

Chifley College Bidwill Campus

2019 Annual Report



Responsibility.
Learning
RESPECT
CHIFLEY COLLEGE BIDWILL CAMPUS

8528

Introduction

The Annual Report for 2019 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.

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Message from the principal

I would like to thank all members of the school executive and especially the School Evaluation Team who, in constructing this report, have dedicated many hours to careful evaluation of evidence with a view to searching for avenues of continuous improvement. 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

Principal

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

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	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

Increase the **average scaled growth** in Year 9 NAPLAN compared to SSSG and State for all all students and targeted groups.

Increase the percentage of students **at or above expected growth** in Year 9 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.

Overall summary of progress

In order to meet our Improvement Measures we are continually evolving this strategic direction by focusing on our teaching and learning with targeted groups to help develop our staff to provide a more engaging and challenging curriculum. We have demonstrated significant growth in Literacy and Numeracy results over time. This is evident when measuring growth in the the Year 11 HSC Minimum Standards. We have also found our Project Based Learning initiative has engaged our targeted Year 7 students in deeper understanding of their subject matter while improving collaborative practice among participating teachers. The boys education initiative has also improved attendance and engagement in school among participating boys.

Progress towards achieving improvement measures

Process 1: 1.1: Implement evidence-based quality teaching programs to embed differentiated literacy and numeracy practices.

Evaluation	Funds Expended (Resources)
<p>Significant differentiation strategies were used to assist students with learning needs to access and achieve success in obtaining HSC Minimum Standards. Students who were in the bottom two bands for NAPLAN in 2017 have now achieved HSC Minimum Standards. 100% of students in Year 11 have met the standard for Reading. 56% of Year 10 students have also met the minimum standard for Reading. With regard to Writing, 84% of Year 11 students have achieved minimum standard, while 29% of year 10 have met the minimum standard. In Numeracy the standard has been achieved by 69% of Year 11 students and 45% of Year 10 students.</p> <p>There has been a steady improvement in average HSC results when compared to like schools with similar socio-economic levels (SSSG). A range of strategies have been implemented to support students to reach our HSC targets. This includes all teachers completing the NESA registered professional learning course Scout for Teachers and all executive have completed Scout for Schools. This training builds teacher capacity to analyse student data and provide appropriate differentiation to their teaching to lift grades where required.</p>	<p>The main resources utilised in this area were Literacy and Numeracy Team time, Staff professional learning time and \$60,000 additional equity funding for a teacher to support the HSC Minimum Standards project.</p>

Process 2: 1.2: Boys Education Team to track targeted students and implement differentiated strategies, formative assessments and deliver wellbeing initiatives.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

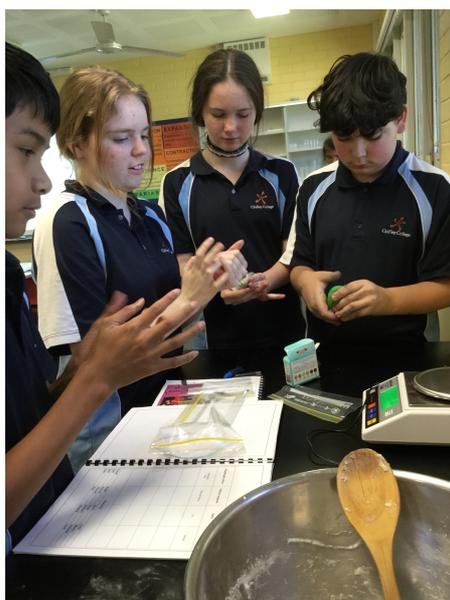
Evaluation	(Resources)
<p>The Boys Education Team started to developed an education program complete with resources and strategies for teaching disengaged boys to be delivered the following year. Throughout the year, a variety of strategies were utilised by the team that addressed wellbeing, behaviour and academic concerns. As a team we were able to evaluate what worked best and what had little impact.</p>	<p>PICLO and ex student for delivery of Haka course – externally funded.</p> <p>Treetops excursion including Clontarf bus and driver \$500 school funded.</p>

Process 3: 1.3: Implement project based learning into targeted Stage 4 groups.

Evaluation	Funds Expended (Resources)
<p>The Project Based Learning initiative was successfully delivered for Class 7B through two projects this year. Project 1, the 40th anniversary celebrations, saw an unprecedented level of community engagement. Project 2 successfully engaged our students with staff and students from our neighbouring preschool with a STEAM kit designed to foster creative play.</p> <p>Student feedback about the learning enrichment has been positive and teachers have reflected on the growth of students in terms of teamwork, collaboration, self-regulation and the development of new skills in the areas of multi-media, project management, and community consultation. We've also worked with an industry partner to assist students with skills in film production and multimedia.</p> <p>A series of Year 8 electives were developed this year, for implementation in 2020, to engage students in project centred learning across five curriculum areas. This has been designed to engage all Stage 4 students in a meaningful curriculum that promotes innovative 21st century learning and encourages all students to become actively engaged citizens.</p>	<p>Professional Learning funds were set aside for teachers directly involved in implementing Project Based Learning and approximately \$5,000 was also committed to community engagement activities such as the project launch.</p>

Process 4:

Evaluation	Funds Expended (Resources)
<p>Process was absorbed into Strategic Direction 2 with Professional Learning.</p>	



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.

Improvement Measures

- 2.1 Increase the number of staff engaging in peer observations, collaborative practice and working towards higher levels of accreditation.
- 2.2 Staff completion of targeted leadership courses. Development of high quality leadership in the school.
- 2.3 Professional learning activities have high levels of participation, engagement, implementation and feedback and enhanced staff capacity to deliver.

Overall summary of progress

Professional learning is the keystone to school improvement. We have facilitated a professional learning program to build leadership capacity across the school and improve teaching practice by engaging teachers in critical reflection of their practice and developing their ability to improve the intellectual quality of our work, build rapport with students while dealing with a range of wellbeing related issues.

Progress towards achieving improvement measures

Process 1: 2.1 Support teachers to build capacity, engage in professional dialogue, share expertise, provide timely feedback to colleagues and improve teaching practice.

Evaluation	Funds Expended (Resources)
A peer observation program was commenced in 2018 with limited success. Only a handful of staff participated in this aspect of their Professional Development Program (PDP). Those that did participate found the process valuable. To address this, the school has re-evaluated this strategy and decided to seek support to improve this process by engaging with the Quality Teaching Rounds (QTR) project developed by Newcastle University and the Department of Education. Six staff members, including classroom teachers and executive, attended the formal two day training this year, with an additional two to complete the training in early 2020. A series of internal professional learning events were attended in Term 4 by a total of 13 staff to practise the skills associated with the QTR project.	Professional learning time already built into standard school operations was utilised in this project combined with professional learning funds for external courses (approximately \$6,000).

Process 2: 2.2 Nurturing highly skilled leaders with the capacity to implement and inspire effective and meaningful change management and professional growth in others. Building leaders with a strong sense of moral purpose and service to others.

