

# 2020 Annual Report

## Chifley College Mount Druitt Campus



8459

## Introduction

The Annual Report for 2020 is provided to the community of Chifley College Mount Druitt 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 vision

At Chifley College Mount Druitt Campus students are engaged in a personalised and responsive learning environment in which achievement and citizenship are valued, celebrated and driven by quality teaching focused on student outcomes and success. Chifley College Mount Druitt Campus is committed to a cycle of continuous improvement to deliver the best outcomes for our students.

## School context

Chifley College Mount Druitt is a Year 7-10 Campus of the Chifley College collegiate. The College provides a wide array of academic and vocational courses, extra curricula activities, enrichment programs and innovative student and teacher programs. At Mount Druitt Campus, we are committed to developing an environment that will provide students with the skills and opportunities to develop their talents, secure their basic skills and promote self-disciplined, lifelong learners. Our student body is comprised of 20.3% Aboriginal students, 42% EAL/D, 49.5% LBOTE, and 83% low socio economic. We value academic, creative and sporting excellence while ensuring that student leadership and student welfare underpins all our structures and programs. Mount Druitt Campus has achieved DoE awards in Literacy and Numeracy, Mentoring Partnerships and Teacher Excellence. The environment, learning programs and welfare structures accommodate the needs and developmental requirements of all students in Years 7 to 10.

Our student leadership programs continue to develop our students' skills and their voice in the school. Their participation in regional and college leadership programs provide them with the opportunity to engage in National as well as local programs. The school proudly addresses the needs of all students with a wide array of opportunities so that each student may be engaged in academics, cultural, sporting, and/or creative arts experiences. Our Aboriginal students are supported by Aboriginal elders, community and staff in their learning journey along with the Clontarf Program and Chifley Aboriginal Girls Program.

In this year of COVID the Chifley College Mount Druitt Campus has developed a new focus on teaching/learning strategies. The experience of online teaching has provided both students and teachers with the opportunity to learn new skills, transfer online learning to the school learning community and review resource requirements and distribution for learning now and for the future.

## 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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	2020 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	Sustaining and Growing
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	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

Panel Report - 2020 - *Chifley College Mount Druitt Campus* SEF S-aS: Submitted Executive summary

The above are the standards Chifley College Mount Druitt Campus submitted however the External Validation Panel in November 2020 revised our assessment

Learning Culture _____	<b>Sustaining and Growing</b>
Wellbeing _____	<b>Excelling</b>
Curriculum _____	<b>Excelling</b>
Assessment _____	<b>Sustaining and Growing</b>

Reporting Excelling Student performance measures \_\_\_\_\_ **Sustaining and Growing**

Effective classroom practice \_\_\_\_\_ **Sustaining and Growing**

Data skills and use \_\_\_\_\_ **Sustaining and Growing**

Professional standards \_\_\_\_\_ **Excelling**

Learning and development \_\_\_\_\_ **Excelling**

Educational leadership \_\_\_\_\_ **Sustaining and Growing**

School planning, implementation and reporting \_\_\_\_\_ **Excelling**

School resources \_\_\_\_\_ **Excelling**

Management practices and processes \_\_\_\_\_ **Sustaining and Growing**

## Strategic Direction 1

### (1) Effective learning experiences

#### Purpose

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

#### Improvement Measures

25% increase of students achieving or exceeding expected growth on internal and external (NAPLAN) assessments.

Positive feedback from stakeholders regarding school culture and high expectations.

100% of students have an individual student learning plan to track growth of subject, literacy & numeracy skills.

#### Overall summary of progress

The strong focus on literacy skills has resulted in more Year 10 students achieving their Minimum Standard test and student growth in literacy tests such as Yr 7 Best Start and Yr 9 Check-in. Learning support and resources addressed the specific needs of student identified and the tracking of student progress through the implementation of specialised interventions ensures effective learning strategies;

Although limited by COVID, the strategies of Positive Behaviour for Learning were implemented slowly. The data collection and analysis of student engagement and teacher monitoring. The presence of Positive Behaviour for Learning signage was delivered and the mantra of Positive Behaviour for Learning underpinned classroom and playground practices. The increase in positive feedback to students and the affirmation of staff who implement these Positive Behaviour for Learning strategies is evident.

The delivery of a whole school EAL/D program and the training of school leaders has resulted in the delivery of specific intervention programs designed to enhance students' achievement of learning outcomes. This year the provision of Intensive support withdrawal groups by identifying students who required the greatest support as determined by their current English Language Proficiency has resulted in student growth. The creation of a range of EAL/D resources for mainstream teaching ensures that students' learning needs are addressed. Thus all teaching staff were engaged in professional learning to address the specific learning needs of students from diverse language backgrounds and to up skill in EAL/D pedagogy and teaching practices to best support EAL/D learners.

#### Progress towards achieving improvement measures

##### Process 1: Student success

Literacy and numeracy are embedded and taught across all faculties to develop the capabilities of all students to achieve growth.

