

Chifley College Bidwill Campus Annual Report



2018

Responsibility.
Learning
RESPECT
CHIFLEY COLLEGE BIDWILL CAMPUS

8528

Introduction

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

I would like to thank all members of the school executive and especially the School Evaluation Team who have dedicated many hours to careful evaluation of evidence with a view to searching for avenues of continuous improvement in constructing this report. I am very proud of the professionalism of this team and of the great work of this school in its commitment to providing outstanding learning opportunities for all students.

Mark Burnard

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School background

School vision statement

We aim to challenge and guide, to inspire and support, to focus on the positive and acknowledge growth. We are here to provide personally meaningful and engaging learning opportunities for everyone, to develop a culture of high expectations, innovation and a love of learning so each person can contribute as valued members of our community.

School context

Chifley College Bidwill Campus is proud to serve the local community of Bidwill and to also be part of Chifley College. Bidwill is a 7 to 12 school and also shares its site with Bidwill Public School giving it a uniquely family oriented, community atmosphere and culture. Around 12% of the students identify as having an Aboriginal background and around 30% of students come from Pacific Island families.

The school builds its identity and sense of community on its core values of Responsibility, Learning and Respect. All teaching and learning programs and all wellbeing initiatives, are designed to reinforce these values and support students in their social, personal and academic growth. Staff are committed to working together as a team.

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.

Clear progress in all three School Excellence Framework domains has occurred in 2018. Evaluation of the Learning domain continues to be regarded by staff as Sustaining and Growing. Similarly the school believes the elements of Teaching and Leading continue to be assessed as Sustaining and Growing or indeed Excelling with regard to the use of School Resources. Notably School Planning, Implementation and Reporting along with Management Practices and Processes have clearly improved from Delivering to Sustaining and Growing.

We believe we need to continue improving in our use and understanding of Student Performance Measures as a tool to guide learning which remains an area requiring ongoing professional development and support.

This self-assessment process has assisted the school to refine the 2019 version of our School Plan 2018–20, leading to clearer strategic directions and more specific improvement measures.

Ongoing self-assessment processes will assist the school to continue refining 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

Engage all students in meaningful learning.

Purpose

Engagement in learning is critical and relies on a meaningful curriculum that connects to students lives and experiences. It is important to develop a shared culture that inspires a life-long passion for learning, promotes innovative 21st century learning and encourages all students to become actively engaged citizens.

Overall summary of progress

There was significant progress made towards engaging all students in meaningful learning. This is best demonstrated through improved targeting of specific student literacy and numeracy needs. The systematic development of Individual Learning Plans, the increased use of SCOUT to plan learning based on student data and the development of differentiated teaching strategies for targeted students reveals an improvement in this strategic direction. This is particularly evident in the Boys Education and Learning Enrichment initiatives. The school is currently developing a Project Based Learning model to support learning enrichment for Year 7 students. Significant resources have been utilised to support the professional learning of teachers involved to ensure the model's effectiveness. It is envisaged that this model will be expanded to encompass all of Stage 4.

The Curriculum Assessment and Reporting Team (CART) has consolidated a consistent approach to administering school assessment tasks and to ensure that all HSC assessments comply with new NESA standards.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>1.1 School data on internal and external measures (HSC, RoSA, NAPLAN) is equal to or greater than for statistically similar schools. Progress and achievement of equity groups matches all students.</p> <p>1.2 Learning for targeted student groups is monitored, analysed and shows value-add and above average growth.</p> <p>1.3 Development of quality assessment tasks leading to higher submission rates and improvement performance in internal and external measures.</p>	<p>The most significant resource utilised to drive this strategic direction includes key members of the school executive and learning support staff.</p> <p>Additional staffing \$20,000.</p>	<p>1.1 An informal skills audit of Literacy and Numeracy Team has taken place. Professional learning for this team has been targeted around the knowledge and understanding required to move forward with Learning Progressions and Best Start in 2019. Training has been accessed and future support networks are being developed with regional support. The team has engaged with SCOUT to acquaint themselves with the new presentation format and is using this to evaluate NAPLAN and HSC achievement, and to develop strategies to support student learning at individual and school levels.</p> <p>1.2 Our milestone for 2018 was evaluated and increased attendance was noted for the specific Boys Education classes in English and PDHPE. The Learning Enrichment Team has delivered professional learning in project based learning, met with staff from other schools to learn from their experiences and developed project outlines for 2019. The Year 7 enrichment class team has been finalised for 2019, project planning has commenced and resources have been allocated to support the projects.</p> <p>1.3 CART has set up a data bank for collection of student graded work samples. Faculties have updated work samples in their allocated folders. Most staff have been trained on the use of SCOUT to monitor student progress. The assessment evaluations on NESA requirements will be addressed when we focus on assessment differentiation next year.</p>

Next Steps

As part of the evaluation of last year's School Plan it was decided that the 2019 iteration of the 2018–2020 plan would be modified to focus on a change in school practice to build our evaluative measures and utilise baseline data more effectively to monitor learning growth for targeted students.

The Learning Support Team will utilise data from Best Start to track and monitor growth in Literacy and Numeracy of targeted students. This includes students in the Year 7 Project Based Learning class, students involved in the Boys Education program and students receiving additional learning support. By the end of 2020, project based learning will be embedded in Stage 4 classes, including enrichment classes and Year 8 electives. Professional learning in this area will continue to be a focus.

New Improvement measures:

- Increase the **average scaled growth** in Year 9 NAPLAN compared to SSSG and state for all students and targeted groups.
- Increase the percentage of students **at or above expected growth** in Year 9 NAPLAN compared to SSSG and state for all students and targeted groups.
- Increase the **average HSC score** for all students compared to SSSG and state.
- Increase the proportion of boys achieving Level 3 of the **HSC minimum standards** in literacy and numeracy.

