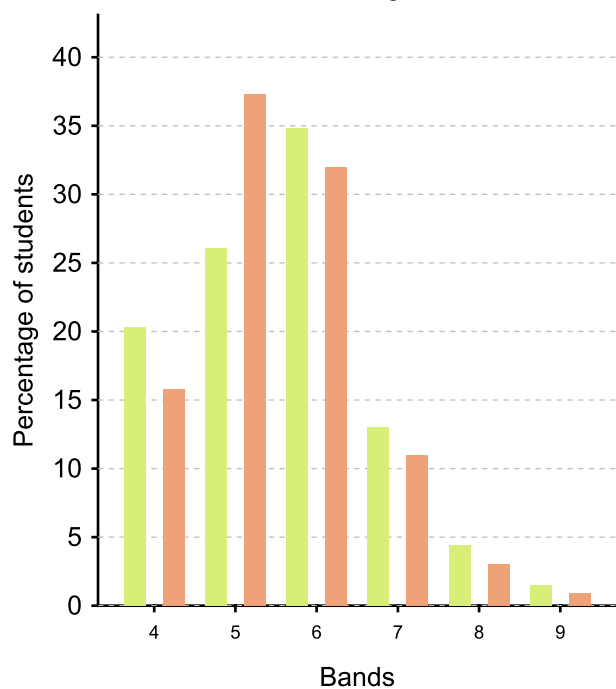
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 7 Spelling



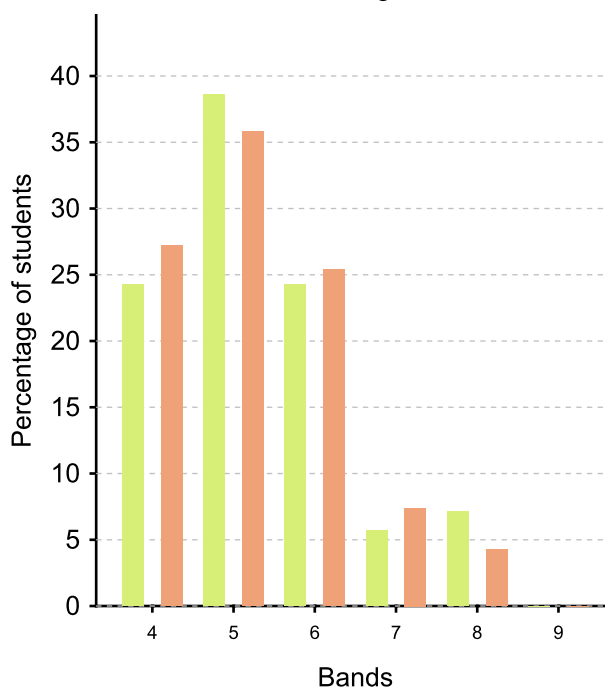
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 7 Reading



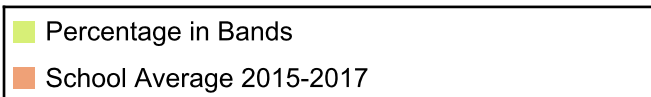
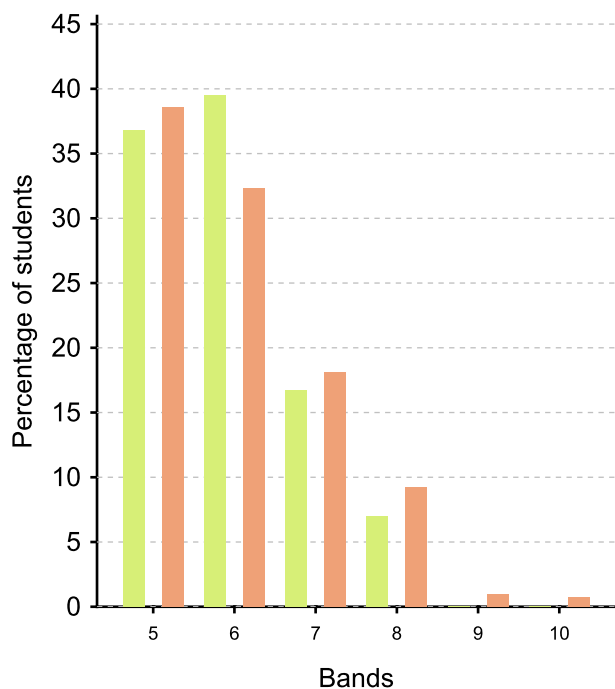
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 7 Writing