Evaluation	Funds Expended (Resources)
<b>Literary Enrichment:</b> <ul style="list-style-type: none"><li>Literary enrichment programs considered effective, though interrupted by COVID-19, with the aim to continue engaging with Sydney University LINK Program and Belvoir Theatre enrichment programs.</li></ul> <b>Writing Project:</b> <ul style="list-style-type: none"><li>English faculty completed Seven Steps Writing PL program. Professional learning was delivered to all Chifley College Mount Druitt Campus staff. Resources for new writing approach were saved and examined. Seven Steps writing strategy piloted with year eight classes with strong improvements evident after a term. Writing will be a key focus in 2021 and beyond, informed by student data (especially student performance in HSC Minimum Standards writing exam being distinctly lower than the reading exam).</li></ul>	Technology  Learning and Support Teachers & SLSO staff  Administration and photocopying  Class Cover  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>Socio-economic background (\$511615.00)</li></ul>

##### Process 2: School learning culture

## Progress towards achieving improvement measures

### Process 2:

Student data informs systems and interventions to ensure high expectations are enforced across the school to achieve a positive school culture.

Evaluation	Funds Expended (Resources)
Many Positive Behaviour for Learning activities were prevented by COVID19 restrictions, including reward excursions/activities and assemblies. Professional learning on Positive Behaviour for Learning was not featured in Term4 due to the crowded professional learning calendar, however it will be addressed the 2021	Positive Behaviour for Learning - Professional learning  Signage costs  Administration costs - promotional PBL material etc.  <b>Funding Sources:</b> • Flexible Wellbeing (\$10400.00)

### Process 3: Engaged and inspired learners

Teachers and students track student progress in order to promote student ownership of learning.

Evaluation	Funds Expended (Resources)
<b>Student Learning Plans:</b> <ul style="list-style-type: none"> <li>• Student's "Student Learning Plans" growth data reported to parents in yearly report growth indicator and with numerical pre and post test data, with Student Learning Plans skills explained in each schema's proforma.</li> <li>• Evaluation: Feedback from staff and students showed an increase in staff engagement with the digital approach implemented in Semester 2.</li> <li>• Student Learning Plans will remain a focus in 2021 and beyond and will be embedded in Strategic Direction 3 in the 2021</li> </ul> <b>Leading EAL/D Education:</b> <ul style="list-style-type: none"> <li>• EAL/D teacher consultation on yearly exams embedded in 2020 yearly exam and reporting timeline.</li> <li>• PL delivered to staff W9 T4 on modification of assessment and teaching &amp; learning strategies/resources.</li> <li>• Chifley College Mount Druitt Campus staff will renew participation in the "Leading EAL/D Education" Dept. of Education Program in 2021 due to COVID19 disruption in 2020. Staff survey was completed at the end of year which identified that staff were more aware of the requirements and supports available to EAL/D students</li> </ul>	Photocopying and administration  Release from class for coordinator  Professional Learning  <b>Funding Sources:</b> • Socio-economic background (\$29800.00)

## Next Steps

The next steps in literacy, Positive Behaviour for Learning, EAL/D and Student Learning Plans are:

To address writing as the key focus in 2021. Whole staff surveyed to formulate the type, frequency and duration of tasks to develop and implement a whole school literacy scope and sequence. The identified literacy strategies will be embedded in programs and tasks across KLAS Literacy Professional Learning.. Whole school reading programs will develop and promote a range of strategies for reading including- enhanced library resources and open borrowing procedures, DEAR in English, Literacy and Numeracy withdrawal groups, an effective home and community reading initiative, including Premier's Reading Challenge

To address the strategies, monitoring and consequences of Positive Behaviour for Learning implementation into the Professional Learning 2021 Calendar. This will lead to an increase in staff and student wellbeing with the school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning

All staff in 2021 completed the " Leading EAL/D Education" Program.

Student Learning Plans will be maintained in all classroom programs thus engaging students in their own learning. The students will incorporate the Student Learning Plans targets into their self -reflective of the outcomes in the school

reports. Teachers will track progress aligned to testing and Student Learning Plans.



## Strategic Direction 2

### (2) Enhanced teaching practice

#### Purpose

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

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

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

#### Improvement Measures

All staff actively engage in and complete the PDP reflection process to inform on classroom practice and act on professional learning goals .

Increased number of staff analyse and utilise current student growth data from a variety of sources to ensure effective, timely and feedback for students.

Increased opportunities embedded in school practice for all staff to demonstrate instructional leadership and collaborative practice at all levels.

#### Overall summary of progress

All teachers have developed skills in data analysis which has enhanced the analysis and tracking of student progress. The reports data on student growth, the Student Learning Plans and pre and post testing have all been used to develop comprehensive learning profiles for each student

The NESA curriculum requirement have been address along with enhance supervision strategies to ensure explicit teaching is evident in classes. The curriculum has been reviewed and revised ensuring that evidenced based teaching methods are evident in all programs.

Through collaborative practices classes expertise is demonstrated and shared. The school's dynamic Professional Learning caters to the individual needs of all staff.