CART will continue to work on assessment and curriculum differentiation in 2019. However, they will not appear as a formal part of the school plan.



Strategic Direction 2

Implement professional learning that is relevant, contemporary and innovative.

Purpose

Research indicates that teaching excellence is enhanced through building a collective understanding of what works best in improving student learning. A professional learning program that is dynamic and broad-ranging, inspires high quality and engaging teaching practice.

Overall summary of progress

Professional learning continues to be an important school priority with high levels of staff engagement and focus on key strategic issues. All staff take responsibility for their own professional learning and Senior Executive ensure that professional learning provision matches goals as elaborated in Professional Development Plans (PDPs). Nurturing highly skilled leaders who can inspire effective change and professional growth has also been a focus this year. Staff are encouraged to build their own capacity by engaging in professional dialogue, seeking feedback and improving their teaching practice. Peer observation programs have been established and will continue to be developed to ensure mentoring and coaching provides a pathway that builds experience and provides opportunities for staff to meet their accreditation requirements.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
2.1 Accreditation data, feedback from staff and analysis of school-based and external data. 2.2 Staff completion of targeted leadership courses. Development of high quality leadership in the school. 2.3 High levels of participation, engagement, implementation and feedback in professional learning activities.	Additional staffing \$20,000 This project was resourced from the Professional Learning operational fund and from additional Equity funds – approximately \$9,000. \$60,000 spent on professional learning across the year.	2.1 Peer observations project had limited support in 2018, partly due to timing issues. This project will be relaunched at the start of 2019 at the staff development day and will be linked to the delivery of the 2019 school plan and the development of PDPs. 2.2 Providing additional, targeted opportunities for executive staff in leadership roles has had a significant impact on building leadership capacity and effectiveness in the school. Over 10 staff participated in the Art of Leadership and Choice Theory Basic Practicum courses. 2.3 All staff were engaged in a professional learning program that supported their Professional Development Plans. This included a focus on differentiation, literacy and numeracy and the effective use of data to drive teaching and learning programs.

Next Steps

The purpose of the Peer Observation Project will be adjusted to emphasise peer feedback and collaboration as well as supporting higher levels of accreditation. All teachers will be surveyed to determine the level of current peer observations and their links to PDPs. This data will be used to guide resources and support for teachers.

The Art of Leadership course and the Choice Theory Basic Practicum have allowed leaders to advance their skills and knowledge in communication, principle centred leadership and strategic thinking. Working with other schools in the area has also added a rich layer of collegiality to the project. The project will continue in 2019 with more leaders coming through who will benefit from this type of development.

It is envisaged that further support in areas of enrichment, developing an understanding of the literacy and numeracy implication inherent in Best Start, will be a focus in 2019. A program that includes support from NESAs to demonstrate how the use of SCOUT and other data sources can inform HSC curriculum programming and planning will also be included in the 2019 suite of professional learning opportunities.

Strategic Direction 3

Nurture a school culture that reflects our core values of Responsibility, Learning and Respect.

Purpose

All members of the school have a right to be safe and happy. Positive learning takes place when staff and students both share the responsibility of ensuring this environment is created and protected. Our values inspire us to build a community of respectful and responsible life-long learners.

Overall summary of progress

Our core values of Responsibility, Learning and Respect continue to be embedded in school culture. The focus on PBL has continued with targeted initiatives including "In line on time". There has been an emphasis on improving communication between teams across the school focused on student wellbeing. A common student monitoring and reporting database has been developed to streamline and track support. A focus on developing a greater whole school understanding of the Wellbeing Framework and policy is now a priority.

The SRC continues to offer positive opportunities for students to develop their leadership capacity. A student led SRC mentoring program has been put in place with older students supporting younger students. It is felt that there is a need to strengthen student resilience to continue making the SRC an attractive option for student participation.

The Communication Team has made significant strides in its use of social media to grow links between the school and community. Use of social media is now a key component of all communication between school and community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>3.1 An increase in the number of opportunities for members of the community to engage with the school in a positive and meaningful way. Provide a range of feedback opportunities to gather information from the school community about their interactions with the school.</p> <p>3.2 Evidence and analysis from school based and external data.</p> <p>3.3 Evidence and analysis of school based data. Development of a range of Leadership opportunities as well as participation and engagement in these activities.</p>	<p>The expertise of permanent staff is the main resource utilised in this strategic direction, in particular the Deputy Principal, Head Teacher Welfare and the Student Advisers. Professional Learning funds of around \$2000 was also used to fund days off-site for staff involved in the leadership development training.</p>	<p>3.1 Improved communication strategies have enabled staff, students and the wider community to engage with school programs, events and initiatives. However, the development of whole school communications policy has been delayed and will be a priority for development in 2019. Further research regarding departmental communication guidelines is underway. In doing so it is envisaged that a formal Communications Team will also be formed.</p> <p>3.2 Training Choice Theory was conducted by 11 staff members. PBL core values have been widely embedded in school activities. Each term a student centred "Bunya" campaign focus was implemented, aligning with a PBL core value. Alongside this Booster lessons during RLR periods have reinforced the PBL initiatives. In Line on Time being a key focus. A coordinated data base monitoring support for students with identified learning needs across the school has been developed.</p> <p>3.3 Student leadership opportunities were widely available for students through the SRC . A highlight was the peer mentoring program. However it is evident that we need to find ways to build student confidence and resilience to make the SRC a valuable option for student involvement.</p>

Next Steps

The need to develop a coherent Communications Policy in the school to support our social media strategy is apparent. We intend to streamline this process to better engage our community and lift their involvement in school affairs. The key milestone for 2019 will be to continue measuring community satisfaction of school programs and initiatives and to improve evaluation of data received to better inform our community engagement practices.