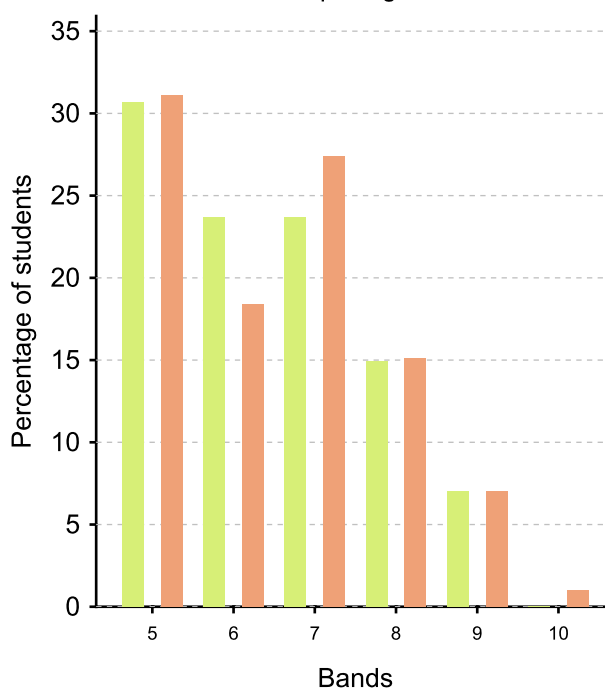


Percentage in Bands
School Average 2015-2017

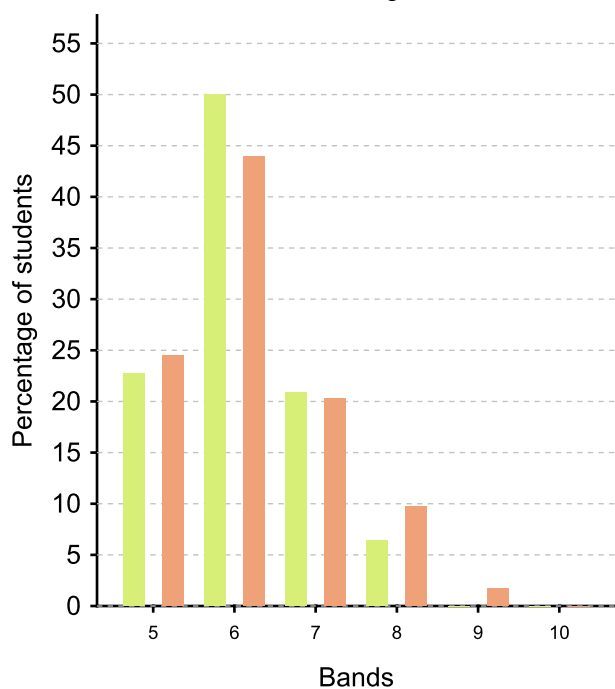
Percentage in bands:
Year 9 Grammar & Punctuation



