

2020 Annual Report

Chifley College Senior Campus



8473

Introduction

The Annual Report for 2020 is provided to the community of Chifley College Senior 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

Chifley College Senior Campus

67 North Parade

MOUNT DRUITT, 2770

www.chifcolsnr-h.schools.nsw.edu.au

chifcolsnr-h.school@det.nsw.edu.au

9625 9920

School vision

Chifley College Senior Campus inspires students to maintain an interest in life-long learning. The College Motto - Learn, Discover, Inspire - encourages our future-focused young adults to be challenged to achieve personal excellence, embrace the diversity and grow into responsible members of the community. Together at Senior, we strive for our best, every lesson, every day, every way.

School context

The Senior Campus caters for students in Stage 6 and is one of 5 campuses in Chifley College in the Mt Druitt - St Mary's area. It has an average enrolment of 550 students which includes 19% of Aboriginal and Torres Strait Island background and 56 students in the Support Unit. The School draws its students from the Chifley College 7-10 Campuses: Dunheved, Mt Druitt and Shalvey and other government and non-government schools. The school receives funding as part of the RAM Equity Loading and it is committed to providing high quality education to meet the needs of its diverse and positive community. The Senior Campus maintains a philosophical and educational foundation aimed at innovation in curriculum and practice. All planning underpins capacity building initiatives in quality teaching, literacy, student engagement and retention and transition, technology and shared educational leadership.



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>

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

Chifley College Senior Campus is committed to a school culture that is reflective of best practice, and aligned to the needs of our wider community. Our school structures have been developed to build this inclusive growth culture, and all staff contribute to school teams to build cooperative planning, learning and reflection. Data drives our decision making processes, and forms the basis of evidence based recommendations and actions around school achievement and progress, aligned against the standards in the SEF. Our reflective processes, and supportive evidence, suggests that, on balance, CCSC is:

- In the domain of LEARNING - Sustaining and Growing
- In the domain of TEACHING - Sustaining and Growing

In the domain of LEADING - Sustaining and Growing

Domain: Learning (Sustaining and Growing)

The SEF self-assessment survey reflects that CCSC is sustaining and growing in relation to the learning domain. We have **high expectations** of our **learning culture** for both staff and students, and ensure that students are supported in achieving academic growth. We have strong mentoring and monitoring systems, embedded at a classroom and whole

school level, that ensures all students have access to appropriate curriculum support, including tutorials, specialist staff, a range of targeted programs, and additional learning spaces and teachers. Our literacy and numeracy support structures have significantly improved student attainment and success. This has included providing staff with access to high quality data sets from a variety of measures, in order to assess student achievement, moderate staff judgement, and identify achievement and deficient trends for growth potential. This strategy included the formation of stronger **transition partnerships**, in order to develop enrollment systems which included literacy and numeracy data harvesting, and used moderated achievement testing to provide objective, norm-referenced information to teachers about their students' skills and abilities. We differentiated support to lift student performance and **attendance**. We committed to a tiered learning support program with a focus on high risk students. This involved using a range of participatory teaching methods, through our Minimum Standards project, to support students in an intervention setting. We worked to develop effective partnerships with students and the community, via strong community links. CCSC has worked extensively to brand literacy and numeracy, specifically related to HSC success, and developed a range of successful structures that improve community awareness and buy-in. This includes the introduction of Literacy and Numeracy parent teacher consultations, supplementary Literacy and Numeracy reports, Literacy and Numeracy gate duty for informal parental discussion, and a wide range of communication memos. Only 28.9% of the 2020 HSC cohort (36% ATSI students) had demonstrated proficiency in the three Minimum Standards areas at the initial commencing data point (Day 1 2019), compared to 100% at the final data point (graduation).

At CCSC, we value **wellbeing**. The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential. We **care for our students**, as evidenced through our **planned approach to wellbeing**. Our Learn Discover and Inspire (LDI) program provides students with regular pastoral support, and our targeted mentoring program has ensured that all students have access to an educational and wellbeing mentor. This is complemented through our school structures, which ensure that a Head Teacher, two year Advisors and two deputy principals regularly monitor and track student progress and wellbeing. We have adjusted schools structures to ensure that **individual student needs** are met in effective and appropriate ways. This includes employment of additional School Learning Support Officers, literacy and numeracy support teachers, a range of employability services, and enrichment and extension activities and programs. Our post school destination survey shows an increasing number of students are accessing tertiary education, with a number of students winning prestigious scholarships with support from their teachers.

A strong commitment to our core business of educating underpins our **behaviour** management systems and supports students in achieving success. This is evidenced by clear expectations, and the corresponding mutually **respectful relationships** between students and staff. There has been an increase in positive referrals, and trend data suggests that students are being recognised more frequently for being on task and active learners, ensuring students have **optimum conditions** for learning.

Our balanced **curriculum**, and school wide consistent practices for **assessment and reporting**, encourages effort and integrity as well as academic excellence and achievement from our students. CCSC has developed consistent school wide practices for assessment and reporting across the curriculum, with integrated faculty monitoring and sharing systems built into curriculum mechanisms. By ensuring consistent and high quality systems, our **teaching and learning programs** encourage an environment which develops student growth, providing opportunities for value adding and deep engagement in academic and work related content and skills. Our SEF self-assessment suggests that we are sustaining and growing, largely due to the continued refinement of practices including assessment policy and materials. Teachers at CCSC use **formative and summative** assessment, and regularly reflect and provide feedback on student learning and progress. Analysis of internal and external assessment data forms the basis of evidence based decision making for both individual and cohort learning, and is used at a faculty and whole school level. This data is shared effectively and regularly, and assists parents and students to understand their achievement in wider educational contexts. Data has also informed **curriculum provision**, in order to best meet their present learning needs, as well as their future post-school needs. Analysis of student achievement has led to increased numbers of students undertaking a pattern of study that involves one or more Vocational Education Courses (VET), or other work skills related courses. We have high expectations of our students and achievement, and ensure that we **differentiate** the teaching and learning experience to ensure that all students do their best. Quality teaching is core business at CCSC as it underpins both **student engagement** and learning success.

Data also forms the basis of our processes in **whole school monitoring of student performance** against syllabus outcomes and state standards and benchmarks. RAP and SCOUT form the basis of our school wide data analysis, and our reflection processes pivot upon this evidence. Staff are encouraged to improve data analysis knowledge and skills, and training is provided to all staff through existing professional development mechanisms.

We have strong **reporting** mechanisms, in line with **student performance mechanisms**, at CCSC to ensure open and transparent communication within the school and community. **Whole school reporting** utilises a centralised system for analysing and reporting data, including academic and welfare based data sets. As part of the improvement cycle, this data underpins decision making around targets, teaching and learning strategies and improvement measures within the school. As a result of reporting mechanisms, we have revised our student learning support systems and refined our mechanisms for **parent engagement** in student plans and learning goals. We have innovative reporting systems, including a range of **student reports** for class progress and participation in wider school learning programs. During this

reporting cycle, we established new processes for reporting on literacy and numeracy progress and issued a range of new competency statements to better inform parents of **student growth** and **value add** data in key learning areas. Our Minimum Standards success shows clear higher than expected growth on internal and external assessment against literacy and numeracy bands. The progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school in literacy and numeracy, with 100% of all students meeting targets in **internal and external measures against standards**.

Our evidence for the domain of Learning includes: pre and post testing data, HSC analysis, Sentral notification data, Ace 1 data and transition plans, mentor lists, meeting logs, NCCD data, school policies, transition data including trade readiness and university participation attendance, meeting minutes, staff and SLSO timetables, assessment booklets, faculty programs including modifications and adjustments, N-award data, HSC Minimum Standards data, school monitoring procedures for teaching programs and assessment, individual student learning plans (including PLPs, IEPs, ITPs) as required.

