

2020 Annual Report

Chifley College Dunheved Campus



8488

Introduction

The Annual Report for 2020 is provided to the community of Chifley College Dunheved Campus as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

Chifley College Dunheved Campus' authentic and outward focussed approach to learning, community connections and school leadership drives a strong commitment to high standards for all. A strong focus on foundational skills in literacy and numeracy and holistic engagement in the life of the school empowers students to connect, succeed and thrive. Personalised learning pathways to, through and beyond school increase community confidence in public education and in Chifley College Dunheved Campus as the local school of choice.

School context

Chifley College Dunheved Campus is a dynamic, collaborative and caring middle-school, where together, students, staff, parents and community partners *Learn, Discover and Inspire*. The school is an individual campus that exists as part of a federation of five schools known as Chifley College and is situated on Darug land. In celebration of our Aboriginal heritage, the community acknowledges the traditional custodians and continues to respect the wisdom of Elders past and present. The school's current enrolment of 377 students includes a four class support unit (one IM and three MC classes). These classes cater for students with a range of disabilities including: mild to moderate disabilities and autism. 28% of students identify as Aboriginal and Torres Strait Islander and a further 31% of students are from backgrounds where English is an Additional Language or Dialect, predominantly Pacific Islander.

The school receives significant funding to support student learning outcomes through the Resource Allocation Model (RAM), including: equity loadings for Aboriginal background, English language proficiency, low level adjustment for disability and socio-economic background.

The school staff comprise 38 teaching staff and an administrative and support staff of 16. Staff composition includes the funding of 4 additional Head Teachers and 4 additional School Learning Support Officers (SLSOs) to support the delivery of key initiatives. Support to students, parents and community is enhanced through the employment of an Aboriginal Education Officer, Community Liaison Officer, School Chaplain and the on-site Clontarf Academy.

Strong partnerships are evident within the active Parents and Citizens' Association (P&C), the local Aboriginal Education Consultative Group (AECG), local Aboriginal Elders, partner primary schools, universities, local businesses, industry and community organisations.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

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

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

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

Strategic Direction 1

Authentic and Significant Learning

Purpose

To develop student capacity to be active, reflective and aspirational learners, with a strong foundation in literacy and numeracy so they can be successful individuals who are confident in their ability to learn, adapt and be responsible citizens. By fostering creativity, critical thinking, collaboration, cooperation and communication, students are equipped to thrive in a rapidly changing and interconnected world. Students are actively engaged through *Futures learning* pedagogy and share their knowledge within school and through community partnerships.

Improvement Measures

Increase the number of students, including Aboriginal and EAL/D students, demonstrating above expected growth across the domains of reading, writing and numeracy in NAPLAN.

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

A school developed Quality Assessment and Feedback Framework is evident through all teaching and learning programs with explicitly mapped formative and summative assessments to improve student performance.

Progress towards achieving improvement measures

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

| Evaluation | Funds Expended (Resources) |
|---|---|
| The school has maintained a strong focus on improving the literacy and numeracy results of our students. All staff continued to implement the school's preferred targeted literacy strategies and programs, including Super Six, Seven Steps and PEEL. Our whole school literacy approach equipped our staff with a variety of techniques to improve the quality of literacy responses in reading, writing and language conventions on internal and external assessments. The implementation of these whole school literacy strategies resulted in a high percentage of year 10 students achieving their National Minimum Standards in Reading and Writing. The school's Numeracy Consultant continued to work across all year levels, in particular with Stage 4 Numeracy classes. This program utilised game-based learning and skill and drill practice. The students complete five activities, targeted at three focused progression elements: Quantifying Numbers (Qun), Additive Strategies (AdS) and Multiplicative Strategies (MuS). The ongoing implementation of Literacy and Numeracy interventions is multi-layered at the school. First, to target both high achieving and supported students in class, to improve literacy and numeracy thinking skills (within Super Six, Seven Steps, PEEL and the Numeracy Skills Framework). Second, increase staff capacity in delivering whole-school literacy and numeracy strategies through reviews and amendments to Teaching and Learning programs. Third, to support whole school development around literacy and numeracy strategies through reflections and feedback to classroom teachers by intervention staff. | Numeracy Consultant - \$33,030.00 Speech Pathologist- \$58,393.00 Education Perfect- \$12,615.00 Curriculum pattern- Stage 4 Numeracy classes- 9 periods per cycle (CT and SLSO in each class) NMS intervention groups- 2 x groups per cycle (2 x LaSTs, 2 x SLSOs in each group) |