Evaluation	Funds Expended (Resources)
The Choice Theory training program has been highly successful with more applicants attending than originally planned. The levels of training which staff have participated include Basic, Basic Practicum, Advanced Week and Instructor training. More staff have also expressed interest in completing basic or more advanced training next year. Participation in these courses has helped build leadership capacity across the school and provided a common language and strategy to support student wellbeing and behaviour management.	The completion of these projects required employment of casual teachers to cover for when staff were completing training out of the school (approximately \$4,000) and course fees where applicable (approximately \$8,000).

Progress towards achieving improvement measures

Process 3: 2.3 All staff taking responsibility for planning and pursuing their professional learning beginning with their PDP. Increasing opportunities for staff to share practices and explore creativity and innovation, and build capacity to deliver professional learning

Evaluation	Funds Expended (Resources)
The professional learning program (PLTs) coordinated in the school has once again been well attended, very successful and highly evaluated. An increasing number of staff are prepared to act as facilitators willing to transfer their knowledge at regular sessions. Collectively we utilise the PLT format to implement the school's strategic directions. The <i>Tell Them From Me Survey for Teachers</i> conducted this year indicated that 100% of staff agreed or strongly agreed that participation in the school professional learning program has led to changes in their professional practice.	All of these activities are carried using time allocated within each teacher's standard teaching load.

Next Steps

It is envisaged that all future PLT workshops will be accredited by NESAs. Staff will identify areas of their Professional Development Plan where they require additional professional learning support. The 2020 PLT program design in part will be based on this need as well as continuing to support the strategic directions of the school.

In 2020 the QTR initiative will establish two "professional learning communities" of four staff each and will implement the project by conducting quality teaching rounds. This aims to achieve increased collaboration among staff through open dialogue about quality teaching and continuous improvement of teaching practices.

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.

Improvement Measures

Increase parent and community engagement in school activities and student learning

Evidence and analysis from school based and external data.

Student PSSPs are utilised in planning and developing differentiation in programs and assessment tasks.

Evidence and analysis of school based data. Development of a range of Leadership opportunities as well as participation and engagement in these activities.

Overall summary of progress

The implementation of the core values of the school are best reflected in the implementation of this strategic direction. We have made significant progress in using data to inform our practice. This includes:

- acting on opinions of students, staff and community through the implementation of the Tell Them From Me surveys
- data gathered through our Positive Behaviour for Learning Program
- information about students collected through the National Consistent Collection of Data process informing differentiated teaching strategies through the development of Individual Education Programs (PSSPs)
- utilising social media to inform our school community about specific events and harness analytical data to drive future practice.

Progress towards achieving improvement measures

Process 1: 3.1 Communications and Community Engagement Team to continue working on improving social media reach. Create an event committee to work with the Wellbeing team and other stakeholders to oversee the organisation of whole school events.

Evaluation	Funds Expended (Resources)
<p>The <i>Tell Them From Me Parent Survey</i> was conducted by the school for the first time. The sample was relatively small but provided some input about the success of our communication strategy in 2019. Most parents felt that the use of social media as a communication tool was beneficial. One question put to parents asked "If the school were to run workshops, which topics would you be most interested in attending?" The greatest response was to receive advice about my child's mental health and wellbeing and helping my child to successfully navigate the teenage years. The Communications Committee felt that conducting workshops in these areas for parents in 2020 could provide a valuable process to build parental engagement in the school and assist in developing proactive strategies in supporting student wellbeing in the future.</p> <p>Social media data for 2019 saw twice as many event reactions over the previous year. In total there were 1838 likes on Facebook and 836 followers on Instagram. Each post was reaching an average of 612 people. More than 80% of the people who searched for "Chifley College Bidwill" did so on Facebook rather than using Google or other search engines.</p> <p>In 2020 a Community Liaison Officer will be appointed to the school. This</p>	<p>These projects just relied on strategic use of standard school time and resources. A small amount of money was spent on advertising through social media for some events (\$500).</p>

Progress towards achieving improvement measures

position will play a pivotal role in supporting and developing community engagement initiatives.

Process 2: 3.2 Wellbeing Team will implement a holistic approach catering for student needs through the DoE Wellbeing Framework.

Evaluation	Funds Expended (Resources)
<p>A school Implementation Guide on implementing the various aspects of the Wellbeing Framework is on track and should be completed by early 2020. A final draft of the guide will be presented to staff early 2020 for their consideration. Final copies will be distributed after feedback and final consultation.</p> <p>The majority of year advisers have been trained in Choice Theory Basic practicum. This training provides a shared language and focus for supporting student wellbeing and training will continue in 2020 as new year advisers come on board.</p> <p>The Communication Spreadsheet, designed to coordinate work performed by various teams involved in supporting student wellbeing, will continue to be improved by the possible implementation of a search engine to assist with ease of access for all staff. The spreadsheet will be promoted to encourage greater use by all teams across the school.</p>	<p>Some Professional Learning funds were used to support this project, this is referred to in Strategic Direction 2.</p>

Process 3: 3.3 Implementation of new processes and the maintenance of existing structures to build student leadership capacity and provide meaningful leadership and enrichment opportunities.

Evaluation	Funds Expended (Resources)
<p>The implementation of this student leadership initiative is ambitious and has been delayed. However a significant number of steps have been achieved which will support completion of this initiative in 2020 and beyond. Some achievements include:</p> <p>Leadership opportunities were well catered for. Events like the leadership camp helped contribute to a more solidified and confident group of school student leaders capable of promoting a successful movie night and farm visit both highly regarded by the school community. School leaders are now more willing and capable of conducting regular school assemblies and special events such as Remembrance Day and NAIDOC assemblies.</p> <p>The project based learning curriculum help build leadership capacity of many 7B students. These students will be identified among others as possible SRC leaders in 2020 to participate in a RLR leadership initiative.</p> <p>In 2019 we had an increase in applications for Senior School Leader positions from year 11 going into year 12. By participating in the leadership mentoring program one of our current school leaders gained early entry into a university psychology course based on the development of her leadership portfolio.</p> <p>The survey regarding leadership opportunities will be conducted in 2020 and will help inform decisions regarding targeted students to participate in a You Can Do It/Habits of Mind class where students are provided with opportunities to develop their social skills, confidence, organisational ability and leadership capacity.</p>	<p>Again, these projects were implemented by staff and students working together in standard school hours and time allocations. Social media was used to promote some events and the income brought in by fund raising events greatly outweighed the costs of running such projects.</p>