#### Progress towards achieving improvement measures

##### Process 1: Effective Classroom Practice

Teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

Evaluation	Funds Expended (Resources)
<b>Curriculum delivery supervision streamlined:</b> Evidence of explicit instruction in work samples (including book work marking, Google classroom). E.g. Lesson goal, Summaries, Feedback etc. Student work samples, online task submissions and book work monitored and evaluated by Faculty HT and all teachers received feedback	Faculty funds
<b>Curriculum registration procedures improved:</b> 100% of teaching and learning programs embed evidence based teaching methods that provide continuous improvement for all students, across the full range of abilities. School processes evidence extensive differentiation and adjustments. Students' learning improvement is monitored, demonstrating growth.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$150000.00)</li></ul>

##### Process 2: Data Skills and Use

Student assessment data is regularly used school-wide to identify student achievements and progress,

## Progress towards achieving improvement measures

**Process 2:** in order to reflect on teaching effectiveness and inform future school directions.

Evaluation	Funds Expended (Resources)
Students contribute to Semester 2 report  Data analysis of growth in academic achievement and student engagement in learning over the year	Data from teachers  Student participation  Administration photocopying  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$17964.00)</li></ul>

### Process 3: Collaborative Practice and Feedback

Professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.

Evaluation	Funds Expended (Resources)
All members of staff engage in professional conversations designed to reflect on and forward plan performance development.  Feedback generates professional learning calendar for the following year.  Collaborative practice is supported through the Pop Up Professional Learning sessions that run internally, facilitated by staff.  Professional Learning evaluations completed on MyPL	Release time for observations and curriculum performance development  PDP documents and training  Week 8 Professional Learning committee meeting  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$39179.00)</li></ul>

## Next Steps

- All teachers will gather and analyse formative assessment data using a range of assessment instruments to identify strengths, areas of need and ensure student growth is tracked and monitored data. Classes to be pre and post tested to establish data at the start of the year and at the end of each semester to track student growth
- Strengthen collaborative support for teacher performance development, cross-faculty collaborations and evidence-based programs guided by the School Excellence Framework
- Teachers will model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.
- Develop a whole school approach to the most effective evidence-based teaching methods, across the full range of abilities.
- Swivl technology will be used for classroom observation to enhance teacher self reflection, peer feedback and coaching practices

### Strategic Direction 3

#### (3) Empowerment & engagement

##### Purpose

We envision a school where:

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

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

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

##### Improvement Measures

50% of parents are engaging with the school, attending at least one school based event (i.e. Open Night, Parent Teacher Night)

An Identified leadership program is in place in which 25% of the staff are engaged

70% of students have participated in a citizenship or leadership program

##### Overall summary of progress

COVID 19 had a big impact on our parent and community partnership program. The communication with parents increase with phone calls and email messaging and Facebook updates and student activities ensured that parent/carers and community could still be engaged in students' activities and program even though no longer on the grounds.

The External Validation Process provided an extensive procession of review and analysis of student achievements, operations in the school and future directions. The assessment highlighted that the school was Excelling in many areas.

Students showed their resilience and ability in 2020. The leadership programs were school based and no longer had external mentors and university links. Yet the students were fully engaged, strengthened their programs and increased the involved in the number of in school programs, applicants for student leadership positions and participation in online programs

##### Progress towards achieving improvement measures

**Process 1: Parent and community engagement** Develop and maintain effective partnerships with educational stakeholders through a range of mediums, with the focus of connecting to parents, increasing satisfaction and improving community perception.

Evaluation	Funds Expended (Resources)
<p>-Data invalid due to Covid restrictions cancelling parent attendance on school grounds.</p> <p>-2102 parent phone calls documented on Sentral. Parent Teacher evening cancelled due to Covid.</p> <p>-Parent forums cancelled due to Covid. Surveys completed (online and hard copy).</p> <p>-767 wellbeing attendance interventions. No growth in attendance. Evaluation and planning for 2021 for new attendance strategies.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Flexible Wellbeing (\$10350.00)</li></ul>

##### Process 2: School Leadership

Establish a culture of high performance, with a clear focus on developing a culture of collective

## Progress towards achieving improvement measures

### Process 2: responsibility

Evaluation	Funds Expended (Resources)
The final stage of External Validation preparation process was undertaken with new additions to the team as a result of staff changes. This provided opportunities for staff learning and leadership development. The quality of the final product was identified by panel as examples of best practice. A number of judgements were changed (positively) by the panel in response to the high quality of evidence provided. This was a significant learning opportunity for executive resulting in a deeper understanding of the School Excellence Framework and the impact of school practices.	Teacher release time for finalisation of evidence sets, practice panel and actual panel.  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$2000.00)</li></ul>

### Process 3: Student Empowerment

Investigate and implement evidence-based change to whole school practices, leading to improvements in student wellbeing, learning and leadership.

