

Chifley College Dunheved Campus Annual Report



2017



8488

Introduction

The Annual Report for 2017 is provided to the community of Chifley College Dunheved Campus as an account of the school's operations and achievements throughout the year.

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

The 2017 Annual Report marks the retirement of Mr Tim Jones as Principal of Chifley College Dunheved Campus (2002–2017). For 15 years, Mr Jones dedicated his time and efforts to support and inspire everyone who attended our school. The students, staff, parents and community members thank Mr Jones for his dedication, commitment and wonderful contribution to our school and its broader community. In his farewell speech, Mr. Jones acknowledged the strong community support he had received over many years and in particular the wisdom and guidance of our Darug Elders. He praised the staff for their professionalism and support and spoke highly of the many, many students he felt he had been privileged to serve as a Principal.

Mrs Jennifer Ribeiro

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 partnerships 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.
11. 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 320 students, includes a Support Unit with an enrolment of 32 students. With a Family Occupation and Education Index (FOEI) of 172, 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, citizens 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

This section of the Annual Report outlines the findings from the self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued. In 2017, 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.

LEARNING – DELIVERING

Student learning is the central focus of Strategic Direction 1. *Learn to Learn* encompasses the school's vision for learning in providing students with the opportunity to achieve personal excellence and function as global citizens. Evidence from Chifley College Dunheved Campus demonstrates challenging and personalised learning experiences in a stimulating learning environment, where students have increased their engagement in learning. This has included:

- Implementation of a Stage 5 Enrichment Class which addresses the needs of our independent learners and has enabled the school to build on students' educational aspirations.
- A planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students through Positive Behaviour for Learning (PBL) lessons, the school's Mentoring and Monitoring booklets, Personalised Learning Pathways, Transitional Pathways and Collaborative Learning Agreements.
- Ongoing analysis of SMART, NAPLAN and PLAN data to inform teaching practice and update parents on the progress of their children.
- Effective implementation of whole school numeracy strategies, including the employment of a Numeracy Consultant to work with Key Learning Areas, to improve student educational outcomes.

TEACHING – SUSTAINING AND GROWING

School learning is the central focus of Strategic Direction 2. *Learn to Live* relates specifically to the unique context of our school and the importance of empowering students to build connections and become active and informed citizens. Evidence from Chifley College Dunheved Campus demonstrates a commitment to identifying, understanding and implementing effective teaching methods, with priority given to evidence–based teaching strategies. This has included:

- Teachers regularly reviewing and revising teaching and learning programs to include the school wide numeracy approach – Working with Numbers, and similarly, the school–wide literacy approach – PEEL. Teaching and learning programs and assessments were revised to ensure differentiation strategies, accommodations and adjustments were included to cater for both enrichment students and targeted literacy and numeracy students.
- A whole school approach to Positive Behaviour for Learning (PBL) with staff participating in Classroom Systems training, supporting the delivery of well–planned teaching experiences that engaged all students in productive learning.
- Collaborative practices in the planning of teaching and learning programs, classroom observations and feedback from colleagues to successfully complete the Performance and Development Plan (PDP) process.

LEADING – DELIVERING

Staff and leader learning is the central focus of Strategic Direction 3. *Learn to Lead* enhances teacher quality and capacity in the school's pursuit of excellence. Strong leadership is evidenced in collaborative teams that steer the school's strategic directions and embrace contributions from parents and the wider community. Evidence from Chifley College Dunheved Campus demonstrates a culture of high expectations and community engagement, which has resulted in sustained whole–school improvement. This has included:

- Productive and authentic relationships with: parents and the wider community, external agencies (such as universities, TAFE, community organisations) and industry. These relationships have improved educational opportunities for students.
- The school's leadership structure demonstrating purposeful and distributed leadership roles and succession planning based on the professional expertise of staff.
- The school's physical resources and learning spaces/environments being used creatively to meet a broad range of student learning interests and needs.

Our self–assessment process will assist the school to develop and refine the next 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

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's learning.