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Clontarf, HT T/L, AEO	<p>The rate of identification at our school is increasing as the community feels their identity is valued and supported. 30% of our school population now identify as ATSI. TTFM student surveys indicate that 75% of students feel positive and supported about their culture within our school environment. 74% of students believe that teachers have an understanding of their culture and have high expectations of them.</p> <p>Evaluation of programs shows that identified targets and milestones were on track or achieved. The school can celebrate strong partnerships and collaborative practices with Aboriginal organisations and agencies and obtains valuable data and feedback from social media indicating strong community engagement with our school's Aboriginal programs. NAIDOC 2019 grew in participation rates and our community partner organisations gave us excellent feedback on the day.</p> <p>Clontarf continues to remain an integral part of our school and is first point of contact for many Aboriginal parents/carers and community groups. It works in partnership with the Learning and Support Team and other school teams to support Aboriginal students in the school.</p> <p>Moving forward we are planning to maintain key partnerships for collaborative development of strategies to best support our students to the Department's targets for Aboriginal students. Further work will be need to be done to focus specifically on improving literacy and numeracy targets and retention in the senior years of schooling.</p>
English language proficiency		<p>Students with English as an Additional Language or Dialect (EAL/D) were provided with access to a range of opportunities to develop and broaden language acquisition skills through evidence based teaching programs, Department of Education resources, Project Based Learning programs, targeted assessment and diagnostics. Individual Education Plans were developed to monitor and coordinate support within school and to provide data and direction to the transition team for post school options and work-based training. Collaborative practices, team teaching, differentiated approaches, group withdrawals and intensive support structures were developed based on SCOUT data, providing Emerging and Developing EAL/D students with targeted and tailored learning opportunities to develop proficiency in academic English.</p>
Low level adjustment for disability		<p>In 2019 there were 235 students included in the National Consistent Collection of Data (NCCD). 78 of these students were at the</p>

<p>Low level adjustment for disability</p>		<p>QDTP level, 58 at Supplementary and nine at Substantial levels participating in mainstream education, with varying levels of adjustment required.</p> <p>Our school data shows that there is an increasing demand for low level disability support. As well there are rising numbers of students with significant disability preferencing mainstream education to a supported placement. To support students with low level disability beyond Stage 4 the Careers and Transition team play a key role in developing partnerships and pathways so that strong transition processes are in place and students have individualised pathway plans. One of the greatest challenges in implementing the disability strategy is the area of collaborative programming with parents and carers.</p> <p>To enable teachers to effectively plan for the learning of students with disability, and make required adjustments to classwork and assessments, our communication and professional learning strategies have been broadened to improve access and support. Specifically members of the Learning Support Team have engaged in additional networking and professional learning opportunities. The relationship with school counselors and psychologists has been strengthened and communication flows and support processes are continually improving.</p> <p>Our campus leads the College Learning and Support Teacher network which has improved the consistency of evidence and documentation processes across the college and local primary schools. Our transition to high school policies have been improved to focus on student learning needs and continuity of individual plans. Collaborative data practices with local primary schools have strengthened enabling student targets and early identification processes to be put in place. The number of students identified as needing additional learning and behavioural assistance in mainstream classrooms will increase in 2020 and will require specific support and strategic curriculum. This will also require additional and targeted professional learning for teachers to understand implications of the <i>Disability Standards Act</i> and the implementation of a new departmental disability strategy on assessment and differentiation practices, compliance and monitoring.</p>
<p>Socio-economic background</p>	<p>Careers advisor, Transition advisor, TAFE, Tertiary education institutions, Jobs Pathways Provider, Industry Partnerships, Employment Services and other community-based employment services</p>	<p>Our top achievement in 2019 was in providing a greater range of alternate education programs to retain and engage students in education and training. Students were actively supported to explore career options and engage in a range of transition strategies and pre-apprenticeship programs to support their ability to successfully gain apprenticeships and jobs post school.</p>

<p>Socio-economic background</p>	<p>Technology budget of approximately \$30,000.</p>	<p>Various workshops conducted to assist Year 12 students apply for scholarships and early entry into university received more participation this year with many students gaining offers before the HSC was conducted.</p> <p>There has been an increase in the number of students gaining apprenticeships and school based traineeships.</p> <p>The area that needs improvement and will be a focus in 2020 is assisting students with disability to gain access to job-coach programs and assisted transition to work programs post school.</p> <p>Student access to on-line learning and resources as well as digital education technology has been enhanced over the year. This includes completing the Year 12 iPad program implementation.</p>
<p>Support for beginning teachers</p>		<p>The Beginning Teacher program was delivered as per schedule on a fortnightly meeting basis. Two teachers in their first year of teaching have been in regular attendance of the induction program. This included a series of peer observations and feedback. In total there are 4 teachers seeking proficiency by end of the year or early 2020. An evaluation of the induction program indicated a high level of satisfaction in the process which was seen as "valuable and supportive". Responses from the <i>Tell Them From Me Staff</i> survey indicated that early career teachers highly value feedback on their classroom practice from their supervisors finding it a benefit to their development. Therefore in future programs we intend to focus on more intensive follow up and support for beginning teachers post induction.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	277	291	293	320
Girls	315	319	278	302

Student attendance profile

School				
Year	2016	2017	2018	2019
7	88.8	86.3	82.5	84.6
8	84	83.8	81.5	80.2
9	81.4	81.4	76.8	81.3
10	75.3	76.6	75.7	70.9
11	76.7	76.1	71.4	74.5
12	82.6	84.7	80.3	81.2
All Years	81.4	81.3	78	78.3
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
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

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	7	18	22
Employment	7	23	32
TAFE entry	20	18	18
University Entry	0	0	12
Other	60	5	2
Unknown	6	36	14

Year 12 students undertaking vocational or trade training

40.58% of Year 12 students at Chifley College Bidwill Campus undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

98.4% of all Year 12 students at Chifley College Bidwill Campus who expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

In 2019, 63% of the cohort completed a VET course as part of their HSC. 12% of these VET students completed more than two courses. 34% of the VET students were able to use their VET qualification to find employment post school. 12% are seeking higher qualification in vocational education. Two of our three School Based Trainees successfully completed their Traineeship.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	13
Classroom Teacher(s)	35.46
Learning and Support Teacher(s)	2.9
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	14.48
Other Positions	1.8

*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.

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	1,038,302
Revenue	10,402,865
Appropriation	10,259,927
Sale of Goods and Services	58,483
Grants and contributions	72,757
Investment income	2,923
Other revenue	8,776
Expenses	-9,947,889
Employee related	-9,014,310
Operating expenses	-933,579
Surplus / deficit for the year	454,975

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	1,057,605
Equity Total	1,984,784
Equity - Aboriginal	160,711
Equity - Socio-economic	1,300,000
Equity - Language	58,634
Equity - Disability	465,439
Base Total	5,837,352
Base - Per Capita	143,261
Base - Location	0
Base - Other	5,694,091
Other Total	1,141,899
Grand Total	10,021,639