Evaluation	Funds Expended (Resources)
<p>-Leadership team comprises of:</p> <p>male- 12</p> <p>female- 32</p> <p>Aboriginal- 5</p> <p>support- 1</p> <p>EALD- 8</p> <p>All these students were assisted in (amended) whole school events and engaged in leadership.</p> <p>-Student voice has been made a priority and has given the student body a sense of empowerment.</p> <p><b>Student leadership:</b> Interest in leadership grew significantly in 2020, with 14 students applying to be School Captain. The interest and enthusiasm led to a number of new leadership roles being introduced into the school, including cultural leaders, wellbeing leaders and event leaders.</p> <p><b>Leadership team:</b> The student leadership team had an extremely successful year with their voice and actions at the forefront of school culture. The student leadership team achievements were restricted due to COVID. The events of their own initiatives (Clean Up Australia Day and Valentines Day) and a self-sufficient team were also impacted due to COVID.</p> <p><b>Additional wellbeing roles:</b> Both the Student Leadership Coordinator and the Student Empowerment Officer had a significant impact on student wellbeing and student leadership in 2020. All programs put in place ready for 2021. An effective online anti-bullying program and an art therapy program for victims and perpetrators, is being developed and introduced, members of the student leadership team (under the guidance of the Student Leadership Coordinator) also want to achieved outstanding success, following the previous year 10 winning the National Innovation Nation competition.</p>	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$83600.00)</li></ul>

## Next Steps

Parent engagement will be enhanced by onsite meetings where discussion and input will allow parental concerns and suggestions to come to the fore.

The introduction of SMS messaging and new procedures to communicate student attendance to parents accurately will allow our recording system to be correct at all times. Complex case management will be triaged at the school by extra agency support, Departmental personnel and school coordinators.

The development of the Situational Analysis and School Improvement Plan has identified the strategic directions and priorities for the school. New procedures for collecting and annotating data based on the School Excellence Framework will address the managerial accountabilities at the school level.

Student leadership's major focus will be to develop student voice at all levels: in their own learning engagement, school activities, student leadership program and representation opportunities outside of the school. The expansion of the program should allow student leadership to be inclusive and a non-threatening commitment.

The introduction of Pasifika programs such as "Pacific Waves" will address the cultural, academic and social needs of our Pasifika student and encourage greater participation at the school of our Pasifika parents

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>AEO staff allocation 1.0 \$76,277</p> <p>Flexible funding \$43,135</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$119 412.00)</li> </ul>	<p>1. 100% of Yr 10 Aboriginal students graduated having completed all assessments tasks. 100% of attending Yr 9 students completed all of their assessment tasks and moved to Yr 10.</p> <p>14/14 students completed minimum standards for Reading</p> <p>11/14 students completed minimum standards for Writing</p> <p>13/14 students completed minimum standards for Numeracy</p> <p>2. 5 hours of professional learning was dedicated to the development of significant, meaningful and authentic resources in staff 2021 programs. 100% of teaching staff worked collaboratively (online) led by a regional representative, to complete set tasks and embed and plan for integration of resources for classroom use and student improvement.</p> <p>3. Throughout 2020 Clontarf worked with 56 students (indigenous boys) @ staff engaged students and families in increasing attendance and engagement. Throughout Covid, home visits and meal deliveries t students were made. Through semester 2 students engaged in work opportunities and Yr 10 students engaged in transitions opportunities, either to school (Senior Campus) or to work.</p> <p>4. The AEO engaged with the Taskforce project, supporting students with their learning and liaising with families to ensure that attendance rates increased for Aboriginal students. The Aboriginal Education Officer also built strong partnerships with Kimberwalli Aboriginal Centre of Excellence and planning during 2020 will see a 1 day/ week program including curriculum support, Sista Speak program and connections with elders in the local community.</p>
<b>English language proficiency</b>	<p>- EAL/D teacher allocation 1.4 \$156,965</p> <p>- Flexible funding \$52,995</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>English language proficiency (\$225 272.00)</li> </ul>	<p><b>Staff deployment:</b> 1.4 EAL/D Specialist Teachers employed to specifically support the EAL/D students and provide ongoing support and opportunities for staff to upskill in the area of EAL/D education and pedagogy. There is only one specialist EALD and .4 taught with identified classes in each year in MATHs, Science and English</p> <p><b>Support for EAL/D Students:</b> The level of intervention and type of support for EAL/D students varies depending on the number of EAL/D students, English language proficiency, and the class allocation for EAL/D students. Students are provided support via these three modes: direct, collaborative, and resource development.</p>