Utilising the School Excellence Framework to evaluate our progress we will improve our alignment with the Wellbeing domain. To reach a target of Sustaining and Growing we intend to develop evidence based approaches to support staff to improve differentiation and adjustments to learning. This includes improving identification strategies, assessment practices by regularly monitoring and reviewing individual student learning needs. This approach will enhance the practice of the PBL Team. We will also continue to build our shared database to improve our coordinated holistic approach to implementing the Wellbeing Framework across the school.

To improve student leadership we intend to develop a professional learning program to support teaching staff to build resilience and leadership qualities among students. To further support this initiative we will link student leadership development with proposed Year 7 enrichment programs.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>These programs are supported through additional funds and staffing allocated to the school. This includes the Aboriginal Education Officer as part of our staffing entitlement, an additional School Learning Support Officer funded by the school and around \$60 000 as the school's contribution to the Clontarf program.</p>	<p>Bidwill Campus has benefited from numerous partnerships with Aboriginal organisations and community groups. The highlight for students has been their participation in Carriageworks and the Solid Ground program which has seen professional performances at corporate events. It has broadened curriculum offerings in performing and creative arts and benefited student cultural knowledge and understandings. Targeted students have shown improved outcomes across attendance, learning and behaviour. Participation rates for this program sit at 95%.</p> <p>Clontarf continues to increase the enrolment of Aboriginal boys through its proactive support strategies for students and its community engagement activities. During the year a strong focus was placed on the transition process for Aboriginal boys and the strong relationship with Bidwill Public School has led to negotiations to extend Clontarf into the primary school utilising Stage 5 students as mentors.</p> <p>Clontarf boys continue to engage in a range of events with corporate partners enabling the enhancement of their leadership and public speaking skills. A highlight of this partnership includes the design of the Sydney Kings jersey by Clifford Leveridge who also spoke to a crowd of 5000 people explaining the significance of the design.</p> <p>Attendance for boys involved in the program remains at 95% and above. The program support healthy lifestyles and offers a range of wellbeing programs which include community members.</p>
English language proficiency	<p>The school receives a teaching staffing entitlement of 0.8 to support this work and additional School Learning Support Officer time is used to supplement this as well.</p>	<p>Bidwill Campus has continued to provide strong support to EALD learners in the form of targeted programs, collaborative planning and resource development. There were 248 EALD students enrolled in 2018. Of these 199 students received additional language support in various programs on offer at school, 49 were involved in intensive support programs. This year a group of Stage 4 students were involved in collaborative learning and worked on interest based topics that were inquiry driven allowing them to identify areas of interest and develop skills in a supportive setting. This included a Year 7 PBL based unit of work on sustainability and another unit based on folk lore and cultural connections. Team teaching strategies and resource development for teachers as well as targeted individualised support further enhanced language proficiency development. Stage 4 and 5 students received personalised support through differentiated assessments, individualised learning time, Literacy programs like CARS and STARS and computer based programs like Reading Eggs.</p>

<p>English language proficiency</p>	<p>The school receives a teaching staffing entitlement of 0.8 to support this work and additional School Learning Support Officer time is used to supplement this as well.</p>	<p>Year 10 EALD students were provided with extra reading and writing sessions to address the online National Minimum Standards Literacy and Numeracy test. Individual Education Plans (IEP) were completed and disseminated for students who required a coordinated approach to their learning requirements. Identified EALD students in Stages 5 and 6 were case managed in conjunction with the Careers and Transition teachers to provide pathways beyond school. The ESL Annual Survey and the ESL Tracking Tool provided valuable data on EALD student numbers and their growth along the Learning Progression. Scout data analysis and evaluations provided information on approaches to EALD with the aim to supporting learning for high needs ESL students as well as providing opportunities for students who require extension.</p>
<p>Low level adjustment for disability</p>	<p>Programs are coordinated through the Learning Support Team. The school funds two School Learning Support Officers at around \$120,000 to provide additional in-class support.</p>	<p>Adjustment for disability has improved through the streamlining of processes and plans. Collaboration between school teams has been successful in data sharing and refining of programs for individual student needs. A universal communication spreadsheet is a successful strategy for supporting students learning. All student information has been compiled and is accessed from a common share point. This has enabled Access Requests and the like to be actioned in a timely and efficient manner. School Counsellors utilise information from the common share point assisting with student support.</p> <p>IEPs have now evolved into Proactive Learning Support Plans with targeted individual strategies for differentiation across categories as aligned with NCCD. Greater use has been made utilising the Functional Behaviour Assessment program to support behaviour management at classroom level.</p> <p>Formalised professional learning around disability, differentiation and adjustments has been implemented and will continue into the future.</p>
<p>Socio-economic background</p>	<p>The school gives an additional .6 allowance to a teacher to provide additional career planning guidance. 6 additional teachers are employed from school funds for curriculum implementation and 2.6 teachers and 3 part-time support workers are employed for the Planning Room and the Chifley Centre. This accounts for approximately 1 million dollars of additional funding.</p>	<p>There was an increase in the number of students applying to University, many using the alternate entry pathways for non-ATAR students, and early entry pathways is evident. More workshops need to be scheduled in 2019 to increase the number of students applying for scholarships.</p> <p>The number of students gaining apprenticeships has not grown, as students struggle to pass the entrance tests. A more industry focused curriculum is planned for 2019 to help students see the need to take English and Maths seriously at school so that they can gain the skills needed in the workforce. A wider range of pre-apprenticeship courses is being sourced.</p>