Overall summary of progress

Learn to Learn encompassed the school's vision for learning in providing students with the opportunity to achieve personal excellence and function as global citizens. At CCDC, teachers provided challenging and personalised learning experiences in a stimulating environment where students increased their engagement in learning. Staff undertook an integrated approach to quality teaching, curriculum planning, lesson delivery and assessment which promoted excellence in learning and ensured teacher responsiveness to meet the learning needs of all students. At CCDC, the continued implementation of our Stage 5 Enrichment class addressed the needs of our independent learners and enabled the school to build on students' educational aspirations. As a result, students collectively performed at higher levels on external and internal performance measures. Our school-wide approach to assessment and reporting demonstrated improved monitoring, planning and feedback on student learning for all students in all curriculum areas. The ongoing analysis of SMART, NAPLAN and PLAN data informed teaching practice and reporting practice, including ongoing communication with parents on the progress of their children. The effective implementation of whole school numeracy strategies, including the employment of a Numeracy Consultant to work with Key Learning Areas, has resulted in improved student numeracy outcomes as indicated in internal and external performance measures.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	Nil	Registrations, scope and sequences and teaching and learning programs all completed and work samples collected. Teaching and learning programs include literacy and numeracy strategies, ICT implementation, differentiation and learning adjustments. Consolidation of Stage 4 and 5 Enrichment classes.
Students collectively performing at significantly higher levels on external and internal school performance measures.	Numeracy Consultant – \$7360.00	Students continue to achieve an increase in value-added results in both Numeracy and Literacy as evident in NAPLAN results. The school's Numeracy Consultant and the school's trained Numeracy Leaders continued to train staff to embed numeracy strategies within T&L programs.
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.	Nil	Evaluated and enhanced delivery of consistent, rigorous assessment and reporting processes. Assessment tasks validated against learning and assessment frameworks.

Next Steps

The school will establish and implement whole-school systems to deliver explicit Literacy and Numeracy strategies, programs and pedagogies. Universal strategies will be delivered at a whole school level, with further interventions provided to address targeted and intensive student needs. CCDC will draw on research and local examples to develop future focused pedagogies and learning spaces. Project Based Learning will be incorporated into and across KLA programs, with targeted students engaging in a range of rich and diverse tasks with an authentic audience. Implementation processes will include partnerships with feeder primary schools and the community. High quality professional development around *Futures Learning* will underpin all programming. Furthermore, the school will build on existing and established assessment and reporting practices to support the design and implementation of a quality assessment and feedback framework, which will include processes for staff, students and parents.



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 and 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, provides 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

Learn to Live encompassed a commitment to identifying, understanding and implementing effective teaching methods, with priority given to evidence-based teaching strategies. Staff at CCDC regularly revised teaching and learning programs to include the school wide numeracy approach – Working with Numbers, and similarly, the literacy approach – PEEL. Teachers engaged in differentiation and modification of assessment for enrichment and targeted literacy and numeracy students. Staff participated in Classroom Systems training as part of our whole school approach to PBL and this has resulted in well-planned teaching experiences, enabling all students to engage productively in learning. Collaborative practices in constructing engaging teaching programmes and comprehensive student feedback have informed the effective completion of Personalised Learning Pathways and Collaborative Learning Individual Pathways (CLIPs). This has ensured improvement and outcome tracking of identified student groups. The school demonstrated a strong sense of pride amongst the local community through celebrations such as NAIDOC day and wellbeing community events organised and driven by our student leaders.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
There is a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of students.	PBL Workshop for two staff – Nil	Reviewed and re-freshed PBL classroom systems training modules through instructional rounds. Additionally, staff undertook classroom learning environment audits and classroom observations. This allowed staff to prepare for PBL walk-throughs and consolidate teaching practices. Students were also involved in planned Wellbeing workshops which included Respectful Relationships and cyber-bullying sessions delivered by the school's Police Liaison Officer.
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.	Nil	70% students completed their Personalised Learning Pathways. A PLP afternoon with parents and families was held to engage parents and families in conversations around their child's learning goals and aspirations. Collaborative Learning Individual Pathways (CLIPs) were developed, reviewed and completed by students during Life Coaching lessons. Stage 5 Pathway Plans were completed during Careers lessons to help further support students to investigate real post-school pathways.
There is a demonstrable strong sense of pride in the school amongst the local community.	NAIDOC Day – \$1000.00	In 2017, our school held our annual NAIDOC Day celebrations. This included local community and Aboriginal Elders attending the day. Wellbeing community events were also implemented. These included: White Ribbon Day, CCDC Food Bank Drive, Red Nose Day and International Women's Day.