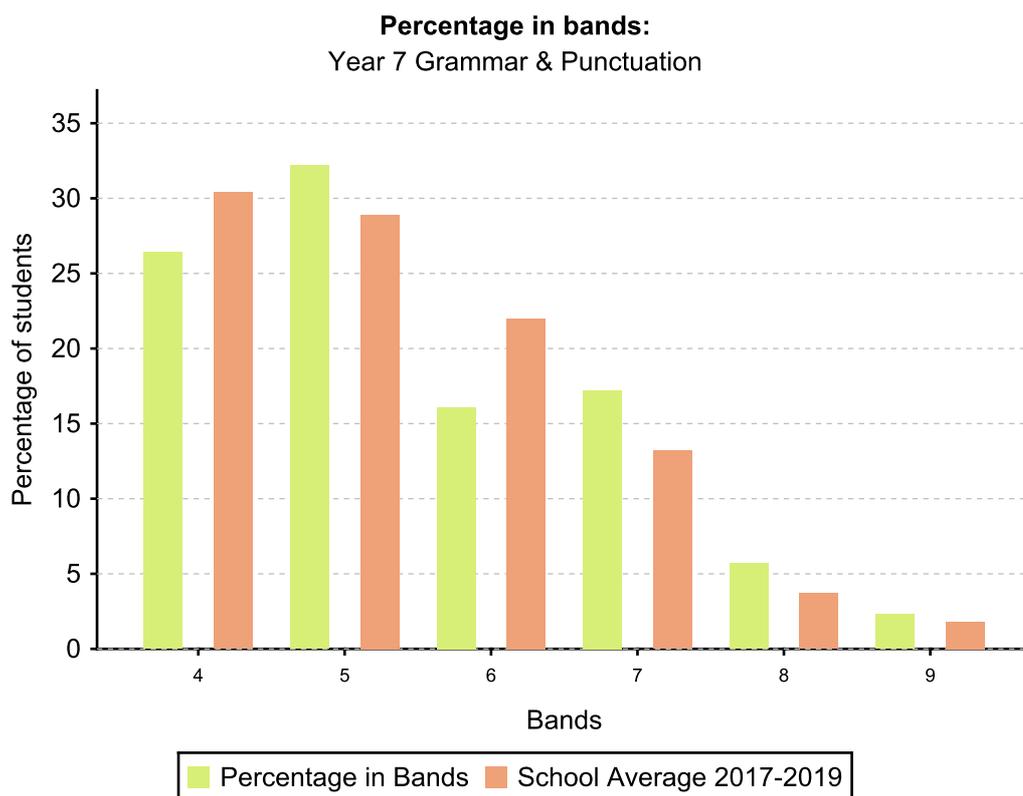
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

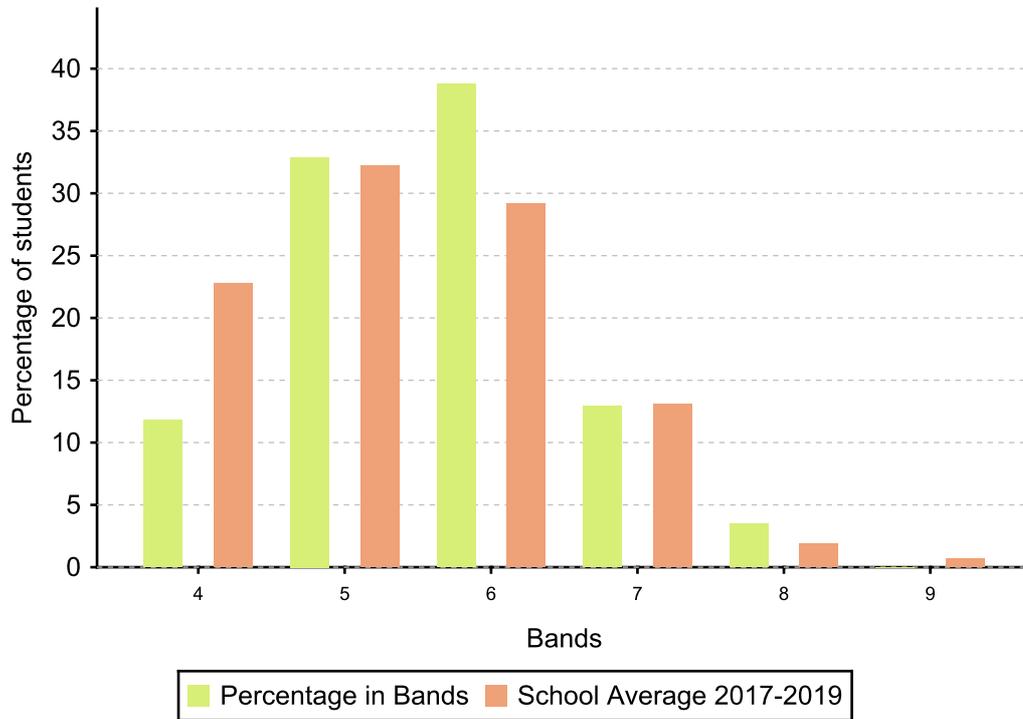
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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



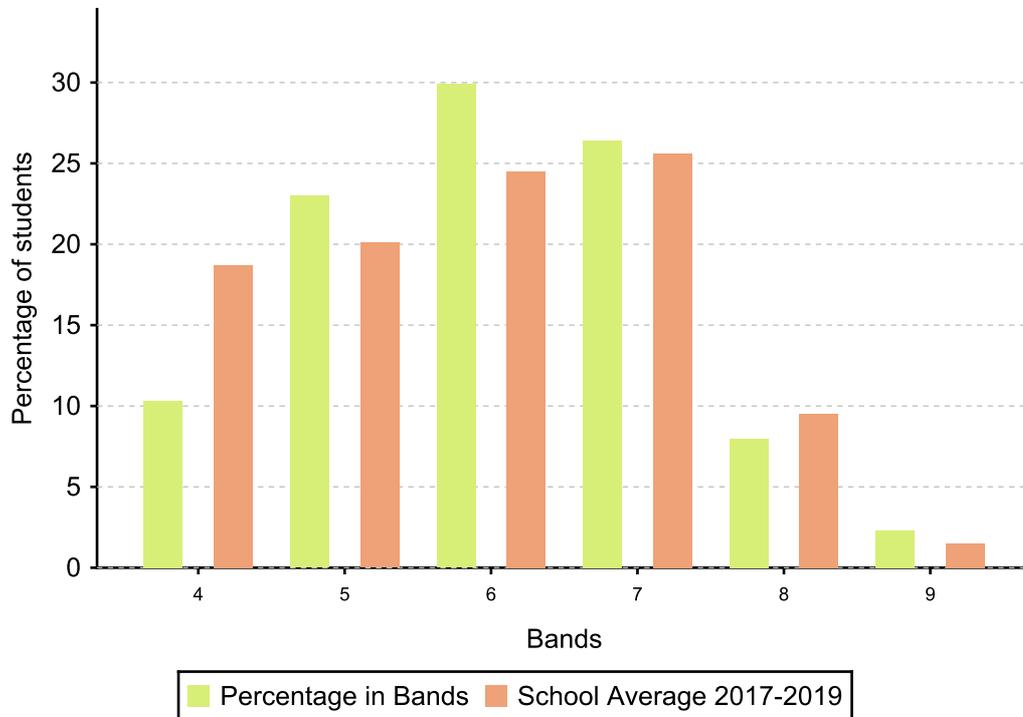
Band	4	5	6	7	8	9
Percentage of students	26.4	32.2	16.1	17.2	5.7	2.3
School avg 2017-2019	30.4	28.9	22	13.2	3.7	1.8