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

| Evaluation | Funds Expended (Resources) |
|--|--|
| The school's assets, technology infrastructure and learning environments have supported the innovative connectivity and capacity for 21st century learning. The school's STEM program continued to engage, inspire and | STEM PL training day - 2 x casual teachers |

Progress towards achieving improvement measures

empower year 8 students to succeed in an information-based and technologically advanced society. The various STEM activities provided students with opportunities in executing their coding skills using Sphero SPRK+, Ozbots, Robotics and a bridge-building task. During lessons, students recognised their potential, through developing their problem-solving and interpersonal skills using engineering, mathematics and science projects. Specifically, the school's STEM program engaged students over two periods per fortnight, providing access to technology that integrates across KLA syllabus outcomes. The school also launched the Design Studio, a refurbished TAS classroom, which includes 7x 3D printers to deliver the new Technology Mandatory syllabus. The school has also had an increase in teachers working towards digitalising the delivery of subject content through Google Classrooms and research projects. To meet this technology demand, the school purchased extra class-sets of Chromebooks and laptops to be utilised by students during class time.

STEM Resources - \$6,768.27

Chromebooks & Laptops: CAPA class set - \$18,193.60 and whole school - \$32,857.40

Curriculum Pattern- Stage 4 STEM classes- 8 periods per cycle

STEM Primary Transition- 2 period allowance

Technology Coordinator- 10 period allowance

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

| Evaluation | Funds Expended (Resources) |
|--|---|
| <p>The school built on the existing whole school assessment strategy, which was designed to ensure that the learning of all students is systematically monitored. This strategy aimed to place assessment as a tool that supports learning across the school. Teachers used reliable assessments to capture information about student learning. Assessment and feedback for students progressed 'online' during the COVID shutdown. Ongoing teachers' feedback supported improved student learning. Professional learning was provided to the executive team in regards to grading scales and guidelines around awarding student grades. The school's assessment and reporting review/planning for 2020 included assessment schedules, n-determination process, reporting model and formative/summative assessments.</p> | <p>Staff PL to deliver Check-in Assessment- Year 9</p> <p>Staff PL- <i>What Works Best</i>- Assessment and Feedback</p> |

Next Steps

The next steps for Strategic Direction 1 will be encapsulated in the new School Improvement Plan (SIP) 2021-2024. *Growth and Attainment* will feature improvement measures (including system-negotiated targets) and initiatives such as explicit instruction in literacy and numeracy and use of data to inform practice. The SIP also includes a success criteria and progress monitoring to ensure that planning, monitoring and evaluations of identified high-level activities will assist in achieving the targets stated in Strategic Direction 1 - *Growth and Attainment*.



Strategic Direction 2

Authentic Connections and Pathways

Purpose

To build student capacity through the development of personalised learning and student plans which enable students to connect, succeed, thrive and learn. Effective evidence-based and data-driven wellbeing programs ensure every student is known, valued and cared for at Chifley College Dunheved Campus. Authentic connections and transition programs allow all students to develop lifelong learning skills to successfully transition to school, through school and beyond school.

