

Chifley College Dunheved Campus 2019 Annual Report



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Introduction

The Annual Report for 2019 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.

School contact details

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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 359 students includes a three class support unit (one IM and two MC classes). These classes cater for students with a range of disabilities including: mild to moderate disabilities and autism. 28% 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 37 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

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.

Teaching and learning programs across KLAs reflect *Futures learning* pedagogy, utilising Project Based Learning, a range of technologies and flexible learning spaces.

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.

Progress towards achieving improvement measures

Process 1: Literacy and numeracy: Establish and implement whole-school systems to deliver explicit literacy and numeracy strategies, programs and pedagogies. Universal strategies are delivered at a whole school level, with further interventions provided to address identified targeted and intensive student need.

Evaluation	Funds Expended (Resources)
Expansion of professional learning around whole school strategies (Super Six, Seven Steps) and use of data (Best Start, PAT testing, NAPLAN) to implement 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.	Socio-economic funded – HT Teaching & Learning, 3x SLSO's, Speech Pathologist and Mathematics Consultant. PL MacqLit Training – \$1726.36

Process 2: Futures learning: Draw on research and local examples to develop future focused pedagogy and learning spaces. Project Based Learning is incorporated across KLA programs, and targeted students engage in rich tasks with an authentic audience. *Futures learning* pedagogy underpins all programming.

Evaluation	Funds Expended (Resources)
The school's assets, technology infrastructure and learning environments have supported the innovative connectivity and capacity for 21st century learning. The school has had successful implementation of our STEM Project Based Learning classes with the Year 8 cohort in our future focused library, including the purchasing of 3D printers. Through completion of STEM projects, students have been able to demonstrate their understanding of ACARA capability benchmarks and are successful learners, confident and creative individuals and active citizens. We have also had an increase in teachers working towards digitalising the delivery of subject content through research projects.	Computer Hardware – \$188,007.74 Furniture – \$72,926.99 STEM Project Based Learning PL – \$1360.00 Technology Coordinator allowance– 10 periods per cycle

Process 3: Assessment and feedback: Build on existing and established assessment and reporting practices to design and implement a Quality Assessment and Feedback Framework, which includes processes for staff, students and parents.

Evaluation	Funds Expended (Resources)
Use of Best Start data provided focus areas based on the Learning	Nil funds expended.

Progress towards achieving improvement measures

Progressions in numeracy. Corporate marking was implemented through the Teaching and Learning Writing Team on the "Plus 3" feedback model. Training continued throughout the year for staff on accommodations and adjustments in common assessment tasks. Annual planning meeting of CCDC's assessment & reporting review and planning for 2020 included discussion/review of assessment schedules, n-determination process, reporting model and formative/summative assessments.



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.

Improvement Measures

Increase student engagement in learning, regular attendance and positive behaviour for continued success through and beyond school.

All teaching staff consistently implement Positive Behaviour for Learning classroom essential practices to increase instructional and engaged time.

Increase local student enrolment to secure 50% of all local enrolments.

Progress towards achieving improvement measures

Process 1: Learning culture: Implement a team-led, streamlined approach to personalised learning for every student which authentically engages the student, staff and significant others.

Evaluation	Funds Expended (Resources)
Expansion of services delivered through the Learning and Wellbeing Hub to include Tier 2 interventions such as the Rock and Water Program. Scale-up of the targeted transition and social skills programs, utilising Hub resources. Increased student attendance rates at CCDC which was aided by an increased allocation for Stage 4 and Stage 5 Advisers and the Acting HT Wellbeing to target non-attendance. This included support through attendance at court conferences and the AIP process. The Benchmarks of Quality results were used to drive the PBL Team including students and staff being recognised for outstanding contribution in the CCDC community and awards presented at our annual celebration evening, stage assemblies and whole staff meetings.	Socio-economic background funded: Higher duties – Acting HT Wellbeing and Acting HT Community and Community Liaison Officer. Family Referral Services and Bridging The Gap Stage 4 and Stage 5 Advisers PL Rock and Water Program – \$763.64

Process 2: Wellbeing: Grow the school's wellbeing framework to consistently deliver effective, research-based behaviour and instructional practices in every classroom. Utilise data to drive wellbeing programs to create an enabling school environment.

Evaluation	Funds Expended (Resources)
Increase in staff accessing MAPA training through whole staff professional learning and targeted professional learning for early career and new teachers to the school. Promoted full engagement in the Classroom Systems peer observation process to measure impact of essential practices. Provided additional professional learning in the following essential features: Activity Sequence and Choice, Opportunities to Respond and Task Difficulty. All staff were given the opportunity to contribute to the wellbeing achievements in 2019.	PL for MAPA training 2x staff PBL Training – \$440.00 Student Rewards

Process 3: Transition points: Draw on community connections and expertise to embed a dynamic whole-school and community approach to support and transition students. Key concepts of the *Connected Community Strategy* are utilised to create a connected Learning, Wellbeing and Community Hub.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>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 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 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).</p>	<p>Primary School transition teachers – 1x period allowance (Five staff)</p> <p>Transition Advisers – period allowances provided</p> <p>Scholarship Program</p> <p>School Improvements – assets</p>



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.

Improvement Measures

Increase the number of staff undertaking and/or maintaining accreditation at Highly Accomplished or Lead teacher professional standards.

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.

Increase the number of faculties and school-wide teams engaging in the school's cyclical review process for continuous improvement.

Progress towards achieving improvement measures

Process 1: Instructional leadership: Develop and implement a whole-school leadership strategy that facilitates distributed instructional leadership capacity and empowers staff to demonstrate pedagogical and organisational best practice.