**Percentage in bands:
Year 7 Reading**



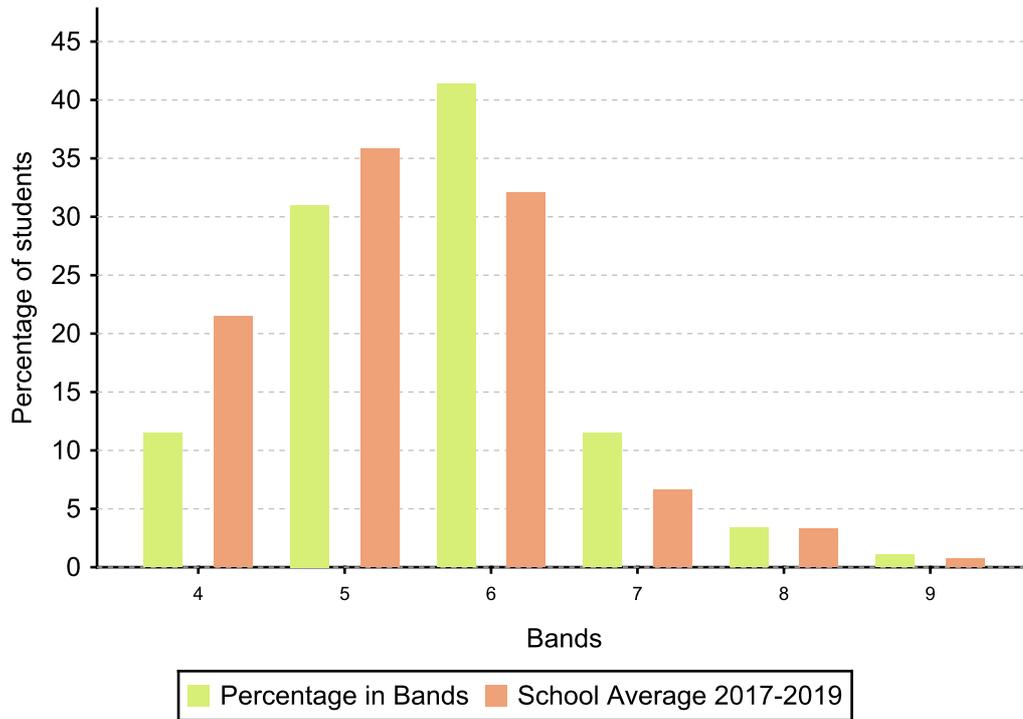
Band	4	5	6	7	8	9
Percentage of students	11.8	32.9	38.8	12.9	3.5	0.0
School avg 2017-2019	22.8	32.2	29.2	13.1	1.9	0.7

**Percentage in bands:
Year 7 Spelling**



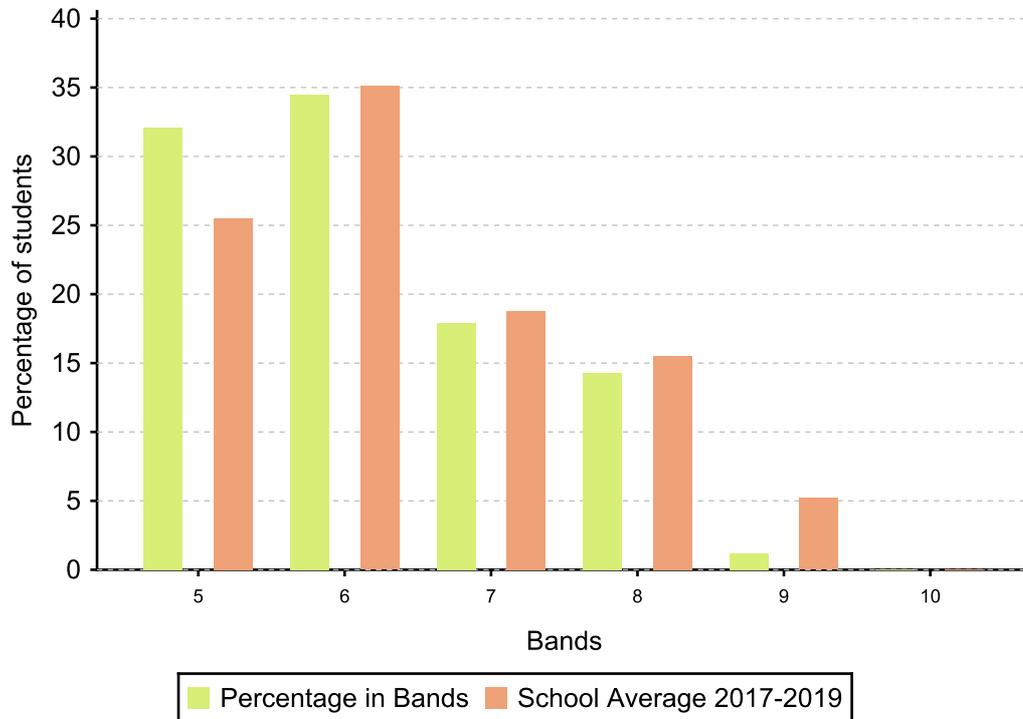
Band	4	5	6	7	8	9
Percentage of students	10.3	23.0	29.9	26.4	8.0	2.3
School avg 2017-2019	18.7	20.1	24.5	25.6	9.5	1.5

Percentage in bands:
Year 7 Writing



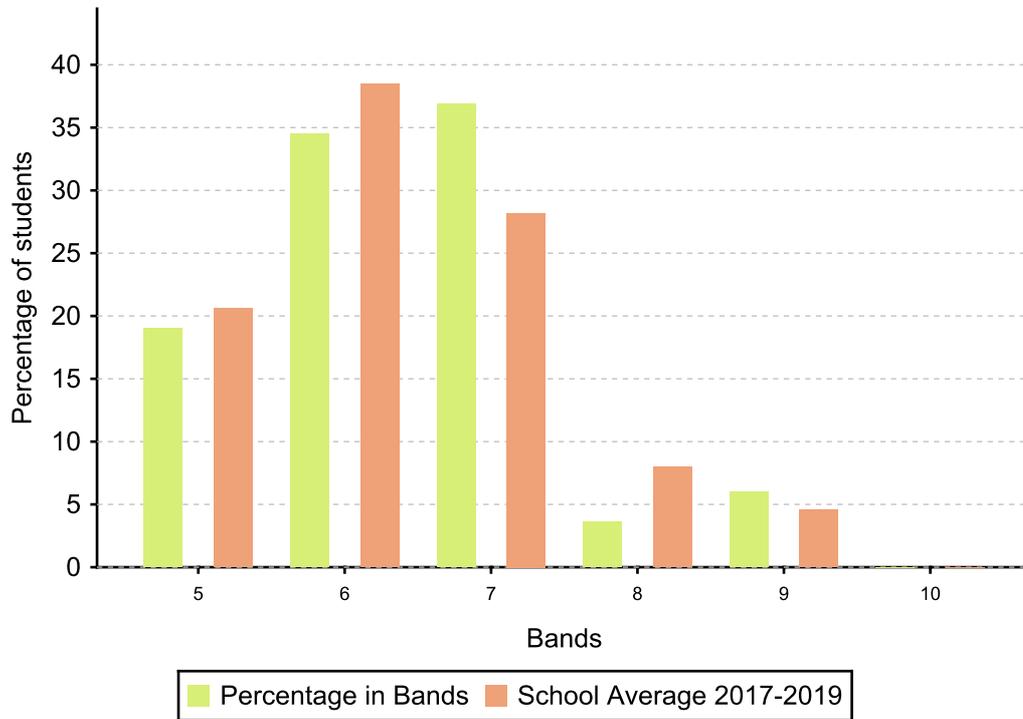
Band	4	5	6	7	8	9
Percentage of students	11.5	31.0	41.4	11.5	3.4	1.1
School avg 2017-2019	21.5	35.8	32.1	6.6	3.3	0.7