Domain: Teaching (Sustaining and Growing)

Effective classroom practice underpins our commitment to our students and wider community. Every lesson in every classroom is part of a coherent program that has been collaboratively designed within faculty teams, with accommodations and adjustments made to suit needs as they arise, demonstrating a strong commitment to **lesson planning** and **explicit teaching**. We have worked consistently to ensure explicit teaching of literacy and numeracy skills are embedded across all KLA areas, as demonstrated by faculty programs, optimising learning progress for all students, across the full range of abilities. This is evidence based, and student progress is tracked and monitored through the literacy and numeracy team. Feedback is important in our quality teaching practices, and this is provided for both formative and summative tasks, as well as in a range of non-assessable contexts. **Feedback** is monitored through our registration processes, and teachers maintain records of student feedback alongside student work samples, allowing for school wide monitoring to ensure consistent teacher judgement. **Effective classroom management** is important at CCSC, as we believe a consistent school-wide approach is fundamental to effective teaching and learning. Support is provided to teachers where needed, and our school structures and policies to support behaviour management are transparent, equitable and accessible for students, staff and the community. **Data skills and use** is fundamental to our reviews of the teaching and learning cycle, and quality teaching. There has been a continued improvement in **data literacy** across the school, and this forms the basis of our curriculum innovation, quality teaching and system reforms across the wider school. School, faculty and classroom targets are the result of collaborative data analysis, including both internal and external data sets, and progress points are established and interrogated through quality data collection.

Our Literacy and Numeracy data systems have been recognised as exemplar in regional and state contexts, and this use of data has informed decision making and practices, ensuring all students meet national standards. Importantly, **data use in teaching** informs practice in each classroom within the school. Teachers clearly understand, develop and apply a full range of assessment strategies in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness. This is monitored through faculty review systems, both within faculty and by senior executive and pre-established data points. This is evidenced through changes to our assessment booklets for students, and our faculty review processes, with a focus on registration including assessment. This data, combined with external data sets such as the HSC, Tell them from Me, and others, becomes the basis of our **data use in planning**. We consistently use quality data sets to analyse practice and to collaboratively identify strategic priorities, and develop and implement plans for continuous improvement.

At CCSC, **Professional Standards** are a reference point for whole school reflection and improvement. Teachers' Professional Development Plans are supported by a coordinated whole school approach in order to facilitate school wide **improvement of practice**. As part of our **Accreditation** systems we support teachers at all career stages to use professional standards and PDPs to improve their craft within the classroom and the wider school setting. All teachers at CCSC have been provided opportunities to grow their skills with a **literacy and numeracy focus**, and there is a school wide focus on improving literacy and numeracy delivery and programming. As a result, there has been significant growth in student literacy and numeracy attainment and CCSC has been recognised as an exemplar practitioner via a series of regional and state teaching awards. At CCSC, staff **learning and development** remains a school priority. Collaborative practice and feedback is used to ensure that all staff engage in professional discussion and collaboration to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups.

We have a strong focus on collaborative classroom observation, with well developed peer observation and team teaching systems embedded into daily practice. In turn, we have developed **coaching and mentoring** systems, where staff are provided both informal and formal opportunities to develop their skills at a range of career levels. As part of this mentoring process, CCSC is especially proud of our leadership development program. A significant number of staff have accessed these opportunities, at a range of school levels. Our beginning, mid career and late career teachers are supported in developing their skills. We value professional learning, and have developed school structures to share and disseminate the skills and learning of each of our staff members, within a faculty or whole school setting. At conferences and meetings, we run regular 'teach meet' sessions to share new strategies, and we collaborate across the college and wider schools to foster **expertise and innovation**.

Our evidence for the domain of TEACHING includes: staff data on number of staff accessing training in higher positions, compliance with PDPs, HSC analysis and focus on faculty meeting logs, classroom observation logs, faculty programs and registrations, feedback from staff development days, attendance data and participation from college KLA meetings, number of staff accessing HSC marking, HSC Minimum Standards data, number of staff accessing professional learning.

Domain: Leading (Sustaining and Growing)

CCSC is committed to **Educational Leadership**, recognising the role of principal and school leadership team in modeling **instructional leadership** and supporting a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement. At our school, professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders. We have a strong leadership program for staff, providing opportunities for all staff to develop holistic educational skills in leadership, faculty management, school management and school improvement.

We have established a **culture of high expectations** linked closely to improvements in **performance management and development**. All our staff proactively seek to improve performance, at all levels of the school, and this is evidenced through our strong teacher accreditation, accountability and registration systems. We provide opportunities for all staff to grow their skills, in line with the school plan, and monitor and reflect on this performance in both formal and informal ways. CCSC regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.

We have strong processes for the Tell them from Me survey, and continually seek **community engagement** through a range of school events and teams. We are open to our community, and recognise that they are an essential partner to educational success. In the past twelve months we have worked to engage community and stakeholders in a range of programs, including developing new School Developed curriculum, continuing existing and developing new relationships with businesses and employees for work placement opportunities, and growing our strong commitment to employment opportunities with workplace links with the wider community as part of our work ready programs.

At our school the school plan is at the core of our continuous improvement efforts, and our school vision and strategic directions are evident in our activities. **School planning, implementation and reporting** is the basis for **continual improvement**. Our leadership team actively supports change that leads to improvement and embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the **school plan**. We report to our wider community through a robust process, including the **annual report**, and ensure that we are transparent about school progress. **School resources** at CCSC are strategically used to achieve improved student outcomes and high quality service delivery. **Staff deployment** has resulted in staffing choices to best support student needs, including employment of an additional literacy and numeracy teacher, a Head Teacher Teaching and Learning loading, and additional SLSO support. We regularly use data to analyse the effectiveness of these choices, and use this to inform future directions.

The **facilities** at CCSC are used flexibly in order to meet the changing needs of students. Our choices optimise both learning spaces, and spaces for social and emotional wellbeing growth. In 2020 we established a learning hub, a Clontarf space and provided renovations to a number of classrooms in order to better meet student needs. We have planned significant improvements to science labs to increase stem participation and learning. Our teachers and students have access to a wide range of **technologies**, used to enhance teaching and learning and we have made ongoing commitments to updating laptop and computer access, as well as larger capital expenses including equipment for our VET, Science and Music courses. There is **community use of facilities** through our Clontarf and Girls Academy programs, as well as through open nights and community events. These facilities have been extended to the wider education community through principals network meetings, and open lecture nights for professional development purposes.

Strategic **financial management** is used to gain efficiencies and to maximise resources available to implement the school plan, and we have transparent and clear processes to ensure best practice in this area. **Management practices and processes** encourage administrative systems and structures that underpin ongoing school improvement and the professional effectiveness of all school members. Our **administrative systems and processes** support successful teaching, learning and student support. We strive for quality **service delivery**, offering flexibility in mechanisms for engaging with students, parents and the wider community, and have worked hard to ensure that stakeholders are responsive and feel connected to the school.

Our **community satisfaction** is high, as evidenced through Tell Them From Me data, workplace feedback, destination surveys, and graduation surveys and reports. Our students and families have high levels of community satisfaction, and regularly demonstrate their pride as part of the CCSC community.

Our evidence for the domain of LEADING includes: staff accessing professional learning over and above mandatory training, timelines and processes communicated to staff, allocation of tasks to non-teaching staff, all classrooms fit for purpose and review process in place, technology availability across the school, finance committee minutes, budget

allocations for faculties and programs, funds expenditure records, procedures for additional funds to support school programs.

In summary, the results of our Schools Excellence Framework self-assessment indicate that on balance, CCSC is:

- Sustaining and Growing in the LEARNING domain.
- Sustaining and Growing in the TEACHING domain,
- Sustaining and growing in the LEADING domain.

