

# Chifley College Mount Druitt Campus

## Annual Report

2018



8459

## Introduction

The Annual Report for **2018** is provided to the community of **Chifley College Mt 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.

Ms C.M.Anderson

Principal

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## School background

### School vision statement

At CCMD 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 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 significant growth across all three domains of Learning, Teaching and Leading.

In the domain of Learning significant growth was indicated in the aspects of Learning Culture, Curriculum and Reporting, resulting in a positive shift to Sustaining & Growing. Key elements of growth included High expectations, Teaching & learning programs, Summative assessment, Student engagement, Whole school reporting, Parent engagement and Student growth in performance measures.

In the domain of Teaching significant growth was indicated in the aspects of Data skills & use: Data use in planning, Professional standards, Learning and development: Collaborative practice and feedback and Professional Learning.

In the domain of Leading significant growth was indicated in Educational Leadership: Community engagement, School planning, implementation and reporting: Continuous improvement and Annual reporting, School resources: Staff deployment and Financial management, and in Management practices and processes: Service delivery and Community satisfaction.

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

### (1) Effective learning experiences

#### Purpose

We strive to establish a school culture where every student is empowered to be literate, numerate, safe, respectful, aspirational and engaged in lifelong learning.

#### Overall summary of progress

At CCMD, 2018 saw the implementation of a continuum of intervention that ensured all students benefited from interventions tailored to their learning needs, particularly in the identified areas of literacy and numeracy. All students undertook diagnostic literacy and numeracy assessment that allowed CCMD staff to identify their areas of need and respond at a whole school level and across all KLAS. Interventions were implemented in response to this data and students' progress was tracked regularly. The implementation of Student Learning Plans (SLPs) in all faculties also saw students engage in tracking their own progress by reflecting on diagnostic and pre-test data to set SMART goals. Benchmark testing allowed teachers to engage in data-driven reflection with students to track their achievement of learning goals and progress. This ongoing feedback to students on their achievement and progress allowed for closer focus on skill development and contributed to the school-wide emphasis on literacy and numeracy achievement. All faculties prioritised the teaching of literacy in their subjects, with the school-wide adoption of literacy marking criteria incorporated in all written summative assessment tasks, ensuring that students' progress was considered relevant and meaningful in all areas of their learning. As a result of these interventions, students achieved higher than expected levels of growth in literacy and numeracy, with more than 90% of students meeting or exceeding expectations of growth in their internal literacy assessment across years seven to nine and 89.7% of students meeting or exceeding expectations in internal numeracy assessment. The emphasis on tracking student growth was also extended to our reporting mechanisms, as a 'growth indicator' has been embedded in all subject reports (both half-yearly and yearly) to inform parents of the progress their child is making in the ongoing development of skills and achievement of learning goals.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
25% increase of students achieving or exceeding expected growth on internal and external (NAPLAN) assessments.	Instructional Leader \$159,272 Higher Duties \$32,301	<ul style="list-style-type: none"><li>• The majority of students at CCMD benefitted from 10+ week literacy and/or numeracy interventions in 2018, resulting in almost 100% of students achieving at least one year's worth of growth (typically 2+years growth was recorded).</li><li>• Growth indicators were included in all subject yearly reports. Specific literacy and numeracy intervention program reports being investigated for 2019.</li><li>• All students (yr 7–9) completed internal literacy and numeracy growth testing that has been collated and used to inform T1 2019 literacy and numeracy interventions.</li></ul>
Positive feedback from stakeholders regarding school culture and high expectations.		<ul style="list-style-type: none"><li>• Positive feedback from stakeholders was achieved regarding the initiatives within this area of Strategic Direction 1, particularly regarding the implementation of Student Success Days which served to consolidate goal-setting for higher expectations while also enhancing the school's senior transition program. Work has commenced, informed by stakeholder feedback, on the re-invigoration of PBL at CCMD in order to continue to establish a flourishing school culture of high expectations in all areas.</li></ul>
100% of students have an individual student learning plan to track growth of subject, literacy & numeracy skills.	PL Executive Conference \$5500	<ul style="list-style-type: none"><li>• Faculties completed planning for 2019 SLP procedures during SDD T4 2018.</li><li>• SLP tracking sheets completed and returned by all but one faculty by deadline. Outstanding faculty</li></ul>



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students have an individual student learning plan to track growth of subject, literacy & numeracy skills.		to submit day one, 2019. <ul style="list-style-type: none"><li>• Schoolwide SLP procedure document created and distributed for feedback.</li><li>• Forms distributed to faculty HTs for identification of 2019 SLP skills to inform SLP slips and tracking forms.</li></ul>

## Next Steps

### 1.1 Student Success

In 2019, we will continue to build on the successes of this aspect of the plan from 2018, as the processes developed to identify and respond to the learning needs of every student are evaluated and fine-tuned. The whole-school literacy emphasis will extend to focus on the development of students' writing skills and the enhancement of teachers' writing pedagogies. Representatives from a range of faculties will work with a school leader to identify scope for improvement in the teaching and learning of writing skills within their subjects and implement strategies to enhance student achievement. Regular literacy strategies will also be delivered to staff to enhance their awareness of best practice literacy teaching strategies.

### 1.2 School Learning Culture

Feedback from staff, students and community stakeholders in 2018 has informed the focus of this area of school management and 2019 will see the re-invigoration of Positive Behaviour for Learning (PBL) at CCMD. Staff at CCMD will undertake extensive professional learning and new whole-school and in-class behaviour processes will be developed and implemented, with the aim of improving positive learning and social behaviours at CCMD.