Evaluation	Funds Expended (Resources)
Supervisors participated in professional learning to develop the capacity to undertake and/or prepare for accreditation at Highly Accomplished or Lead level. An Aspiring Leaders program was developed by the College to unpack contemporary leadership practice for current and aspiring leaders. A Higher Standards Reference group met termly to discuss requirements for the levels of Highly Accomplished and Lead teacher. Teachers encouraged to reflect on practice in a group to support each other through the process. Through PDPs, teachers were encouraged and supported to consider working towards higher levels of accreditation. Staff undertook 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.	SPC Conference – \$1740.91 NSW SDPA Conference (2x DP's) – \$2354.54 Edval Training (2x staff) – \$1060.00 Data Driven Evidence Based Training (3x staff) – \$4047.30 Cross-Campus teaching at Senior Campus– 2 staff members

Process 2: Improvement of practice: Draw on the Australian Professional Standards, staff Performance and Development Plans (PDPs) and accreditation processes to develop and implement a high quality professional learning system that facilitates whole school improvement.

Evaluation	Funds Expended (Resources)
The Professional Learning team worked on ensuring that presenters were given feedback through collation of participant responses on course delivery in regard to the standards or descriptors addressed. This assisted presenters in gathering evidence for HAT accreditation, aided by collecting responses through Google forms. The strategy used at the school to develop teacher leadership was common professional learning related to the school's instructional and relational pedagogy over a sustained period and involved all teachers in this learning. Other PL opportunities were provided in areas	SDD PL at Brewongle Environmental Centre – \$4047.30 Individual PL for staff (PDP focussed)– at least 1 PL day/course per teacher

Progress towards achieving improvement measures

of leadership, literacy and numeracy, wellbeing, assessments, student voice and future focused education. While individual and faculty professional learning was central to the development of specific skills, the school developed cross faculty professional learning aimed at developing generic skills in pedagogy and assessment for the classroom. The PL teams met at least twice termly, to work certain aspect/priority areas of the school plan.

Process 3: Continuous improvement: Develop and implement principles of an evaluative culture, which is focused on continuous improvement of teaching and learning in compliance with NESA and Departmental policies and practices, to drive ongoing school-wide improvement in teaching practice and student results.

Evaluation	Funds Expended (Resources)
<p>Professional learning provided to all staff, including the delivery of the training package for cyclical review. Pilot faculties determined with the Science faculty undertaking the cyclical review in Semester 2 in 2019 and Mathematics and English during Semester 1 & 2 in 2020. The school continued to use a range of student learning benchmarks, completing professional learning to identify and create innovative programs and strategies to increase the learning trajectory of students.</p>	<p>HT allowance – two periods per cycle Casual relief for Cyclical Review project – \$7500.00</p>



Key Initiatives	Resources (annual)	Impact achieved this year
<p>Aboriginal background loading</p>	<p>Staffing allocation FTE AEO – employed 2019</p> <p>Clontarf Academy – includes 2x staff members: FTE Director and mentor – employed 2019</p> <p>Funding Sources: Aboriginal background funding \$132,868</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 3) focusing on local Aboriginal Culture, PLPs and Aboriginal perspectives across the key learning areas.</p> <p>The school strengthened its partnership with Clontarf to improve the attendance rates of Aboriginal boys. As a result there was a slight increase in overall attendance from 2018 to 2019.</p> <p>The school continued its partnership with Carriage Works and Bundeluk dance group in providing Aboriginal students with the opportunity to be involved in a mentoring program.</p> <p>The school continued to engage with the community during 2019 NAIDOC day celebrations. Community Elders and outside service providers attended the day, running workshops for both staff and students on the theme: <i>Voice. Treaty. Truth.</i></p>
<p>English language proficiency</p>	<p>Teaching loads for 2x staff members incorporate EAL/D periods. A total of 12 timetabled periods utilised to teach EAL/D lessons</p> <p>Funding Sources: English language proficiency \$31,956</p>	<p>Flexible funding has two modes of delivery in the EAL/D program in the 2019.</p> <ol style="list-style-type: none"> 1. 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. 2. 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.
<p>Low level adjustment for disability</p>	<p>Staffing: Employment of 2.4 LaSTs (2.0 FTE Permanent & 0.4 long term temporary teachers)</p> <p>Flexible: Employment of 3.0 SLSOs long term temporary staff</p> <p>Funding Sources: Low level adjustment for disability \$374,706.00</p>	<p>In 2019, Chifley College Dunheved Campus continued to operate the Learning and Wellbeing 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 2019 to engage with funded students and support students to achieve educational outcomes and improve literacy and numeracy skills across all KLAs. The</p>