Through our processes of self-assessment, we have identified a number of key areas for improvement. These future directions include:

- ensure students grow in their learning through explicit, consistent and research -informed teaching.
- maximise learning outcomes for every student with continued training of all staff in the use data to understand the learning needs of individual students and inform differentiated teaching for all students.
- create an environment for students, staff and the community to develop their ability to connect, succeed, thrive and learn through the implementation of evidence - based whole school practices.
- ensure staff, students and community establish and maintain a professional learning culture which is focused on continuous improvement of teaching and learning.
- supporting individuals in building instructional leadership capabilities.

Strategic Direction 1

Student Learning

Purpose

To improve the standard of literacy and numeracy of every student, in every class, and to ensure they leave with the necessary attributes for post schooling opportunities. Chifley College Senior Campus seeks to nurture engaged learners whose abilities, wellbeing and results are optimized through targeted learning opportunities.

Improvement Measures

100% of students obtaining the bare necessities required for employment by the time they finish year 12.

Minimum of 50% of eligible students achieving HSC qualifications in 2020, growing to 75% by 2023.

Improved PAT results.

Improved wellbeing measures from TTFM survey.

Overall summary of progress

In 2020, the Student Learning Team had a focus on refining the Minimum Standards Program and improving on it from its successful implementation in 2019. This has been very successful with 100% of the graduating Year 12 cohort achieving the Minimum Standard in all 3 areas of Literacy and Numeracy.

Another focus the team had, was improving not only the number of students who had selected a mentor, but also the quality of mentoring across the school. This was completed through consultation with staff on mentoring and then professional development of all staff in what mentoring is. This saw an improvement in the quality of the mentoring sessions.

Results from the TTFM survey in the area of Wellbeing were stable, but the impact of Covid19 and online learning had a significant impact on the students wellbeing.

Progress towards achieving improvement measures

Process 1: Identify school wide systems of recording and using literacy and numeracy data to track student progress.

Evaluation	Funds Expended (Resources)
<p>The whole school Minimum Standards program successfully implemented in 2019 has continued. 100% of students from the 2020 cohort that were required to obtain minimum standards achieved the minimum standard for all 3 areas.</p> <p>Data from our Year 7-10 campuses show that only 28.9% of the 2020 HSC cohort (36% ATSI students) had demonstrated proficiency in the three Minimum Standards areas at the initial commencing data point (Day 1 2019), compared to 100% of students all eligible students attaining the Minimum Standards upon graduation.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$150000.00)

Process 2: Identify school systems to develop student competence in tracking and monitoring their own literacy and numeracy growth.

Evaluation	Funds Expended (Resources)
<p>The school has refined the reporting system implemented in 2019 that informs students and parents of the students progress in the area of Minimum Standards. These reports were distributed with the Half Yearly and Yearly student reports. It is through these reports as well as feedback within the program that students are able to track their progress.</p>	<p>SASS support to compile reports as required.</p>

Progress towards achieving improvement measures

Process 3: Identify systems to increase student participation in alternate and additional school based qualification processes.

Evaluation	Funds Expended (Resources)
<p>Covid19 impacted on the number of Trade Readiness courses that the school was able to offer. This then impacted on the students exposure to alternate qualifications.</p> <p>Our relationship with the Apprenticeship and Engagement Forum (AEF) has continued and will continue into the future. Therefore we will be able to provide students with ongoing opportunities.</p> <p>A Weebly was setup for our Year 12 cohort to be able to provide information on University, TAFE, and the school to work transition during the disrupted time of online learning.</p>	<p>School to Work funding, teacher and SAS Support.</p>

Process 4: Develop and implement systems of interventions and support for students.

Evaluation	Funds Expended (Resources)
<p>The school has continued with a student withdrawal system to provide intense learning to the identified students. This system was a success in 2019, and small refinements have been applied in 2020 to better cater to the students needs.</p>	<p>HSC Minimum Standards program, teacher and SAS support.</p>

Process 5: Develop a set of resources for literacy and numeracy support for students.

Evaluation	Funds Expended (Resources)
<p>No resources were developed due to the Minimum Standards Program addressing this identified process.</p>	<p>HSC Minimum Standards program, teacher and SAS support as required.</p>

Process 6: Identify places and services that students can access for additional support.

Evaluation	Funds Expended (Resources)
<p>The Assessment Help Centre has continued to be a valuable resources for students to access to help with their understanding of content and to provide assessment help. This has been undertaken by students individually and also in groups, all under the supervision of teachers from a variety of faculties.</p> <p>Our School to Work Team has been providing opportunities for all students to access their services on a more frequent basis. This has seen an increase in students understanding and obtaining more of the bare necessities for a smooth school to work transition.</p>	<p>Staff volunteer roster developed, varied depending on the number of students accessing the Assessment Help Centre and the type of assessment tasks to be completed.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$2500.00)

Process 7: Develop teacher-student connections.

Evaluation	Funds Expended (Resources)
<p>The formalised process of mentor selection was interrupted due to the Covid19 transition to online learning. Therefore the Year 11 selection process was delayed. Although it was delayed, teachers took on a mentoring role with their classes during online learning, ensuring student wellbeing was prioritised.</p> <p>At the beginning of 2020, 93% of Year 12 (2020 Cohort) had selected a mentor.</p>	<p>Voluntary teaching staff time as required.</p>

Progress towards achieving improvement measures

When school resumed the mentor selection process for Year 11 continued and by the end of 2020, 64% of Year 11 students had selected a mentor.

Next Steps

The Minimum Standards program is well established, successful and has been recognised as an outstanding program. Ensuring students meet the Minimum Standards in all areas of Literacy and Numeracy will always be a focus area and this program will continue to be a part of Chifley College Senior Campus.

Wellbeing is a key focus area for student learning and will continue to be a focus area into 2021 and beyond. Future opportunities will be further investigated in the next planning cycle.

Another focus area is the teacher student connection. Different types of teacher student connection opportunities should be investigated to allow better and stringer connections between all students and all staff.



Life Ready Program

Strategic Direction 2

Staff Learning

Purpose

To build a culture where equitable access to high quality professional development is embraced and the knowledge shared. All staff will engage in reflective practice to both maximise learning outcomes for students and to enhance their professional journey.

Improvement Measures

Tally of staff reporting on professional development experience to include 40% in any given year during 2018-20. Onlinedatabase of PD experience to grow by 50% a year. 100% of staff to achieve their teacher identified and mandatory hours.

All teaching and non-teaching staff have individual Performance and Development Plans which clearly identify professional/work goals respectively and strategies and resources required for the achievement of goals. Staff who aspire to HALT accreditation achieve this. Merit selection promotion to increase by 30%.

75% of all staff (pre/post 2004) to include literacy and numeracy strategies and analysis of data in their programs so that students will meet the new minimum HSC requirements.

Overall summary of progress

In 2020 staff were encouraged to engage in online learning as required to maintain accreditation. COVID-19 pandemic restrictions impacted on staff accessing face-to-face professional learning.

Progress towards achieving improvement measures

Process 1: Working group monitoring training and development with an emphasis on equity of access and transparency as part of the process.

Evaluation	Funds Expended (Resources)
<p>Mandatory professional development hours were an important consideration for all staff in 2020 and this will continue into 2021. Scout data indicates a majority of staff will need to be compliant in 20 months.</p> <p>The extraordinary shift to online learning was a key professional development success of students/staff in 2020.</p> <p>Accredited, corporate- non teaching, elective professional development, registered and non registered (TIPD) hours need to be addressed as on average staff will need to increase the amount of PD they access in 2021/22. then they have previously.</p>	<p>Equitable access to Professional Development was in evidence in 2020 with casual teaching relief available to all staff when necessary. Online learning in 2020 however lessened the need for casual relief.</p>

Process 2: Establishment of a working group who aim to complete their Highly Accomplished or Leading Teacher (HALT) accreditation and/or promotion

Evaluation	Funds Expended (Resources)
<p>The completion of the HALT process by staff will add to the mentoring and instructional leadership within the Campus in 2021/22.</p>	<p>Professional development expenditure when required for the two staff attempting the HALT program.</p>

Process 3: Working group that facilitates and supporting aspiring teachers on school, College and regional level.

