

Chifley College Dunheved Campus Annual Report



2018



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Introduction

The Annual Report for **2018** 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.

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Message from the school community

The P&C Association meetings provide a great opportunity for engagement between the school and its community. Our meetings focus on strategies to support student learning, wellbeing, transition/pathways, leadership and improving school grounds and equipment. Community collaboration and partnership are evident within the new school plan 2018–2020, in particular the school's vision, asset improvements, staffing, anti-bullying planning, sports and physical activity policy, amended bell times and learning programs and initiatives. P&C members participated in staff development days, college councils, merit selection panels, canteen tender process, out-of-area enrolment committee and presentation evening. In 2019, the P&C look forward to being involved with the school's Reconciliation Action Plan (RAP). P&C members are dedicated to increasing community confidence in public education and in Chifley College Dunheved Campus as the local school of choice.

School background

School vision statement

Chifley College Dunheved Campus' authentic and outward focussed approach to learning, community connections and school leadership drives a strong commitment to high standards for all. A strong focus on foundational skills in literacy and numeracy and holistic engagement in the life of the school empowers students to connect, succeed and thrive. Personalised learning pathways to, through and beyond school increase community confidence in public education and in Chifley College Dunheved Campus as the local school of choice.

School context

Chifley College Dunheved Campus is a dynamic, collaborative and caring middle-school, where together, students, staff, parents and community partners *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 and continues to respect the wisdom of Elders past and present. The school's current enrolment of 322 students includes a Support Unit with an enrolment of 26 students with mild or moderate intellectual disabilities. 27% of students identify as Aboriginal and Torres Strait Islander, and a further 31% of students are from backgrounds where English is an additional language or dialect, predominantly Pacific Islander.

The school receives significant funding to support student learning outcomes through the Resource Allocation Model (RAM), including: equity loadings for Aboriginal background, English language proficiency, low level adjustment for disability and socio-economic background.

The school staff comprise 36 teaching staff and an administrative and support staff of 16. Staff composition includes the funding of 3 additional Head Teachers and 4 additional School Learning Support Officers (SLSOs) to support the delivery of key initiatives. Support to students, parents and community is enhanced through the employment of an Aboriginal Education Officer, Community Liaison Officer, School Chaplain and the on-site Clontarf Academy.

Strong partnerships are evident within the active Parents and Citizens' Association (P&C), the local Aboriginal Education Consultative Group (AECG), local Aboriginal Elders, partner primary schools, universities, local businesses, industry and community organisations.

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. In 2018, 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 – SUSTAINING AND GROWING

Student Learning is the central importance of Strategic Direction 1. *Authentic and Significant Learning* encompasses the development of student capacity to be active, reflective and aspirational learners, so they can be successful individuals who are confident in their ability to learn, adapt and be responsible citizens. This is based on strong foundations in literacy and numeracy. 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 encompassed:

- Ongoing analysis of NAPLAN, National Minimum Standards Testing (NMS) and Progressive Achievement Tests (PAT) in the domains of Reading, Mathematics and Vocabulary to help support and inform class placements, learning goals and further interventions. Data analysis was compiled and distributed to staff in the form of class profiles to target the teaching of literacy and numeracy, as well as utilising PLAN data to inform teaching practice and update parents on the progress of their children.
- Introduction of our MultiLit Reading Tutor program incorporating all three key features: Word Attack Skills, Sight Words and Reinforced Reading. LaST staff members attended professional learning/training in MacqLit to implement and support students in an explicit, systematic reading intervention program for struggling readers in 2019.
- Consolidation of our Stage 5 Enrichment Class which addresses the needs of our independent learners and has enabled the school to build on students' educational aspirations.

- Effective implementation of whole school literacy strategies, Seven Steps and Super Six strategies, as well as the employment of a Numeracy Consultant to work with Key Learning Areas, to improve overall student educational outcomes.

TEACHING – SUSTAINING AND GROWING

School Learning is the central importance of Strategic Direction 2. *Authentic Connections and Pathways* relates specifically to the building of student capacity through the development of personalised learning and student plans which enable students to connect, succeed, thrive and learn. Students also develop lifelong learning skills to successfully transition to school, through school and beyond school. Evidence from Chifley College Dunheved Campus demonstrates a commitment to identifying, understanding and implementing effective teaching methods, with a high priority given to evidence-based teaching strategies. This has encompassed:

- A planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students through Positive Behaviour for Learning (PBL), Life Coaching program, the school's Mentoring and Monitoring booklets, Personalised Learning Pathways, Transitional Pathways and Individual Education Plans.
- Teachers regularly reviewing and revising teaching and learning programs to include the school wide literacy approaches – Seven Steps and Super Six. 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.
- Consolidation of our whole school approach to Positive Behaviour for Learning (PBL) with a focus on staff participating and improving on their Classroom Systems training, as well as the implementation of peer classroom observations to support the delivery of well-planned teaching experiences that engage all students in productive learning.

LEADERSHIP – SUSTAINING AND GROWING

Staff and Leader Learning is the central importance of Strategic Direction 3. *Authentic Instructional Leadership* enhances teacher quality and capacity in the school's pursuit of excellence. Authentic leadership allows for the development and effective modelling of broad based instructional leadership, resulting in whole school improvement. The school leadership team develops skills and leadership attributes to support a culture of high expectations and community engagement. Evidence from Chifley College Dunheved Campus demonstrates the support of a culture of high expectations and community engagement, which has resulted in sustained and measurable whole-school improvement. This has encompassed:

- 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.
- Employment of a school Business Manager to oversee the efficient management of the school's business functions including administration, OH&S, asset management and finance.
- 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 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

Authentic and Significant Learning

Purpose

To develop student capacity to be active, reflective and aspirational learners, with a strong foundation in literacy and numeracy so they can be successful individuals who are confident in their ability to learn, adapt and be responsible citizens. By fostering creativity, critical thinking, collaboration, cooperation and communication, students are equipped to thrive in a rapidly changing and interconnected world. Students are actively engaged through *Futures learning* pedagogy and share their knowledge within school and through community partnerships.