Next Steps

The school will implement a team-led, streamlined approach to personalised learning for every student. This will authentically engage students, staff, families and the wider community. Staff will also continue to sustain and grow the school-wide wellbeing framework to consistently deliver effective, research-based practices in every classroom, utilising data to drive wellbeing programs. In addition, community connections will be enhanced to embed a dynamic whole-school and community approach to support and transition students. The school will also draw upon key concepts of the Connected Community Strategy to create a connected Learning, Wellbeing and Community Hub.



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 the collaborative teams that steer the school.

Overall summary of progress

Learn to Lead encompassed staff and leader learning. Through enhancing staff capacity and quality teaching and learning, the school's leadership team supported a culture of high expectations. This established instructional and relational leadership in pedagogy, resulting in sustained and measurable whole-school improvement. The school's professional learning model in 2017, embodied a culture whereby staff actively pursued opportunities to develop and enhance their practice by targeting key priority areas and initiatives. Meaningful professional development was provided during whole school staff meetings to support school planning, organisational structures, pedagogical practice and professional goals. This structure supported teaching staff to acquire and/or maintain accreditation at proficient level and encouraged an increasing number of staff to seek accreditation at highly accomplished and lead levels. Teachers continued to produce exemplary accreditation reports, demonstrating that their practice meets the Australian Professional Standards for Teachers.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school leadership team supports a culture of high expectations and community engagement, resulting in sustained and measurable whole-school improvement.	Nil	The school's Executive Team provided instructional and relational leadership in pedagogy, which included school-wide literacy (PEEL) and numeracy (Working with Numbers) strategies, as well as sharing knowledge of DoE and NESA policies and procedures. Productive and authentic relationships with parents, community partners, external agencies and industry were developed.
Professional learning is aligned with the school plan and has a demonstrated positive impact on the quality of teaching and student learning.	\$8696.00 Staff attended professional learning workshops aligned with the PDP process	The school's professional learning model in 2017, embodied a culture whereby staff actively pursued opportunities to develop and enhance their practice by targeting key priority areas and initiatives within the school. Meaningful professional development was provided during whole school staff meetings to support school planning, organisational structures, pedagogical practice and professional goals.
All staff demonstrate personal responsibility for maintaining and developing their professional standards.	Nil	In 2017, a project team was established to support all teaching staff to acquire and/or maintain accreditation at proficient and support the increasing number of staff seeking accreditation at highly accomplished and lead levels. Teachers continue to produce exemplary accreditation reports, demonstrating excellence in practice.

Next Steps

The school will develop and implement a whole-school leadership strategy that promotes instructional leadership and empowers staff to demonstrate pedagogical and organisational best practice. Data from Performance and Development Plans (PDPs) and accreditation processes will be utilised to develop and implement a high quality professional learning system that will facilitate whole school improvement. The school will develop and implement principles of an evaluative culture, which will include collaborative review of teaching and learning programs and an increased focus on NESA requirements/Department policies and practices. This will drive ongoing school-wide improvement in teaching practice and student learning.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$65,509.00 – Employment of an Aboriginal Education Officer (AOE)</p> <p>\$53,750.00 – Clontarf Academy</p>	<p>In 2017, Chifley College Dunheved Campus continued to strengthen its partnership with Clontarf to improve the attendance rates of Aboriginal boys. As a result, there was a 5% increase in overall attendance from 2016 to 2017.</p> <p>The school continued its partnership with AIME in providing Aboriginal students with the opportunity to be involved in a mentoring program.</p> <p>The school's SLSOs participated in professional learning with the school's dedicated numeracy consultant as well as in literacy workshops to assist students in improving their learning outcomes across all KLAs.</p> <p>The school continued to engage with the community during 2017 NAIDOC day celebrations. Community Elders and outside service providers attended the day, running workshops for both staff and students on the theme: Our Languages Matter.</p>
English language proficiency	<p>\$46,669.00</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>Flexible funding had three modes of delivery in the EAL/D program in 2017.</p> <ul style="list-style-type: none"> • Students who had recently enrolled from an Intensive English Centre (IEC) and were in the Beginning/Developing phase of the continuum received direct support through a withdrawal model. Students were taught a modified curriculum in various KLAs and received tutoring to help complete assessment tasks in other subjects. • Data analysis of students in the Developing/Consolidating phases, led to staff implementing a group teaching model, offering support to EAL/D students in class and helping teachers to modify programs to better address the needs of English language learners. • Stage 5 into 6 transition program was established to prepare students in Year 10 for the language and curriculum requirements of Stage 6 held at the Senior Campus. <p>Flexible funding also facilitated EAL/D teachers to lead whole staff development and professional learning around the EAL/D learning progressions, reporting requirements, pedagogy, differentiation and adjustments.</p>
Low level adjustment for disability	<p>\$258,839.00 – Extra LaST positions</p>	<p>In 2017, Chifley College Dunheved Campus continued to operate the Chifley Learning Centre to meet the needs of students with learning difficulties and disabilities.</p> <p>The school sustained the establishment of the literacy and numeracy classes in Stage 4 and 5. The success of these classes is evident with students achieving course outcomes, increased retention into senior campus as well as transitioning successfully into full time</p>