### 1.3 Engaged and Inspired Learners

In 2019, the implementation of Student Learning Plans has been refined based on student and staff feedback to be structured to allow more explicit tracking of student growth by teachers and students. Additionally, initiatives designed to reward students achieving growth and programs designed to support students who are not making satisfactory progress, will be implemented school-wide.



## Strategic Direction 2

### (2) Enhanced teaching practice

#### Purpose

Foster a positive environment where students are engaged in productive learning and teachers feel empowered.

All classrooms are well planned and managed within a consistent, school-wide approach.

Monitor the progress of students through the collection of quality and reliable data to inform planning for growth in student outcomes.

#### Overall summary of progress

##### 2.1 Enhanced teacher practice

In 2018 all teachers engaged in a rigorous process of curriculum registration. The process involved the development and evaluation of effective programming, assessment and registration. Faculty meetings and conferences focused on curriculum planning, monitoring, feedback and evaluation. Student work samples, assessments and programs were triangulated by school leaders through a process of program evaluation to ensure that programs embed evidence based teaching methods that provide continuous improvement for all students, across the full range of abilities.

##### 2.1 Data skills & use

In 2018 all executive staff completed an external professional learning session on data and evaluation run by CESE to improve their understanding of data concepts, analysis and use of student assessment data and related tools. Student Learning Data Spreadsheet was collated by T&L faculty and distributed to staff with clear instructions and guidance as to how it could be used to influence their teaching practice to help students achieve their learning goals. All staff completed student leaning adjustments on Sentral as a record. Faculty SMART NAPLAN Data was analysed based on which groups of students were targeted to improve their literacy and numeracy skills. Tell Them From Me survey was conducted for staff and students across the whole school to gain an insight on the overall teaching and learning practice at CCMD in order to improve.

##### 2.3 Collaborative practice and feedback

Teacher responses in the 'Focus on Learning Survey' in the eight drivers of student learning aspect of teacher 'Collaboration' indicated that the school mean was .3 above the NSW govt. norm. Teacher results indicated strong collaborative practices in the aspects of sharing strategies that increase student engagement, assessment strategies, sharing lesson plans and other materials. SEF (S-aS) a positive shift was indicated, moving the school from delivering to sustaining and growing in the aspects of collaborative practice and feedback and professional learning. In 2018 explicit systems for collaboration and feedback to sustain quality teaching practice were introduced. Systems included a new Induction procedure, handbook and support system for pre-service, newly appointed and new to CCMD was established, based on the 5C model of induction from Great teachers, Inspired Learners. In addition an 'Aspiring leaders in learning and development' initiative was introduced to develop teachers in the roles of 'Teacher buddy' and 'Group coaching'.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff actively engage in and complete the PDP reflection process to inform on classroom practice and act on professional learning goals .  Increased number of staff analyse and utilise current student growth data from a variety of sources to ensure effective, timely and feedback for students.	Teaching & Learning HT Higher Duties \$32,301  Sentral Reporting \$9000  Technology HT Higher Duties \$32,301	<b>Enhanced teacher practice</b> ( <i>reflection process to inform classroom practice and act on professional learning goals</i> ): <ul style="list-style-type: none"><li>• 100% staff established professional learning goals, aligned to the activities and resources needed to support the achievement of their professional goals. All staff engaged in a self-assessment review and annual evaluation.</li><li>• All teachers and school leaders successfully completed all aspects of the curriculum registration process.</li></ul> <b>Data skills &amp; use:</b>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased opportunities embedded in school practice for all staff to demonstrate instructional leadership and collaborative practice at all levels.		<ul style="list-style-type: none"> <li>• 100 percent of the executive staff completed the course 'Using Data with confidence in Education'.</li> <li>• Implemented a new curriculum registration template across the whole school which has enabled a closer monitoring of student growth by measuring student progress based on pre and post data.</li> <li>• TTFM feedback and survey analysis was conducted and results analysed to identify areas of improvement.</li> </ul> <p><b>Collaborative practice and feedback:</b></p> <ul style="list-style-type: none"> <li>• Systems for collaboration introduced for; the induction pre-service, newly appointed and new to CCMD staff, and the introduction of a school organisational and leadership structure for aspiring staff to support and promote the performance development of all staff through a variety of collaborative roles.</li> <li>• A system of parent/student/teacher feedback and evaluation was introduced and embedded in all program registrations and faculty program evaluations.</li> <li>• All staff completed 'Focus on learning' teacher survey and results were shared and discussed to inform future directions in collaboration, quality feedback and leadership.</li> </ul>

## Next Steps

### 2.1 Enhanced teacher practice

The 2019 strategic direction is to establish systems that support school leaders in developing quality teacher practice through curriculum supervision, observation, feedback and sharing of best practice. The 'Focus on Learning Survey' teacher responses indicated in the drivers of 'Leadership' and 'Quality feedback' that school leader feedback about teaching and observation of teaching ranked below state norm. In the driver of student learning aspect 'Teaching strategies' further work on providing timely feedback to students, and more feedback to be provided to them by the school leaders through lesson observations.

As such the curriculum focus for 2019 has shifted from registration toward delivery, observation and feedback, with a specific focus on explicit teaching strategies. A whole school approach to effective evidence based teaching methods in which teachers' model and share a wide range of teaching practices will be developed.