Overall summary of progress

Some gains were made towards the first improvement measure of Strategic Direction 1, increasing the number of students demonstrating growth in the domain of writing in NAPLAN. Due to a whole school push around the teaching strategy of 'Seven Steps to Writing Success' there was significant growth in year 9 students achieving "at or above expected growth" in writing in 2018 (44.9% compared to 33.3% in 2017). In the HSC Minimum Standards Testing there was a significant increase of Year 10 students who met the minimum standards threshold. By the end of 2018, 84% of eligible students had met the minimum standard in reading; 69% had met the minimum standard in writing and 42% had met the minimum standard in numeracy. The first phase was completed of the second improvement measure of Strategic Direction 1, focusing on Futures Learning. Advice and collaboration was sought from local high schools utilising their libraries as flexible learning spaces. A successful partnership was forged with a local high school and the library was redesigned to suit the principles of Futures Learning, with an extensive purchase of new furniture. A pilot STEM/PBL course, to be run in year 8 was designed, to be trialled in 2019. Preliminary work has been completed on the third improvement measure of Strategic Direction 1, focusing on feedback and assessment. A number of faculties have adopted using a common language in assessment criteria, to better reflect whole school writing and reading strategies. Furthermore, the 'Plus 3' writing feedback model will be trialled with year 7 in 2019, in the lead up to NAPLAN.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the number of students, including Aboriginal and EAL/D students, demonstrating above expected growth across the domains of reading, writing and numeracy in NAPLAN.	Socio-economic background funded– HT Teaching & Learning.; 3 x SLSOs.; Speech Pathologist & Mathematics Consultant. PL Seven Steps training– \$1200.00 PL MacqLit training– \$3178.18	As a result of a consistent approach to literacy and numeracy through whole school programs, students demonstrated above expected growth in NAPLAN in the domain of writing. 73% of year 10 students met minimum standards for reading, 59% met minimum standards for writing and 36% met minimum standards for Numeracy.
Teaching and learning programs across KLAs reflect <i>Futures learning</i> pedagogy, utilising Project Based Learning, a range of technologies and flexible learning spaces.	Library refurbishment– BFX – \$17606.40 Chomebooks for KLAs– \$15577.83 Minimum standards for Technology– \$5580.00	Partnerships formed with other local high schools in the design of flexible learning spaces. Purchase of 105 Chromebooks being utilised by most KLA's. Refurbishment of the library based on the "Flexible Learning by design" principles. Staff attended STEM Project Based Learning professional learning for implementation of STEM at CCDC in 2019.
A school developed Quality Assessment and Feedback Framework is evident through all teaching and learning programs with explicitly mapped formative and summative assessments to improve student performance.		Use of common language marking criteria's incorporating NAPLAN focus areas and the metalanguage of whole school programs. Training of staff in corporate marking strategies, linked to the progressions. Stage 4 and Stage 5 Assessment Booklets outlining KLA syllabus outcomes and assessment tasks, prepared, verified and distributed to all students.

Next Steps

Improvement Measure 1 – Expansion of professional learning around whole school strategies (Super Six, Seven Steps), use of data (Best Start, NAPLAN) to develop interventions to support key literacy and numeracy skills through programs such as: MacqLit (the Macquarie Literacy Program for small group instruction), National Minimum Standards (NMS) small group intervention and the Peer Tutoring program.

Improvement Measure 2 – The school's assets, technology infrastructure and learning environments better support an innovative connectivity and capacity for 21st century learning. Implementation of our STEM Project Based Learning classes with the Year 8 cohort in our newly furnished future focused library. Students are also able to demonstrate understanding on the ACARA capability benchmarks and are successful learners, confident and creative individuals and active citizens. Through research projects, teachers are working towards digitalising the delivery of subject content.

Improvement Measure 3 – Use of Best Start data to provide focus areas based on the Learning Progressions in numeracy. Corporate marking implemented through the Teaching and Learning Writing Team on the "Plus 3" feedback model. Training to be continued for staff on accommodations and adjustments in common assessment tasks.



Strategic Direction 2

Authentic Connections and Pathways

Purpose

To build student capacity through the development of personalised learning and student plans which enable students to connect, succeed, thrive and learn. Effective evidence-based and data-driven wellbeing programs ensure every student is known, valued and cared for at Chifley College Dunheved Campus. Authentic connections and transition programs allow all students to develop lifelong learning skills to successfully transition to school, through school and beyond school.