<p>Low level adjustment for disability</p>	<p>\$258,839.00 – Extra LaST positions</p>	<p>employment and/or apprenticeship/traineeships.</p> <p>Increases in the employment of SLSOs and LaSTs in 2017 to engage with funded students and support students to achieve educational outcomes and improve literacy and numeracy skills across all KLAs.</p> <p>In 2017, Chifley College Dunheved Campus enhanced productive relationships with external agencies and implemented programs (I CAN, The Boys Shed, Worth, Strength and Purpose, LIFE program, Bridging the Gap) to support the wellbeing of our students and build positive relationships, enabling them to actively contribute to the school, community and society.</p>
<p>Socio-economic background</p>	<p>\$615,499.00</p> <p>Established Acting Head Teacher positions to lead and support the progress of achieving key school initiatives stated in Strategic Directions 1, 2 & 3.</p> <p>Appointment of our Community Liaison Officer.</p>	<p>In 2017, the school employed additional Head Teachers (HT Teaching & Learning, HT Wellbeing, HT Learning and Support, HT Community & Transition, HT Innovation and Technology) to ensure that students are well supported as self motivated learners, confident and creative individuals and to develop support structures to transition students to future learning and employment.</p> <p>The school also established the Community Liaison Officer position to build, sustain and enhance our authentic relationships and partnerships within the local community.</p>
<p>Support for beginning teachers</p>	<p>\$17,114.00</p> <p>Teacher relief for mentoring beginning teachers</p> <p>Professional learning workshops</p>	<p>In 2017, Chifley College Dunheved Campus implemented the Strong Start, Great Teachers resource to provide information, advice and guidance to meet the needs of beginning teachers. This program enabled beginning teachers to receive high quality induction, supporting their entry into the teaching profession.</p> <p>In 2017, the school implemented a model of support that provided increased release time for all eligible beginning teachers as well as release time for experienced teachers to mentor beginning teachers.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	141	149	171	181
Girls	146	133	136	142

Chifley College Dunheved Campus has seen a steady increase in student enrolments.

The school has a current enrolment of 323 students including a three class support unit (two classes with IM disability and one class with IO disability). Included within the student body is 26% of students who identify as Aboriginal and Torres Strait Islander and a further 30% of students from backgrounds where English is an Additional Language or Dialect, predominantly Pacific Islander.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	86.4	84.3	82	88.9
8	81.8	81.4	82.2	79.8
9	83.9	76.4	77.4	80.2
10	83.3	84.4	77.2	75.9
All Years	84	81.9	79.8	81.3
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

Management of non-attendance

At CCDC, the Acting HT Student Wellbeing and Student Wellbeing team are responsible for implementing the DoE Attendance Policy as stated in the Wellbeing for Schools Framework. The team ensures that all students understand the requirements for attendance at school and implements attendance procedures that will increase student attendance and engagement. The attendance team uses a three-tiered approach to ensure student attendance is monitored closely. At a **universal** level, Year Advisers and the AEO collect data reports every 10 days and complete both parent/carer phone calls and student interviews. If

attendance has not improved, then **targeted** interventions are implemented, such as HT Student Wellbeing and parent phone calls/meetings with both student and parent. This process also includes an in-school Attendance Improvement Plan (AIP). If a student's attendance continues to decrease, the HT Student Wellbeing will implement **intensive** interventions. These include HSLO/ASLO applications and Deputy Principal support. The above 3 tiered interventions approach is documented in the school's Attendance Action Plan.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			
Employment	5		
TAFE entry			
University Entry			
Other	67		
Unknown	10		

The total number of students included in the survey is 79. The number of students who completed Year 10 at Chifley College Dunheved Campus.