<p>Socio-economic background</p>	<p>The school gives an additional .6 allowance to a teacher to provide additional career planning guidance. 6 additional teachers are employed from school funds for curriculum implementation and 2.6 teachers and 3 part-time support workers are employed for the Planning Room and the Chifley Centre. This accounts for approximately 1 million dollars of additional funding.</p>	<p>Due to need, a clothing pool for students seeking work experience, and a way to fund Opal cards to help disadvantaged students access work experience is being developed.</p> <p>Six additional teachers are employed to provide a broader curriculum, especially in the senior school and more in-class support in Literacy and Numeracy. Additional staff are also employed to run the Chifley Centre and the Planning Room where teachers and student support workers are able to help students who are struggling with behaviour, peer relationship or personal issues.</p> <p>Other funds are also used to purchase additional technology, including the Year 12 iPads and Student Assistance programs. This enables us to run small excursions for senior students and support families in need with uniform items.</p>
<p>Support for beginning teachers</p>	<p>This program is supported through the Head Teacher Teaching and Learning who dedicates part of her time to early career teachers. Professional Learning funds are also used to provide additional time and professional learning experiences for these teachers.</p>	<p>Bidwill Campus had two beginning teachers who were employed as casual/temporary status. Both completed the school induction program and were offered professional development opportunities to support their transition to teaching. Both teachers sought accreditation at Proficient Teacher level and were successful in gaining accreditation by the end of the year. Four separate early career teachers were working towards finalising their Proficient Teacher accreditation by the end of the year. For the first time, peer observations were successfully conducted with three members of staff and were positively received. The team would like to build on this success by increasing the number of peer observations next year.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	262	277	291	293
Girls	315	315	319	278

Enrolment numbers have been very steady over the last few years. This is in spite of declining numbers in some local primary schools. We are expecting numbers to decline gradually over the next couple of years in line with population changes in the area.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	86.1	88.8	86.3	82.5
8	83	84	83.8	81.5
9	79.9	81.4	81.4	76.8
10	79.1	75.3	76.6	75.7
11	72.3	76.7	76.1	71.4
12	80.7	82.6	84.7	80.3
All Years	80.3	81.4	81.3	78
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
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

In 2018 we continued to expand upon our new whole school attendance policy. The school's Attendance Team continued to refine strategies to manage student attendance issues and communicate these actions to relevant stakeholders.

The Welfare team strengthened their communication with students, parents, and the wider school to offer support designed to minimise non-attendance and increase the number of explained absences received.

Fortnightly meetings generated a report that tracked individual student attendance changes and tasked actions to target assistance where required to improve individual attendance.

The school's final attendance statistics shows a downward trend following state averages across all year groups. A review of these statistics highlight changes in Stage 6 students that are aligned with an increase uptake in students taking part in alternate learning opportunities and exiting school accordingly.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	11	6
Employment	24	39	36
TAFE entry	0	1	16
University Entry	0	0	12
Other	10	7	25
Unknown	10	25	14

From the students who have gained employment 15% were through an Apprenticeship or Traineeship and around 6% are also enrolled in TAFE. The majority of the students under the classification of 'Other' are students with disabilities and who are seeking training and employment, with about 12% who moved overseas.

Year 12 students undertaking vocational or trade training

There were 50 students who undertook vocational courses delivered at school. Many of these students undertook more than one course taking up a total of 93 spots in vocational education courses.

The frameworks run at the school in 2018 were:

- Business Services: 3
- Construction: 20
- Metals and Engineering: 9
- Retail Services: 20
- Information and Digital Technology: 7
- Hospitality: 18
- Sport Coaching: 16

Four students undertook vocational courses externally in the following frameworks:

- Electrotechnology: 2
- Primary Industries: 1
- Warehousing: 1

Five students were enrolled in School-Based

Traineeships.

Year 12 students attaining HSC or equivalent vocational education qualification

The Year 12 attaining HSC or equivalent student numbers are:

- ATAR : 17 students
- Non-ATAR: 43 students

From the above students, those completing VET courses were:

- School delivered VET: 30 students (some students did more than one VET course)
- Externally delivered VET: 2
- School-Based Traineeships: 3

This data continues to show a shift in the number of students choosing Non-ATAR pathways. As a result faculty plans, teaching strategies and subjects offered in 2018 continue to provide greater diversity for students.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	13
Classroom Teacher(s)	35.3
Learning and Support Teacher(s)	2.9
Teacher Librarian	1
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	14.48
Other Positions	1.8

*Full Time Equivalent

Two teaching staff and four non-teaching staff identify as Aboriginal.

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	45

Professional learning and teacher accreditation

School wide professional learning took the form of Professional Learning Teams that ran targeted sessions three times a term over the course of the year. The first term centred around learning and student engagement including fun and creativity in the classroom through teaching strategies, literacy programs and differentiating around assessment. The school maintained a technology focus within Professional Learning Teams during Term 2 to support 21st century and future-focused learning in the classroom.

Other areas of school-wide professional learning concentrated on areas of staff and student wellbeing as well as internal behaviours and management of those behaviours.

There was also an opportunity for staff to learn how to access and use SCOUT as a platform for analysing achievement data. This area of analysing student achievement data is to be implemented on a wider basis as greater numbers of staff begin transitioning to SCOUT.

A parent engagement and communication workshop was established to devise initiatives and plans to increase community engagement with the school. Data from the school's social media accounts indicate a continuous growth in the views and interactions that the school community was having with the range of content published.

Throughout the year the school held teacher accreditation sessions aimed at pre-2004 teachers to examine the transition into teacher accreditation and the processes over the maintenance period. Teachers continued to maintain their Maintenance of Accreditation through registered and teacher-identified professional learning courses.