Overall summary of progress

In 2018, the school established a Learning and Wellbeing Hub to support access to required services and school support personnel, as well as enhance collaboration between students, parents and community. Student engagement in learning and positive behaviour improved with the implementation of the updated Life Coaching 2.0 program. The Life Coaching program ensured all Stage 4 students had the opportunity to connect, succeed and thrive. This was also evident in supporting the decrease of suspensions and an increase in the number of students acknowledged via the school's awards systems. All staff were provided with professional learning in the areas of Positive Behaviour for Learning with a focus on improving classroom systems to ensure students continued to engage with their learning. Staff engaged in professional dialogue around the importance of increasing both instructional and engaged time in every classroom, every lesson, every day. There was a steady increase in enrolments, in particular with our year 7 cohort and this was due to maintaining our primary school partnerships and providing taster lessons to Stage 3 students from our feeder primary schools.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase student engagement in learning, regular attendance and positive behaviour for continued success through and beyond school.	Socio-economic background funded: Higher duties – Acting HT Wellbeing and Acting HT Community, and CLO Family Referral Service and Bridging The Gap. Stage 4 Advisers (2 staff) Stage 5 Advisers (2 staff) PL Mental Health First Aid Hub refurbishment– \$15485.15	Established a Learning and Wellbeing Hub to enhance support to students. Life Coaching program implemented to support students with opportunities to connect, succeed and thrive at each stage of their development and learning Decreased suspension rates. Increased focus on proactive systems and early Warning of Suspension. Revised attendance procedures– 3 tiered system. Implemented in term 4.
All teaching staff consistently implement Positive Behaviour for Learning classroom essential practices to increase instructional and engaged time.	Professional Learning for PBL team members MAPA training (4 staff) Student Rewards	Classroom systems modules delivered to all staff. Class observations by allocated peer and feedback provided. Partnership with DoE PBL team – expertise of CCDC team member sought to develop new online PBL module. Increased in the number of students receiving bronze, silver and gold awards in the areas of Academia, Culture, Community and Sports.
Increase local student enrolment to secure 50% of all local	Primary school transition teachers – one period	Increased year 7 enrolments in 2018. Maintained existing primary school partnerships as well as

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
enrolments.	allowance (5 staff) Transition Adviser – period allowances provided Scholarship Program School improvements Filtered Water Stations (3)– CIVIQ \$12000.00	expanded the program to include two additional primary schools. The program allocates a staff member to each primary school for explicit teaching of an identified area of need. High school taster lessons for Stage 3 students were provided to a larger range of schools and incorporated years 5 & 6. Adjustments to class structures on the timetable to cater for increased student enrolments in the Enrichment stream. Our primary partner schools actively participated in a variety of events at the high school, including: Science Expo, Multicultural Day and NAIDOC day. Student leaders reciprocated through coaching at primary school sports events and cultural events.

Next Steps

Improvement Measure 1 – Expand the services delivered through the Learning and Wellbeing Hub to include Tier 2 interventions such as Check in Check Out and Check, Connect, Expect to increase engagement and attendance. Scale-up the targeted transition and social skills programs, utilising the Hub resources. Focus on increased attendance rates at CCDC which includes an increased allocation for Stage 4 and Stage 5 Advisers and the Acting HT Wellbeing to target non-attendance. The HT Wellbeing to be provisioned an increased allocation to attend to chronic student attendance concerns. This includes support through attendance at court conferences and the AIP process.

Improvement Measure 2 – Increase staff access to MAPA training through whole staff professional learning and targeted professional learning for early career and new teachers to the school. Promote full engagement in the Classroom Systems peer observation process to measure impact of essential practices. Provide additional professional learning in the following essential features: Activity Sequence and Choice, Opportunities to Respond and Task Difficulty.

Improvement Measure 3 – Increase in Transition Advisers at CCDC with a Stage 5 Transition Adviser also a part of the Community and Transition team. Stage 5 Transition Adviser role statement to be established and evaluated by end 2020. Broadening of the Primary School Transition program with involvement in other feeder primary schools and participation in the Colyton Learning Community, including student performances in the annual Showcase evening. The school's Promotion team to be reinvigorated and expanded in 2019 to include: introduction of Instagram, more explicit and authentic connections to the school plan (learning, connections and pathways), as well as new promotional materials (banners, magnets and advertising opportunities).



Strategic Direction 3

Authentic Instructional Leadership

Purpose

To develop and model effective and broad based instructional leadership, resulting in whole school improvement. The school leadership team develops skills and leadership attributes to support a culture of high expectations and community engagement. Ongoing collaborative review of teaching programs and practices, and an increased focus on NESA and Department requirements, forms a sound basis for student learning and progress. Professional learning networks are established to support and develop a coaching culture and a strong pipeline of leaders.

Overall summary of progress

Overall summary of progress: In 2018, the new school plan, 2018–2020 introduced instructional leadership into the school. In practice, this has led to the development of a Business Manager position at the school, which has significantly reduced the allocation of non-educational administrative tasks to teaching staff. The introduction of new technology such as, new HP laptops for all staff, has allowed increased functionality for efficient completion of administrative and other tasks. The senior executive has been able to re-engage in classrooms across the school, including team teaching of literacy interventions. Identified school leaders, including the senior executive and head teachers, have formed a project team to design a team-led cyclical review process, aligned to NESA compliance regulations. Two key partnerships have been formed to support this process, with the school engaging a expert DoE support officer and the utilising the college deputy principal resource. In addition, the College network has provided a series of workshops to increase the number of staff undertaking accreditation at the Highly Accomplished or Lead teacher professional standard.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the number of staff undertaking and/or maintaining accreditation at Highly Accomplished or Lead teacher professional standards.	SPC Conference– \$800.00 NSW SDPA Conference– \$2 180.00 (2 DPs) EDVAL timetable training – \$1980.00 (2 staff)	Staff PDP's reflect the Australian Professional Standards. Staff are encouraged to link all goals to the Standards. Staff were offered through the College network, the opportunity to attend a series of workshops targeting Highly Accomplished or Lead accreditation. One staff member is currently engaging in the Highly Accomplished accreditation process.
Increase the number of school-based registered professional learning courses developed each year to improve the quality and impact of teaching and learning in the classroom.	SDD PL at Brewongle Environmental Centre \$3840.00	Develop and implement a school-based non-registered PL proforma to support the delivery of quality PL linked to the School Plan and Australian Professional Standards. Examples of school-based non-registered PL include: Differentiation Across the Curriculum, Aboriginal Education (at Brewongle) and Youth Mental Health
Increase the number of faculties and school-wide teams engaging in the school's cyclical review process for continuous improvement.	HT allowance– 2 periods per cycle Casual Relief for project development– \$5000.00	Team leaders for NESA compliance and cyclical review established on school's organisational chart. College DP's professional expertise engaged to develop a school-based cyclical review process. Training package including sample process documents, checklists, lesson observations and NESA compliance requirements created for PL rollout in 2019.