### 2.2 Data skills & use

One of the key drivers of student learning is using "Data to inform Practice". The 'Focus on learning' survey of staff at CCMD indicated that one of the areas of focus to improve would be to clearly identify the common mistakes that students make. This will be enabled by the regular use of pre-tests and assessments across stages, year levels and subject areas to identify gaps, which in turn, will determine teaching directions.

Across all KLAs students will be provided access to graded work samples aligned to marking criteria prior to the completion of assessment tasks in order to ensure that all students have a clear understanding of what is expected for each grade. In the aspect of formal assessment the school norm was below state by 0.1, all assessment tasks need to be marked according to clear marking criteria, as clearly outlined in each assessment task.

The 2019 focus for data use and evaluation is to ensure all staff are skilled in interpreting school based and external data, and in aligning effective teaching strategies to impact student learning.

### 2.3 Collaborative practice and feedback

The main focus for collaborative practice and feedback for 2019 is to consolidate and further develop the newly established tiered system of performance development extending on the achievements of the 5C induction model, 'Teacher buddy' and 'Group coaching' systems of support. The aspects of peer modelling/shadowing, individual training, mentoring and coaching will be collaboratively developed and procedures established, with a particular focus on sharing of professional knowledge.



## Strategic Direction 3

### (3) Empowerment & engagement

#### Purpose

We envision a school where:

Parents are fully engaged in their child's learning, tracking growth, responding to wellbeing needs, celebrating success and supporting and understanding the schools directions / goals for success

A school where all staff have the capacity to lead, with each member of staff having identified leadership skills in a variety of areas, sharing, collaborating and building their peers and students capabilities

A school where students value leadership, with student voice at the forefront of school culture, learning and wellbeing

#### Overall summary of progress

2018 saw a significant improvement in community engagement. Parents and local community members were provided with a range of opportunities to engage with the school, not only celebrating student achievement but also putting forward ideas and opinions that supported student learning and wellbeing. The school introduced Parent Forums, with twelve regular members, and addressed key topics, including: Communication, School Promotion, Anti-Bullying and Future Directions. These forums allowed the school to develop an effective Anti-Bullying policy and supportive material, meeting the needs of students, staff and parents. The forums also led to the investigation and introduction of an additional form of communication, SkoolBag, providing parents with a system to receive real-time updates and notifications, view calendared events and submit school forms. Members within the forum were also provided with promotion responsibilities in the local community. This led to a significant increase in parent engagement, with attendance at events such as Parent Teacher Evening increasing by over 20%.

Student Empowerment, particularly student voice and leadership, were also at the forefront of school culture in 2018. The school introduced systems in WELS (Wellbeing, Engagement and Leadership lessons) that provided students with regular opportunities to contribute their ideas, thoughts and suggestions for school improvement. These ideas were a focal point at Welfare meetings, with the team regularly discussing student input and incorporating ideas into whole school wellbeing initiatives. Students were also regularly encouraged to take on new opportunities in 2018, especially in leadership roles or activities. This level of empowerment saw a significant growth in the number of students nominating to join the senior leadership team. The team grew from five members in 2017 to thirteen members in 2018, with three new leadership positions established, Wellbeing Leader, Cultural Leader and Project Manager.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
50% of parents are engaging with the school, attending at least one school based event (i.e. Open Night, Parent Teacher Night)	Welfare HT \$136,414 Parent Portal \$12,000	<ul style="list-style-type: none"><li>• Parent Forum established, providing parents with opportunities to contribute towards the future directions of the school.</li><li>• Additional communication method investigated and purchased (SkoolBag) for 2019 implementation</li><li>• School events communicated through a range of mediums (Parent portal, Facebook, school website, personal invitation and Parent Forum promotion). Overall parent attendance increase; Open Night (15–20%), Parent Teacher Evening (20%), Stage Assemblies (40%)</li></ul>
An Identified leadership program is in place in which 25% of the staff are engaged	Meeting Costs \$5000	<ul style="list-style-type: none"><li>• A college wide leadership program has been established. Aspiring leaders from CCMD have been given the opportunity to participate in the 2019 program.</li></ul>
70% of students have participated in a citizenship or leadership program	HT Student Engagement \$32,301	<ul style="list-style-type: none"><li>• Senior student leadership team has increased from five to thirteen, with three new positions developed to suit interest.</li><li>• 244 students participated in a citizenship or</li></ul>



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
70% of students have participated in a citizenship or leadership program		leadership activity (approximately 75% of total enrolments). <ul style="list-style-type: none"><li>• An effective system for recording, discussing and responding to Student Voice has been established.</li></ul>

## Next Steps

There are a number of actions and plans set to take place in 2019 that will re-enforce the success of 2018 milestones.

### 3.1 Community Engagement

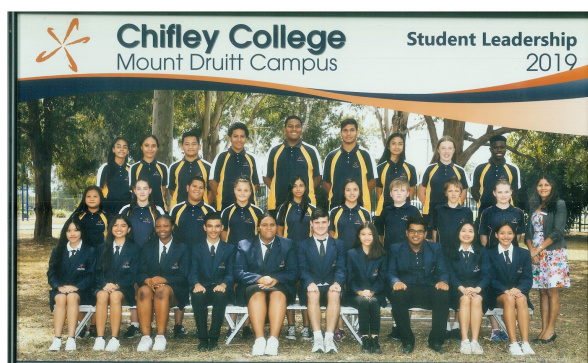
Now that the school has an effective platform for parents to put forward ideas and collaborate with school initiatives and directions (Parent Forum), the next step is to engage the community by providing a communication tool that suits the modern needs of parents.. This will be done through the launch of SkoolBag, an app that provides access to calendared events, real time updates, activity information and opportunities to submit notes and other relevant documentation. The school will also continue to implement existing effective practices to provide parents and community members an opportunity to engage with the school, including: Open Night and Meet the Teachers, Parent Teacher Evening, Stage Assemblies, whole school wellbeing initiatives and Parent Forums.