Improvement Measures

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

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

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

Progress towards achieving improvement measures

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

| Evaluation | Funds Expended (Resources) |
|--|--|
| Expansion of services delivered through the Community, Learning and Wellbeing Hub to include Tier 2 interventions, such as the Rock and Water Program and the My School Matters Program. Scale-up of the targeted learning pathways, transition and social skills programs, utilising Hub resources. The school sustained student attendance rates through the allocation of Stage 4 and Stage 5 Advisers and the Acting HT Wellbeing to target non-attendance. The school also continued to sustain and grow in its approach to support the engagement of students by professionally developing all staff in Positive Behaviour for Learning (PBL) classroom systems training on a term by term basis. This included teacher observations by a PBL team member to support all staff in improving in a range of classroom practices. | Stage 4/5 Advisers-3 period allowance, 4 x Year Advisers Acting HT Wellbeing & 4 period allowance for attendance Acting HT Community & Transition Acting HT Teaching & Learning |

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

| Evaluation | Funds Expended (Resources) |
|--|--|
| The implementation of the school's invigorated Life Coaching Program was delivered by members of the Wellbeing team. All students received a copy of their 'My Wellbeing Journal' to help them in developing key goals in the areas of their personal life, learning and school. This program is strategic in providing a planned approach in developing whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn. The Mt Druitt Program (MDP), in partnership with Barnardos Australia, was implemented at the school with students undertaking a survey to identify students at-risk of homelessness. Identified students were interviewed by the MDP team leader and allocated support from the team. All staff completed the online modules in Management of Actual or Potential Aggression (MAPA) to provide staff with the skills and strategies to safely respond to anxious, hostile or violent behaviour. | MAPA Training - \$2,970.00 Wellbeing Journals- \$5,382.00 Student Rewards- \$2,065.00 Presentation Day Awards- \$5,382.00 Acting HT Wellbeing Curriculum Pattern- Life Coaching Stage 4/5- 17 periods per cycle |

Process 3: Transition points: Draw on community connections and expertise to embed a dynamic whole-school

Progress towards achieving improvement measures

Process 3: and community approach to support and transition students. Key concepts of the *Connected Community Strategy* are utilised to create a connected Learning, Wellbeing and Community Hub.

| Evaluation | Funds Expended (Resources) |
|--|--|
| The school's Community and Transition team continued to ensure that all our students participated in transition programs to enable them to reach their educational outcomes. The school strengthened and developed authentic partnerships with external services and agencies to assist students in a smooth transition to, through and beyond school. This included an increase in attendance from the wider community at the school's information sessions and meet and greet afternoons, the strengthening of the primary school transition program, community-based programs for our students to access onsite and offsite, and opportunities for students to participate in TAFE courses. | Promotional materials & 1 period allowance Primary School Transition teachers - 5 x periods per fortnight Transition Advisers -Stage 4/5, 4 x period allowance Acting HT Community & Transition |

Next Steps

The next steps for Strategic Direction 2 will be encapsulated in the new School Improvement Plan (SIP) 2021-2024. *Learning Culture and Strengthening Community* will feature improvement measures (including system-negotiated targets) and initiatives such as improving attendance, enhancing wellbeing and strengthening community connections. The SIP also includes a success criteria and progress monitoring to ensure that planning, monitoring and evaluations of identified high-level activities will assist in achieving the targets stated in the Strategic Direction 2 - *Learning Culture and Strengthening Community*.



Strategic Direction 3

Authentic Instructional Leadership

Purpose

To develop and model effective and broad based instructional leadership, resulting in whole school improvement. The school leadership team develops skills and leadership attributes to support a culture of high expectations and community engagement. Ongoing collaborative review of teaching programs and practices, and an increased focus on NESA and Department requirements, forms a sound basis for student learning and progress. Professional learning networks are established to support and develop a coaching culture and a strong pipeline of leaders.

Improvement Measures

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

Increase the number of school-based registered professional learning courses developed each year to improve the quality and impact of teaching and learning in the classroom.