Retention to Year 11 – 67 students = 85% approx.

Employed/Apprenticeship – 4 students = 5% approx.

At home/Unknown – 8 students = 10% approx.

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

Consultation on ERN Historical student information

Phone call to schools to check enrolment status

Phone call to students' families

Knowledge of Year 10 Adviser and Acting HT Student Wellbeing

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	3
Assistant Principal(s)	0
Head Teacher(s)	6
Classroom Teacher(s)	20.29
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.9
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	10.58
Other Positions	1

*Full Time Equivalent

The Aboriginal staff composition of Chifley College Dunheved Campus includes our Aboriginal Education Officer, a Head Teacher and four School Learning and Support Officers. CCDC has six Aboriginal staff members in total.

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	69

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, in staff and faculty meetings and at additional times as negotiated. All staff have been involved in professional learning activities throughout the year, including mandatory training in Child Protection, Anaphylaxis, Emergency Care and CPR. 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 executive and selected staff members completing training on the Business Intelligence Tool, while the remaining staff completed courses from a range of options including: MyPL basic user training, differentiated learning, pre-service supervisor training, anaphylaxis training and using the NSW Literacy Continuum. The staff development day also included mandatory training on: Code of Conduct and behaving ethically, Child Protection, CCDC School Plan, WHS and emergency processes and procedures.

Professional learning on the second Staff Development Day encompassed PBL classroom systems training, CCDC wellbeing framework, NAPLAN Literacy and Numeracy, NCCD and differentiation. The second session focused on staff training in CPR and RAMOAP Anaphylaxis training.

Four additional Thursday afternoons were organised to cater for the last two days of the school year. The focus of these sessions was the School Plan 2018–2020, EAL/D reporting, Multicultural Education, Wellbeing Framework implementation at CCDC, NAPLAN online testing, differentiation, whole school teams and faculty evaluations using the School Excellence Framework model.

Further to the Staff Development Days, 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. Other professional learning that was delivered included training in: Aboriginal Education, NESAs compliance, administration, leadership development, ICT, Positive Behaviour for Learning, student welfare, curriculum and assessment. Staff participated in PL to introduce future focused learning environments as well as the nature of these classrooms at CCDC. A focus on NESAs compliance, supported KLAS to design, program and implement the National Curriculum through consultation and collaborative practices within the school. In addition, staff engaged in the combined College professional learning day which provided access to a variety of 36 workshops addressing teacher interest and needs as well as enhancing cross-campus conversations.

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.

Receipts	\$
Balance brought forward	655,367
Global funds	227,151
Tied funds	410,379
School & community sources	26,989
Interest	8,042
Trust receipts	26,947
Canteen	0
Total Receipts	699,510
Payments	
Teaching & learning	
Key Learning Areas	19,296
Excursions	1,728
Extracurricular dissections	3,667
Library	3,535
Training & Development	1,985
Tied Funds Payments	330,556
Short Term Relief	0
Administration & Office	51,096
Canteen Payments	0
Utilities	60,902
Maintenance	67,388
Trust Payments	16,839
Capital Programs	0
Total Payments	556,992
Balance carried forward	797,885

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	1,407,788
Appropriation	1,364,472
Sale of Goods and Services	4,172
Grants and Contributions	37,704
Gain and Loss	0
Other Revenue	0
Investment Income	1,440
Expenses	-389,810
Recurrent Expenses	-389,810
Employee Related	-194,918
Operating Expenses	-194,893
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,017,977
Balance Carried Forward	1,017,977

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.

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	3,390,470
Base Per Capita	51,649
Base Location	0
Other Base	3,338,821
Equity Total	1,038,183
Equity Aboriginal	117,176
Equity Socio economic	615,499
Equity Language	46,669
Equity Disability	258,839
Targeted Total	704,988
Other Total	646,515
Grand Total	5,780,156

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.