Evaluation	Funds Expended (Resources)
<p>Staff were limited in their engagement with all external staff in 2020.</p>	<p>Resources were provided in 2020</p>

Progress towards achieving improvement measures

Staff were and continue to be fully supported in their professional aspirations in both a formal and an informal context. Staff have been provided with numerous professional development activities within the Campus resulting in the appointment of staff to higher substantive positions in 2020.

through the KLA structures across campus sites. There was little or no additional funding necessary for the limited contact in 2020.

Process 4: Staff attending PD will follow strict protocol of application and evaluation.

Evaluation	Funds Expended (Resources)
With mandatory professional development hours a priority in 2021/2022 this area of will continue to be monitored, as it was in 2020 for equity and	SLSO and Senior Executive support in the distribution of relevant PD documentation.

Process 5: .Shared learning expertise to better inform better teaching to be presented to staff in whole school meetings.

Evaluation	Funds Expended (Resources)
In 2020 the 'pay it back' session did not operate and all professional development activity reporting was confined to the KLA group. This has been an interesting development as staff feel this is the most productive form of feedback as it is directly relevant.	No resources needed.

Process 6: Collaborative approach to the provision of PD around literacy and numeracy College wide. Private/External providers employed to assist in PD in the reading and use of data.

Evaluation	Funds Expended (Resources)
<p>This area of the strategic direction and its implementation was limited and will be a focus of the new instructional leader in 2021.</p> <p>The extraordinary shift to online learning was a key professional development success of students/staff in 2020</p> <p>Results for the 2020 cohort, in relation to the Top 3 HSC Bands, indicates a shift away from face to face teaching and learning had a slight negative impact on overall student achievement.</p>	No resources committed to this

Process 7: Sharing of exemplar teaching programs and how they employed successful literacy and numeracy strategies.

Evaluation	Funds Expended (Resources)
There has been a discernible and significant improvement in the quality of HSC programs and lesson registration. Focus on the Faculty, internal audits and the use of an external mentor have meant the standard of the programs produced have been tested and proven first rate.	Employment of a mentor in 2019 not continued in 2020 however the results of this engagement were evidenced in the 2020 teacher registration improvement.

Next Steps

Instructional Leadership will very much be the focus of staff learning in 2021 and beyond. The 2021-2024 Strategic Improvement Plan (SIP) will incorporate a search for an instructional leader at CCSC. Their role is being defined in Term 2/3 2021 but it will continue to assist staff in their classroom practice, programming and professional development. The emphasis on quality Performance Development Plans will also continue in the new strategic improvement plan with mandatory hours for professional development a factor for staff. The majority of staff will need to complete these hours to be proficient by the end of 2022. Our successes in relation to minimum standards are well documented and staff and students have benefitted from the extra training in the areas of numeracy and literacy.

Strategic Direction 3

School Learning

Purpose

To educate, inform and engage the school and wider community in school events through the use of technology tools. Chifley College seeks to improve literacy and numeracy learning outcomes in order to meet Higher School Certificate Minimum standards with every student leaving school with necessary employment requirements to enhance their Post School Opportunities.

Improvement Measures

Establishment of Media Team with faculty/non-teaching staff/strategic leaders who will participate in the development of electronic promotion of KLA and school activities.

Minimum 50% of eligible students, achieving HSC 100% qualification in 2020, 75% by 2023. 100% of students achieving HSC qualification by 2020. (See Literacy and Numeracy Improvement Plan T4 2017 -2023).

100% of students to have a post-school transition package (e.g. TFN, Bank Account, USI, White Card, RSA, RCG) by 2020.

Increased promotion of inclusive learning activities within the school and community.

Overall summary of progress

Throughout 2020, the School Learning Team focused on the electronic promotion of campus based activities due to the ongoing and constantly evolving restrictions of the Covid19 pandemic. We focused on sharing student successes and learning experiences to allow the outside community to have an external glance into the experiences offered to the students.

Although the experiences were limited, we applied systems ensuring that students learning was nurtured and acknowledged across all social media avenues.

School to work transitions, although impacted by the Covid19 pandemic, were still a keen focus of the group with employability skills for students built upon during this time.

Progress towards achieving improvement measures

Process 1: Media Team

- Establishment of Media team and guidelines to assist in the use of technology and content.
- Training provided where required in the use of the different technologies.
- Revisiting of designs for school website and current platforms.

Evaluation	Funds Expended (Resources)
<p>Due to the Covid19 pandemic, throughout 2020, the team utilised our social media platforms to engage with the wider community ensuring that key stakeholders were well informed about campus experiences and changes to normal routine.</p> <p>Facebook now has over 1400 and Instagram has over 450 likes with regular post engagement from the wider community.</p> <p>The CCSC Wikipedia page has been updated to reflect the current campus practices current extra-curricular activities available to students.</p> <p>The school App continues to be utilised by members of the community, particularly to record student absences and update of student contact details.</p>	Social media team - faculty volunteers

Process 2: Literacy and Numeracy

- Provide information on how school is advancing Minimum standards.

Progress towards achieving improvement measures

- Process 2:**
- Update Literacy/Numeracy results into Newsletters.
 - Create Staff Buy in Literacy/Numeracy.

Evaluation	Funds Expended (Resources)
<p>The school Facebook page has regularly shared 'success stories' on student progression through the minimum standards. A regular 'Student of the Month' has been shared celebrating student successes with the wider community with a high engagement and share component of posts.</p> <p>Minimum Standards updates have been placed in the campus newsletters ensuring the community is aware of our support structures and focuses on a term by term basis.</p>	<p>Staff allocated to the Minimum Standards team.</p>

Process 3: Post School Transition

- Identify student base post-school targets.
- Provide opportunities through external providers for the further qualifications.
- Incorporate transitioning topics in subjects.

Evaluation	Funds Expended (Resources)
<p>Exposure to post school opportunities were limited in 2020 due to the Covid19 pandemic, however, the Job Search program continued to develop employability skills within its enrolments.</p>	<p>Staff time to coordinate learning experiences.</p>

Process 4: Inclusive Learning

- Attend AECG and Inclusion of Aboriginal community into School Plan.

Evaluation	Funds Expended (Resources)
<p>Throughout 2020, CCSC was represented at 100% of the Pemulwuy AECG meetings in either a face to face capacity or online.</p> <p>The campus based Junior AECG continued giving students a voice and promoted Aboriginal Education across the campus.</p>	<p>Staff time to attend meetings, Aboriginal Education team to oversee the Junior AECG.</p>

Next Steps

Effective community engagement and participation in campus experiences will continue to be of the utmost importance in 2021 and beyond. The 2021-2024 Strategic Improvement Plan (SIP) will aim to improve the delivery of structures that are now embedded in school culture and create new experiences for students, staff and wider community to build stronger reciprocal relationships.

Social Media platforms will continue to be utilised as the basic communication tools with experiences being shared in a positive manner, promoting educational excellence within the school and wider community.