### 3.2 School Leadership

School leadership will also take a focal point in 2019, with the launch of the college wide leadership program. The program will aim to upskill aspiring leaders, preparing them for higher duties and assisting them to reach the status of Highly Accomplished or Lead.

### 3.3 Student Empowerment

The introduction of three new whole school positions, Student Empowerment Officer, Attendance Coordinator and Student Leadership Coordinator, will help to build on the success of direction 3.3 (Student Empowerment) in 2018. With these new roles, come a vast array of support, guidance and opportunities to empower student voice, learning and success. Programs and opportunities in 2019 will include: Student Forums, Have your Say Tuesday, National Day of Action, Anti-Bullying Programs, Art-Therapy, Student Leadership workshops, Student led fundraising initiatives, Student led roles plays (how to stop bullying and seeking help) and whole school and year specific wellbeing initiatives (Recipe for Success, FLUME, R U OK and the Empowerment Assembly).



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$113311	<p>The school engages an Aboriginal Education Officer and the impact has been:</p> <ul style="list-style-type: none"> <li>• Aboriginal attendance well above state average and similar schools.</li> <li>• Aboriginal Girls Program successfully delivered</li> <li>• Aboriginal students designed the NRL Indigenous games jersey</li> <li>• Our Aboriginal dance troupe performed at School Spectacular and in various community projects and primary school events.</li> </ul> <p>The school employs the Clontarf program to increase Aboriginal male student engagement. This has resulted in:</p> <ul style="list-style-type: none"> <li>• Improved attendance rates</li> <li>• Improved learning outcomes</li> <li>• Increased involvement in extra curricula activities</li> </ul> <p>All Aboriginal students have a Personal Development Plan that includes their learning goals, career aspirations and skills development targets.</p> <p>Enhanced the Aboriginal resources in the school:</p> <ul style="list-style-type: none"> <li>• New furniture in the Aboriginal Girls' Room</li> <li>• Documentation of artefacts in the Aboriginal Room was produced</li> </ul> <p>Staff were engaged in Aboriginal Education program by the entire staff attendance at the 'Red Hands Cave' experience.</p>
<b>English language proficiency</b>	\$164388	<p>The school engaged 1.2 EAL/D teachers who provided:</p> <ul style="list-style-type: none"> <li>• One on one support for students</li> <li>• Group literacy groups</li> <li>• Homework centre support</li> <li>• Modified assessment tasks</li> <li>• PL for all staff on teaching practices and developing resources</li> <li>• Engagement programs for EAL/D and LBOTE students</li> </ul> <p>Additionally, the school purchased a computer trolley for use by EAL/D students ensuring that learning was engaging and current.</p>
<b>Low level adjustment for disability</b>	\$491675	<p>The school engaged two SLSOs and 3.3 teachers to:</p> <ul style="list-style-type: none"> <li>• Provide one on one and small group support in identified mainstream classes.</li> <li>• Develop procedures to collect student learning data (literacy and numeracy) and track student progress through the implementation of tailored interventions.</li> <li>• Deliver specialised intervention programs designed to enhance students' achievement of learning outcomes, particularly in the areas of literacy and numeracy.</li> <li>• Monitor the recording of differentiated learning adjustments for all students with learning needs.</li> <li>• Provide documentation for access requests and intervention support that ensure appropriate and meaningful provision of</li> </ul>

<b>Low level adjustment for disability</b>	\$491675	<p>learning supports for students with additional needs.</p> <ul style="list-style-type: none"> <li>• Co-ordinate transition programs for students identified as being at risk of disengagement or vulnerable.</li> <li>• Liaise with stakeholders, such as school counsellors, itinerant support teachers and primary school teachers, to identify and meet the needs of students.</li> <li>• Conduct Individual Education Plan interviews to develop IEPs to support students' achievement at CCMDC and engage stakeholders, such as parents, in the process.</li> <li>• Deliver professional learning to staff on:</li> <li>• Differentiated teaching and learning strategies</li> <li>• Behavioural management strategies</li> <li>• Documentation requirement for learning and behavioural concerns.</li> </ul> <p>The Learning Support Team also provides:</p> <ul style="list-style-type: none"> <li>• Structures and processes to streamline communication of concerns and identification of student needs.</li> <li>• Support to students referred by mainstream teachers, students and or parents. This includes: <ul style="list-style-type: none"> <li>– diagnostic testing for literacy and numeracy;</li> <li>– cognitive and MH assessment by school counsellors;</li> <li>– assistance with learning and assessment tasks for identified students;</li> <li>– small group work that enhances students' reading and numeracy skills;</li> <li>– individual programs for specific students.</li> </ul> </li> </ul>
<b>Socio-economic background</b>	\$891259	<p>The school employed through entitlement 2.3 teachers and this reduced class sizes and provided a breadth in curriculum</p> <p>The school employed an Instruction Leader. This resulted in:</p> <ul style="list-style-type: none"> <li>• all students' literacy and numeracy skills identified, tracked and SLP developed</li> <li>• develop of transparent system communicating student learning needs, goals and support provided</li> </ul> <p>The school employed a HT engagement. This ensured;</p> <ul style="list-style-type: none"> <li>• Student attendance was recorded, tracked and intervention program delivered</li> <li>• Assessment schedule was accurate and maintained</li> <li>• Student submission of assessment tasks was tracked and supported ensuring that all students has the greatest opportunity of gaining ROSA</li> </ul> <p>The school employed a HT Teaching and Learning</p> <ul style="list-style-type: none"> <li>• Supported HT supervision by: <ul style="list-style-type: none"> <li>– team teaching</li> <li>– extra observation</li> </ul> </li> </ul>