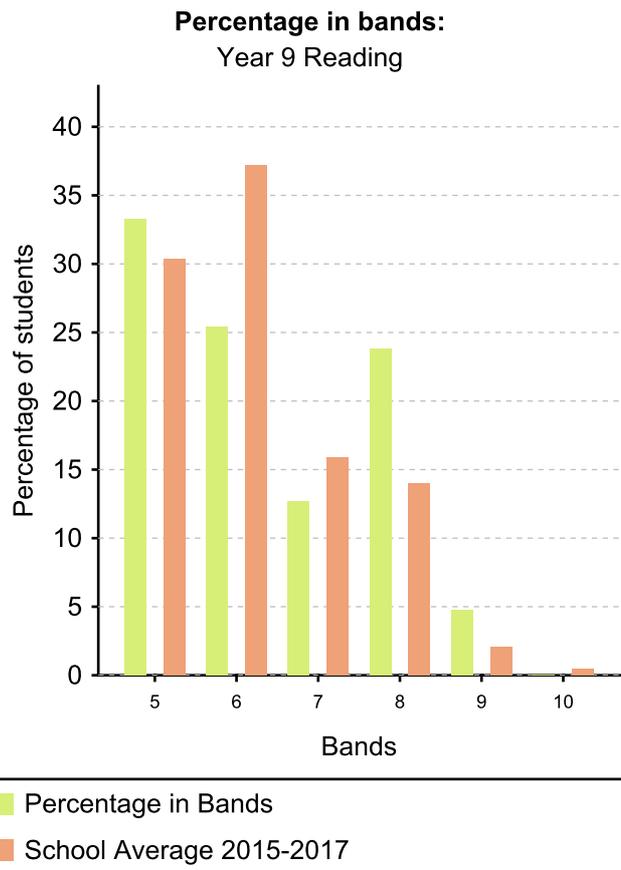
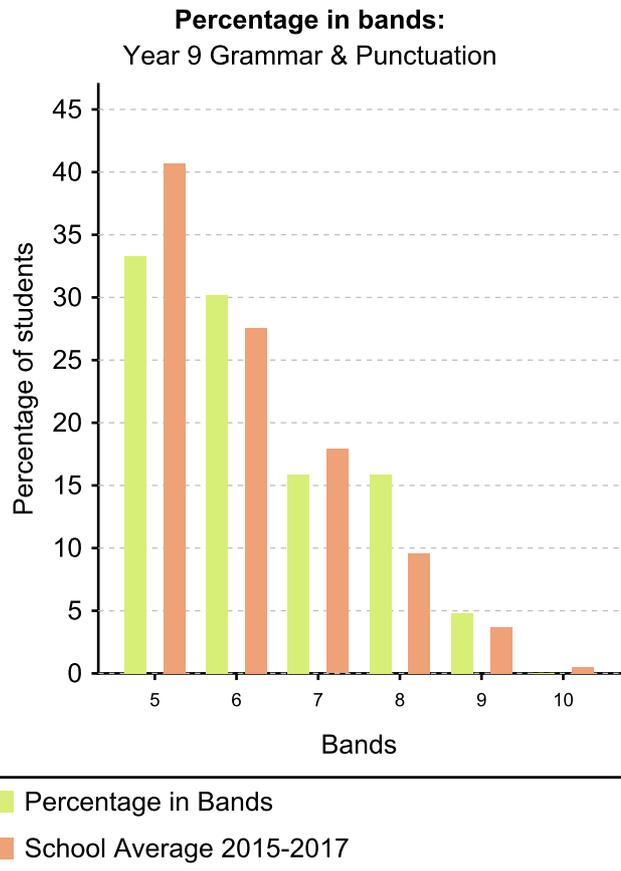
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

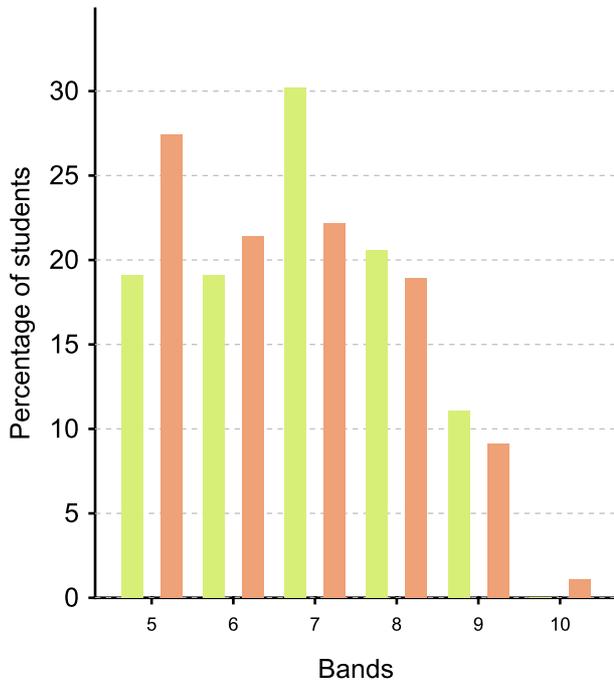
NAPLAN

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.