Year 11 Executive Commendations

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • Aboriginal background loading (\$126,879.00) • Socio-economic background (\$33,710.00) 	<p>Employment of full time Aboriginal Education Officer as provided through Equity Loadings in the annual funding entitlement.</p> <p>Supporting Aboriginal boys through the continued partnership with the Clontarf Program..</p> <p>Supporting Aboriginal Girls through the introduction of Girls Academy Program. This program was introduced following an extensive community consultation process.</p> <p>The success of the program is evaluated by:</p> <p>Number of Aboriginal students completing Year 11.</p> <p>Number of Aboriginal students graduating Year 12 and obtaining HSC.</p> <p>Number of Aboriginal students obtaining HSC Minimum Standard before graduating Year 12.</p> <p>Destination of Aboriginal students who leave school prior to completing Year 11 or Year 12.</p> <p>Destination of Aboriginal students upon graduation.</p>
English language proficiency	English Language proficiency (\$114,368.00)	<p>Employment of 0.6FTE teacher provided as part of the annual staffing entitlement to support students and staff across all curriculum areas.</p> <p>Employment of additional teaching staff within the English faculty so that students who qualify are able to access the HSC EAL/D board developed course.</p> <p>The success of the program is evaluated by:</p> <p>Number of EAL/D students who complete Year 11 preliminary course.</p> <p>Number of EAL/D students who complete Year 12 HSC course.</p> <p>Number of Year 12 EAL/D students who obtain HSC Minimum Standards and are eligible for HSC credential.</p>
Low level adjustment for disability	* Low level adjustment for disability (\$202,356.00)	<p>Employment of 0.4 LaST was provided as part of the school annual staffing entitlement and equity loading.</p> <p>Continued employment of 2 permanent SLSOs and an additional 1FTE temporary SLSO to provide support for students across KLAs in the school, targeting students who had been identified as requiring support through the NCCD process.</p> <p>The success of the program is evaluated by:</p>

<p>Low level adjustment for disability</p>	<p>* Low level adjustment for disability (\$202,356.00)</p>	<p>Number of students identified through NCCD process.</p> <p>Number of students obtaining Special Provisions for HSC examinations.</p> <p>Number of students identified through school procedures who meet criteria to be exempt from HSC Minimum Standards.</p> <p>Number of students meeting requirements HSC Minimum Standards.</p>
<p>Socio-economic background</p>	<p>Socio-economic Background (\$1,092,275.00)</p>	<p>Employment of an additional Deputy Principal as provided as part of the annual staffing entitlement.</p> <p>Employment of additional teaching staff to maintain curriculum patterns across the school based on a student driven timetable. This provides an opportunity for the school to offer classes with a smaller cohort that would otherwise not be a viable option.</p> <p>Continued implementation of whole school priority program for the HSC Minimum Standards project in the school This involved the employment of 1FTE teacher and 0.6 allowance for other staff involvement to allow for a withdrawal and intervention program.</p> <p>Continued implementation of the school Job Search program catering to the needs of students who are disengaged from mainstream school.</p> <p>Supporting the ongoing School Leadership Team structure, designed to support students well-being whilst enrolled at Senior Campus.</p> <p>Supporting career development of staff by providing opportunities to access acting executive roles at both Head Teacher and Deputy Principal level.</p> <p>Employment of additional SAS staff including SLSOs to support students in the classroom and School Administration Officers to support school wide programs and initiatives.</p> <p>Purchase of additional goods and supplies in line with COVID-19 pandemic guidelines to enable teaching and learning programs to continue.</p> <p>The success of the program is evaluated by:</p> <p>Number of students obtaining HSC Minimum Standards.</p> <p>Broad curriculum provided to students.</p> <p>Number of students accessing the alternate Job Search program and the number of students successfully obtaining employment or meeting the minimum criteria for the program.</p>

<p>Socio-economic background</p>	<p>Socio-economic Background (\$1,092,275.00)</p>	<p>Staff willingness to support school Leadership structures through applications to fulfill acting roles within the school.</p> <p>Satisfaction of teaching staff for release from non-teaching/administrative tasks through the employment of addition SAS staff.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>* Targeted student support for refugees and new arrivals (\$1,712.00)</p>	<p>Ongoing support provided for students to participate in HSC enrichment and tutoring programs.</p> <p>The success of the program is evaluated by:</p> <p>Number of eligible students graduating Year 12 and completing HSC requirements.</p>



NAIDOC 2020

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	262	239	234	254
Girls	259	234	244	238

Enrolment numbers remain stable, however there has been a small increase (less than 3%) in the overall enrolment in 2020. The increase in the number of boys in 2020 is notable. The campus has a Support Unit which includes 2 IM classes, 1 IO class, 1 MC class and 1 AU class catering to the needs of students with a range of disabilities.

Student attendance profile

School				
Year	2017	2018	2019	2020
11	79.8	80.6	77.9	79.2
12	78.6	79.4	78.3	79.6
All Years	79.2	80.1	78.1	79.4
State DoE				
Year	2017	2018	2019	2020
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89	87.7	87.5	89.1

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.

Whilst there was a slight increase in the attendance rate from 2019, the school acknowledges that the attendance rate is below that of the DoE average. The school's Year 11 and 12 Leadership Teams monitor attendance of all students, recognising students with excellent attendance through the existing merit and award system within the school. The school uses a variety of monitoring strategies to address non-attendance by students. These monitoring strategies include the phone home program, emails and text messages to parents and carers to resolve unexplained absences. Students causing concern for chronic non-attendance are referred to the Home School Liaison Officer in line with DoE policies and procedures.

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	N/A	N/A	2
Employment	N/A	22.5	8.5
TAFE entry	N/A	5.5	5
University Entry	N/A	N/A	N/A
Other	N/A	18	9
Unknown	N/A	54	75.5

As a Senior campus, post-school destinations for Year 10 students is not applicable. The information above, relates to students who left school prior to the completion of the school year.

In 2020, 196 students graduated Year 12 at Senior Campus. This included 178 students from the mainstream cohort and 18 students from Support classes. 65% of Year 12 students from the mainstream classes completed Career Destination survey as part of the LDI program in school. Of the students who responded to the survey, 54.3% of students indicated that they were hopeful of continuing their education either at University, TAFE or private college; 15.6% of students were hopeful of obtaining an apprenticeship or traineeship; 21.5% of students were hoping to obtain work; 3.5% of students were hopeful of obtaining a position within the Defence Forces and 5.2% were unsure of their possible destination post-school.

33% of the Year 12 mainstream cohort received UAC offers for either Bachelor Degree or Diploma courses. It should be noted that this is one of the highest percentages of UAC offers for the school.

A further survey was conducted by the school in February 2021, with 35% of the Mainstream students responding.

Of the Mainstream students who responded 31% indicated that they had accepted offers for university; 15% had accepted offers from TAFE; 5% were continuing education with other providers; 22% had found work and 7% had gained either an Apprenticeship or Traineeship. The remaining 20% of students who responded indicated that they were looking for work.

Year 12 students undertaking vocational or trade training

49.62% of Year 12 students at Chifley College Senior Campus undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

90.2% of all Year 12 students at Chifley College Senior Campus expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

The student driven timetable at Chifley College Senior Campus enables students to choose courses that best suit their individual learning needs. Students are able to choose from a wide variety of subjects including Board Developed, VET Board Developed, Content Endorsed Courses, VET Content Endorsed Courses and School Developed - Content endorsed Courses. Students are also able to enrol in eVET courses as part of their pattern of study to meet Preliminary/HSC requirements.

In 2020, 44% of students were enrolled in a pattern of study which made them eligible for an ATAR, thus providing a pattern of study which was suitable for possible University admission.

In 2020, 43.61% of all Chifley College Senior Campus students were enrolled in a Vocational Education and Training (VET) course. These courses included Business Services, Construction, Hospitality - Food and Beverage, Information and Digital Technology, Metals and Engineering, Manufacturing and Engineering, Retail Services and Sport Coaching.

41% of the graduating Year 12 cohort, were enrolled in at least one of the seven VET courses offered in Year 12 at the school. 66 enrolments successfully completed the Certificate I, Certificate II or Certificate III that was on offer for their chosen qualification. The remaining 84 enrolments achieved a Statement of Attainment towards the qualification for their respective course. 39 students undertook the HSC examination in their respective course.

The school continues to invest time, money and resources into Vocational Education and Training. This only benefits the students, providing them with the best possible environment to learn in. Our range of VET courses continue to be a valuable subject choice for students enrolled at Senior Campus. Whether students are undertaking an ATAR or Non-ATAR pattern of study, their VET course provides them with a variety of post school opportunities.

At the completion of Year 12 2020, 7 students were enrolled in the school Job Search program and of these students, 53% completed the course as developed by the school and 17.5% of students gained employment as a direct result of involvement in the program.