<b>Socio-economic background</b>	<p>\$891259</p>	<p>– producing and sourcing observation formats, professional conversation strategies</p> <p>The school employed a HT Welfare which ensured that:</p> <ul style="list-style-type: none"> <li>• Health Plan were current and accurate</li> <li>• Entitlements were efficient, correct and allowed for smooth transition into CCMD</li> <li>• Leadership Programs were embedded in our practices</li> <li>• Students were encouraged in extra curricula activities</li> <li>• School celebrated Harmony, White Ribbon Day</li> <li>• Student structure of merit system recognition and reward</li> <li>• Parents were informed and participation in student wellbeing</li> </ul> <p>The school employed a HT Technology. This enabled the school to be ready for the 2019 BYOD (CCMD style)</p> <ul style="list-style-type: none"> <li>• Purchase of 180 laptops</li> <li>• Purchase of 6 trolley</li> <li>• Developed and delivered PL on uses of technology, programs and skills tracking</li> <li>• Established a stocktake and monitoring system of the hardware and uses of technology</li> </ul> <p>The school brought laptops and trolleys for 80% staff in core subject to transition to school where Technology is now embedded in all practices</p> <p>The school employed a GA 50% due to limited school entitlement.</p> <p>This ensured that grounds were maintained, repairs were immediately address and the school environment was safe</p> <p>The school provided learning resources to all Year 7 students with books, faculty resources and no subject contribution fees. The Homework Centre operated to support, engage and promote student learning. This provided students with the structure and resources to be successful learners.</p>
<b>Support for beginning teachers</b>	<p>\$13768</p>	<p>All beginning teachers were provided:</p> <ul style="list-style-type: none"> <li>• Reduced class loads</li> <li>• Additional classroom resources</li> <li>• Additional release time to complete the accreditation process</li> <li>• Professional learning as targeted or beginning teachers and as requested by beginning teachers and/or Head Teachers and mentor.</li> </ul> <p>HT mentor provided:</p> <ul style="list-style-type: none"> <li>• Program of support for beginning teachers in classroom practices</li> <li>• Assistance and guidance in the production of evidence of accreditation documentation</li> <li>• 100% of beginning teachers attended face to face meeting/s and two beginning teachers were relieved from class.</li> <li>• Twenty 'face to face' meetings (periods) during school time and six meetings after school hours providing targeted support to all</li> </ul>

Support for beginning teachers	\$13768	beginning teachers and addressed accreditation requirements. School based Induction & Buddy system ( <b>New &amp; beginning teachers</b> ) and whole school procedure based on the 5C Model of orientation from 'Strong Start, Great teachers' and implemented it with all new, beginning and pre-service teachers. Teacher responses in the CESE 'Focus on Learning Survey' in the eight drivers of student learning aspect of <b>teacher 'Collaboration' indicated that the school mean was .3 above the NSW govt norm.</b> Teacher results indicated strong collaborative practices in the aspects of sharing strategies that increase student engagement, assessment strategies, sharing lesson plans and other materials.
Targeted student support for refugees and new arrivals	\$4973	<p>The school supported refugees and new arrivals by providing students access to numerous programs. These programs were all coordinated and supervised by CCMD staff, through the provision of casual cover to allocated staff. These programs included:</p> <ul style="list-style-type: none"> <li>• <b>MECA Mentoring</b> program targeted at Stage 5 Girls, in which students were provided with numerous workshops, university student mentors, excursions and group projects. The result was that students' self-confidence, collegiality and sense of identity was enhanced, as was their connection to their peers and school community.</li> <li>• <b>STARTTS Project Bantu Capoeira Angola</b> – a program provided by STARTTS and NSW Health. This weekly program focussed on positive self image, confidence and healthy and active lifestyles, and provided students with a positive outlet for emotional and physical energy. Students also developed their sense of self-discipline.</li> <li>• <b>MECA Make Your Mark</b> program for boys in Stage 4 and 5. This program involved both excursions, workshops and leader/mentors. The program was engaging as evidenced by the evaluation.</li> </ul> <p><b>'Teaching students from a refugee background'</b> 20hr registered course . A total of nineteen teachers across six faculties, including the entire senior executive, five Head Teachers and eleven teaching staff received their certificates in the course, as well as eleven teachers from across the region.</p>
Curriculum	Lead Development Initiative funding \$9000	As a result of the project a positive shift was indicated, moving the school from delivering to sustaining and growing in all three aspects of teaching and learning programs, collaborative practice and feedback and professional learning.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	293	274	235	264
Girls	248	227	199	199

In 2018 enrolments increased by twenty nine students, from 434 to a total of 463. The increase was in male student enrolments, increasing from 235 to 264 and remained constant at 199 female students. 53% of current student enrolments indicated a language background other than English.