Percentage in bands:
Year 9 Grammar & Punctuation



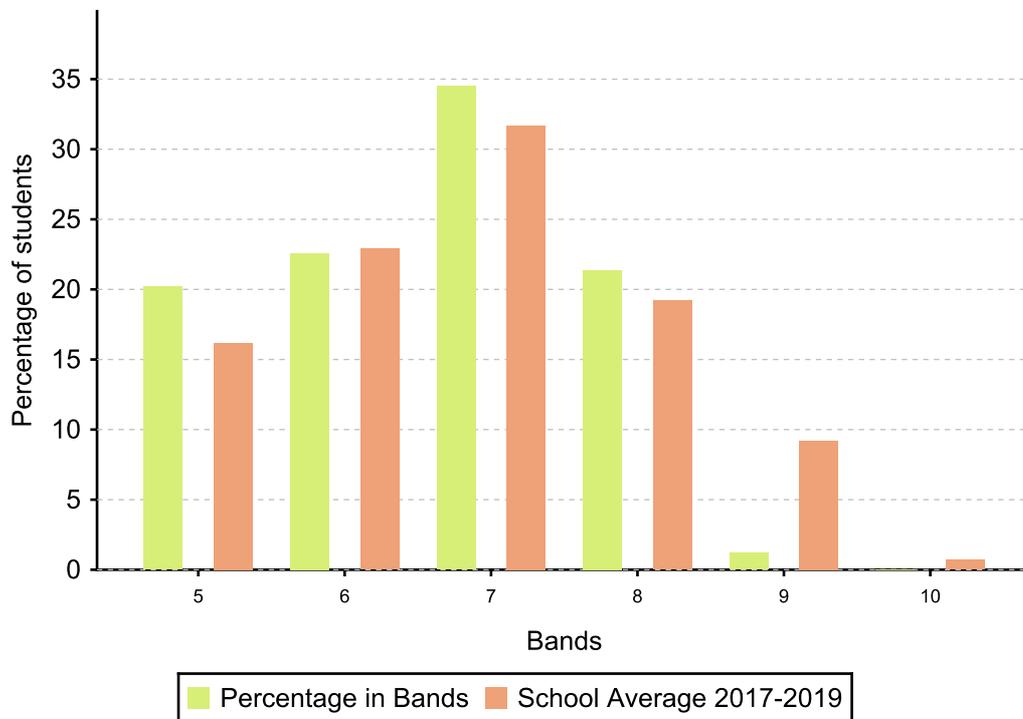
Band	5	6	7	8	9	10
Percentage of students	32.1	34.5	17.9	14.3	1.2	0.0
School avg 2017-2019	25.5	35.1	18.8	15.5	5.2	0

Percentage in bands:
Year 9 Reading



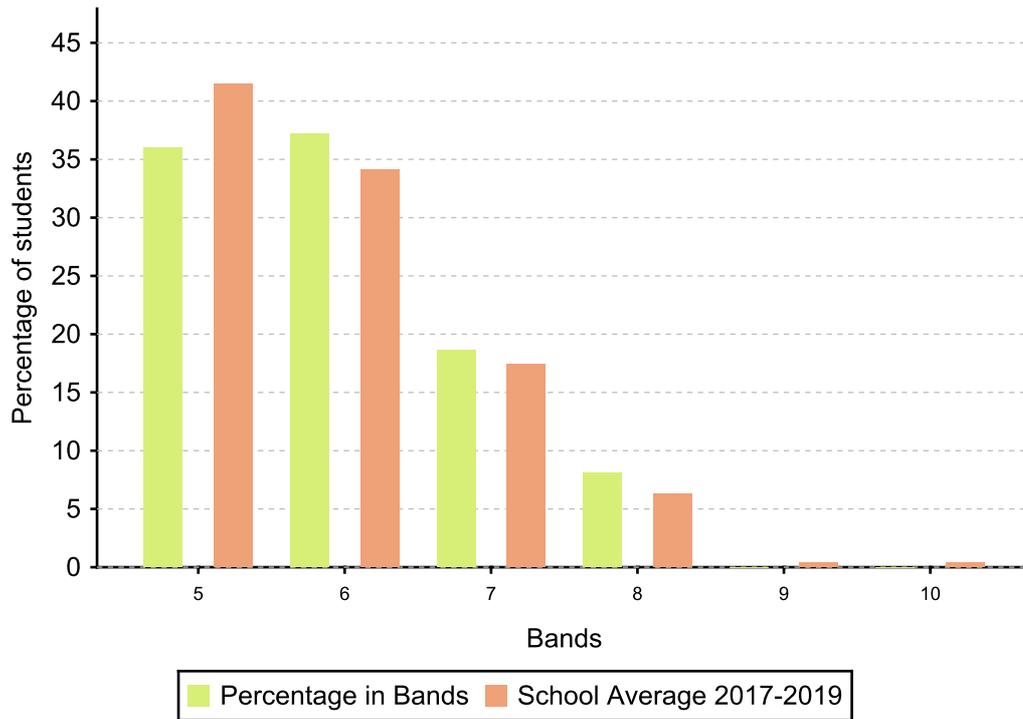
Band	5	6	7	8	9	10
Percentage of students	19.0	34.5	36.9	3.6	6.0	0.0
School avg 2017-2019	20.6	38.5	28.2	8	4.6	0

Percentage in bands:
Year 9 Spelling



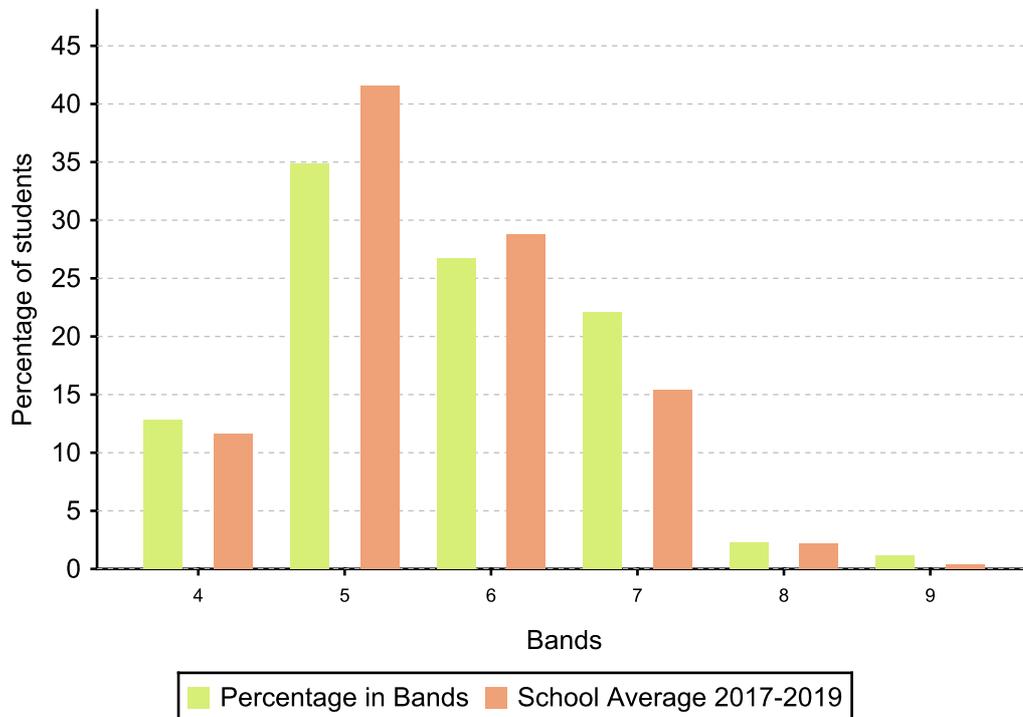
Band	5	6	7	8	9	10
Percentage of students	20.2	22.6	34.5	21.4	1.2	0.0
School avg 2017-2019	16.2	22.9	31.7	19.2	9.2	0.7