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

Progress towards achieving improvement measures

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

| Evaluation | Funds Expended (Resources) |
|--|---|
| Each member of the executive team was assigned a theme from the <i>What Works Best</i> framework to develop the capacity of the whole staff. Executive members delivered professional learning to the staff on a chosen theme from the framework. The 2020 update outlined eight quality teaching practices that are known to support school improvement and enhance the learning outcomes of our students. Staff also completed online professional learning on themes identified in the <i>What Works Best</i> framework. The senior executive collaborated with executive members to analyse and evaluate data from the SCOUT dashboard in the areas of literacy, numeracy and attendance/wellbeing. This collaboration assisted the team to compile a comprehensive situational analysis to inform the next school planning cycle. Staff continued to undertake sustained online professional learning to ensure they developed their capacity to deliver innovation and improvement in curriculum, personalised learning and the achievement of the Australian Professional Standards for Teachers. | Professional Learning- <i>What Works Best</i> <i>Truwell</i> Wellbeing Package for Schools- \$2,480.00 Head Teacher (new)- 2 period allowance |

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

| Evaluation | Funds Expended (Resources) |
|--|---|
| To consolidate knowledge of Australian Teaching Standards and support the accreditation process, staff were provided with opportunities to facilitate and attend Professional Learning (mostly online courses) to align with their Professional Development Plan (PDP) professional goals. The three focus staff groups were: New Scheme, maintenance phases and pre-2004 teachers. Due to the teaching and learning from home period (COVID -19 shutdown), the PDP plan was adjusted to provide more time for teachers to complete the various phases. The development of a dedicated Google classroom was created for uploading each completed phase of the PDP, including two lesson observation reports. Staff were supported in the | Professional Learning- PDPs Staff Professional Association memberships- \$1,291.00 |

Progress towards achieving improvement measures

accreditation process through professional development, practices and processes. The development of the CCDC accreditation procedures, written by the Principal, was made available to all staff. All required documents and observations were completed prior to confirmation of maintenance by the TAA (Principal).

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

| Evaluation | Funds Expended (Resources) |
|---|---|
| Due to COVID and the learning from home period, the cyclical review at the school did not take place in 2020. However, continued follow-up meetings were held with the 2019 pilot KLA - Science, to ensure that cyclical review recommendations were discussed, reviewed and implemented for 2020 and beyond. The school continued to use a range of student learning benchmarks, completing professional learning to identify and create innovative programs and strategies to increase the learning trajectory of students. | Cyclical Evaluation- 3 period allowance |

Next Steps

The next steps for Strategic Direction 3 will be encapsulated in the new School Improvement Plan (SIP) 2021-2024. *Reflective Practice and Collaboration* will feature improvement measures and initiatives such as improving collaborative practice, coaching and mentoring and enhancing staff well-being. The SIP also includes a success criteria and progress monitoring to ensure that planning, monitoring and evaluations of identified high-level activities will assist in achieving the targets stated in the Strategic Direction 3 - *Reflective Practice and Collaboration*.



| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|---|---|
| <p>Aboriginal background loading</p> | <p>Staffing allocation 1 x FTE AEO - employed 2020</p> <p>Clontarf Academy - includes 2 x staff members: FTE Director and Mentor - employed 2020</p> <p>Clontarf SLA- 46 boys</p> <p>GoalHub professional learning & subscription</p> <p>NAIDOC & other cultural resources</p> <p>Excursions & student acknowledgement</p> <p>Furniture for culture & community rooms</p> <p>Student uniforms</p> <p>Gardening workshops</p> <p>Technology</p> <p>Funding Sources:</p> <p>Aboriginal background funding \$170,848.00</p> | <p>The Aboriginal Educational Officer, with the support of the Acting HT Community & Transition, liaised with Momentum Cloud to implement PLP/Goalhub Professional Learning. The Goalhub tool has enabled students, mentors (staff) and some families to engage in enriched goal setting conversations. The tool models social media platforms (in a private and safe setting) and has empowered student agency with mentor guidance. This platform has assisted with achieving Personalised Learning Pathway targets at Dunheved Campus.</p> <p>Aboriginal students were provided with many opportunities to participate in a variety of programs. These included: Pathways To Dreaming, Aboriginal Leadership programs, Boys Shed, Girls Garage, TAFE & EVET, work experience and sporting competitions.</p> <p>Reconciliation Action Plan - completed and reviewed by the Narragunnawali RAP committee. This included SDD RAP workshops and input from all staff. The CCDC RAP extends on existing initiatives, including staff contribution in our first key deliverable: KLAs developed their personal Acknowledgement to Country and presented these to staff during an SDD.</p> <p>The school strengthened its partnership with Clontarf to improve the attendance rates of Aboriginal boys. As a result, there was an increase in overall attendance.</p> <p>The school continued its partnership with Carriage Works and our Aboriginal elders. The Solid Ground program provided Stage 4 and Stage 5 students with the opportunity to participate in a mentoring program involving local Hip Hop and Rap musicians. An extension of this program will include two locals Artists in 2021.</p> <p>The school celebrated NAIDOC week and National Reconciliation Week 2020 on a smaller scale due to COVID restrictions. Staff and students participated in National Reconciliation Week and KLA NAIDOC themed activities such as basket weaving, music and art activities. Staff and students also viewed videos during roll call on the theme: <i>Always Was. Always Will Be.</i></p> <p>Term 4 PL for all staff - Turning Policy into Action and Aboriginal Histories and Culture.</p> |
| <p>English language proficiency</p> | <p>Teaching loads for 2x staff members incorporate EAL/D periods. A total of 12 timetabled periods utilised to teach EAL/D lessons</p> <p>Funding Sources: English</p> | <p>The availability of flexible EAL/D funding enabled the EAL/D teachers to identify the EAL/D students' English language proficiency and place them in Beginning, Emerging, Developing and Consolidating phases and prioritise students for support.</p> |

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| <p>English language proficiency</p> | <p>language proficiency \$61,420.00</p> | <p>With the impact of COVID, the planned EAL/D program delivery was altered to accommodate learning from home. While students were at home, many parents and students were contacted and regular online learning packages, which included explicit lessons in grammar and reading, were made available. Phone support and advice was also made available to the EAL/D students.</p> <p>As the learning resumed at school, the following modes of delivery; Alternative teaching and One teaching one assist were utilised. EAL/D teachers worked collaboratively with some class teachers in developing programs, resources and practices.</p> <p>The EAL/D teachers assessed, monitored and reported on EAL/D students' learning progressions and in addition, maintained accurate records on ERN.</p> <p>Progressive assessments, discussions with students and teachers, and reviews of student work samples and assessments reveal that a significant number of EAL/D students have gained increased confidence in reading, writing, listening and speaking English.</p> |
| <p>Low level adjustment for disability</p> | <p>Staffing: Employment of 2.4 LaSTs (2.0 FTE Permanent & 0.4 long term temporary teachers)</p> <p>Flexible: Employment of 3.0 SLSOs long term temporary staff.</p> <p>Employment of 2x Temp SLSO's - Term 4, 1x day a week</p> <p>Funding Sources:</p> <p>Low level adjustment for disability \$381,495.00</p> | <p>In 2020, Chifley College Dunheved Campus continued to strengthen the Community, Learning and Wellbeing Hub to meet the needs of students with learning difficulties and disabilities.</p> <p>The school sustained the establishment of the literacy and numeracy classes in Stage 4 and 5. The success of these classes is evident with students achieving course outcomes, increased retention into senior campus, as well as transitioning successfully into full time employment and/or apprenticeship/traineeships.</p> <p>Increased success in the number of Year 10 students achieving the National Minimum Standards in Reading, Writing and Numeracy.</p> <p>Funding was utilised to increase the employment of SLSOs and LaSTs in 2020 to engage with funded students, support students to achieve educational outcomes and improve literacy and numeracy skills across all KLAs. The SLSOs participated in professional learning with the school's dedicated numeracy consultant, as well as literacy workshops, to assist students in improving their learning outcomes across all KLAs.</p> <p>In 2020, the school enhanced productive relationships with external agencies and implemented programs (I CAN, The Boys Shed, RAGE Program, Rock & Water Program, Bridging the Gap and FUSION) to support the wellbeing of our students and</p> |