### Student attendance profile

School				
Year	2015	2016	2017	2018
7	87.2	86.4	88.8	86.1
8	85.3	81.3	80.4	82.8
9	81.6	81.6	80.8	82.4
10	76.8	79.8	80.6	77.3
All Years	82.4	82	82	81.7
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
All Years	90	90	89.9	88.7

### 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, whole school attendance coordinator 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.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	0	0
TAFE entry	1	0	0
University Entry	0	0	0
Other	0	0	0
Unknown	0		

In 2018 110 students transitioned from CCMD to Chifley College Senior Campus. Five students successfully transitioned to Chifley College Bidwill Campus. Four students were successful applicants to St Mary's Senior High School. One student successfully entered TAFE whilst several students pursued apprenticeship and vocational pathways.

### Year 12 students undertaking vocational or trade training

Please refer to Chifley College Senior Campus Annual Report

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

Please refer to Chifley College Senior Campus Annual Report

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	25.72
Learning and Support Teacher(s)	3.3
Teacher Librarian	1
Teacher ESL	1.2
School Counsellor	1
School Administration and Support Staff	12.38
Other Positions	1

\*Full Time Equivalent

The Aboriginal composition of Chifley College Mount Druitt Campus workforce included an Aboriginal Education Officer, Music and PDHPE teacher, Clontarf instructor and a Student Learning Support Officer.

### 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

In 2018 the Performance Development Framework was further developed to incorporate an Induction & Buddy system and whole school procedure based on the 5C Model of orientation from 'Strong Start, Great teachers' was implemented with all new, beginning and pre-service teachers. For staff at all career stages group training sessions titled 'Pop up PL', opt in professional learning sessions that provide both participants and presenters opportunities for performance development, evaluation & feedback were facilitated across a wide range of professional learning topics. Whole school PL addressed the professional learning needs of colleagues and supported high-quality professional learning opportunities for colleagues that focus on improved student learning, ensuring teachers were supported in implementing new learning and understand their professional responsibilities.

CCMD initiated the delivery of the **'Teaching students from a refugee background'** a 20hr registered course at the school. A total of nineteen teachers across six faculties, including the entire senior executive, five HTs and eleven teaching staff received their certificates in the course, as well as eleven teachers from across the region. In addition the entire executive team completed the **'Using Data with Confidence'** training to inform

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	3,184,778
<b>Revenue</b>	7,911,380
Appropriation	7,833,584
Sale of Goods and Services	14,779
Grants and Contributions	31,389
Gain and Loss	0
Other Revenue	579
Investment Income	31,049
<b>Expenses</b>	-7,326,317
Recurrent Expenses	-7,326,317
Employee Related	-6,181,847
Operating Expenses	-1,144,470
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	585,063
<b>Balance Carried Forward</b>	3,769,841

Chifley College Mount Druitt has embraced the new financial systems. This has resulted in revision of governance procedures revised address new SAP procedures. The monitoring of the school overview reports, the increase frequency of financial committee and the creation of office procedures to ensure accountabilities are met

Along with the renewed Finance Committee which provides guidance and endorsement of the budget, school procedures and accountabilities, professional learning for the executive and SASS staff has been essential.

In 2018 the sports stadium has commenced at a cost of \$3.65 million. The other significant financial commitment in 2018 was to technology. This ensured that all core subjects had a class set of computers available for every student.

The employment of an additional permanent staff using SAP funding. The stadium will also require additional funds for contingency cost of \$365,000 as well the fitout of soccer goal posts, scoreboards and new equipment \$20,000. The school canteen requires to be gutted and refitted at a cost of \$320,000 and the student cafeteria will also be created for \$100,000. Also the computer availability will be extended into all non-core classes, the updated computer lab and the STEM room

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	4,055,926
Base Per Capita	90,075
Base Location	0
Other Base	3,965,851
<b>Equity Total</b>	1,660,634
Equity Aboriginal	113,311
Equity Socio economic	891,259
Equity Language	164,388
Equity Disability	491,675
<b>Targeted Total</b>	909,337
<b>Other Total</b>	793,802
<b>Grand Total</b>	7,419,699

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

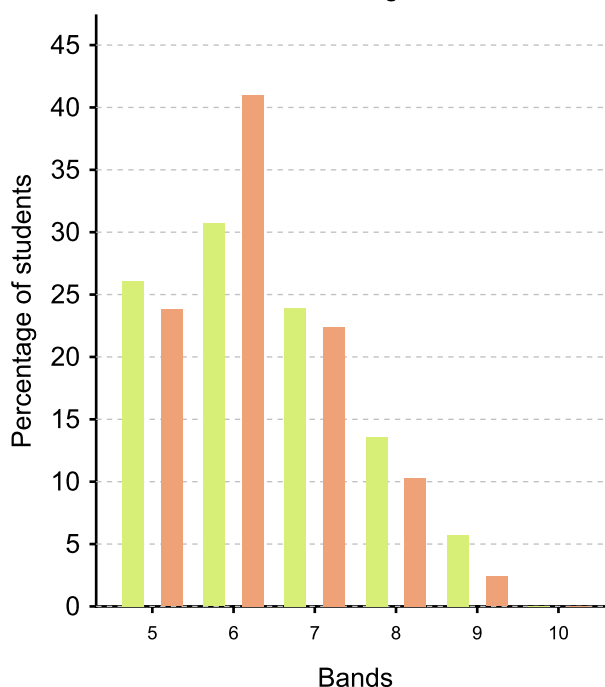
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The 2018 NAPLAN data demonstrates the improvement in student reading skills and achievement over time, as 2018 year nine students achieved in the highest three bands at a much higher rate than the school average over the last three years (2016–2018) – from 6.4% to 19.3%. This is reflective of the whole-school emphasis on literacy and the implementation of school-wide reading comprehension programs. It is evident, however, that further growth is still possible and required – particularly upon consideration of value-added data. Similar, the trend data reveals that growth in writing is gradual but positive, with increased achievement in the top bands over three years. Significant improvement is, however, still possible. This data has informed projects and milestones within Strategic Direction One for 2019.