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	1,021,359
Revenue	10,159,567
Appropriation	9,997,433
Sale of Goods and Services	61,964
Grants and Contributions	87,005
Gain and Loss	0
Other Revenue	8,334
Investment Income	4,830
Expenses	-10,142,623
Recurrent Expenses	-10,142,623
Employee Related	-9,189,780
Operating Expenses	-952,843
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	16,943
Balance Carried Forward	1,038,302

The school receives significant additional funding to support the learning of all students. The priorities for the allocation of these funds are developed through the school planning and evaluation processes along with staff and executive conferences. The majority of funds are used to employ additional teaching and non-teaching staff. In this way, students who need additional support can receive targeted assistance and other students can benefit from a broader curriculum and additional learning opportunities. Managing new financial systems in recent years has been challenging and it has been difficult to be completely precise in tracking some of these resources however, any funds unspent are channelled back into programs for students. One project that will require long term management of funds is the development of additional learning spaces for more flexible uses of technology. It is planned to make more progress on this project in 2019.

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	5,826,886
Base Per Capita	126,026
Base Location	0
Other Base	5,700,859
Equity Total	1,976,189
Equity Aboriginal	126,184
Equity Socio economic	1,295,071
Equity Language	114,156
Equity Disability	440,778
Targeted Total	1,028,284
Other Total	859,482
Grand Total	9,690,840

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.

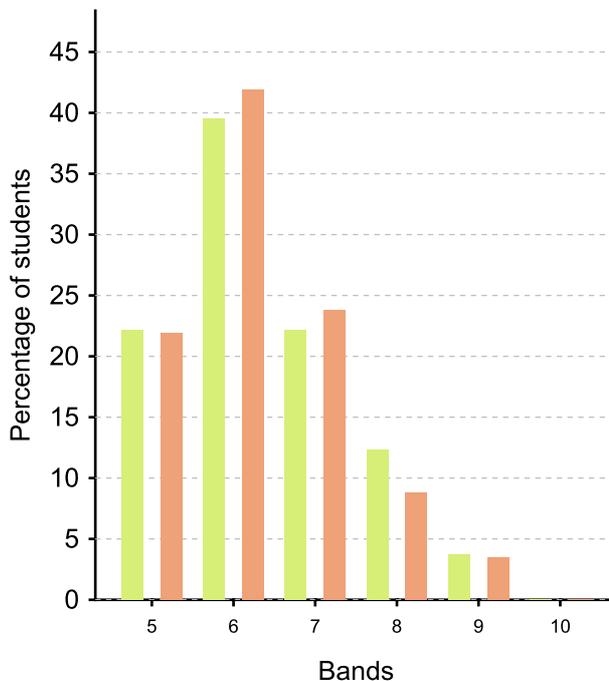
The school continues to value-add on student NAPLAN results in Year 9. NAPLAN data shows that our Average Scaled Growth scores were above the State and the SSSG in Reading. A highlight in this area were boys who attained average growth scores 4.5% above the average SSSG result in Writing and by 2% in

Grammar and Punctuation. Girls Average Scaled Growth scores were above State by 5.5% in Reading and 8% in Spelling. Above Average Expected Growth continues to be higher in our school when compared to the SSSG in Reading and in Spelling. We are continuing to grow the top two bands and stabilising the middle. In Reading average growth scores increased for boys by 8 points and 7 points for girls. In the aspect of Spelling we were 15 points above the SSSG average score with girls attaining growth of 29 points above the SSSG.

Aboriginal student literacy is also growing as evidenced by the reduction in the lower bands and increases in the middle and top bands. Spelling has been an area of strength with students Average Scaled Growth and Above Expected Growth being 20 points above State averages. Aboriginal boys grew by 8.5 points in Reading.

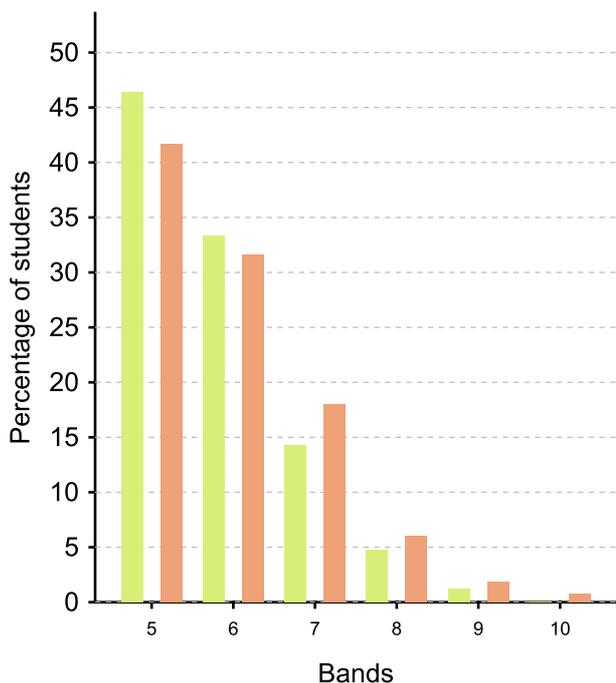
The NAPLAN tables and graphs below highlight a positive trend in attainment of Bands 7 and above in Reading and Punctuation and Grammar. The trend has remained consistent in the area of Spelling. Writing continues to be an area that requires a whole school strategic focus. However it is evident that the school continues to achieve growth for students who were at or below minimum standards prior to transition to high school.