Percentage in bands:
Year 9 Writing



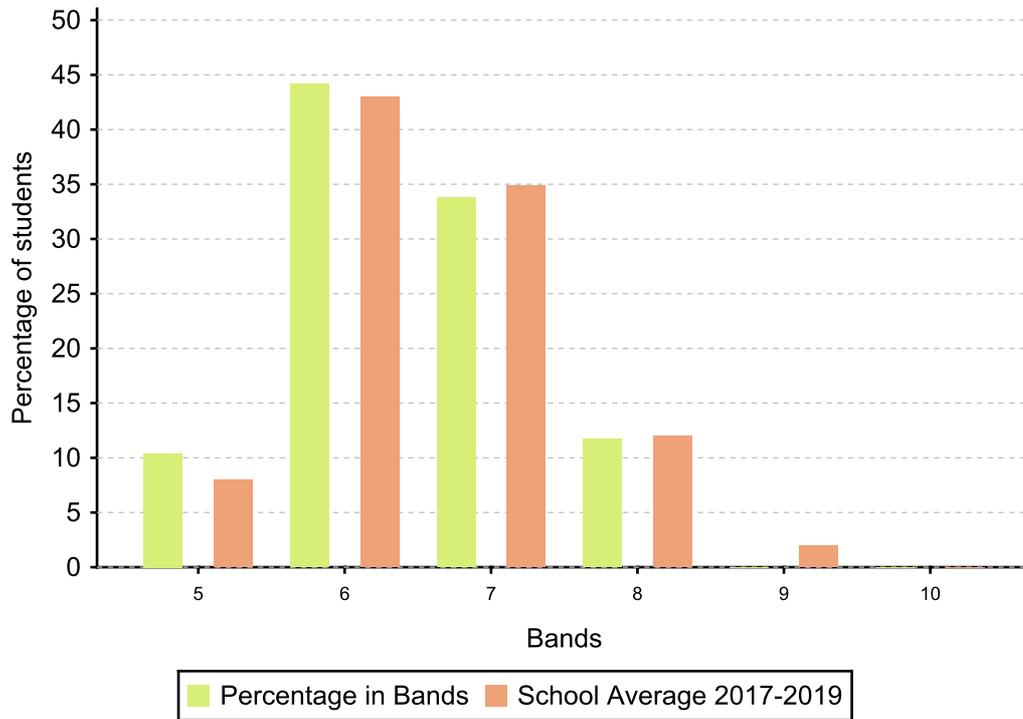
Band	5	6	7	8	9	10
Percentage of students	36.0	37.2	18.6	8.1	0.0	0.0
School avg 2017-2019	41.5	34.1	17.4	6.3	0.4	0.4

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	12.8	34.9	26.7	22.1	2.3	1.2
School avg 2017-2019	11.6	41.6	28.8	15.4	2.2	0.4

Percentage in bands:
Year 9 Numeracy

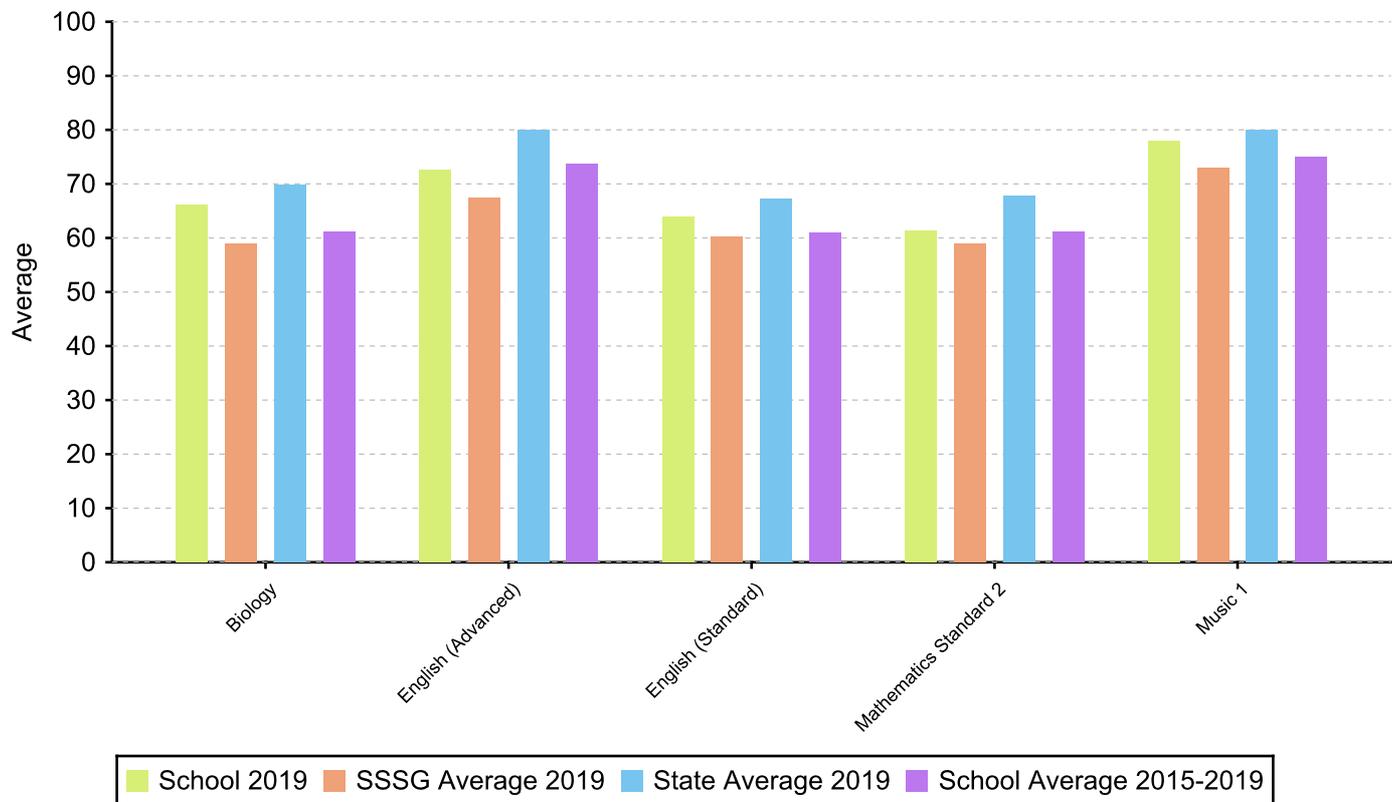


Band	5	6	7	8	9	10
Percentage of students	10.4	44.2	33.8	11.7	0.0	0.0
School avg 2017-2019	8	43	34.9	12	2	0