<p>Low level adjustment for disability</p>	<p>Staffing: Employment of 2.4 LaSTs (2.0 FTE Permanent & 0.4 long term temporary teachers)</p> <p>Flexible: Employment of 3.0 SLSOs long term temporary staff</p> <p>Funding Sources: Low level adjustment for disability \$374,706.00</p>	<p>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 2019, CCDC enhanced productive relationships with external agencies and implemented programs (I CAN, The Boys Shed, RAGE Program, Bridging the Gap and FUSION) to support the wellbeing of our students and build positive relationships, enabling them to actively contribute to the school, community and society.</p>
<p>Socio-economic background</p>	<p>Socio-economic background funding is utilised to support Strategic Directions 1, 2 & 3.</p> <p>Staffing FTE Generalist Teacher – employed 2019</p> <p>Flexible – HR Planning (annual cost) – 4x HTs higher duties: Acting HT Teaching and Learning, Acting HT Wellbeing, Acting HT Community & Transition, Acting HT TAS/CAPA, Community Liaison Officer, Business Manager, Temporary SAO, Additional RAM funded SLSOs & additional short-term staffing costing.</p> <p>Part-time employment of: Speech Pathologist, Mathematics Consultant and Community Liaison Officer</p> <p>Teacher Relief</p> <p>IT Support</p> <p>Additional program and Software Licenses: Bridging The Gap & Sentral.</p> <p>Teaching & Learning resources, including computer costs, data projectors/notebooks</p> <p>Minimum Standard Technology</p> <p>Total Funds for 2019: \$692, 042.00</p>	<p>In 2019, 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 Business Manager position continued to oversee the administrative and logistical aspects of running our school efficiently and effectively.</p> <p>A speech pathologist and specialist mathematics consultant continue to support whole-school and small group literacy and numeracy strategies.</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>The school invested significantly in Chromebook technology (in 2019) to support students' access to Google classrooms and digital technology for learning.</p>
<p>Support for beginning teachers</p>	<p>Beginning teaching funding utilised to reduce teaching load of Beginning Teachers and Supervisors/Mentors in 2019.</p>	<p>In 2019, Chifley College Dunheved Campus implemented the Strong Start, Great Teachers resource, guided by a beginning teacher coordinator, to provide information, advice and guidance to meet the needs of</p>

Support for beginning teachers

Total Funds for 2019: \$79,188.00

beginning teachers. This program enabled beginning teachers to receive high quality induction, supporting their entry into the teaching profession.

In 2019, the school continued to implement the beginning teachers funding model that provided increased release time for all eligible beginning teachers as well as release time for experienced teachers to mentor beginning teachers.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	171	181	178	192
Girls	136	142	149	167

Student attendance profile

School				
Year	2016	2017	2018	2019
7	82	88.9	84.5	83
8	82.2	79.8	87.6	79.3
9	77.4	80.2	77.5	80.9
10	77.2	75.9	75.1	74.5
All Years	79.8	81.3	81.3	79.6
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
All Years	90	89.9	88.7	88.2

Chifley College Dunheved Campus has seen a steady increase in student enrolments. The school has a current enrolment of 359 students including a three class support unit (one IM class and two MC classes). These classes cater for students with a range of disabilities including: mild to moderate disabilities and autism. Included within the student body, is 28% 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.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	2.00	0.00	0.00
Employment	2.00	0.00	0.00
TAFE entry	0.00	0.00	0.00
University Entry	0.00	0.00	0.00
Other	9.00	0.00	0.00
Unknown	6.00	6.00	6.00

The total number of students included in this survey is 79. This is the number of students who completed Year 10 at Chifley College Dunheved Campus. The methods which were used to gather information are as follows: utilised ERN historical student information, phone calls to schools to check enrolment status and to students' families and knowledge and knowledge of the Year 10 Adviser and Acting HT Student Wellbeing.

Year 12 students undertaking vocational or trade training

0% of Year 12 students at Chifley College Dunheved Campus undertook vocational education and training in 2019.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	6
Classroom Teacher(s)	22.76
Learning and Support Teacher(s)	2.4
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	10.98
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

In 2019, all Chifley College Dunheved Campus teachers have consistently met their obligation under the Teacher Accreditation Act 2004; to be accredited at Proficient Teacher Level and they have maintained their accreditation and registration with the National Education Standards Authority (NESA). Their accreditation is based on Australian

Professional Standards for Teachers. The teachers use the standards to understand the knowledge, practice and professional engagement needed for high quality effective teaching that improves student learning outcomes. The teachers' Performance and Development Plans (PDP) are also linked to the standards for teachers. Thirty two teachers, already accredited at proficient teacher level, are actively involved in professional development and maintenance of their accreditation. Seven additional teachers are working towards accreditation at proficient teacher level supported by appointed supervisors and the Beginning Teachers group at the school. Three teachers are working on their Highly Accomplished teacher accreditation. The accreditation process at CCDC has continuously assisted teachers in improving the quality of their teaching.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,379,747
Revenue	6,789,547
Appropriation	6,656,269
Sale of Goods and Services	12,182
Grants and contributions	112,957
Investment income	7,190
Other revenue	949
Expenses	-6,828,653
Employee related	-5,855,786
Operating expenses	-972,867
Surplus / deficit for the year	-39,107

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	687,315
Equity Total	1,231,572
Equity - Aboriginal	132,868
Equity - Socio-economic	692,042
Equity - Language	31,956
Equity - Disability	374,706
Base Total	3,801,666
Base - Per Capita	81,771
Base - Location	0
Base - Other	3,719,895
Other Total	853,719
Grand Total	6,574,273