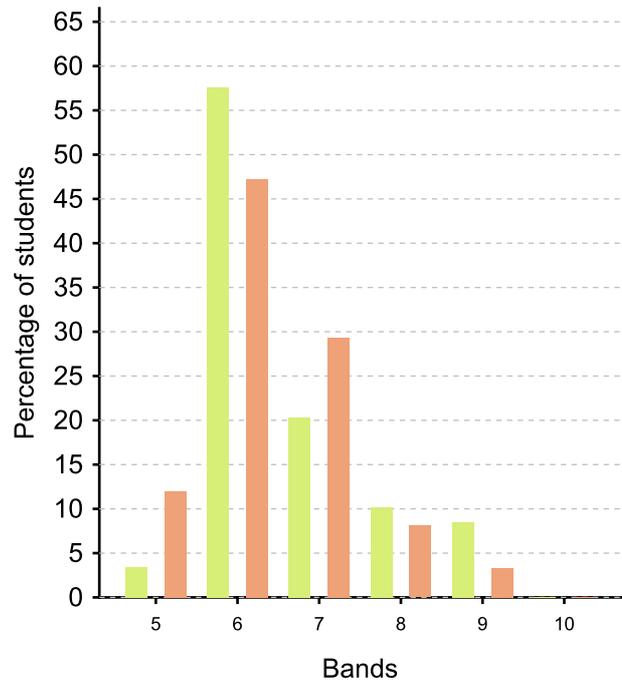
In the NAPLAN Reading assessment, the Year 9 cohort showed significant improvement in this domain, with 29% of students achieving Bands 8 and 9, the greatest improvement in three years. In the NAPLAN Writing assessment, 6% of Year 9 students achieved Band 9, an increase of 3% from 2016. In the NAPLAN Spelling assessment, 32% of students achieved Bands 8 and 9. In the NAPLAN Grammar and Punctuation assessment, improvement was made for the first time in three years with 21% of students achieving Bands 8 and 9.



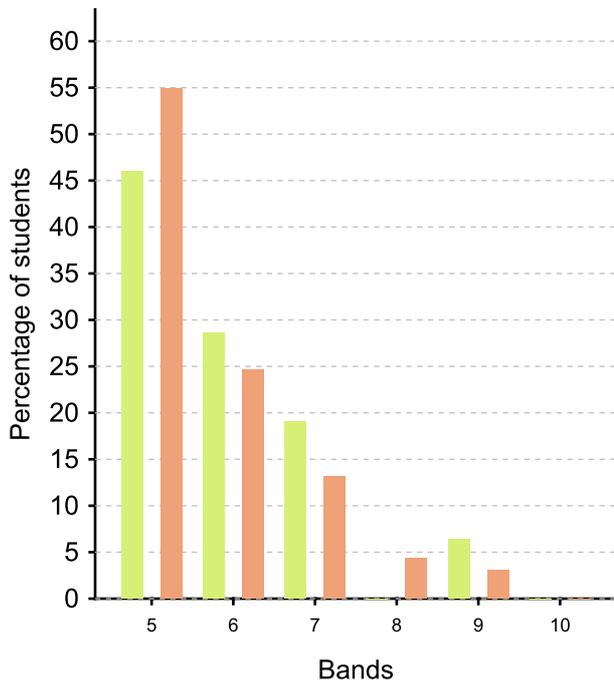
Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Numeracy



Percentage in bands:
Year 9 Writing



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

There was a growth in significant areas of the NAPLAN 2017 results. These include an increase in the number of students in the top two bands in the domains of reading and numeracy. In 2016, 3.0% of students were in the top two bands for reading; in 2017 this number increased to 4.8%. In 2016, 1.4% of students were in the top two bands for numeracy; in 2017 this number increased to 8.5%.