<p><b>English language proficiency</b></p>	<p>- EAL/D teacher allocation 1.4 \$156,965</p> <p>- Flexible funding \$52,995</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>English language proficiency (\$225 272.00)</li> </ul>	<p><b>1. Direct:</b> Intensive support withdrawal groups were formed by identifying students who required the greatest support as determined by their current English Language Proficiency. These withdrawal groups involved providing targeted literacy and language support to small groups of students in order to improve their English language capabilities. Withdrawal groups provided students a safe place to engage with English and ensured specific and targeted support was provided.</p> <p>Additionally, each cohort had a parallel EAL/D class in which identified EAL/D students requiring greater support were allocated in order to provide differentiated support in each curriculum area.</p> <p><b>2. Collaborative:</b> Team teaching cycles were implemented in which the EAL/D specialist teacher supported the primary classroom teacher in the class with instruction and lesson delivery. Classes that received this support were identified via a Learning and Support Team referral and raised at the Learning and Support Team Meeting. This allowed EAL/D students to receive greater support in various curriculum and subject areas.</p> <p><b>3. Resource Development:</b> The EAL/D teacher developed or adapted a number of teaching materials, assessments and exams to support EAL/D students in various curriculum areas. All subject areas were provided the opportunity to seek support from the EAL/D specialist teacher with differentiating formative assessment tasks and exams.. Providing scaffolded and differentiated tasks allows EAL/D students to demonstrate success in the curriculum without the barriers of language.</p> <p><b>EAL/D Committee:</b> The EAL/D Committee was formed in order to address the specific needs of EAL/D students throughout the year. Additionally, members of the committee collaborated and consulted with the EAL/D Specialist teacher in the areas of assessment modification and EAL/D teaching strategies and pedagogy.</p> <p><b>Overseeing professional learning for all staff on teaching practices:</b> All teaching staff engaged in professional learning to address the specific learning needs of students from diverse language backgrounds and to up skill in EAL/D pedagogy and teaching practices to best support EAL/D learners.</p> <p><b>Engagement programs for EAL/D and LBOTE students:</b> Students provided opportunities to participate in transition programs aimed to develop resilience and confidence facilitated by MECA [Mount Druitt</p>
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<p><b>English language proficiency</b></p>	<p>- EAL/D teacher allocation 1.4 \$156,965</p> <p>- Flexible funding \$52,995</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>English language proficiency (\$225 272.00)</li> </ul>	<p>Ethnic Communities Agency] and STARTTS [NSW Service for the Treatment and Rehabilitation of Torture and Trauma Survivors].</p> <p><b>Testing of EAL/D students:</b> All newly enrolled EAL/D students were tested to assess their level of English language proficiency in order to determine the need for support for each individual student.</p> <p><b>Assessment Collection:</b> EAL/D student assessment data was collected using a range of assessment strategies and analysed to identify EAL/D students' linguistic resources (content knowledge /language use) and strengths to inform stage/subject planning and programming.</p> <p><b>Data:</b> Records for EAL/D students were maintained and updated in ERN to comply with department regulations. Annual LBOTE Survey completed and EAL/D Annual Survey completed in which data was confirmed and adjusted where required. English Language Proficiency Data was shared with all staff via professional learning and communicated to staff via Sentral Student Profiles to inform the development of teaching and learning programs.</p>
<p><b>Low level adjustment for disability</b></p>	<p>Teaching Staff 3.300 \$360,967</p> <p>Flexible funding \$162,825</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$523 793.00)</li> </ul>	<p><b>Staff deployment:</b> The school engaged three SLSOs and 3 teachers to provide one on one and small group support in identified mainstream classes. Their responsibilities include: Collect student learning data (literacy and numeracy) and track student progress through the implementation of specialised interventions; Arrange and deliver transition activities for at risk students and online lessons for primary students to assist with transition to the school; Deliver specific intervention programs designed to enhance students' achievement of learning outcomes, particularly in the areas of literacy and numeracy; Administer, monitor and oversee the implementation of National tests such as Yr 7 Best Start, Yr 9 Check-in and Minimum Standards tests including providing learning support and resources; Organise, oversee and deliver withdrawal classes to assist students with preparing for Minimum Standards test; Monitor the recording of differentiated learning adjustments for all students with learning needs; Provide support for students with medical issues, health care and medical needs; Provide support for students identified as Life skills with examination and assessment support, as well as support in class with classwork; Provide documentation for access requests and intervention support that ensure appropriate and meaningful provision of learning supports for students with additional needs. This includes short term emergency funding, alternate placements and funding attached to particular students; Liaise with stakeholders, such as school counsellors, itinerant support</p>



<p><b>Low level adjustment for disability</b></p>	<p>Teaching Staff 3.300 \$360,967</p> <p>Flexible funding \$162,825</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$523 793.00)</li> </ul>	<p>teachers and primary school teachers to identify and meet the needs of students; Conduct Individual Education Plan interviews to develop IEPs to support students' achievement at CCMDC and engage stakeholders, such as parents, in the process; Arrange and deliver professional learning to staff on: Differentiated teaching strategies; Differentiated learners; Explicit teaching strategies; student achievement and growth.</p> <p><b>The Learning Support Team:</b> Develops and implements procedures and methods to communicate concerns and identification of student needs. Provide support to students referred by mainstream teachers, students and or parents. This includes: Diagnostic testing for literacy and numeracy; Learning and behaviour observations; Cognitive and MH assessment by school counsellors; Assistance with learning and assessment tasks for identified students; Small group work that enhances students' reading and numeracy skills; Individual programs for specific students; Gender based programs to engage disengaged learners; Monitoring and modifying Life Skills assessments, classwork and plans.</p>
<p><b>Socio-economic background</b></p>	<p>Teaching staff 2.300 \$251,583</p> <p>Flexible funding \$826,089</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$1 077 672.00)</li> </ul>	<p><b>Staff deployment:</b> The school employed an additional teacher as well as 2.3 teachers through staffing entitlement. This ensured that no core class was more than 24 students and there a breadth in curriculum was provided.</p> <p>Additional SLSOs employed to support students' literacy and numeracy skills. The SLSOs have supported behavioural management, literacy and numeracy programs</p> <p>Teacher release for student leadership, anti-bullying and volunteering programs has ensured that the welling programs are operational and had great impact.</p> <p>Deputy Principals are provided additional release time to address the welfare issues in the school</p> <p>Year Advisers' addition release time is to manage enrolment, transition and welfare in the school</p> <p>A School Administrative Officer was employed to track attendance; call parents to justify absences and inform pf non-attendance and any attendance concerns recorded and monitored. This resulted in a 50% improvement in justifications of absences.</p> <p><b>School resources:</b> Resourced all faculties textbooks, office supplies and Key learning Area's specific software programs. The Homework centre, Reading Caf&amp;eacute; and Caf&amp;eacute; Club operated to support student engagement and learning.</p>