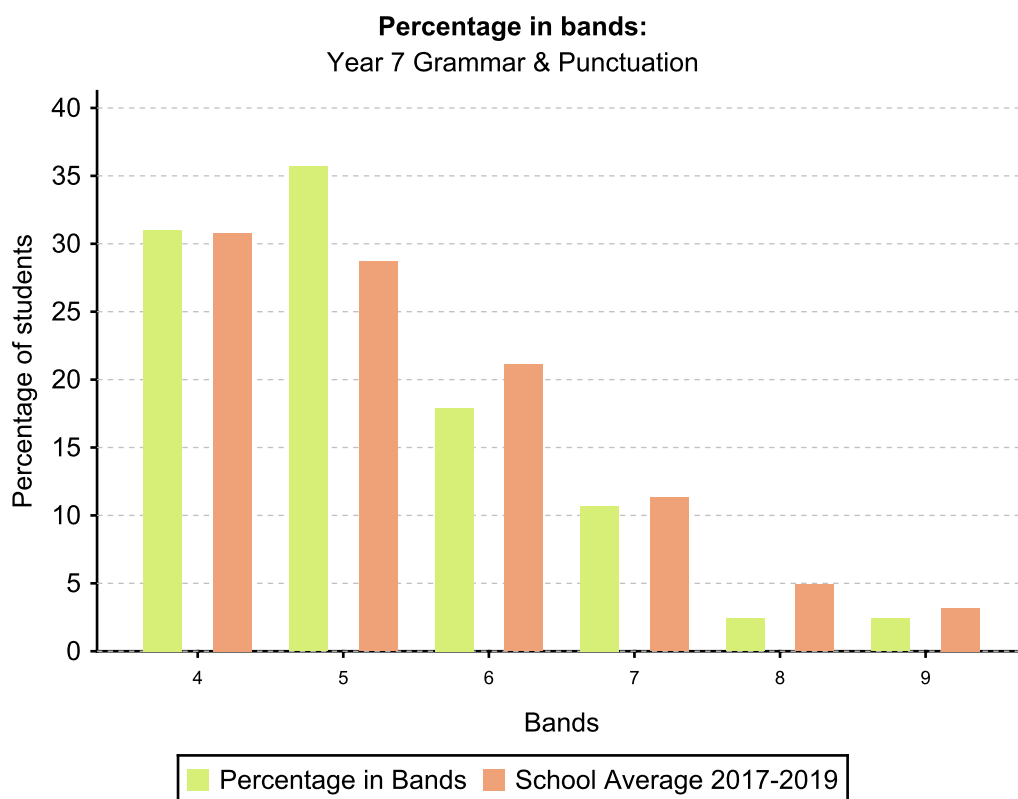
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

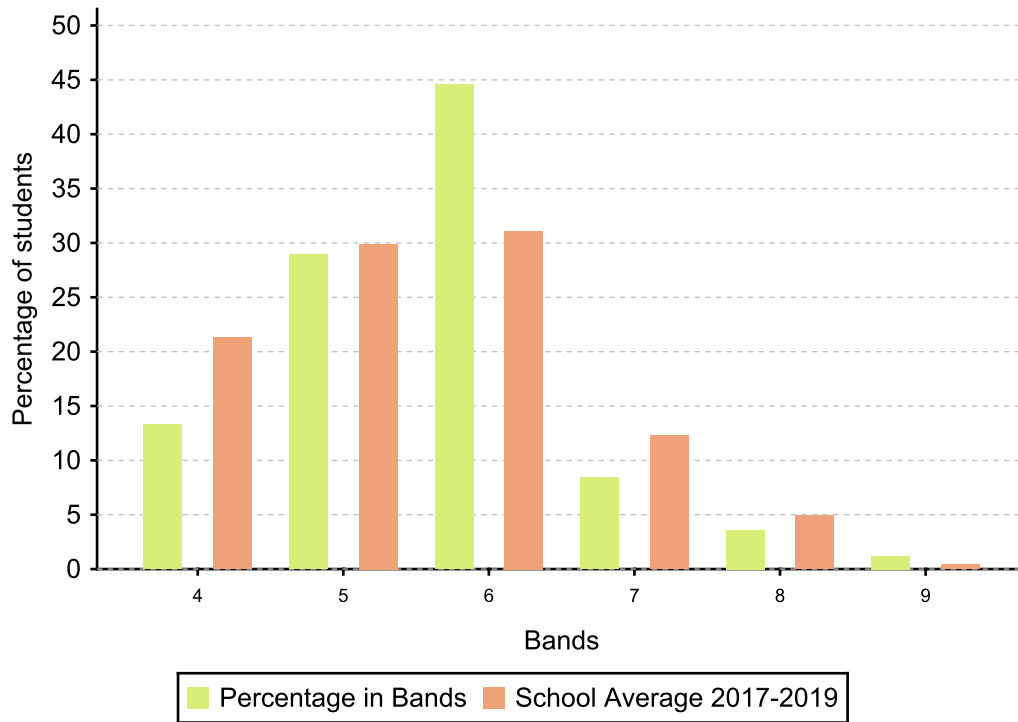
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



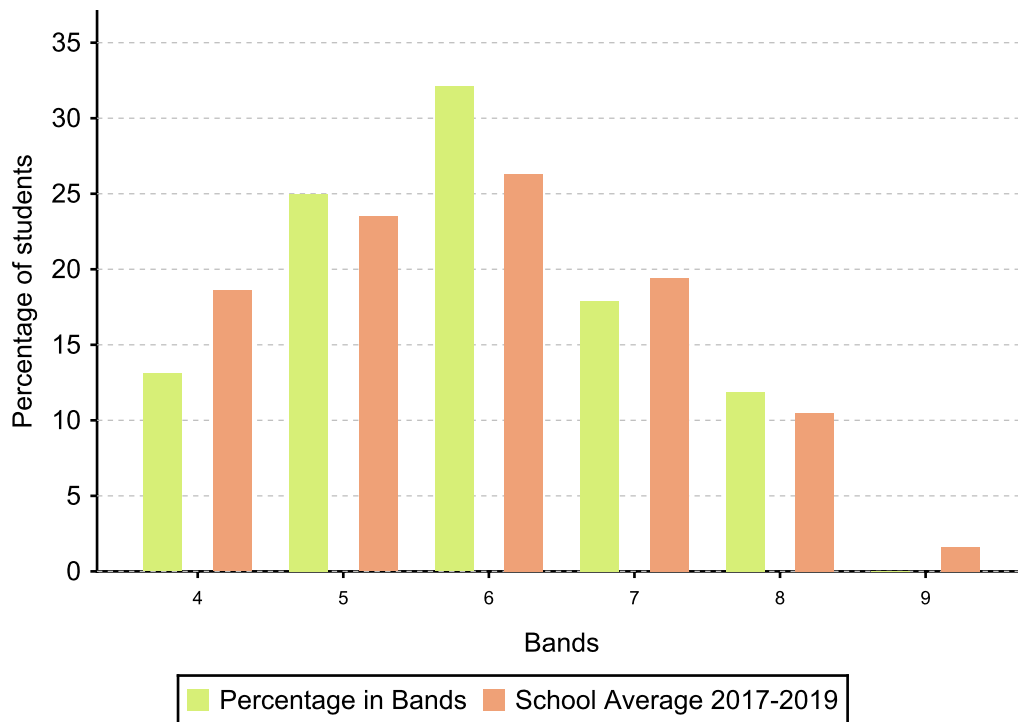
Band	4	5	6	7	8	9
Percentage of students	31.0	35.7	17.9	10.7	2.4	2.4
School avg 2017-2019	30.8	28.7	21.1	11.3	4.9	3.2