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Biology	66.2	59.0	69.9	61.2
English (Advanced)	72.6	67.5	80.0	73.6
English (Standard)	64.0	60.3	67.3	61.0
Mathematics Standard 2	61.3	59.0	67.7	61.3
Music 1	78.0	73.1	79.9	75.0

Parent/caregiver, student, teacher satisfaction

Throughout 2019 parents/caregivers and community members involved themselves in numerous school events and activities. Regular events such as Parent and Teacher night, Year 7 Barbecue, ANZAC Remembrance ceremony, NAIDOC celebrations, student exhibitions and performances, graduation ceremonies and the Annual Presentation Night were well supported. A highlight this year was the Year 7 Project Based Learning initiative commemorating the 40th anniversary of the school. This event was organised by the students and proved a well attended and nostalgic celebration. In total there were over 3000 views for this event on Facebook.

In 2019 the school conducted Tell Them From Me (TTFM) surveys with students, staff and parents/community members. We have conducted the student survey for a number of years. However, this was the first time we conducted the survey with staff and community as well. All surveys revealed some useful data which will inform future practice.

The TTFM staff survey revealed a belief that informal peer collaboration was strong across the school and supportive leadership was evident where staff felt their stress and safety concerns were well catered for. Discussion about issues related to student learning were high among staff. Professional learning offered by the school was highly evaluated and staff believed it was positively linked to their professional practice.

The TTFM students survey indicated that 56% of students at Bidwill felt intellectually engaged and find learning interesting, enjoyable and relevant. The state mean was only 46% of students. A greater percentage of Bidwill students also felt classroom instruction was relevant to their everyday lives. Areas where improvement is necessary include lifting attendance rates and supporting positive behaviour at school where we were below the state mean.

The TTFM community survey provided some interesting feedback, where most parents felt that the use of social media as a communication tool was beneficial. One question put to parents asked "If the school were to run workshops, which topics would you be most interested in attending?" The greatest response was to receive advice about their child's mental health and wellbeing and helping their child to successfully navigate the teenage years. The school will endeavour to facilitate some wellbeing workshops for parents during 2020.





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.

In 2019 the Aboriginal Education Team was able to strengthen and involve our partner organisations in educational decision making which led to the development of culturally appropriate programs and opportunities for our students to extend educational choices and pathways. The team was supported with a timetabled one hour meeting each week. The team consisted of Aboriginal staff who are also AECG members, executive and teaching staff, primary school AEO and community and student representatives included when available. During the year the team also influenced and contributed to broader community events and programs including the Say NO to Violence Day, Bidwill Community Day and Carriageworks creative arts programs. All programs run at school are informed through the information collected and discussed in reference to student Personalised Learning Pathways and in consultation with broader community meetings of which two were held in 2019.

The school enjoys and benefits from strong partnerships with various Aboriginal community providers. We have active Memorandums of Understanding with Carriageworks Solid Ground/Blacktown Arts, World Vision Young Mob Leadership Program, Aurora Foundation and Story Factory. Other partner organisations that contribute to student wellbeing include Marist 180: Daramu and Mudjin Bayala, NSW Police Breaking Barriers, Aboriginal Community Liaison Officers and the Baabayan Women Elders group. Educational pathways are enhanced through our partnerships with TAFE WSI and Eora, Macquarie University, Western Sydney University and Sydney University.

The Clontarf Foundation successfully supports our Aboriginal boys and young men in an educational wellbeing context across all facets of schooling and employment. Numbers of Aboriginal boys at the school continues to grow and now three staff members are attached to the school as a result. Five students received Clontarf Academy awards. Students have also been nominated for National Clontarf Foundation awards with results announced in 2020. One student continued his cultural artist success in designing the Indigenous round jumper for the Sydney Kings NBL. The Carriageworks Solid Ground program enabled students to benefit from the cultural knowledge and performing arts expertise of our dancer in residence, Darren Compton and the Muggerah Dancers. Carriageworks provided for a number of opportunities in the creative arts with the National Art School, Australian Film and Television School and NAISDA. Students could also apply for paid internships and work experience opportunities in this field. This partnership ensured the success of this years NAIDOC celebrations which was student led, including organisation, speeches and performances. The day was exceptionally well attended and regarded in our community. This is supported by comments on Facebook and minuted in Koori Network meetings.

At the end of 2019 five students were successful in their application for Aurora scholarships bringing our school's total to twelve recipients over the last two years. Students involved are supported in their learning by monetary, cultural and educational benefits. In partnering with Aurora we utilised systems data, school data and positive family connections to create individual learning plans to promote educational resilience. Families of students involved are impressed and speak highly of the support they receive.

The Story Factory team have been utilised as a highly engaging literacy program targeting students in years 7–9. The program achieved 100% attendance and all student work was published and highly commended by the Story Factory team. It is intended to maintain this partnership into 2020 with extension into a mainstream English class with high learning needs.

The Young Mob leadership program was implemented in the Support Unit targeting Aboriginal students with identified disabilities to enable them to access culturally appropriate opportunities for learning, and access leadership and public speaking activities in the broader community. Two students represented the school at the NSW Young Mob exchange trip, with one student strengthening cultural obligations with her mob. The inclusion model was a huge success with students identified for participation in a mainstream leadership camp to be held in 2020. Future plans will build on leadership skills developed by Support Unit students to become mentors in the transition process through a combined high and primary school program. The NRL School to Work program was successful with two students representing at the Indigenous Youth Summit. Student leadership continues to be supported across the school and at community

events.

To encourage and promote attendance and retention of Aboriginal students to HSC level a number of collaborative support mechanisms inform student pathways. In total eleven Aboriginal students completed Year 12. Two students gained apprenticeships, five found employment, one successfully completed a school based traineeship while the others are engaged with employment services. Employment officers from Clontarf have engaged with male students to assist with post school pathways.

The school is working towards developing strategies to meet department targets for Aboriginal students with regard to improving outcomes in literacy, numeracy, attendance, retention and HSC achievement..

The school continues to provide employment and career opportunities for Aboriginal people, increasing the numbers working in the area of student support.

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.

Chifley College Bidwill engenders and promotes a culturally inclusive environment for all its students through policies, programs and practices that:

- are in consultation and collaboration with leadership, community and student voice
- value diversity through representation in various forums and through celebration of cultural experiences
- set high expectations of respect and responsibility through its core values and educational programs
- promotes knowledge and understanding of Australia's cultural and linguistic diversity through differentiated and relevant curriculum delivery and encourages the exploration of various cultural contexts, world views and perspectives – including Aboriginal, migrant and refugee experiences
- counters and addresses racism, prejudice and discrimination through modelling, positive relationships, negotiation and education.