2020 Year 12 Graduation

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	10
Classroom Teacher(s)	31.46
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	14.08
Other Positions	2.08

*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 ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
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

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

Professional learning and teacher accreditation

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

In 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.

All staff - teaching and non-teaching - at College Senior Campus are encouraged to participate in professional learning which best suits goals as identified as part of their Performance and Development Plan. Staff are also encouraged to participate in professional learning which meets both whole school and DoE priorities. In 2020, reports in SCOUT indicate that, across all staff, there was an increase of 240 hours from 2019 with staff accessing professional learning.

All staff completed mandatory training as required by the DoE in Child Protection, Corruption Prevention for Public schools, Code of Conduct, Data Breach Response. Staff were also trained in DoE priority areas in Aboriginal Education by completing training in Turning Policy Into Action and Aboriginal Histories and Culture.

Despite COVID-19 restrictions, teaching staff were able to build and maintain positive working relationships and networks with colleagues from across Chifley College. This was done through participation in KLA Networks, Head Teacher/program coordinator planning days and other College initiatives either through face-to-face or online meetings.

All teaching staff were encouraged and supported in their applications for participation in the HSC marking process. As a Senior Campus, this is considered by all staff to be a valuable tool in developing skills and knowledge which can be transferred to teaching and learning practices in the classroom. Staff are also able to share this knowledge and skills with colleagues from across the College - particularly those for 7-10 campuses - enabling them to develop leadership skills.

All teaching staff are aware of their responsibilities, as required by NESAs, to maintain accreditation and are encouraged to seek professional learning that will meet mandatory requirements.



HSC Minimum Standards Team

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 Actual (\$)
Opening Balance	756,129
Revenue	9,425,717
Appropriation	9,356,700
Sale of Goods and Services	34,017
Grants and contributions	33,642
Investment income	1,359
Expenses	-9,774,629
Employee related	-8,498,941
Operating expenses	-1,275,688
Surplus / deficit for the year	-348,912
Closing Balance	407,216

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.

The school has an active finance committee comprised of the Principal, other Senior Executive, a Head Teacher representative, the School Administration Manager and other SAS staff. The committee determines budget allocations for each faculty and other key programs in the school. Program coordinators and Head Teachers are responsible for the purchasing processes and ensuring that spending stays within the allocated amount. The school has established processes where additional submissions can be made throughout the year for consideration by the finance committee. Each submission is considered on merit to determine if it fits within whole school priorities and, if granted, is suitable use of school funding.

In 2020, in response to the COVID-19 pandemic, additional funding was allocated for cleaning products, provision of hand washing facilities for student use, additional equipment for HSC Music students to ensure COVID safe practices were used in practical lessons

Funds carried forward have been allocated for the upgrade of the second Science Laboratory. This is planned for Term 3, 2021.

Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	96,649
Equity Total	1,535,877
Equity - Aboriginal	126,879
Equity - Socio-economic	1,092,275
Equity - Language	114,368
Equity - Disability	202,356
Base Total	6,650,189
Base - Per Capita	123,648
Base - Location	0
Base - Other	6,526,541
Other Total	1,025,184
Grand Total	9,307,900

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.

The Base School Allocation is supplemented by Targeted Funding (Refugee Student Support and Integration Funding Support) and Equity Loadings (Socio-economic Background, Aboriginal Background, English Language Proficiency and Low Level Adjustment for Disability). These additional funds provide the school with resources to ensure the continuity of programs designed and developed to support teaching and learning of students enrolled at Chifley College Senior Campus.

These programs include:

- providing opportunities for permanent staff to act in Higher Duties e.g. Head Teacher to Deputy Principal; classroom teacher to Head Teacher. This supports school structures and priorities and also enables staff to develop leadership skills and experiences.
- employing additional teaching staff - above total Teacher Entitlement as listed in the 2020 Enrolment and Entitlement Report - to support the student driven timetable and curriculum continuity. These additional teaching positions are filled using the DoE Temporary Engagement procedures and are funded through Equity Loadings.
- employing additional teaching staff to provide targeted support to students to enable them to achieve mandatory HSC Minimum Standards. In 2020, all of the eligible students achieved HSC Minimum Standards.
- employing additional casual teaching staff to supervise examination periods for Year 11 yearly exams and Year 12 Trial HSC exams. This was in direct response to the COVID-19 pandemic.
- employing additional staff in SLSO positions to support students identified through the NCCD process as those requiring additional support in the classroom. These positions are funded through Equity Loadings - Socio-economic Background and Low Level Funding Support and are combination of permanent above establishment positions and temporary engagement using the DoE Temporary Engagement procedures.
- employing additional School Administrative Support above Total Non Teacher Entitlement as listed in the 2020 Enrolment and Entitlement Report to ensure continuity of programs in the school.
- employing additional casual staff to ensure continuity of teaching and learning within classrooms; SAO and SLSO support.
- employing Technology Support Officer in line with GSE staffing procedures to support the computer systems within the school.
- providing finances to support faculties and programs within the school.
- continued improvement of the school technology resources providing updates for computer laboratories; provision of laptops and portable laptop trollies to provide flexible learning opportunities; updating of existing audio visual e.g. Data Projectors and Televisions in the school.
- update of the school library to provide a dynamic Learning Hub within the school.

- ongoing lease of 2 school buses to provide students with access to programs outside the school.
- providing all staff with opportunities to participate in professional learning to suit DoE mandatory requirements and goals as listed in PDPs.
- continued implementation of the Aboriginal boys "Clontarf Academy" program and the introduction of the Aboriginal girls "Girls Academy" program.
- allocation of funding to support the upgrade of one of the school Science Laboratories in 2021. The planned upgrade is scheduled to be completed by Term 2, 2021.



Learning Hub Upgrade

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 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.