**Percentage in bands:
Year 7 Reading**



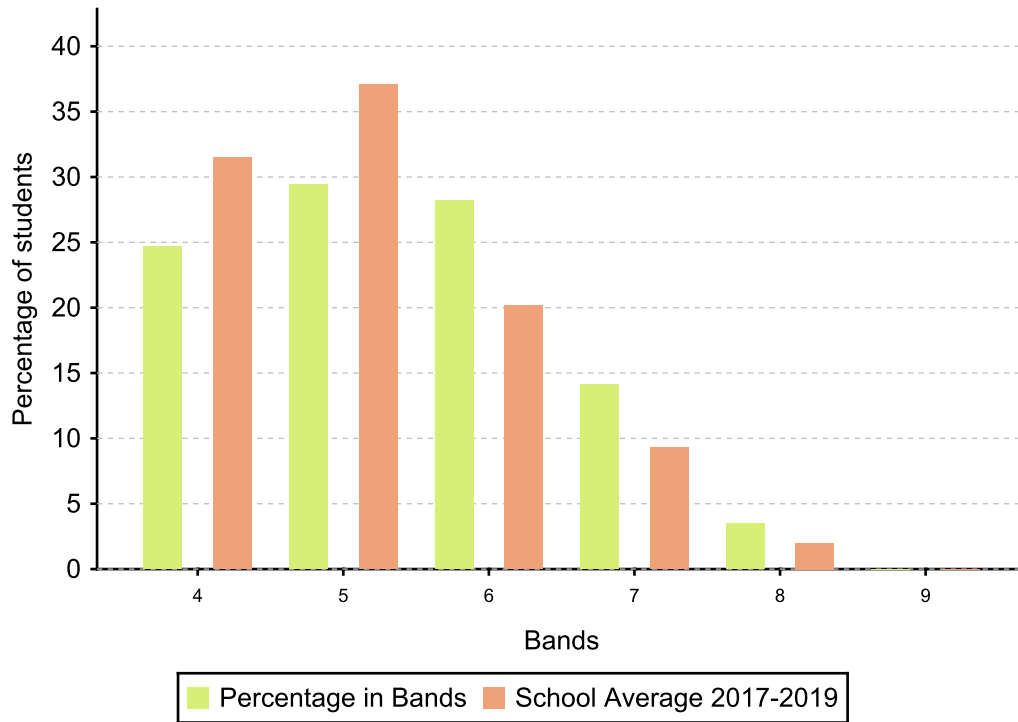
Band	4	5	6	7	8	9
Percentage of students	13.3	28.9	44.6	8.4	3.6	1.2
School avg 2017-2019	21.3	29.9	31.1	12.3	4.9	0.4

**Percentage in bands:
Year 7 Spelling**



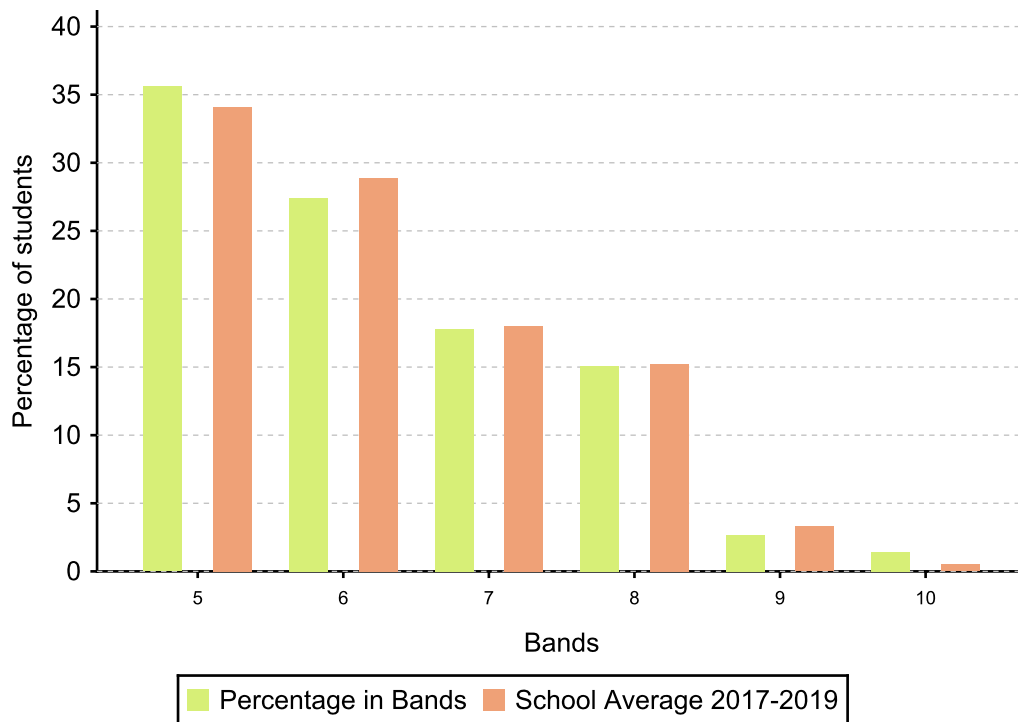
Band	4	5	6	7	8	9
Percentage of students	13.1	25.0	32.1	17.9	11.9	0.0
School avg 2017-2019	18.6	23.5	26.3	19.4	10.5	1.6