Next Steps

Improvement Measure 1 – Supervisors participate in professional learning to develop the capacity to undertake and/or prepare for accreditation at Highly Accomplished or Lead level. An Aspiring Leaders program has been developed by the College to unpack contemporary leadership practice for current and aspiring leaders. There is a Higher Standards

Reference group that meets

termly to discuss requirements for the levels of Highly Accomplished and Lead teacher. Teachers are encouraged to reflect on practice in a group to support each other through the process. Through PDPs, teachers are also encouraged and supported to consider working towards higher levels of accreditation. Staff undertake sustained professional learning to ensure they have the capacity to deliver innovation and improvement in curriculum, personalised learning and the achievement of the Australian Professional Standards for Teachers.

Improvement Measure 2 – The Professional Learning team is working on ensuring that presenters are given feedback through collation of participant responses on course delivery in regard to the standards or descriptors addressed. This will assist presenters in gathering evidence for HAT accreditation. This will be done by collecting responses through Google forms. Deep knowledge and understanding of subject specific curriculum, assessment and pedagogy is the starting point for all teachers. The strategy used at the school to develop teacher leadership is to use common professional learning related to the school's instructional and relational pedagogy over a sustained period and to involve all teachers in this learning. Therefore ongoing PL opportunities are planned and provided in areas of leadership, literacy and numeracy, wellbeing, assessments, student voice and future focused education. While individual and faculty professional learning is central to the development of specific skills, the school is developing cross faculty professional learning aimed at developing generic skills in pedagogy and assessment for the classroom. The PL teams meet at least twice to work certain aspect/priority areas of the school plan.

Improvement Measure 3 – Professional learning to be provided to all staff, including the delivery of the training package for cyclical review. Pilot faculties determined as Science for Semester 2 in 2019 and Mathematics and English during Semester 1& 2 in 2020. During Term 4 in 2019, the cyclical process will be reviewed. Using a range of student learning benchmarks, the school undertakes professional learning to identify and create innovative programs and strategies to increase the learning trajectory of students.



Key Initiatives	Resources (annual)	Impact achieved this year
<p>Aboriginal background loading</p>	<p>Staffing allocation FTE AEO – employed 2018</p> <p>Clontarf Academy Program– includes 2 staff members FTE Director and Mentor– employed 2018</p> <p>Total AEO staffing and Clontarf Academy: \$118,983.00</p> <p>Computer hardware and office supplies: \$10,266.81</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$132 531.71) 	<p>In 2018, Chifley College Dunheved Campus continued to strengthen its partnership with Clontarf to improve the attendance rates of Aboriginal boys. As a result, there was an increase in overall attendance from 2017 to 2018.</p> <p>The Aboriginal Education Officer collaboratively led the establishment of the newly relocated AEO office, which included room improvements and technology for students, staff and community to access. The key focus was to sustain and improve the Aboriginal Education and culture outcomes for all members of Chifley College Dunheved community.</p> <p>Two staff members from the school attended the Pemulwuy AECG two day professional learning, Teaching and Learning Culture. The school supported the Aboriginal Education Officer to lead this professional learning as the President of the local AECG. Staff presented to staff at a whole school PL.</p> <p>The Aboriginal Education Officer with the support of the Professional Learning team liaised with Brewongle to plan and implement staff development day (term 4) focusing on local Aboriginal Culture and Aboriginal perspectives across the key learning areas.</p> <p>The school continued its partnership with AIME in providing Aboriginal students (8 Stage 5 female students) with the opportunity to be involved in a mentoring program (funds taken out of the key initiative: Socio-economic background).</p> <p>The school continued to engage with the community during 2018 NAIDOC day celebrations. Community Elders and outside service providers attended the day, running workshops for both staff and students on the theme: Because Of Her, We Can.</p>
<p>English language proficiency</p>	<p>Teaching loads for 3 staff members incorporate EAL/D periods. A total of 12 timetabled periods utilised to teach EAL/D lessons.</p> <p>\$44,732.00</p> <ul style="list-style-type: none"> • English language proficiency (\$44 732.00) 	<p>Flexible funding had three modes of delivery in the EAL/D program in 2018.</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