<p><b>Socio-economic background</b></p>	<p>Teaching staff 2.300 \$251,583</p> <p>Flexible funding \$826,089</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$1 077 672.00)</li> </ul>	<p>Technology is a focus on all lessons with each student having access o laptops and all staff have a laptop. Technical support is provided twice a week.</p> <p>PE resources have been purchased as our facilities have been upgraded.</p> <p>The school engages the Clontarf Foundation for the Aboriginal Boys Program. As our Aboriginal flexible funds do not cover this program, socio-economic background funding supplements.</p> <p>A range of software program to support student administration Sentral and Edval, generic literacy and numeracy skill development, parent access program to school operations, student attendance and feedback from parent- Parent portal Sentral, Skool bag.</p> <p>Student prizes and rewards, promotional material especially for Positive Behaviour for Learning, student leadership and parent engagement were sourced from low socio-economic funds. Significantly Chifley College Mt Druitt Campus does not have school contributions or subject contributions. This allows all students to be fully engaged in all learning in all KLAs areas.</p>
<p><b>Support for beginning teachers</b></p>	<p>First Year Beginning Teachers have 2 periods reduction in their teaching load</p> <p>Second Year Beginning Teachers have a period reduction in their teaching load</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$28 962.00)</li> </ul>	<p>Reduced teaching load provide addition time for Beginning teachers to observe other teachers' lessons, more preparation time, buddy/mentoring time and supervision discussions with the Head Teacher</p> <p>Participation and hosting of Mt Druitt Beginning Teachers Network has allowed new teachers to the DoE to network, discuss challenges and concerns outside the faculty in a structured and supportive environment. It also provided a sequenced structured approach to gaining their accreditation Accreditation Hub - online platform established to provide up to date resources, proformas, policies and guides to all beginning teachers and their teacher supervisor mentors</p> <p>Newly Accredited Teacher Team (NATTS) established and aligned to Beginning Teacher Accreditation Hub to promote buddy/peer mentor collaboration within Chifley College Mt Druitt Campus</p> <p>A number of beginning teachers that have achieved accreditation in 2020 six staff which included both permanent and temporary staff gain Proficiency</p> <p>More than 10 staff volunteered to be buddies/mentors to beginning teachers. This ensures that all beginning teachers- permanent, temporary and casuals are supported at Chifley College Mt Druitt</p>

<p><b>Support for beginning teachers</b></p>	<p>First Year Beginning Teachers have 2 periods reduction in their teaching load</p> <p>Second Year Beginning Teachers have a period reduction in their teaching load</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$28 962.00)</li> </ul>	<p>Campus</p>
<p><b>Targeted student support for refugees and new arrivals</b></p>	<ul style="list-style-type: none"> <li>- STARTTS and MECA provided program staff and materials.</li> <li>- CCMDC staff supervision of MECA and STARTTS programs (Tuesdays P4, Fridays P1-3).</li> <li>- Cover for supervising teachers attending excursions.</li> </ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Targeted support for refugees and new arrivals (\$1 170.00)</li> </ul>	<p>The school supported refugees and new arrivals by providing students access to numerous programs. These programs were all coordinated and supervised by an EAL/D specialist staff member. Modifications were implemented to the organisation of these programs in order to comply the COVID-19 guidelines and restrictions. These programs included:</p> <p><b>MECA Mentoring</b> program targeted at Stage 5 girls, in which students were provided with numerous workshops, university student mentors, and group projects. The result was that students' self-confidence, collegiality and sense of identity was enhanced, as was their connection to their peers and school community.</p> <p><b>MECA Make Your Mark</b> program for boys in Stage 5. This program involved workshops and university mentors. The program aimed at developed the student's sense of identity and confidence. The outcome was that students felt a greater sense of self accomplishment and were confident to partake in mentoring roles and collaborative activities.</p> <p><b>MECA FICT</b> program for Stage 4 and 5 boys and girls. This program was aimed to support students and their transition to high school by developing their resilience, sense of identity and confidence. Students participated in weekly sessions developing their collaboration capabilities and their oracy skills. The program involved workshops and excursions to universities to engage students in learning and education.</p> <p><b>STARTTS Project Bantu Capoeira Angola</b> program provided by STARTTS and NSW Health. This weekly program focused on positive self image, confidence and healthy and active lifestyles, and provided students with a positive outlet for emotional and physical energy. Students also developed their sense of self-discipline. The program allowed students to explore the music, dance, and martial art customs of Afro-Brazilian culture, and encouraged students to be more tolerant and accepting of other cultures, whilst also exploring the importance of culture for their own individual identities.</p>