**Percentage in bands:
Year 7 Writing**



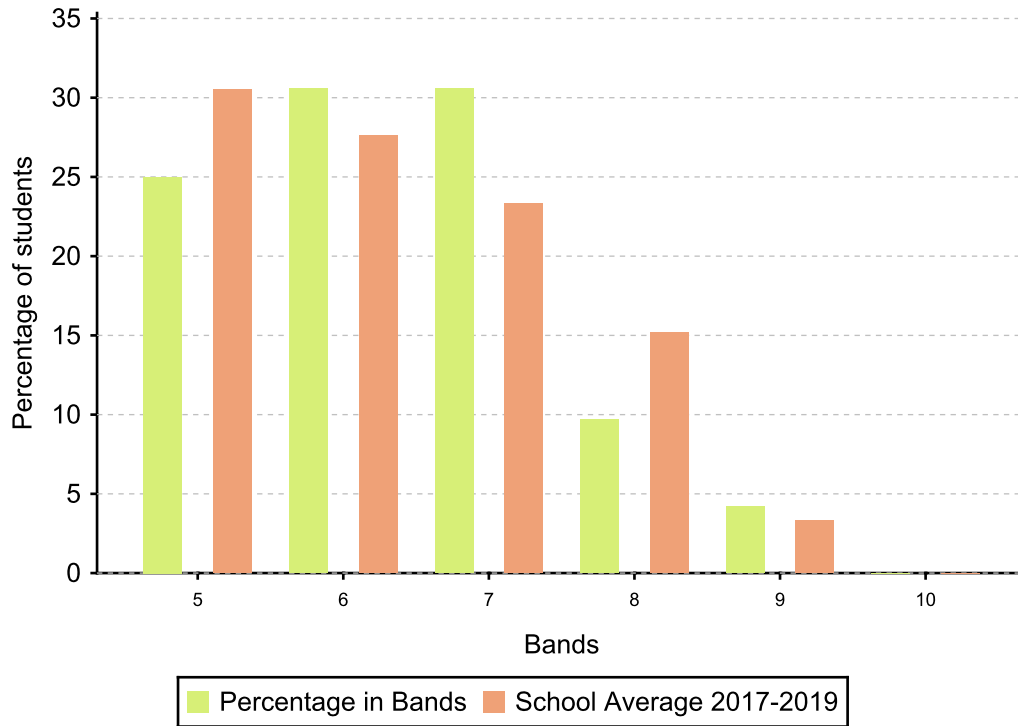
Band	4	5	6	7	8	9
Percentage of students	24.7	29.4	28.2	14.1	3.5	0.0
School avg 2017-2019	31.5	37.1	20.2	9.3	2	0

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



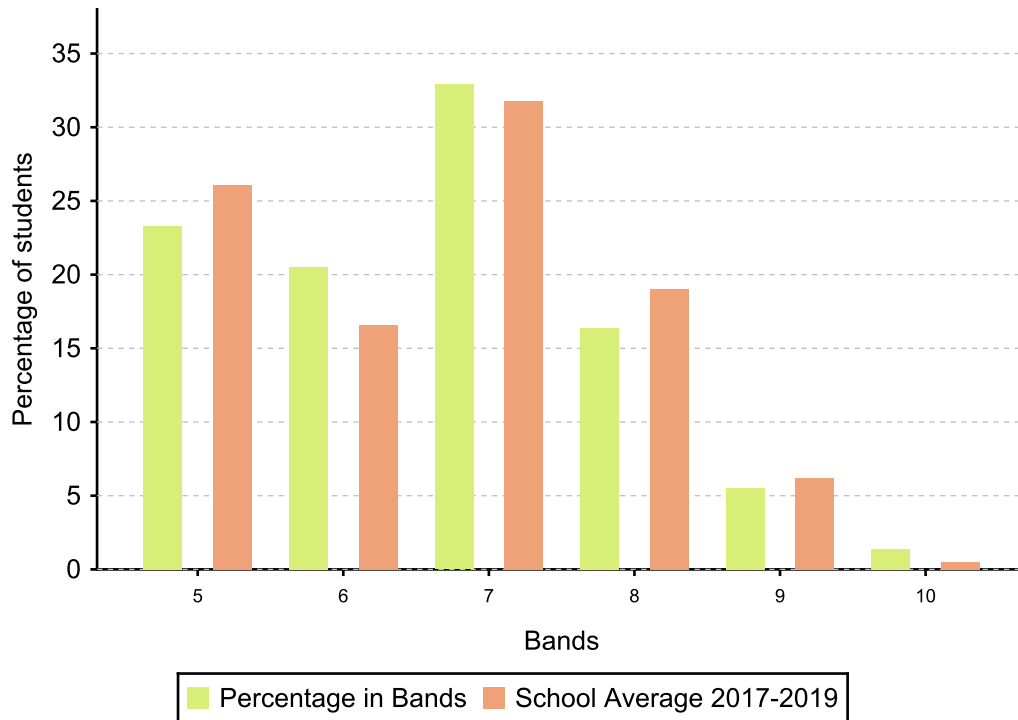
Band	5	6	7	8	9	10
Percentage of students	35.6	27.4	17.8	15.1	2.7	1.4
School avg 2017-2019	34.1	28.9	18	15.2	3.3	0.5