<p>English language proficiency</p>	<p>Teaching loads for 3 staff members incorporate EAL/D periods. A total of 12 timetabled periods utilised to teach EAL/D lessons.</p> <p>\$44,732.00</p> <ul style="list-style-type: none"> • English language proficiency (\$44 732.00) 	<p>the language and curriculum requirements of Stage 6 held at the Senior Campus.</p>
<p>Low level adjustment for disability</p>	<p>Staffing: Employment of 2.4 LASTs (2.0 FTE permanent and 0.4 long term temporary teachers)– \$249,871.00</p> <p>Flexible: Employment of 3.0 SLSOs long term temporary staff– \$102,765.00</p> <p>Total funds for 2018: \$352,636.00</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$249 871.00) • Low level adjustment for disability (\$102 765.00) 	<p>In 2018, Chifley College Dunheved Campus continued to operate the Chifley Learning Centre as well as begin construction of the HUB, 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 employment and/or apprenticeship/traineeships.</p> <p>Increases in the employment of SLSOs and LaSTs in 2018 to engage with funded students and support students to achieve educational outcomes and improve literacy and numeracy skills across all KLAs. The SLSOs participated in professional learning with the school's dedicated numeracy consultant as well as literacy workshops to assist students in improving their learning outcomes across all KLA's.</p> <p>In 2018, CCDC enhanced productive relationships with external agencies and implemented programs (I CAN, The Boys Shed, RAGE Program, LIFE program, Bridging the Gap and AIME) to support the wellbeing of our students and build positive relationships, enabling them to actively contribute to the school, community and society.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>N/A</p>	<p>N/A</p>
<p>Socio-economic background</p>	<p>Socio-economic background funding is utilised to support Strategic Directions 1,2&3.</p> <p>Staffing FTE Generalist Teacher – employed 2018– \$104,133.00</p> <p>Flexible– HR Planning (annual cost): 3 x HTs higher duties– HT Teaching and Learning– \$32, 301.15, HT Wellbeing– \$32, 301.15, HT Community & Transition– \$32, 301.15; Community Liaison Officer–</p>	<p>In 2018, the school continued with additional Head Teachers (Act. HT Teaching & Learning, Act. HT Wellbeing and Act. HT Community & Transition) 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 established the Business Manager position to oversee the administrative and logistical aspects of running our school efficiently and effectively.</p> <p>The school's Community Liaison Officer continued to build, sustain and enhance our authentic relationships and partnerships within the local community.</p>

<p>Socio-economic background</p>	<p>\$81, 673.25; Business Manager (May 2018)– \$47, 891.33; Temporary SAO– \$9,924.42 ;Additional RAM funded SLSOs– \$109, 193.24; & additional short-term staffing cost– \$40,104.08</p> <p>Part-time employment of: Speech Pathologist, Mathematics Consultant & CLO– \$41,280.00</p> <p>Family Referral Service– \$13,0.00; Teacher Relief– \$31,302.00; IT Support– \$15,000.00.</p> <p>Additional programs and Software Licenses: Bridging the Gap, MathsSpace & SENTRAL– \$10,000.00; Teaching Resources: \$25, 872.23</p> <p>Total funds for 2018: \$522,144.00</p>	<p>In 2018, the school continued with additional Head Teachers (Act. HT Teaching & Learning, Act. HT Wellbeing and Act. HT Community & Transition) 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 established the Business Manager position to oversee the administrative and logistical aspects of running our school efficiently and effectively.</p> <p>The school's Community Liaison Officer continued to build, sustain and enhance our authentic relationships and partnerships within the local community.</p>
<p>Support for beginning teachers</p>	<p>Beginning teacher funding utilised to reduce teaching loads of Beginning Teachers and Supervisors/ Mentors in 2018.</p> <p>\$31, 736.00</p>	<p>In 2018, 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 2018, the school continued to implement 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			
	2015	2016	2017	2018
Boys	149	171	181	178
Girls	133	136	142	149

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

The school has a current enrolment of 327 students including a Support Unit with an enrolment of 26 students with mild or moderate intellectual disabilities. Included within the student body is 27% of students who identify as Aboriginal and Torres Strait Islander, and a further 31% of students from backgrounds where English is an Additional Language or Dialect, predominantly Pacific Islander.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	84.3	82	88.9	84.5
8	81.4	82.2	79.8	87.6
9	76.4	77.4	80.2	77.5
10	84.4	77.2	75.9	75.1
All Years	81.9	79.8	81.3	81.3
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

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 5 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. Furthermore, in 2018 a new document was released to the staff of CCDC titled: CCDC Attendance and Truancy procedures. The key features of these new procedures include: procedures for whole school attendance/lateness to school including responsibilities of SASS staff, classroom teachers, head teachers and senior executive. This document supports the management of non-attendance to both school and class, therefore, increasing attendance rates of all students.

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	5	0	0
TAFE entry	0	0	0
University Entry	0	0	0
Other	85	0	0
Unknown	10	0	0

The total number of students included in the survey is 84. The number of students who completed Year 10 at Chifley College Dunheved Campus.

Retention to Year 11 = 71 students, approximately 85%, Employed/Apprenticeship = 4 students, approximately 5% & Unknown = 9 students, approximately 10%

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.

Year 12 students undertaking vocational or trade training

Chifley College Dunheved Campus is a 7–10 school where students transition to senior pathways through the College Senior Campus.

Year 12 students attaining HSC or equivalent vocational education qualification

Chifley College Dunheved Campus is a 7–10 school where students transition to senior pathways through the College Senior Campus.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	6
Classroom Teacher(s)	20.85
Learning and Support Teacher(s)	2.4
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	10.58
Other Positions	1

*Full Time Equivalent

The school staff comprise 36 teaching staff and an administrative and support staff of 16. Staff composition includes the funding of 3 additional Head Teachers and 4 additional School Learning Support Officers (SLSOs) to support the delivery of key initiatives. Support to students, parents and community is enhanced through the employment of an Aboriginal Education Officer, Community Liaison Officer, School Chaplain and the on-site Clontarf Academy.

The Aboriginal staff composition of Chifley College Dunheved Campus includes our Aboriginal Education Officer, a Head Teacher and three School Learning and Support Officers. CCDC has five 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	74

Professional learning and teacher accreditation

All teachers currently accredited as Proficient Teachers are maintaining their accreditation by continuously reflecting on their practice critically, engaging in professional development and by developing and implementing ways to enhance their practice to improve the learning outcomes of their students. The Beginning

Teachers, both permanent and temporary, are working towards accreditation at proficient teacher level. Teachers aspiring to achieve accreditation at higher levels, Highly Accomplished or Lead Teacher (HALT) are encouraged and supported. Seven Beginning Teachers are working towards accreditation at proficient teacher level and 34 teachers are maintaining their proficient teacher accreditation while one teacher is working on Highly Accomplished teacher accreditation.