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, Tell Them From Me surveys were conducted during Terms 1, 2 and 3 for students, parents/caregivers and teacher satisfaction. From the data collected, their responses are presented below:

Student Satisfaction:

251 students participated in this survey. Student responses exceeded NSW Government norms across a number of indicators on school and classroom effectiveness. These included: Social-emotional Outcomes in the areas of student participation in

There was growth and improvement in NAPLAN Numeracy, with 8% of students achieving Band 9, a 7% increase from 2016. Ten percent of students achieved Band 8 in 2017, demonstrating a steady improvement over three years. Over time, students continue to value-add in this domain, with 75% of students achieving Bands 6 and 7 collectively.

extracurricular activities, students with a positive sense of belonging, valuing schooling outcomes, being intellectually engaged, having high levels of academic self-concept and student participation in school sports. Similarly, student responses exceeded NSW Government norms across almost every driver of student learning outcomes which included: effective learning time, relevance and rigour of classroom instruction, advocacy at school and positive teacher-student relationships.

Parent/caregiver satisfaction:

TTFM survey data indicated positive results in a number of measures that cover several aspects of parents' perceptions of their children's experiences at home and school. Parents feel 'welcomed', 'informed' and understand that the 'school supports learning' and 'positive behaviour'. Other results indicated that 80% of parents acknowledge the breadth of subject availability at the school, 80% of parents are satisfied with the school's communication systems and 67% agree/strongly agree that they would recommend CCDC to parents of primary school children.

Teacher satisfaction:

TTFM results based on data from 35 teachers indicated that in the eight drivers of student learning, teachers identified 'inclusive school' and 'technology' as areas of significant growth. The other drivers of student learning such as 'leadership', 'parent involvement', 'teaching strategies' and 'collaboration' all scored highly. Teachers indicated that an area of development was 'data informing practice' and the need to create opportunities to provide feedback to inform performance improvement.

Policy requirements

Aboriginal education

The school is committed to educating students who 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 2017 implemented the following:

As part of the curriculum structure at CCDC, Stage 4 students continued to embrace Aboriginal Studies with the aim of developing an understanding of Aboriginal Peoples, cultures and lifestyles and their contributions to Australian society. Through Aboriginal Studies, students are empowered to be active and informed advocates for a just and inclusive society. This program also enhances a greater cultural awareness across the school, promoting inclusiveness within the classroom and a respect and understanding of Aboriginal culture.

Personalised Learning Pathways are constructed and

reviewed annually to provide students and teachers with clear educational goals. This involves collaboration between the school, parents, significant others and students. The school recognises 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 such as School Captains, Semester Year Captains and Sports Captains within the school.

A whole school NAIDOC Day celebration took place on 16th May 2017 in which staff, students, parents and members of the wider community were provided with an opportunity to acknowledge the Aboriginal and Torres Strait Islander Peoples, history and culture. CCDC also welcomed our Aboriginal Elders as well as renowned singer-songwriter and passionate advocate for the Darug people, Aunty Jacinta Tobin at a school assembly which was held on the 15th May 2017. NAIDOC celebrations comprised of students participating in a variety of workshops led by faculties across the school, including story telling, Aboriginal art, Indigenous games as well as a dance workshop.

CCDC appreciates the need to learn about, nurture and value the cultural identity of students in order to assist them to be successful leaders. The school employs a number of staff to support the academic, sporting, cultural and community needs of students. This encourages students to embrace and learn more about culture, provide leadership opportunities and long-lasting partnerships. The programs include: CLONTARF, Pathways To Dreaming, AIME and an Aboriginal Leadership Program for our female students, supported by the school's AEO. Work experience opportunities were provided specifically for Aboriginal students through Koori Kids Health Inspiration.



Multicultural and anti-racism education

In 2017, the school's two ARCOs continued to support and increase awareness of multicultural issues for the students at Chifley College Dunheved Campus. This is achieved through ongoing conversations with students in both formal and informal settings- being an integral part of school assemblies, engaging in stage meetings and delivering in Stage 4 Life Coaching classes in small groups and with individuals.

The ARCOs within the school have taken on

a mediation, procedural, educational and monitoring role. As a result, this has contributed to developing and maintaining a culturally aware and accepting environment at CCDC. The team continues to investigate initiatives to foster students' understandings of culture, cultural diversity, racism and active citizenship within a multicultural society.

This year, there was the addition of cultural dance performances at important school events. Our Pasifika Dance group performed the *Siva* to "*Tausagi Mai Manu E*" during formal assemblies, sports presentations and our farewell and graduation ceremonies. CCDC continues to embrace the annual Visual Arts Harmony Day competition. The 2017 Harmony Day theme was: *Strength in Harmony*. Entries reflected inclusiveness, respect and a sense of belonging for everyone.