**Percentage in bands:
Year 9 Reading**



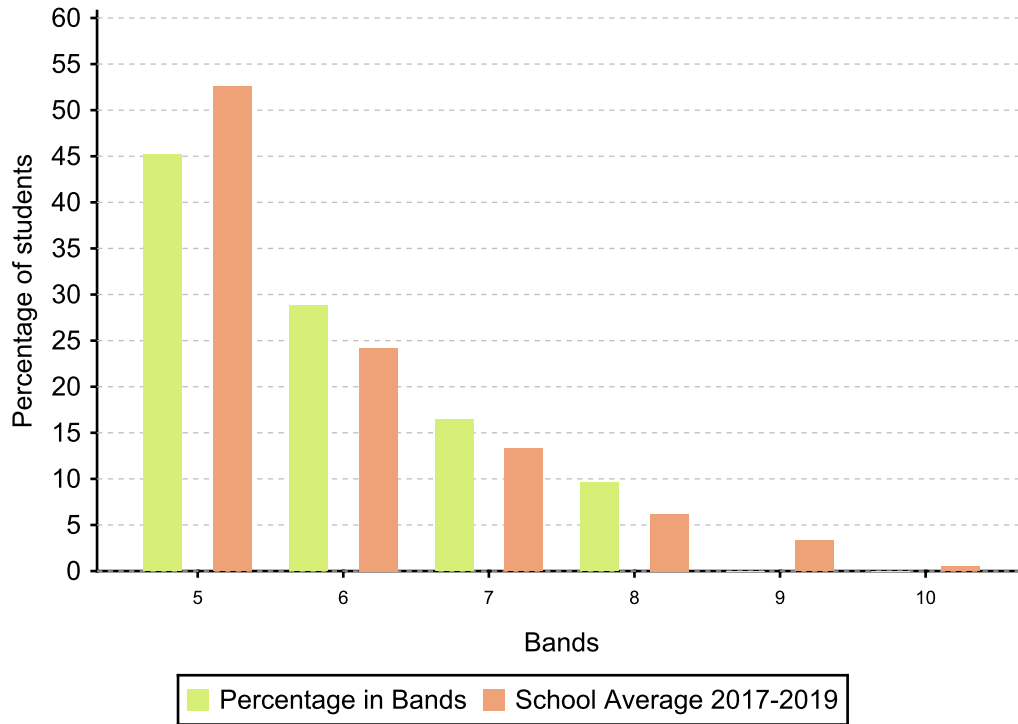
Band	5	6	7	8	9	10
Percentage of students	25.0	30.6	30.6	9.7	4.2	0.0
School avg 2017-2019	30.5	27.6	23.3	15.2	3.3	0

**Percentage in bands:
Year 9 Spelling**



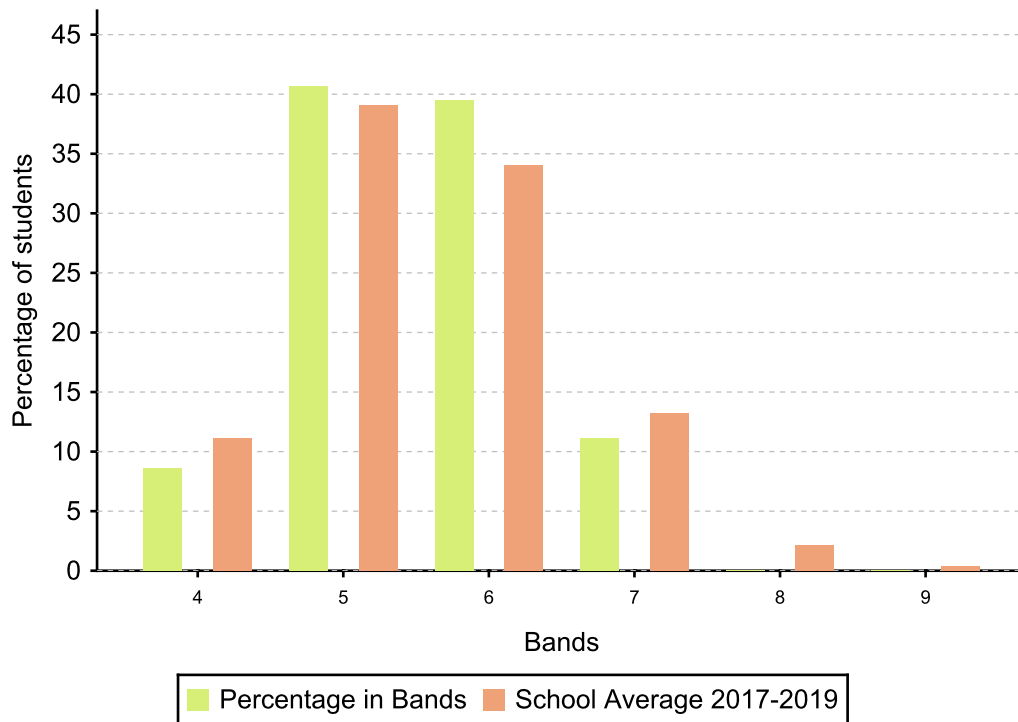
Band	5	6	7	8	9	10
Percentage of students	23.3	20.5	32.9	16.4	5.5	1.4
School avg 2017-2019	26.1	16.6	31.8	19	6.2	0.5