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 Child Protection, Anaphylaxis, Emergency Care and CPR. All staff members are able to apply for professional learning funds to support individual professional learning needs as identified in the Performance and Development Plans (PDP) and completed by all staff each year.

The areas covered in the Term 1 Staff Development Day were the School Plan, Learning Support Team update, Code of Conduct and behaving ethically and PDP timeline. Professional learning at the Term 2 Staff Development Day covered CPR and Anaphylaxis training, School Plan, Wellbeing Framework and Learning Support process. At the Term 3 Staff Development Day, Emergency Management Plan Review, Mgoals, Review of Risk Management, School Plan: Strategic Directions (1, 2 & 3) and NCCD Collection were covered. 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: Project Based Learning, Super Six , HR Payroll, Differentiation at Dunheved, Super Six , WHS, Literacy and Numeracy Progressions, Wellbeing, NAPLAN Results, Assets – FastTrack system , HR SAP review (release 3 school), Staffing and the School Day, Youth Mental Health in Schools, Best Start , Futures Learning, Cyclical Evaluation Process, Aboriginal Education (at Brewongle), Year in Review and School Environment.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	1,017,977
Revenue	6,345,363
Appropriation	6,300,646
Sale of Goods and Services	11,127
Grants and Contributions	30,484
Gain and Loss	0
Other Revenue	-5,724
Investment Income	8,830
Expenses	-5,983,593
Recurrent Expenses	-5,983,593
Employee Related	-5,498,384
Operating Expenses	-485,209
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	361,770
Balance Carried Forward	1,379,747

The Principal accepts accountability for the financial management of the school. Funding to the school is provided primarily through the Department of Education's Resource Allocation Model (RAM). The Principal, in consultation with the school's executive, prepares an annual budget based on the school funding indicated in the RAM. This detailed budget aligned to the School Plan is presented each year to the school community. Key aspects of the budget are reported within the Annual Report (AR). The school's executive acts as the school's Finance team and includes the Business Manager (BM), The School's Administration Manager (SAM), President and Citizens Association (P&C), and the Aboriginal Education Officer (AEO).

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	3,558,400
Base Per Capita	67,780
Base Location	0
Other Base	3,490,620
Equity Total	1,142,608
Equity Aboriginal	118,983
Equity Socio economic	626,257
Equity Language	44,732
Equity Disability	352,636
Targeted Total	703,961
Other Total	658,618
Grand Total	6,063,587

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

School-based assessment

In 2018, students completed a range of school based assessment to track progress and set learning goals. In Term 1, all students sat the Progressive Achievement Tests (PAT) in the domains of Reading, Mathematics and Vocabulary. This information was compiled and distributed to staff in the form of class profiles to target the teaching of literacy and numeracy. All new students to the school and students who have been referred to the Learning and Support Team conduct a school devised diagnostic mathematics test which indicates the stage they are currently working at, and the York Assessment of Reading for Comprehension, which provides a reading age and comprehension age. This informs class placement, learning goals and further interventions.

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. To see a variety of graphs displaying the 2019 NAPLAN results, please refer to the My School website (<https://www.myschool.edu.au/>). The school has developed a range of literacy and numeracy strategies to develop skills and confidence in the NAPLAN domains. These strategies, outlined in the 2018–2020 school plan, are planned for through the Teaching and Learning team and embedded through all KLAs programs. Students requiring additional support in their literacy and numeracy skills have individual learning plans developed through the Teaching and Learning faculty. Many students participate in a range of withdrawal groups and programs to consolidate their core learning skills.

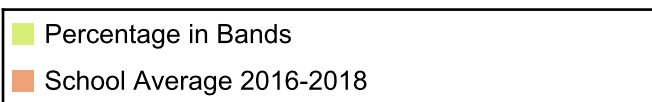
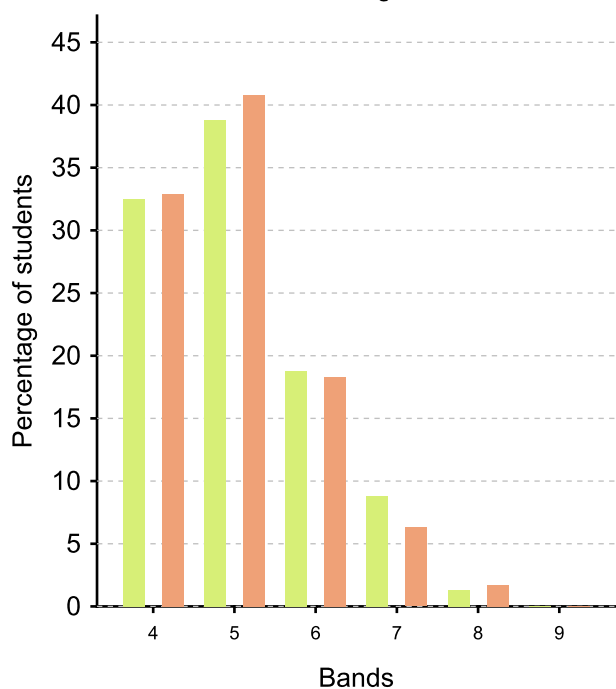
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