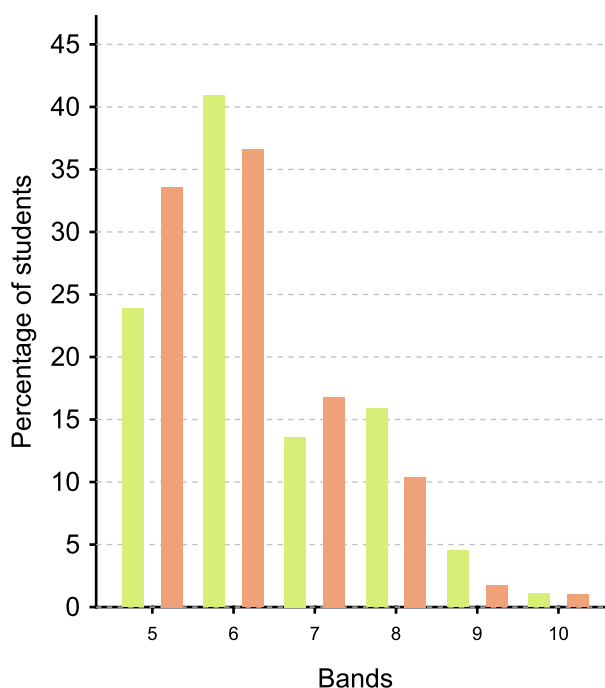
**Percentage in bands:**  
Year 9 Reading



<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	26.1	30.7	23.9	13.6	5.7	0.0
School avg 2016-2018	23.8	41.0	22.4	10.3	2.4	0.0

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

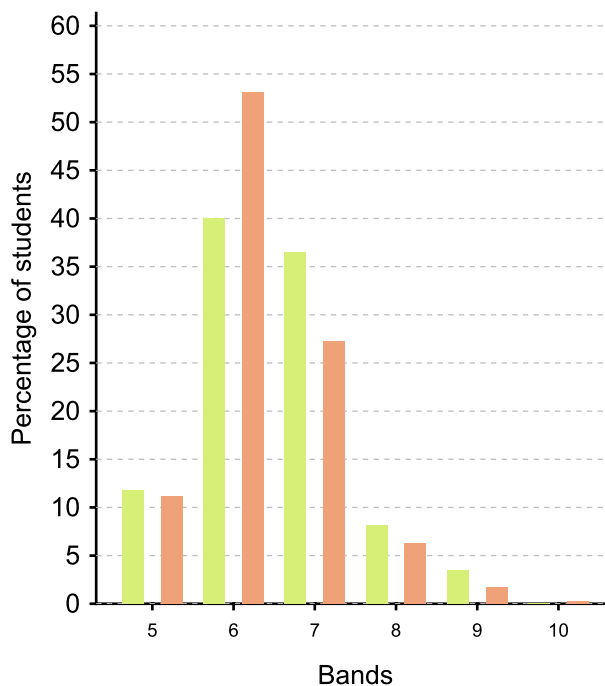


<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2016-2018

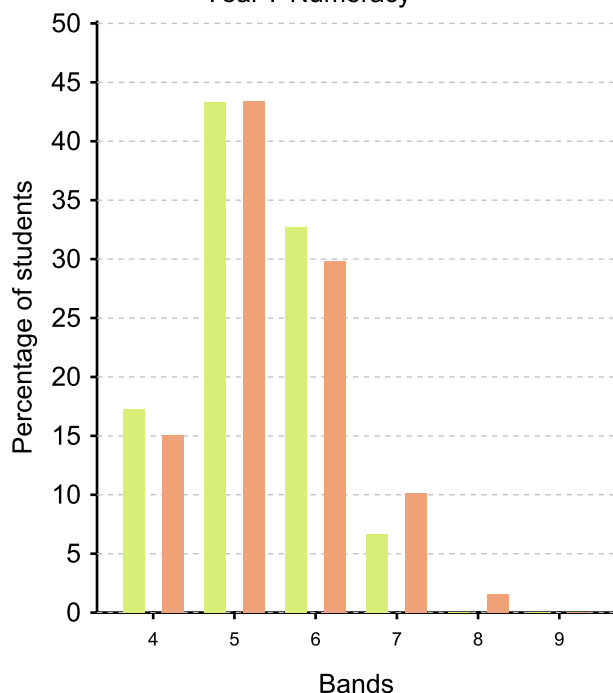
Band	5	6	7	8	9	10
Percentage of students	23.9	40.9	13.6	15.9	4.5	1.1
School avg 2016-2018	33.6	36.6	16.8	10.4	1.7	1

The 2018 Year 9 Numeracy results have shown a net positive growth in 2018 with a significant increase in the number of students performing on par with state and SSSG (Statistically Similar School Group) averages. About 12% of the year 9 students achieved higher than Band 8, indicative of efforts to explicitly develop mathematical reasoning abilities in students such as the use of Newman's prompts and Tape diagrams to deconstruct higher-order problems. The incumbent Year 7 Numeracy results displayed a recent negative trend with a widened gap in comparison with state and SSSG averages. Further improvement is expected for both years with a school-wide introduction of adaptive numeracy programs for 2019.