Percentage in bands:
Year 9 Writing



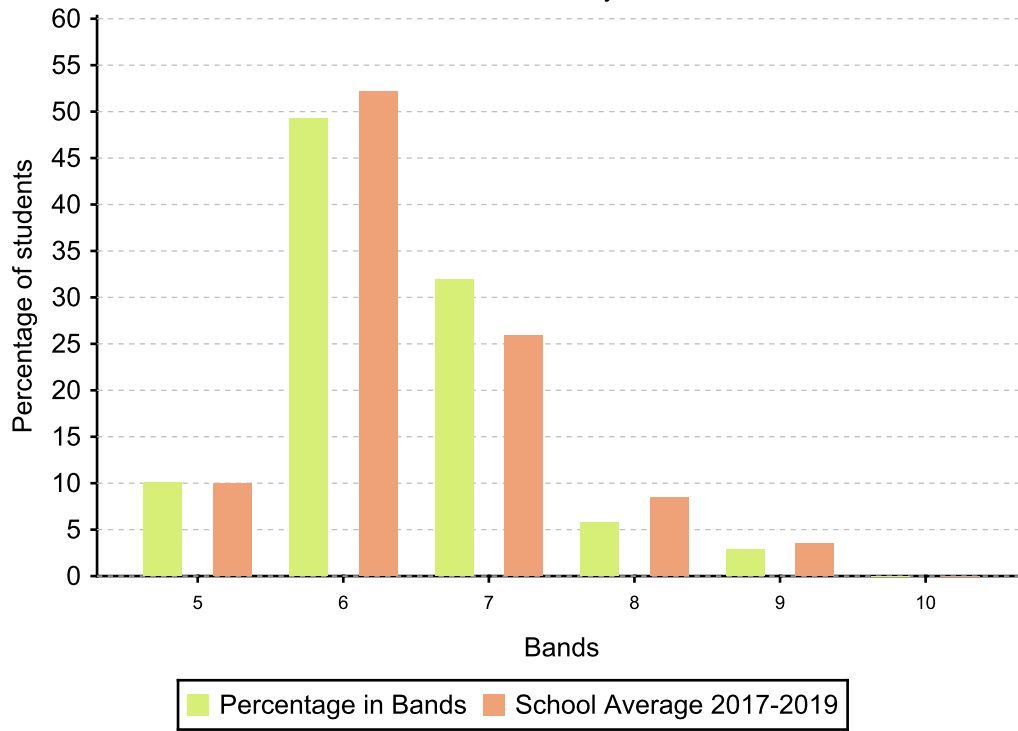
Band	5	6	7	8	9	10
Percentage of students	45.2	28.8	16.4	9.6	0.0	0.0
School avg 2017-2019	52.6	24.2	13.3	6.2	3.3	0.5

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	8.6	40.7	39.5	11.1	0.0	0.0
School avg 2017-2019	11.1	39.1	34	13.2	2.1	0.4

Percentage in bands:
Year 9 Numeracy



Band	5	6	7	8	9	10
Percentage of students	10.1	49.3	31.9	5.8	2.9	0.0
School avg 2017-2019	10	52.2	25.9	8.5	3.5	0

Parent/caregiver, student, teacher satisfaction

At Chifley College Dunheved Campus, Tell Them From Me surveys were conducted during 2019 for students, parents/caregivers and teacher satisfaction. From the data collected, their key responses and findings are presented below:

Student Satisfaction: 208 students participated in the snapshot 2 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, effective learning time 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. Areas for improvement included: decreasing number of student who identify that they regularly truant, increase school and student homework behaviours and to decrease the number of students who identify as victims of bullying. Chifley College Dunheved Campus provided professional learning to all staff regarding the TTFM 2019 data. In moving forward, the expectation is that all faculty and team plans include TTFM data to drive team and faculty improvement measures. The TTFM survey data is being utilised to develop, broaden and implement new learning and wellbeing initiatives across the school. Two new areas of focus at CDCC include a dedicated numeracy period for all stage 4 students and the broadening of the school's key wellbeing program 'Life Coaching'.

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 CDCC to parents of primary school children.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Other School Programs (optional)

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 & 5 Life Coaching targeted leadership classes. In 2019, the school's leadership group broadened to include two Captains, two Vice-Captains and eight Prefects. Students undergo an election process: staff executive approval, panel interview involving the Principal, Deputy Principal & Leadership coordinator, speeches presented to the school community and a 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. This was an opportunity to perform as part of Chifley College as all campuses were represented at this event. Stage 5 music and dance students were invited to perform as part of the Colyton Learning Community showcase evening. The school performed a variety of musical pieces along with a dance performance from our Samoan dance group. Students exhibited a variety of musical talents through musical performances and displays of student artworks during our TAS CAPA Stage 5 Showcase and Dunstock performance concert, aligning with the curriculum and using the power of music and art to create a positive atmosphere.

Sports

Teams – Competed in the Inter Zone sports competition and strengthened ties with schools within Mt Druitt Zone and

outside of the zone. Involved students in external competitions such as Netball NSW Schools Cup with 4 teams competing and both junior and senior male teams progressing to the Regional finals. Continued participation in rugby league competitions for both males and females as well as participating in the Gridiron flag football competition with our teams finishing 1st and 3rd overall.

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

Environmental Sustainability

The Agriculture plot continues to be a positive learning space, engaging students in practical tasks to align with curriculum delivery. The irrigation system has allowed a sustainable method of watering to ensure the agriculture plot is watered at the correct times of the day. Students have had learning opportunities to produce their own food on the agriculture plot and then use it within their cooking during Food Technology practical lessons, creating a paddock to plate venture.