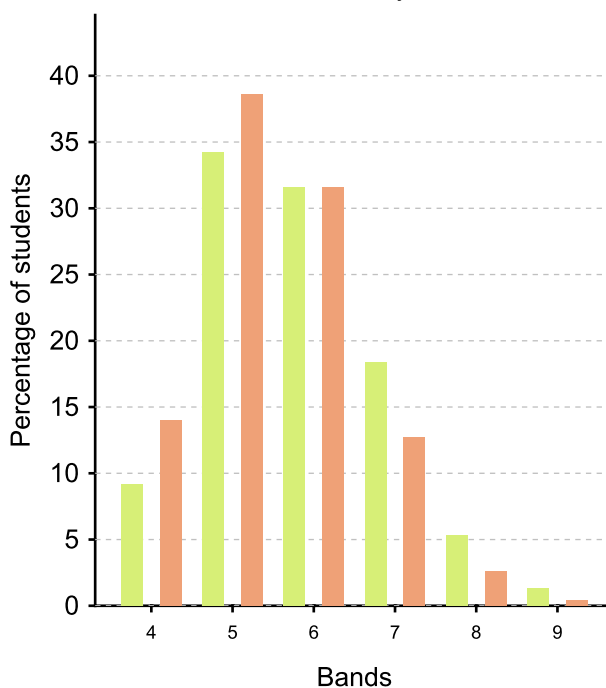
In literacy, the 2018 NAPLAN results demonstrate that the "average scaled growth" levels and the percentage of students "at or above expected growth" has remained constant in the period 2017–2018. There have been some minor fluctuations in this period. There was significant growth in year 9 students achieving "at or above expected growth" in writing in 2018 (44.9% compared to 33.3% in 2017).

to 37.9% in 2017).

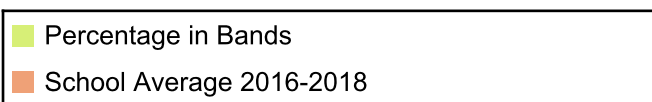
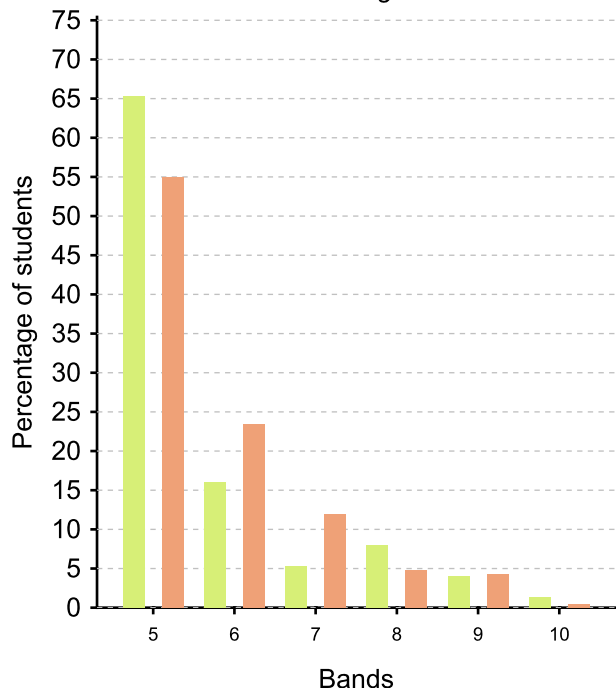
Percentage in bands:
Year 7 Writing



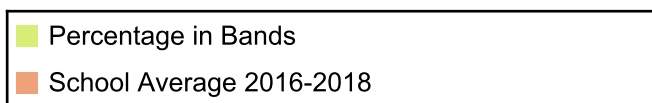
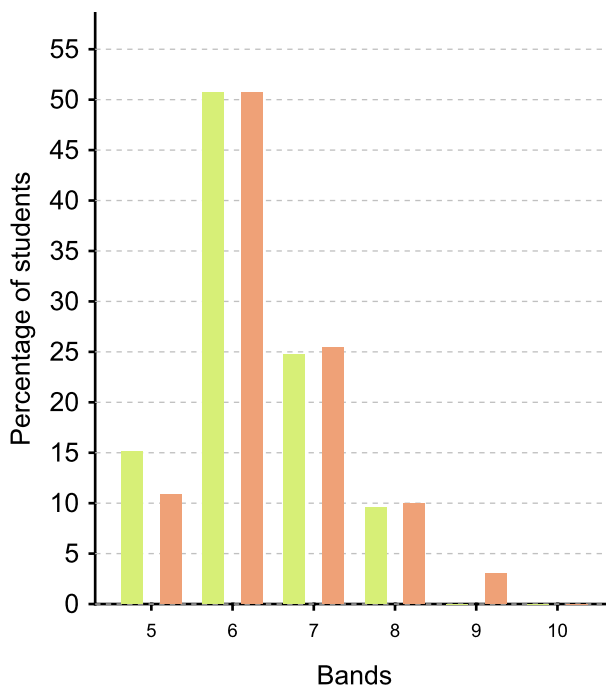
Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Writing



Percentage in bands:
Year 9 Numeracy



In numeracy, the 2018 NAPLAN results demonstrate a significant increase in year 7 students scoring in the top three bands and a decline in students in the middle to bottom bands. However, year 9 students in the top three bands have declined slightly. Despite this, there has been an improvement in year 9 students' "average scaled growth" in numeracy in 2018 (44.2% compared

Data has indicated an increase in the percentage of students in the top two bands in the Premier's Priority areas, however there has been decrease in the percentage of Aboriginal students in the top two bands.