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|---|---|--|
| <p>Low level adjustment for disability</p> | <p>Staffing: Employment of 2.4 LaSTs (2.0 FTE Permanent & 0.4 long term temporary teachers)</p> <p>Flexible: Employment of 3.0 SLSOs long term temporary staff.</p> <p>Employment of 2x Temp SLSO's - Term 4, 1x day a week</p> <p>Funding Sources:</p> <p>Low level adjustment for disability \$381,495.00</p> | <p>build positive relationships, enabling them to actively contribute to the school, community and society.</p> |
| <p>Socio-economic background</p> | <p>Socio-economic background funding is utilised to support Strategic Directions 1, 2 & 3.</p> <p>Staffing FTE Generalist Teacher - employed 2020</p> <p>Flexible - HR Planning (annual cost) - 4x HTs higher duties: Acting HT Teaching and Learning, Acting HT Wellbeing, Acting HT Community & Transition, Acting HT TAS/CAPA, Community Liaison Officer, Business Manager, Temporary SAO, Additional RAM funded SLSOs & additional short-term staffing costing.</p> <p>Teacher Relief</p> <p>IT Support</p> <p>Additional program and Software Licenses: Bridging The Gap & Sentral.</p> <p>Teaching & Learning resources, including computer costs, data projectors/notebooks</p> <p>Minimum Standard Technology</p> <p>Total Funds for 2020: \$855,823.00</p> | <p>In 2020, the school continued with additional Head Teachers (Acting HT Teaching & Learning, Acting HT Wellbeing and Acting HT Community & Transition) to ensure that students are well supported as self-motivated learners, confident and creative individuals, and to develop support structures to transition students to future learning and employment.</p> <p>The Business Manager position continued to oversee the administrative and logistical aspects of running the school efficiently and effectively.</p> <p>The speech pathologist and specialist mathematics consultant continued to support whole-school and small group literacy and numeracy strategies.</p> <p>The school's Community Liaison Officer continued to build, sustain and enhance authentic relationships and partnerships within the local community.</p> <p>The school continued to invest significantly in Chromebook technology to support students' access to Google classrooms and digital technology for learning.</p> |
| <p>Support for beginning teachers</p> | <p>Beginning teaching funding utilised to reduce teaching load of Beginning Teachers and Supervisors/Mentors in 2020.</p> <p>Total Funds for 2020: \$47,818.00</p> | <p>In 2020, Chifley College Dunheved Campus implemented the Strong Start, Great Teachers resource. This initiative was guided by a beginning teacher coordinator, who provided information, advice and guidance to meet the needs of beginning teachers. This program enabled beginning teachers to receive high quality induction, supporting their</p> |

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| <p>Support for beginning teachers</p> | <p>Beginning teaching funding utilised to reduce teaching load of Beginning Teachers and Supervisors/Mentors in 2020. Total Funds for 2020: \$47,818.00</p> | <p>entry into the teaching profession.</p> <p>In 2020, the school continued to implement the beginning teachers funding model that provided increased release time for all eligible beginning teachers, as well as release time for experienced teachers to mentor beginning teachers.</p> |
|--|--|--|



Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2017 | 2018 | 2019 | 2020 |
| Boys | 181 | 178 | 192 | 187 |
| Girls | 142 | 149 | 167 | 190 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2017 | 2018 | 2019 | 2020 |
| 7 | 88.9 | 84.5 | 83 | 84.4 |
| 8 | 79.8 | 87.6 | 79.3 | 80.1 |
| 9 | 80.2 | 77.5 | 80.9 | 78.5 |
| 10 | 75.9 | 75.1 | 74.5 | 78.3 |
| All Years | 81.3 | 81.3 | 79.6 | 80.3 |
| 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 | 2.00 | 0.00 | 0.00 |
| Employment | 1.00 | 0.00 | 0.00 |
| TAFE entry | 0.00 | 0.00 | 0.00 |
| University Entry | 0.00 | 0.00 | 0.00 |
| Other | 87.00 | 0.00 | 0.00 |
| Unknown | 0.00 | 0.00 | 0.00 |

The total number of students included in this survey is 90. This is the number of students who completed Year 10 at Chifley College Dunheved Campus. The methods which were used to gather information are as follows: utilised ERN historical student information, phone calls to schools to check enrolment status and to students' families and knowledge of the Year 10 Adviser, AEO, Clontarf Academy, Acting HT Community and Transition and Acting HT Student Wellbeing.

Year 12 students undertaking vocational or trade training

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

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Workforce information

Workforce composition

| Position | FTE* |
|---|-------|
| Principal(s) | 1 |
| Deputy Principal(s) | 2 |
| Head Teacher(s) | 6 |
| Classroom Teacher(s) | 23.76 |
| Learning and Support Teacher(s) | 2.4 |
| Teacher Librarian | 1 |
| School Counsellor | 1 |
| School Administration and Support Staff | 10.98 |
| Other Positions | 1 |

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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.

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 | 1,340,641 |
| Revenue | 7,255,122 |
| Appropriation | 7,217,076 |
| Sale of Goods and Services | 11,735 |
| Grants and contributions | 24,055 |
| Investment income | 2,156 |
| Other revenue | 100 |
| Expenses | -7,078,329 |
| Employee related | -6,194,983 |
| Operating expenses | -883,346 |
| Surplus / deficit for the year | 176,793 |
| Closing Balance | 1,517,434 |

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

Financial summary - Equity loadings

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

| | 2020 Approved SBA (\$) |
|-------------------------|-------------------------------|
| Targeted Total | 37,865 |
| Equity Total | 1,469,587 |
| Equity - Aboriginal | 170,848 |
| Equity - Socio-economic | 855,823 |
| Equity - Language | 61,420 |
| Equity - Disability | 381,495 |
| Base Total | 4,600,468 |
| Base - Per Capita | 92,339 |
| Base - Location | 0 |
| Base - Other | 4,508,129 |
| Other Total | 853,690 |
| Grand Total | 6,961,610 |

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 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.

Parent/caregiver, student, teacher satisfaction

At Chifley College Dunheved Campus, *Tell Them From Me* surveys were conducted during 2020 for student satisfaction. Note: due to COVID-19, the first snapshot survey was impacted and not completed in terms 1 & 2, including the parents/caregivers and teacher surveys. From the data collected, the key student responses and findings are presented below:

Student Satisfaction: 240 students participated in the snapshot 2 survey - completed in mid-October 2020. Student responses exceeded NSW Government norms across a number of indicators on school and classroom effectiveness. These included: Social-Emotional Outcomes in the areas of students participating in school sports and students who have positive relationships. Students perceived communicating with others, problem-solving, reading, thinking critically and creatively, writing and working as part of a team as important skills for career plans. Similarly, student responses exceeded NSW Government norms across almost every driver of student learning outcomes, which included: effective learning time, relevance, effective teaching practices and feedback, advocacy at school and positive teacher-student relationships. Areas for improvement included: decreasing the number of students who identify that they regularly truant, increasing school and student homework behaviours and decreasing the number of students who identify as victims of bullying. Student responses for the NSW DoE custom measures were positive in the areas of Aboriginal students feeling good about their culture when they are at school and teachers having a good understanding of culture. Students responses about their remote learning from home were positive in the areas of: student learning, resources, feedback received, clear instructions and feeling connected.



P&C members at our in Term 4 meeting, after Covid-19 guidelines were eased to allow our parents/carers to be back on school grounds.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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