<b>Curriculum</b>		All curriculum strategies are address in Strategic Area 2
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## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	235	264	270	283
Girls	199	199	206	229

Student number are slowly are on the increase

### Student attendance profile

School				
Year	2017	2018	2019	2020
7	88.8	86.1	87.5	91
8	80.4	82.8	79.7	86.5
9	80.8	82.4	83.3	84.4
10	80.6	77.3	76.8	84.8
All Years	82	81.7	82.1	86.9
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
All Years	89.9	88.7	88.2	89.8

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### 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	1	NA	NA
Employment	1	NA	NA
TAFE entry	1	NA	NA
University Entry	NA	NA	NA
Other	88	NA	NA
Unknown	9	NA	NA

Chifley College Mt Druitt is a 7-10 Campus

### Year 12 students undertaking vocational or trade training

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0% of Year 12 students at Chifley College Mount Druitt Campus undertook vocational education and training in 2020.

Chifley College Mt Druitt is a 7-10 Campus.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	31.28
Learning and Support Teacher(s)	3.3
Teacher Librarian	1
Teacher ESL	1.6
School Counsellor	1
School Administration and Support Staff	16.68
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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

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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

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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 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

In 2020 all staff on School development Days participated in Aboriginal Education PL- Turning Policy into Action and Aboriginal Histories and Culture. The in-school PL has an active program of Pop Up Professional Learnings, Buddy/coaching programs, instructional rounds. Chifley College Mount Druitt ensures that PDPs are aligned to DoE and School priorities. The success of the Chifley College Mount Druitt's Professional Learning program is evidenced with four teachers enrolled in higher levels of accreditation- three teachers at Lead level and one teacher at Highly Accomplished level and eight teachers gaining accreditation at Proficiency level.



## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	3,835,881
<b>Revenue</b>	9,847,113
Appropriation	9,825,938
Sale of Goods and Services	3,108
Grants and contributions	9,120
Investment income	7,784
Other revenue	1,164
<b>Expenses</b>	-9,557,749
Employee related	-7,645,678
Operating expenses	-1,912,071
<b>Surplus / deficit for the year</b>	289,364
<b>Closing Balance</b>	4,125,246

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	141,874
<b>Equity Total</b>	1,946,149
Equity - Aboriginal	119,412
Equity - Socio-economic	1,077,672
Equity - Language	225,272
Equity - Disability	523,793
<b>Base Total</b>	6,239,280
Base - Per Capita	121,306
Base - Location	0
Base - Other	6,117,974
<b>Other Total</b>	1,059,805
<b>Grand Total</b>	9,387,107

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.

# 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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## 2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Although NAPLAN did not proceed, at Chifley College Mount Druitt Campus we were engaged in BEST for Year 7 and Check- In Assessment for Year 9

### Best Start Year 7 2020

#### Reading

PROCESSES: Cohort % Correct = 66.1%

Stage 2 questions correct = 76.6%

Stage 3 questions correct = 55.8%

VOCAB.: Cohort % Correct = 54.1%

Stage 2 questions correct = 63.3%

Stage 3 questions correct = 45.0%

COMPREHENSION: Cohort % Correct = 60.8%

Stage 2 questions correct = 79.5%

Stage 3 questions correct = 56.7%

### Best Start Analysis

This data is based on students tested within the beginning 5 weeks of year 7. Students were assessed in the three areas of literacy; processes, vocabulary, and comprehension. The data indicates that they are strongest in processes, 76.6% correct for stage 2 questions. The results decrease for stage 3 questions to 55.8%. In comprehension 79.5% of students were able to answer stage 2 questions. This decreased to 56.7% for stage 3 questions. Vocabulary showed lower correct answers by the cohort with 63.3% of students able to answer stage 2 questions. This decreased to 45% for stage 3 questions. There is a significant gap in achievement from stage 3 to stage 4 in reading.

### 4. Check-in Assessment Data - Year 9 2020

#### READING

##### Areas of Learning

PROCESSES: Cohort % Correct = 46.1%

% below SSSG by 9.3%

% below state average by 17.3%

VOCABULARY: Cohort % Correct = 44.1%

% below SSSG by 5%

% below state average by 16%

COMPREHENSION: Cohort % Correct = 38.0%

% below SSSG by 7.4%

#### **4. Check-in Assessment Data - Year 9 2020**

##### **READING**

Areas of Learning

PROCESSES: Cohort % Correct = 46.1%

% below SSSG by 9.3%

% below state average by 17.3%

VOCABULARY: Cohort % Correct = 44.1%

% below SSSG by 5%

% below state average by 16%

COMPREHENSION: Cohort % Correct = 38.0%

% below SSSG by 7.4%

% below state average by 15%

##### **Item analysis of Check-in Assessment Data.**

##### **Key features to Highlight - continued growth**

\* Recognises the role of capitalisation in highlighting the significance of an object - 21.8% of the cohort answered correctly which is 4.3% higher than the state.