Parent/caregiver, student, teacher satisfaction

PARENT/CARER, TEACHER AND STUDENT 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 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, Chifley College Dunheved Campus in 2018

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. This was further supported by a whole school approach in which, KLAs implemented specific pedagogy including, 8 Ways of Aboriginal Learning and cross curriculum priorities to ensure students were provided with relevant Aboriginal and Torres Strait Islander perspectives.

The Aboriginal Education team plan had already begun evaluative practices in reviewing programs and systems, however, this was supported by the Chifley College Evaluation process of Aboriginal Education. A team was formed to work on collecting, annotating and analysing evidences of impact across CCDC against the School Excellence Framework and the National Aboriginal and Torres Strait Islander Education Strategy 2015 in addition to other policies and documents. Staff were consulted and professional learning and collaboration took place throughout the year to support this process. The evaluation, due to various reasons, was completed in 2019.

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. To further enhance this process, CCDC trialled the use of Mgoals to support student goal setting and a more comprehensive and interactive means of tracking student growth and development. The process involved a group of selected Aboriginal students from across years 7-10 who were allocated to senior executive and members of the Aboriginal Education team.

The school recognises Aboriginal Peoples as the original custodians of the land at formal functions by beginning with a Welcome or Acknowledgement of Country. CCDC provides 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. In addition, the establishment of the Junior AECG allowed students to truly take a strong lead in working on projects and contribute to the development of Aboriginal Education at the school.

A whole school NAIDOC Day celebration took place on 10th August 2018 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 that focused on the theme 'Because of Her We Can'. CCDC welcomed our Aboriginal Elders who did welcome to country and a powerful smoking ceremony. NAIDOC celebrations comprised of students participating in a

variety of workshops led by staff, external agencies, elders and community members. The day was an immense success enabling the school community to come together to celebrate and acknowledge the Aboriginal culture.

Throughout 2018 Clontarf continued to support the Academy members regarding key areas such as employment, working closely with Clontarf partners, health and wellbeing sessions as well as education. In term 4, Clontarf worked closely with the Greater Western Aboriginal Health Service, providing health checks for over 30 boys. This included: eye checks, hearing, dental and a general assessment conducted by the local GP. Morning training continued twice a week starting at 7am (6am pickups) teaching the boys the importance of rising early and becoming punctual. Leadership is a key pillar in the Clontarf program and several camps throughout the year of 2018 were based on school attendance and the ability to follow Clontarf and CCDC core values. Boys from all years were offered camps to numerous locations; Bourke, Wagga Wagga, Wollongong, Dubbo, Lake Conjola, as well as over-night stays in the city. A number of these camps were opportunities for the boys to connect to culture and visit remote areas in different parts of NSW. The Academy room was always open for school assessments to be completed by students and Homework Club was on offer Tuesdays after school. The Clontarf Foundation at CCDC exists to improve the education, discipline, self-esteem and employment prospects of young Aboriginal Torres Strait Islander men and by doing so equips them to participate meaningfully in society.

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, Boys Shed, and Junior AECG, TAFE programs, Aboriginal Leadership, Brewongle Leadership Program, work experience for our female and male students, supported by the school's AEO and Careers Advisor.



Multicultural and anti-racism education

In 2018, 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 along with their own ongoing professional development. 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. In 2018, students from CCDC were integral part of the Penrith Council multicultural Advisory Board resulting in 4 student members meeting the Minister of Multiculturalism. This resulted in the creation of student – led multicultural plan, presented at the P&C and Executive meetings. As a result of the above, the school held *"Strength in Diversity"* – first Multicultural Day in term 4, 2018. Multicultural Day at CCDC, will become a regular school event either coinciding with Harmony Day or a stand-alone school event led by the student leadership and the multicultural team.

Other school programs

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

Student Voice and Leadership

At Chifley College Dunheved Campus, we value student voice and the opportunities provided through the school's leadership program. Students can expand their leadership skills through a wide range of school opportunities. This includes: Years 7–9 Year Captains, Sports House Captains, leadership courses and Stage 4 Life Coaching targeted leadership classes. In 2018, the school's leadership model was reviewed and changed to broaden our leadership model which now includes two Captains, two Vice-Captains and up to 8 Prefects. Students undergo an election process: staff executive approval, panel interview involving the Principal, Deputy Principal & Year Adviser, speeches presented to the school community and voting process. Once elected, students are the face of the school through their involvement at College Council meetings, P&C meetings and school presence during Monday's school assemblies, formal assemblies, school and community events.

Arts

Students performed within the community for Public Education Week. It was also an opportunity to perform as part of Chifley College as all campuses were

represented. Students showcased a variety of musical performances through their musical talents during our TAS CAPA Stage 5 Showcase and Dunstock performance concert, aligning with the curriculum and using the power of music to create a positive atmosphere.

Sports

Teams – Won the MG Cup U/14s Rugby League tournament for the second year in a row, progressed to the semi-final in the Penrith Girls Year 9/10 Rugby League Gala Day, joint winners in the Penrith Girls 7/8 Rugby League Gala Day, 4th place overall at Zone Swimming Carnival (top Chifley College school), semi-finalist Girls U/16s State European Handball, winners of the Girls Rugby League Weekly Competition and participated in the inaugural year of the Inter Zone Sports competition.

Individual – Increased number of students progressing to both Zone and Sydney West carnivals in swimming, athletics and cross country. Six students selected in Opens Zone teams.

Environmental Sustainability

The Agriculture plot has been reinvigorated as a positive learning space, engaging students in practical tasks to align with curriculum delivery. The installation of a new irrigation system has allowed a sustainable method of ensuring the agriculture plot is watered at the correct times of the day. Students also utilise farm produce in the Food Technology rooms, creating a paddock to plate venture.