**Percentage in bands:
Year 9 Reading**



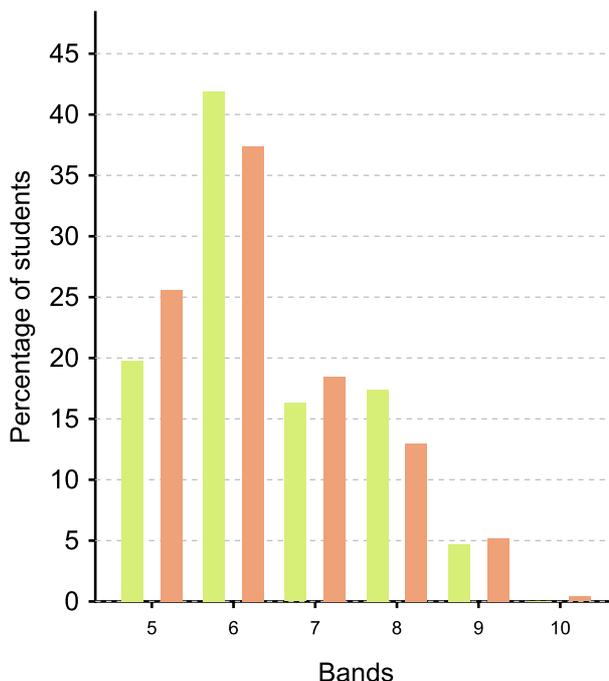
Band	5	6	7	8	9	10
Percentage of students	22.2	39.5	22.2	12.3	3.7	0.0
School avg 2016-2018	21.9	41.9	23.8	8.8	3.5	0

**Percentage in bands:
Year 9 Writing**



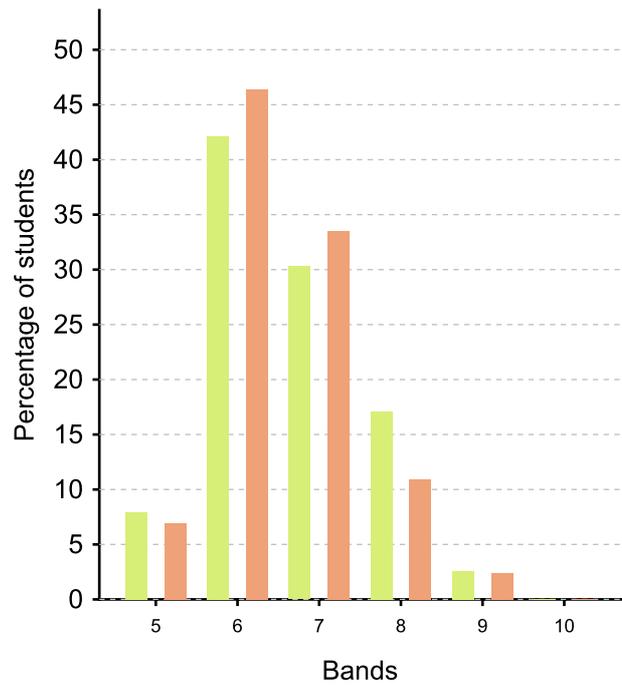
Band	5	6	7	8	9	10
Percentage of students	46.4	33.3	14.3	4.8	1.2	0.0
School avg 2016-2018	41.7	31.6	18	6	1.9	0.8

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

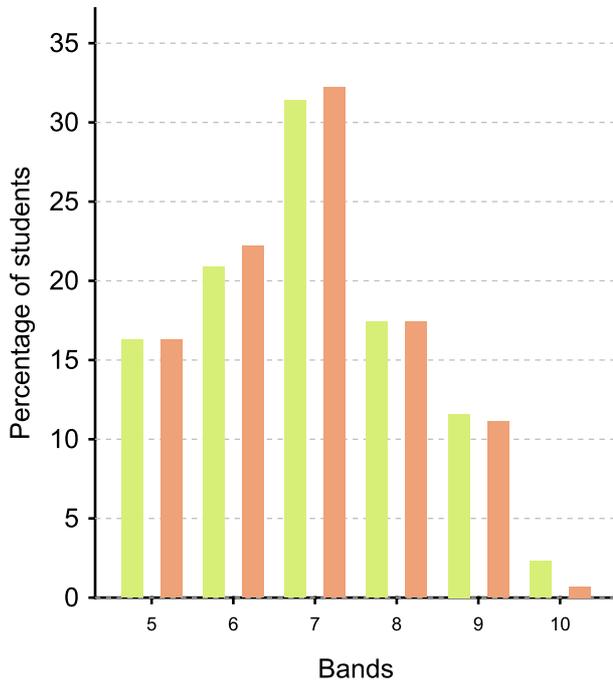


Band	5	6	7	8	9	10
Percentage of students	19.8	41.9	16.3	17.4	4.7	0.0
School avg 2016-2018	25.6	37.4	18.5	13	5.2	0.4

Percentage in bands:
Year 9 Numeracy



Percentage in bands:
Year 9 Spelling



Percentage in Bands	
School Average 2016-2018	

Band	5	6	7	8	9	10
Percentage of students	7.9	42.1	30.3	17.1	2.6	0.0
School avg 2016-2018	6.9	46.4	33.5	10.9	2.4	0

Percentage in Bands	
School Average 2016-2018	

Band	5	6	7	8	9	10
Percentage of students	16.3	20.9	31.4	17.4	11.6	2.3
School avg 2016-2018	16.3	22.2	32.2	17.4	11.1	0.7

The average percentage of Aboriginal students in the top two bands continues to maintain steady progress. The number of students in the top two bands increased by 2.35% in Reading and Numeracy.

Numeracy continues to be an area of major growth for our students. Average Scaled Growth scores are up by 6 points. Significant growth was attained by boys in particular where their Average Scaled Growth scores increased by 13 points. This translates into a score of 8 points above the State Average Scaled Growth scores. Overall School level growth for Numeracy was above the State by over 2% and above SSSG by 9%.