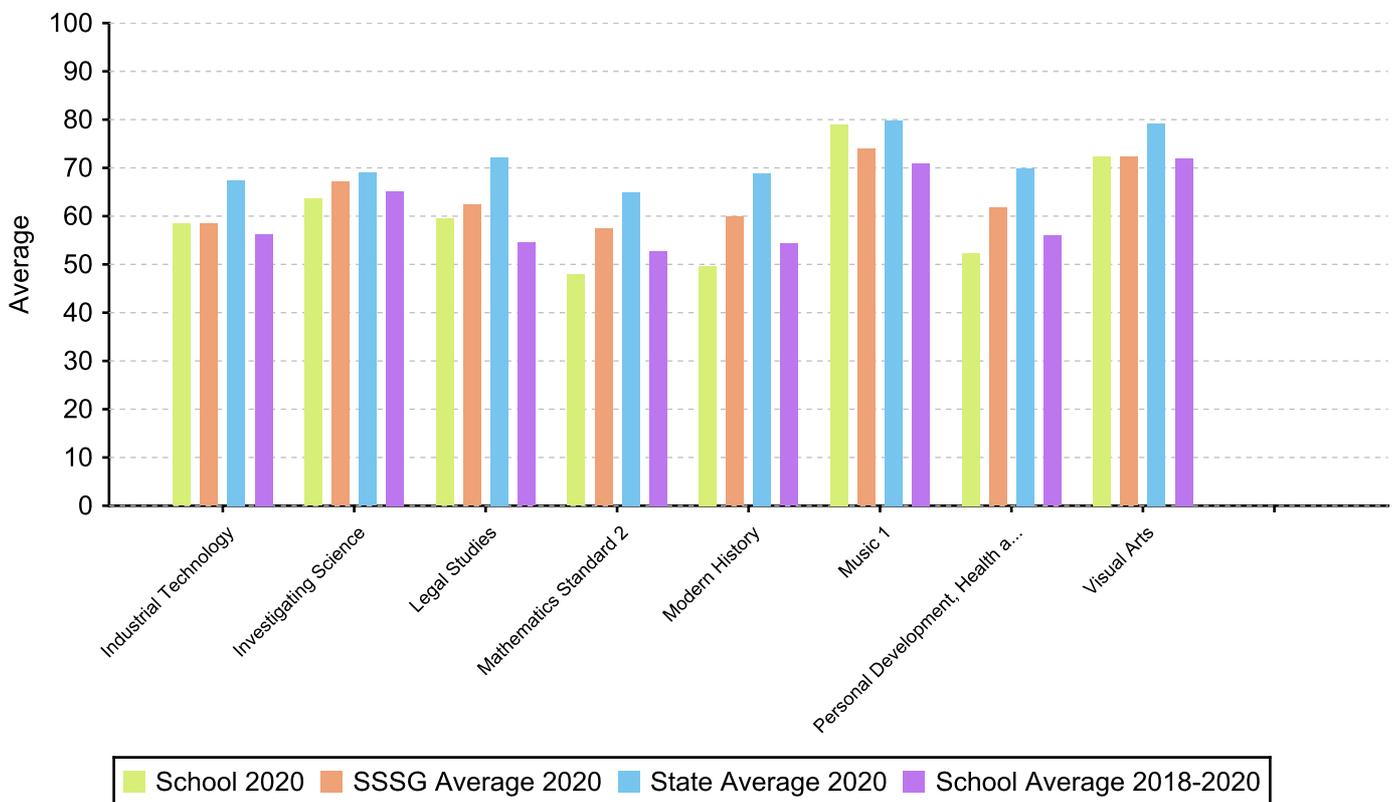
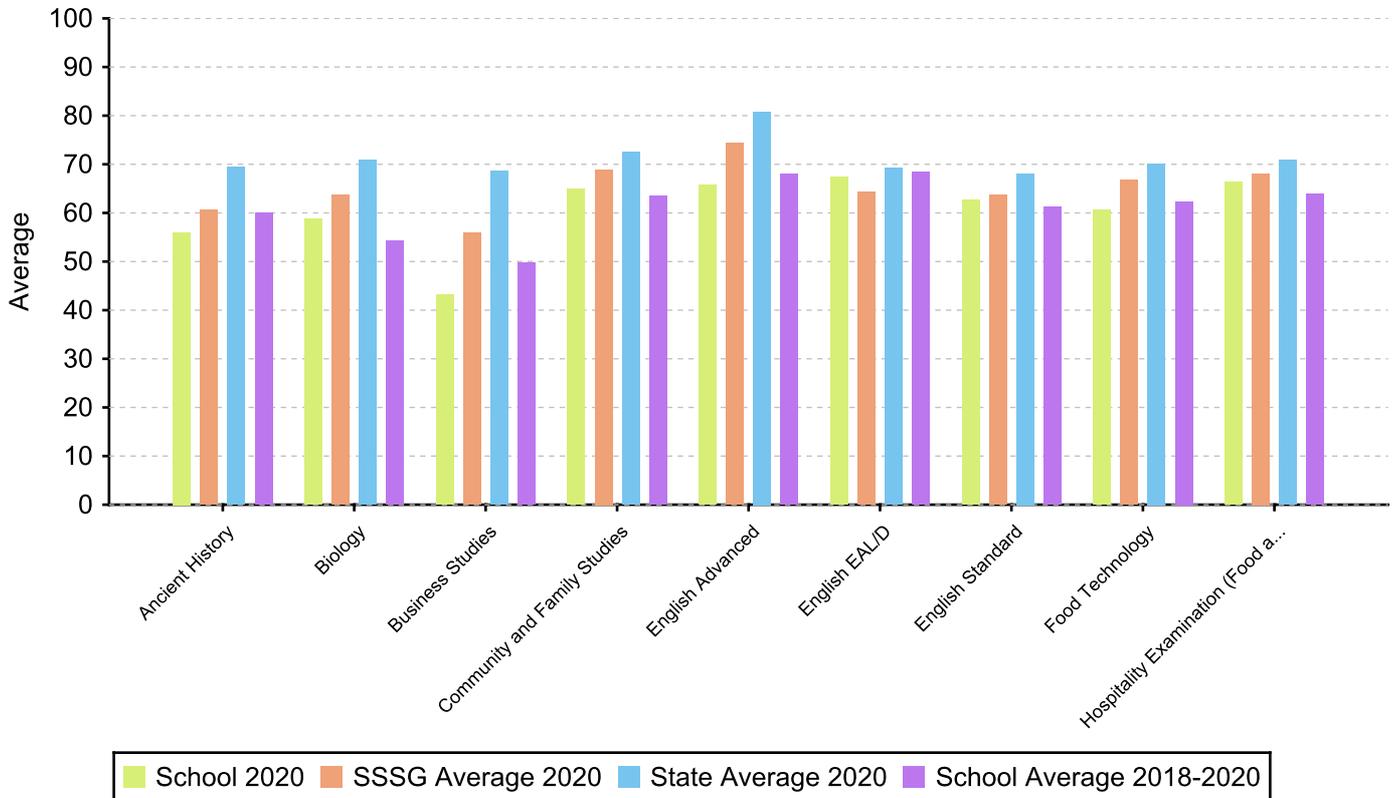
The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

As a Senior Campus, information relating to NAPLAN does not apply.

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 2020	SSSG	State	School Average 2018-2020
Ancient History	56.0	60.6	69.4	60.0
Biology	58.8	63.7	70.8	54.2
Business Studies	43.1	55.9	68.6	49.8
Community and Family Studies	65.0	68.9	72.4	63.5
English Advanced	65.7	74.3	80.8	67.9
English EAL/D	67.3	64.4	69.3	68.4
English Standard	62.6	63.7	68.1	61.2
Food Technology	60.7	66.7	70.2	62.4
Hospitality Examination (Food and Beverage)	66.3	68.1	70.8	63.9
Industrial Technology	58.4	58.4	67.5	56.3
Investigating Science	63.6	67.2	69.0	65.1
Legal Studies	59.5	62.3	72.1	54.5
Mathematics Standard 2	47.9	57.4	64.9	52.8
Modern History	49.7	59.9	68.9	54.3
Music 1	79.0	73.9	79.8	70.9
Personal Development, Health and Physical Education	52.4	61.8	69.9	55.9
Visual Arts	72.4	72.3	79.2	72.0

Data analysis from a range of sources, including SCOUT (DoE), RAP (NESA) and in-school data, indicates that Senior Campus students achieved average results as comparable to SSSG in a range of subjects including Chemistry, English EAL/D, English Standard, Geography, Hospitality Examination, IDT Examination, Industrial Technology and Visual Arts. In some courses, the results indicate that students were equal to or above other students from SSSGs and/or across the state, these courses include Design and Technology, French Beginners, Metal and Engineering Examination, Music 1 and Society and Culture. In addition, a number of courses indicate positive growth as comparable to school averages 2018-2020, including Biology, Hospitality Examination, IDT Examination, Legal Studies, Metal and Engineering Examination and Music 1.



HSC Dux Assembly 2020

Parent/caregiver, student, teacher satisfaction

All staff at Chifley College Senior Campus were encouraged to complete the People Matter - 2020 NSW Public Sector employee Survey. Although the percentage of staff who completed the survey was fewer than in 2019 (49% in 2020 compared with 79% in 2019), the overall results were still favourable. It should be noted that, in all sections of the survey, the favourable responses were higher than responses from the Sector and Parent Unit (Mt Druitt Network). Survey results were similar to 2019, however there were some notable increases in favourable scores when compared with 2019 scores. Specifically, 66% staff were confident that the organisation will act on results of the survey (plus 16%); 82% of staff indicated that they had received the training and development they needed to do their job well (plus 10%); 81% of staff felt that senior managers listened to employees (plus 8%); 92% of staff were proud to tell others that they work for their organisation (plus 7%) and 86% of staff felt that Senior managers modelled the values of the organisation (plus 7%).