\* Derive a generalisation from abstract ideas in a narrative text - 25.3% of the cohort answered correctly which is 1.4% higher than the state.

##### **Key features of Weakness - needs improvement**

\* Identify how language choice can create tone or atmosphere - 39.1% correct which is 29.6% lower than state.

\* Interprets and integrates visual and print elements of a multimodal text - 49.4% correct which is 25.8% lower than state.

\* Infers an author's values conveyed in a text - 40.2% correct which is 25.7% lower than state.

##### **Check-in assessment Analysis:**

This data shows that students assessed in the three areas of learning, indicates that the strengths for our year 9 cohort for 2020 is in their abilities to utilise Processes, followed by Vocabulary and then Comprehension. For the three areas of learning (Processes, Vocabulary and Comprehension) our year 9 cohort achieved lower - % correct, than SSSG (statistically similar school groups) and to the State. The data indicates that improvement and growth is needed to close the gap between our school and state average. This data indicates that the literacy focus used in the school needs to address all aspects assessed in the Check-in assessment as the cohort achieved significantly lower than the state and similar schools. A whole school approach to literacy, particularly reading, has been established to improve the comprehension skills of each student.

## Parent/caregiver, student, teacher satisfaction

Due to COVID Parent Forums were suspended for 2020.

We did engage in the Tell Them From Me survey in 2020

In all areas of Advocacy of school, sense of belonging and expectation for success CCMD was equal to state and above SSSG.

The parents felt welcomed at school yet safety and positive behaviour at school are areas identified which need more work. Also bullying was and is in year which is a concern

While positive teacher student relation in all years CCMD was well above state average

Thus the school should continue in providing

- \* Generous allowance to Year Advisers
- \* Year Advisers lead the enrolment meetings
- \* WELS programs ensure that all students are known and cared for

In 2021 additional support will be provided for

- \* Attendance monitoring, intervention programs and recognition programs
- \* Communication- with special effort on parent involvement and participation
- \* Increase in parent forums

Ongoing surveys of staff and students to review, promote and improve **sense of belonging** in regards to physical environment, communication and initiatives. This should generate programs and resources.

Ongoing surveys of staff and students to review, promote and improve **advocacy** in regards to physical environment, communication and initiatives. This should generate programs and resources.

Ongoing surveys of staff and students to review, promote and improve **expectation of success** in regards to physical environment, communication and initiatives. This should generate programs and resources.

At the school level parents were surveyed the following results

86.4% believed Chifley College Mt Druitt meet the academic needs of the students and 13.6% this was sometimes met.

59% believed Chifley College Mt Druitt meet the social needs of the students and 31.8% this was sometimes met while 9.1% believed their needs were not met.

88% believed Chifley College Mt Druitt meet the cultural needs of the students and 12 % this was sometimes met.

9.1% had concerns about their child attendance while 90.9% were not concerned about school attendance.

27.3% parent/carers had been contacted by the school re. attendance.

98% parents/carers had been contacted by the school in regards to positive behaviour.

From this survey the school is to review the behavioural procedures and the social development opportunities for students at the school

# Policy requirements

## Aboriginal Education Policy

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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.
- 
- Chifley College Mount Druitt Campus. staff are active members of the local AECG
  - Elders were invited to significant events in the school
  - Active Aboriginal Education Committee represented by staff from all KLA
  - Clontarf Program and Aboriginal Girl's Program provide evidence of student engagement and development of student wellbeing
  - University mentor programs as well as Aurora and Sister Speak are available to our Aboriginal students
  - Learning Plans and career plans are developed for all students and staff implement these in their t/l strategies, engagement strategies and reporting and future directions for each student
  - All KLAs track Aboriginal Students' progress
  - All staff engage in Professional Aboriginal Education Learning- Aboriginal Histories and Culture and Turning Policy into Action- as a minimum

## Anti-Racism Policy

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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.

Evidence of effective implementation of the policy included:

- All student taught about reporting racism, the role of the Anti-Racism Contact Officer and what is racism
- Anti-Racism Contact Officer identified and provided with professional learning to support the school's Anti-Racism Policy.
- Anti-Racism Contact Officer completed the Anti Racism Contact Officer training course.
- Anti-racism resources were developed for students and staff.
- Incidents of racism were referred through to the Anti-Racism Contact Officer on the school's operating system (Sentral).
- The Anti-Racism Contact Officer conducted a series of mediations for students.
- The Anti-Racism Contact Officer delivered learning workshops to students who had been referred through the school's operating system or identified at welfare meetings.

## Multicultural Education Policy

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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.

Evidence of effective implementation of the policy included:

- The school delivered a series of lessons around inclusion and harmony leading into Harmony Day.
- The school delivered a series of lessons focusing on inclusion, respect, and harmony within the WELS programs.
- Calendar for Cultural Diversity was displayed within the school.
- A range of cultural based learning was delivered across faculties in accordance with the new syllabus (particularly in the areas of cultural perspectives).
- Externally facilitated programs such as MECA and Capoeira engage and promote cultural diversity and inclusivity of all cultures.