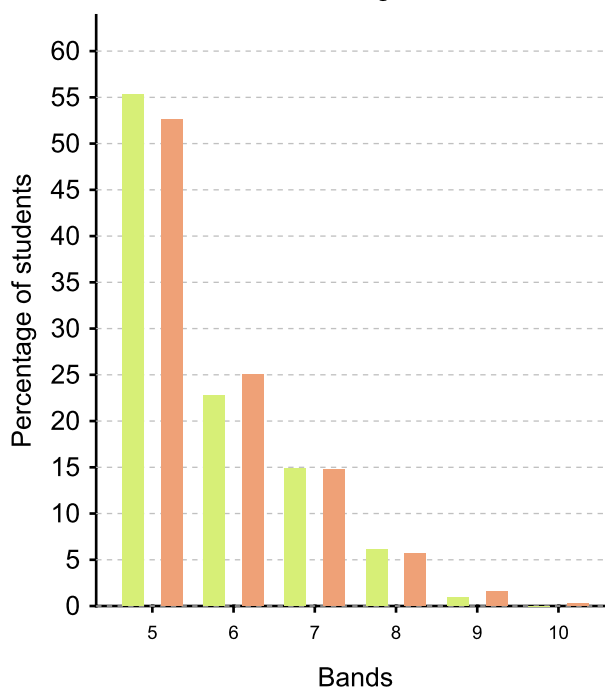
Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Reading



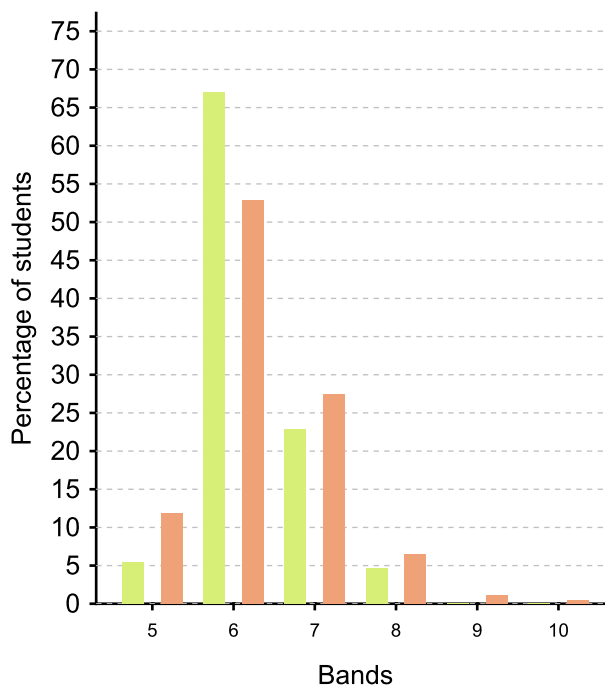
Percentage in bands:
Year 9 Writing



Numeracy In 2017, CCMDC achieved a considerable reduction in the number of students achieving in the lowest band of the Year 9 NAPLAN Numeracy examination, from 17.4% in 2016 to only 5.5% in 2017. Similarly, year 7 results have shown consistent improvement since 2015 with a reduction of students achieving in the bottom two bands from 62.2% (2015) to 53% (2017) and an increase in students achieving in

the top two bands from 0.8% (2015) to 2.3% (2016) and 3% (2017).

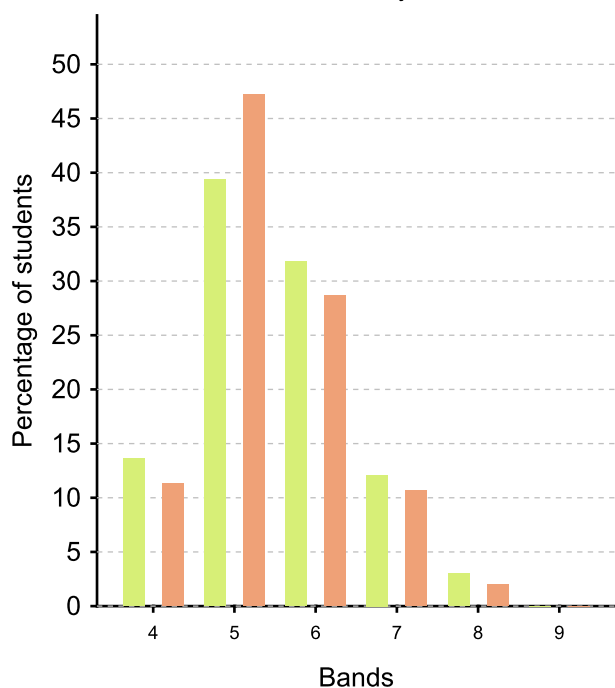
Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	5.5	67.0	22.9	4.6	0.0	0.0
School avg 2015-2017	11.8	52.9	27.4	6.5	1.1	0.4

Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	13.6	39.4	31.8	12.1	3.0	0.0
School avg 2015-2017	11.3	47.2	28.7	10.7	2.0	0.0



Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). The HSC results of CCMD students can be viewed in the Senior Campus Annual Report.

Parent/caregiver, student, teacher satisfaction

Parents/caregivers: Results based on data from 59 parents in our school who participated in the survey between 27 Aug 2017 and 19 Oct 2017. In four of the seven aspects of two-way communication with parents, school mean results equaled or exceeded state norms. Results indicated that parents are well informed and support learning at home, and that the school supports learning and is inclusive.

Students: In the 2017 TTFM student survey the school's results indicated across ten aspects of social emotional outcomes, that student results exceeded NSW Govt. norms. Significant outcomes were evident in the aspects of valuing schooling outcomes, intellectual engagement, motivation optimism, happiness and academic self-concept. Student results indicated that they believe that schooling is useful in their everyday life and will have a strong bearing on their future and that they are intellectually engaged and find learning interesting, enjoyable, and relevant. In the aspect of participation in extracurricular activities the school mean score exceeded the state norm by 21%. In the drivers of student outcomes aspect of the survey, student results exceeded the NSW Govt. norm in both male and female students. across eight drivers including; Effective learning time, Relevance, Rigour, Positive learning climate, Expectations of success, Advocacy both in an out of school and Positive teacher-student relations.

Teachers: In all eight of the most important Drivers of Student Learning school mean results equaled or exceeded NSW Govt. norms. Aspects included Leadership, Collaboration, Learning culture, Data informs practice, Teaching strategies, Technology, Inclusion and Parental involvement.



Policy requirements

Aboriginal education

The continuation of the Clontarf academy and Aboriginal Girls room were both great success stories of 2017. 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. Engaging with community partnerships with Universities, cultural programs and Elders engaged students in connecting with their culture and affirming their identity. 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. Students engaged in the Indigenous Round of the NRL, dancing on the field and meeting with the team as their ongoing engagement with the Jersey project. Personalised Learning Pathway plans were created and reviewed with each of the students and focused on the projected learning goals of the students, engaging with students, families and their mentors.



Multicultural and anti-racism education

The successful application, grant, design and build of the Outdoor Learning Space in 2016, saw the space come alive with cultural vibrancy in 2017. The area became a focal point for Aboriginal Education and was used to immerse students in culture, sustainability, conservation and story-telling. The space was also used as symbolic meeting point on days of cultural significance, such as NAIDOC and Sorry Day. 2017 also saw the school come alive with culture with a number of significant and meaningful events, including: Harmony Day, Community Evening, Chifley Day, Sorry Day and NAIDOC Day. These events encouraged an appreciation for the various cultures that make up Chifley College Mount Druitt by allowing students to participate and gain an appreciation for dance, music, language and performance. The introduction of an Aboriginal Studies elective in Stage 5 and mandatory units in Stage 4 classes, provided all students with an opportunity to gain a deeper and more meaningful understanding of Aboriginal Culture. The work and determination of students and staff towards multicultural education was also evident in the process and design of the first Canterbury Bankstown Bulldogs Indigenous jersey. A number of female students, along with their teachers worked tirelessly to prepare a jersey that represented Aboriginal heritage in the area, with their own unique touches, something that the Mount Druitt community is extremely proud of.