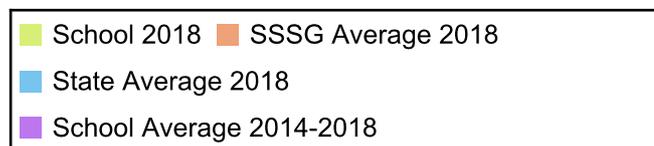
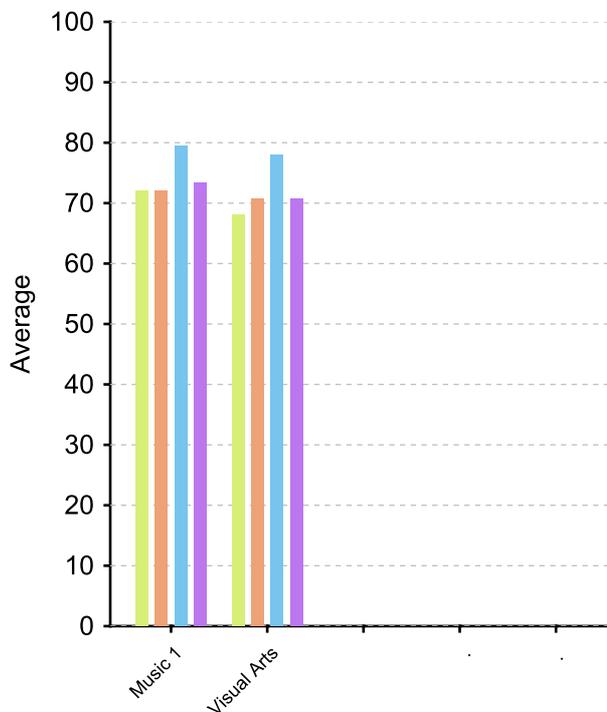
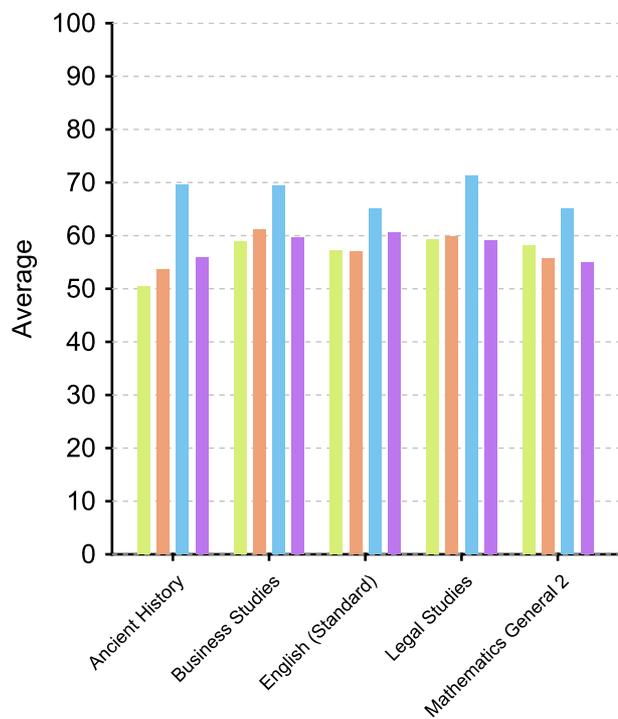
Aboriginal students are closing the gap and are now 5 points away from State average growth. Aboriginal students attaining Bands 8 and 9 sits at 17% which is double the previous years results.



Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

HSC course performance compared to Similar Statistical Schools Groups (SSSG), the State Average and the School Average 2014–18 is shown in the following graphs.



Information Processing Technology students achieved results above the SSSG and the State Average in 2018. Several other subjects achieved results at or above the SSSG, including English Standard, Legal Studies, Mathematics General 2 and Music 1. Two subjects, Legal Studies and Mathematics General 2, have achieved average scores in 2018 that were above the 2014–18 school average.

Other subjects with smaller student numbers (less than 10) that achieved close to State Average, including PDHPE, Food Technology and Biology, are not shown in the graphs above.

Several HSC students in 2018 performed significantly above expected growth compared to their Year 9 NAPLAN results. This was particularly evident in Information Processing Technology and Legal Studies.

Parent/caregiver, student, teacher satisfaction

There were numerous opportunities for parents, caregivers and community members to engage in school events in 2018. This included Parent and Teacher nights, NAIDOC celebrations, ANZAC and Remembrance ceremonies, photography and student work exhibitions, graduation ceremonies, the annual Presentation Night at Rooty Hill RSL and the Year 7 BBQ. Bidwill Blokes Breakfast was a highly successful Fathers Day event with over 120 fathers, male relatives and families attending. Support for this event has continued to grow from its humble beginnings. Numerous community organisations were also involved to support the event.

A highlight this year was the Remembrance Day ceremony which allowed the school and community to reflect and celebrate the establishment of the Bidwill Campus War Memorial. Funded with support of a Department of Veterans' Affairs grant the monument names community members who gave their lives in World War 1.

The review of school social media platforms shows that we have taken Facebook users from 700 to over 1400 over the year. Instagram user numbers are also rising with over 300 followers. Users of both these platforms are regularly updated about different learning opportunities and events available to our students and community. Many former students and current parents are ardent followers of school activities. A high level of "likes" are evident in many activities highlighted in social media pages. In 2018 the number of people using Facebook to access information about the school doubled from the previous year. Significantly the 18–44 years age group were the most frequent users. On average Facebook reach jumped from approximately 100 per month in 2017 to over 500 per month in 2018.

Teacher satisfaction at Bidwill can be best measured by the low turnover of staff each year. Anecdotal evidence indicates that staff feel that they work in a very collegial environment and are well supported by the school's senior executive.

The school intends to re-establish the Parents and Citizens Association in 2019. Other plans include engaging parents and carers in the Year 7 Enrichment program through a project launch in Term 1 2019. The Tell Them From Me survey is also to be expanded in 2019 to include a community and staff survey for the first time as well as the biennial student survey. Conducting this survey on an annual basis is also under consideration.