**Percentage in bands:**  
Year 9 Numeracy



**Percentage in bands:**  
Year 7 Numeracy



<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	11.8	40.0	36.5	8.2	3.5	0.0
School avg 2016-2018	11.2	53.1	27.3	6.3	1.7	0.3

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.

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* Chifley College Mount Druitt has provided an extensive suite of support and extension opportunities.

Every student has collaboratively developed a Personalised Learning Plan that informs all aspects of their education. In the aspect of improving reading, writing and numeracy all students are provided targeted learning support, reading groups and access to the Indigenous HW Centre and Senior study day. In addressing the aspect of improved school attendance, students have been provided the opportunity to access school based mentoring and support in the Clontarf room for male students and the Burujara Room for female students, as well as additional programs including Pathways to Dreaming. Parent forums have informed each aspect and contribute significantly to whole school planning for improved student outcomes.

<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	17.3	43.3	32.7	6.7	0.0	0.0
School avg 2016-2018	15.1	43.4	29.8	10.1	1.6	0





## Parent/caregiver, student, teacher satisfaction

**Parent perspective:** 35 respondents completed the Parent Survey between 21 Oct 2018 and 26 Oct 2018. In both aspects of Two-way communication with parents, school survey respondents exceeded the NSW Govt Norm; Parents feel welcome and Parents are informed. Similarly school survey results indicated above state norm in Parents support learning at home and the School supports learning at home; Learning, Positive behaviour and Inclusive school.

**Student satisfaction:** 223 students completed the Tell Them From Me Survey between 18 Oct 2018 and 26 Oct 2018, which included ten measures of student engagement alongside the five drivers of student outcomes. In social-emotional outcomes students reported above the NSW Govt Norm in the aspects of participation in school sports, extracurricular activities, positive sense of belonging, value schooling outcomes, homework behaviour, intellectual engagement, motivation and effort. In the drivers of student outcomes surveyed students indicated above the NSW Govt Norm in the aspects of effective learning time, relevance of instruction, advocacy in and out of school, positive teacher-student relations, positive learning climate and expectations for success.

**Teacher satisfaction:** 34 respondents completed the Teacher Survey between 24 Oct 2018 and 25 Oct 2018. In the eight drivers of student learning teachers indicated results above the NSW Govt Norm in the aspects of Leadership, Collaboration, Data informs practice, Teaching strategies, Technology and Inclusive school. Across all four dimensions of classroom and school practices, school results exceeded state norms. The aspects included; Challenging and Visible Goals, Planned learning opportunities, Quality feedback and Overcoming obstacles to learning

## Policy requirements

### Aboriginal education

This year Chifley College has continued to strengthen our commitment to Aboriginal education. Across the College the Aboriginal Education Teams have worked at both Campus and College level to provide opportunities for students to participate in a wide variety of programs to connect students to their heritage. In addition, a cross college evaluation team took a closer look at Aboriginal education in the college by

undertaking a mock External Validation process to clearly establish what we are doing to close the gap.

Across the College, Clontarf continued to engage and support Aboriginal boys through sport, mentoring, positive relationships and a focus on attendance. In their third year at Chifley College, Clontarf has embedded itself in the culture of the college to support the engagement and attendance of boys to improve retention rates at HSC and transition to the workforce and further study.

Every Aboriginal student in the College has an Individual Learning Plan and Personalised Learning Pathway developed in consultation with the student, parents and teaching staff. This mentoring approach has had a positive impact on students, particularly the girls who have demonstrated a higher than average expectation of success at school. Mt Druitt campus has created the Burujara room to support Indigenous girls. The Pathway to Dreaming Program, amongst a host of other programs providing opportunities for Aboriginal students to engage with expert role models and mentors. The impact of these programs is a significant difference above state for Aboriginal students on all campuses of the college reporting a high sense of advocacy in the school.

Celebration and acknowledgement of Aboriginal culture is a high priority across the college and is evidenced in NAIDOC day celebrations that include; whole school assemblies, dance and storytelling workshops, curriculum links and learning, primary school transition activities, connection to community and Elders. In addition to mentoring and learning programs running across the college, students at individual campuses can take advantage of individual community based projects including; Mt Druitt students designing the Bulldogs Indigenous jersey and the Walking in to Goo Health program. The significance of students engaging in these community activities is great and supports the positive increases in attendance for Aboriginal students across the College for Yr 10 students.





## Multicultural and anti-racism education

Multicultural education and Anti-racism was at the forefront of school culture in 2018. Chifley College Mount Druitt hosted a number of significant and meaningful events, including: Harmony Day, Community Evening, Chifley Day, Sorry Day and NAIDOC Day. This level of immersion, led to a deeper understanding of others cultures through music, dance, language and performance, aligning directly with the schools moto of 'value the culture of others.' 2018 also saw the introduction of an amazing professional learning opportunity for staff, 'Teaching Students from a Refugee Background.' The face to face training, individual readings and implementation of concepts and practices in classes and small withdrawal groups saw a number of staff gain the necessary skills to make appropriate learning adjustments for a range of students. By the end of 2018, 19 staff members had successfully completed the course, demonstrating the ability to cater to a range of learning and wellbeing needs.