Staff were also encouraged to complete the Tell Them from Me Survey and 55% of teaching staff responded. Staff responses indicated that they either agreed or strongly agreed that morale amongst the staff was good (78%), school leaders were leading improvement and change (74%), school leaders clearly communicated their strategic vision and values for the school (86%). Staff felt that the school was well maintained (89%), supported effective teaching practices (74%), enabled students to focus on their learning (89%) and instilled a sense of belonging for students (89%). In response to COVID - 19 pandemic and learning from home, staff felt supported by the school (78%), however only 54% of staff felt prepared for the experience and 50% felt they had adequate resources.

Upon return to full face-to-face teaching, staff were asked to complete an in-school survey to gauge the school's response to learning and working from home. Overwhelmingly, responses from staff indicated that the school's response was positive; the communication with students, parents/carers and staff by the Executive was excellent and timely and that the Leadership team within the school responded to changing circumstances in a calm and measured way.

All students were enrolled to complete the Tell Them from Me Surveys in 2020 with the majority of students completing the survey. In both surveys, results from the Chifley College Senior Campus students was above that of the NSW Government Norm in some areas. More students at Senior Campus believed that schooling was useful in their everyday life and had a strong bearing on their future., they felt intellectually engaged and found learning interesting, enjoyable and relevant. More students were interested and motivated in their learning and felt that important concepts were taught well, class time was used efficiently and the instruction was relevant to their everyday lives. Students felt that they had someone at school who consistently provided encouragement and advice and that teachers were responsive to their needs. More students identified that there were clear rules for classroom behaviour and that staff emphasised necessary academic skills and held high expectations for all students to succeed. Of the Aboriginal and Torres Strait Islander students only 10% of students strongly disagreed or disagreed that they felt good about their culture and 22% disagreed or disagreed that teachers in the school understood their culture. It should be noted that although in the first survey, more students at Chifley College Senior Campus than the NSW Government Norm felt a positive sense of belonging, this result was lower when students completed the second survey. This could have been in response to the disrupted school year as a result of the COVID - 19 pandemic.

Year 12 students were asked to complete an in-school Exit survey. Some of the encouraging responses indicated that Senior Campus had helped students to be motivated to do their best, and provided a good education with good experiences and resources (including technology). Students felt supported by teachers and felt that their teachers took an interest in them and encouraged them to do their best.

Unfortunately, due to COVID - 19 restrictions, the school was unable to carry out formal surveys with parents because of the restrictions that were in place.

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 2020, Chifley College Senior Campus has continued to strengthen our commitment to Aboriginal education. Of the 45 Aboriginal students who commenced in the Preliminary HSC in 2019, 33 (73.3%) of those students completed their HSC. All of the eligible Aboriginal students were successful in obtaining their HSC Minimum Standards.

The Clontarf Academy continued to engage and support Aboriginal boys through sport, mentoring, positive relationships and a focus on attendance. In their fifth year at Chifley College Senior Campus, Clontarf Academy has embedded itself in the culture of the school to support the engagement and attendance of boys to improve retention rates at HSC and transition to the workforce and further study.

Following further community consultation, the Girls Academy commenced at the Senior Campus in Term 3, 2020. This program has a strong academic and wellbeing focus. Girls Academy was seen to be of potential benefit to female Aboriginal students in a similar way to the Clontarf Academy for Aboriginal boys, with Aboriginal girls embracing the support provided by the program.

Every Aboriginal student in the campus has a Personalised Learning Pathway developed in consultation with the student, parents and teaching staff. This mentoring approach has had a positive impact on students, particularly the girls who have demonstrated a higher than average expectation of success at school.

Staff at Senior Campus completed training in "Turning Policy into Action" and "Aboriginal Histories and Culture". Participation in the Turning Policy into Action training enabled staff to build their understanding of how to address school and system priorities by using the 'Reflect, Plan and ACT' tool within the Turning Policy into Action (TPA) guidelines document. Staff also learned how to embed an Aboriginal focus within the school planning cycle as part of the commitment to improvement in line with the School Excellence Framework. By participating in the Aboriginal Histories and Culture training, staff were able to engage with culturally specific content and resources to support their knowledge and understanding of Aboriginal histories and cultures. They were also able to learn strategies to confidently embed Aboriginal perspectives and content in their teaching and learning programs.

Despite COVID - 19 pandemic restrictions, the school was able to celebrate and acknowledge the Aboriginal culture through NAIDOC day celebrations in 2020. These included a whole school assemblies, dance and connection to community and Elders.

The Junior AECG continued in 2020, strengthening the voice of our young Aboriginal leaders and providing a forum for discussion and participation. COVID - 19 restrictions impacted on the number of meetings that were able to be held at school. The Acknowledgement of Country was proudly delivered by the President of the Junior AECG at the 2020 Graduation ceremony.

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.

As part of the Learn, Discover, Inspire program at the school, students participated in activities prepared by the Anti-Racism Contact Officer. These activities were designed to assist students with being able to identify racist behaviours and provided them with tools to be able to address racism both at school and in the community.

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.

In 2020, students at Senior Campus were given the opportunity to participate in the Mount Druitt Ethnic Communities Agency (MECA) program. This mentoring program for refugee and migrant students was designed to support students looking to plan their goals and future after graduating or by teacher referral for students who are dissociating. The program assisted with grounding the students in the uncertainty of facing their HSC during the pandemic as well as focusing on strengthening the students' wellbeing. The program provided students with information on career paths and post school tertiary opportunities.

Other School Programs (optional)

HSC Minimum Standards

From 2020, to be awarded the credential of the Higher School Certificate the majority of students were required to meet an HSC Minimum Standard in Reading, Writing and Numeracy. In response to introduction of these mandatory requirements, Senior Campus implemented a whole school approach to developing students' skills required to achieve the standards through the implementation of the Minimum Standards (MS) project.

The aim of the Minimum Standards (MS) project was to provide quality literacy and numeracy support to our senior students. Our approach was multi-faceted, pivoting upon a two-tier approach that delivered quality teaching and targeted literacy and numeracy support in both a small group and whole school context. The team has made a significant impact on student growth. Only 28.9% of the 2020 HSC cohort (36% ATSI students) had demonstrated proficiency in the three Minimum Standards areas at the initial commencing data point (Day 1 2019), compared to 100% of students all eligible students attaining the Minimum Standards upon graduation.

Our school systems were underpinned by a two-tier approach. Tier one: Every Teacher, Every Lesson (Quality Teaching) utilising existing school structures and systems to focus on improving direct instruction of literacy and numeracy within the mainstream classroom. Our activities included: compliance support across the entirety of school curriculum, mock audit systems, critical friend model for head teachers, tracking literacy and numeracy skills and growth across curriculum, and backwards mapping the literacy and numeracy expectations of the HSC exam. Through a range of professional development activities, the MS project has affected whole school systems change, and improved literacy and numeracy delivery and achievement.

Tier two: Targeted Interventions (Minimum Standards Classes) focusing on either literacy and/or numeracy support for every student who has not met Minimum Standards proficiency. By using a range of data sources to make informed decisions, the project created, targets and personalised a range of resources and strategies, alongside the targeted use of commercially available online platforms, in order to address individual and group educational deficits in an intervention class setting.

The MS project has affected significant student growth in literacy and numeracy outcomes, and addresses entrenched equity and educational challenges faced by students. The project improved student access to the HSC, and improved their post-school life chances by developing literacy and numeracy skills. The achievements of the MS project are measurable, and data shows meaningful growth in Minimum Standards proficiency for the 2020 cohort and suggests that the impact of strategies are sustainable and transferrable to the 2021 cohort.

All staff at Chifley College Senior Campus acknowledge that literacy and numeracy is foundational to engagement, achievement and lifelong community participation and are committed to improving the literacy and numeracy outcomes for students. In 2020, the school was successful in attaining a Public Education Secretary's School Achievement Award and the Secretary's Award for an Outstanding School Initiative for the work done with HSC Minimum Standards.