Policy requirements

Aboriginal education

In 2018 the Aboriginal Education Team had a timetabled meeting time of one hour per cycle. The team consisted of a Head Teacher, AEO, teaching staff, non teaching staff, Clontarf Director, primary school principal, primary AEO and various community representatives at various times. Aboriginal education at Chifley College Bidwill is conducted in partnership

with our students, their parents/carers and key stakeholders. The school enjoys and benefits from strong partnerships with government and non-government agencies assisting us to develop proactive and strategic programs for student wellbeing and learning.

Teacher professional learning and key competencies for the Australian Curriculum have been collaboratively developed in consultation with key stakeholders. Initiatives include:

Carriageworks–Solid Ground/Blacktown Arts/Muggerah Dancers partnership has continued to grow and enhance curriculum opportunities in CAPA and the Key Capabilities Framework. Over 20 Aboriginal and some non-Aboriginal students from Years 7–12 participated in dance and cultural programs led by international artist Darren Compton. Students were invited to become part of the Muggerah Dance group and performed at numerous events including the NRL Indigenous Round, City of Sydney NAIDOC in the Park event (with students sharing the stage with Jessica Mauboy), Blacktown Native Institute healing day and the Bidwill Festival. A highlight was the invitation to dance at the Sydney Opera House, for the international Dance Rites event in November. Due to the performance professionalism of students involved in this event an invitation to compete in 2019 has been extended.

Through our partnership with Carriageworks and Blacktown Arts students have opportunities to attend various contemporary art exhibitions, participate in courses at the National Art School and with other providers. They also have the opportunity to gain traineeships and exhibit their work. As part of the post-school support Carriageworks provides, one student from 2017 was enabled to exhibit at the Sydney Festival as part of the Black Box events.

Carriageworks partnership has enabled the school to build positive relationships with parents and carers through its inclusive practices. It has also enabled Aboriginal students to meet and develop connections with Aboriginal students from other schools. This includes performance and program sharing with Evans High School.

University Partnerships

The Macquarie University partnership continued throughout 2018 with connections to our Science Faculty. Aboriginal students were utilised as leaders for the Redfern Leadership Initiative, with the university team, to teach Science in primary schools in the Redfern area.

Sydney University and Powerhouse Museum partnered with the Science Faculty to deliver an outreach program in Robotics and Environmental Science. Students involved had access to cutting edge research and technology in these fields. This initiative included developing understandings of traditional Aboriginal environmental practices and transforming these using robotics technology. We envisage continued growth and development in future years.

Government and non-government agency partnerships.

Students and their families have been connected to support holistic wellbeing practices which have positively impacted on attendance, engagement and wellbeing outcomes for targeted students, as their needs are catered for in a culturally responsive manner. School has been well supported by numerous programs for Aboriginal students and their families through Marist 180 and Starting Over run by Jesuit Services. The school also works closely with our Aboriginal Police Community Liaison Officers in the Breaking Barriers and Fit For Work initiatives allowing positive and proactive relationships with police to grow.

All Aboriginal students have had the opportunity to participate in health checks and healthy lifestyle workshops with the Greater Western Aboriginal Health Service. Together we have identified and responded to student health needs which can impact on their learning. The Aurora Foundation has enabled several students in Year 8 to successfully obtain scholarships for their education to Year 12 and beyond. The school signed a MOU with Aurora in late 2018. Through accessing these programs students build their identity and sense of community.

Transition programs

NAIDOC Day continues to be a shared community event with the Bidwill Public School and pre-school. Students work together to devise a program and items for presentation. They handle the logistics of invitations to the community.

The Aboriginal Education Team works collaboratively with the primary school AEO to implement student based mentoring programs and peer learning activities. This has led to a more settled cohort transitioning to high school and stronger relationships with parents and carers. Various outside agencies have also assisted primary students and their families in preparing them for high school.

Aboriginal students from Years 10–11 have had the opportunity to participate in various school to work programs. One student has gained employment through participation in the SBAT process. Other Aboriginal students who left school in 2018 have gone on to attend TAFE, further education or employment.

Clontarf

Aboriginal boys continue to be supported in this program as outlined under the 'Key initiatives and other school focus areas' statement.

In the area of literacy and numeracy there are still gains to be made however we continue to improve growth in Numeracy and Reading with an increase of Aboriginal students in the top 2 bands in Years 7 and 9.



Multicultural and anti-racism education

A strong focus on multicultural education and anti-racism are underpinned by the core values that drive our school policy. These are embedded in the Wellbeing Framework and the key initiatives that embody school direction and are highly visible in RLR classes, year meetings, merit systems, teaching programs, celebration assemblies and community days. In 2018 the school continued to implement culturally inclusive teaching programs and practices to create cultural harmony and community connections amongst students from diverse backgrounds. Harmony Day, NAIDOC day activities, dance groups, Pacifica programs and multicultural education in classrooms placed a strong emphasis on a culture of respect and inclusivity at Chifley College Bidwill.

Multicultural and Anti-Racism Policy aligns with the Wellbeing Framework and work in conjunction to foster and promote student wellbeing and community harmony via programs and practices embedded in the curriculum. In 2018 students participated in hands-on activities like the building of the Terracotta Warriors, designing Easter Island Moai and creating brochures on Spain amongst other activities. The levels of involvement with multicultural learning reflected strong engagement with themes of global cultural diversity.

Chifley College Bidwill rejects racism and has a strong culture that promotes values of tolerance and inclusion. Short, targeted workshops enabled students to develop an understanding of and perspectives on what constitutes racism and strategies to counter it.

New enrolments and all students in Year 7 were assessed to provide data for differentiated individualised, small group and in-class support. The Learning and Support Team works in close collaboration with the Community Liaison Officer, school staff and other key members of the community to create partnerships with service providers and foster a strong ethos of cross-cultural connection, acceptance of diversity and a global mindset.