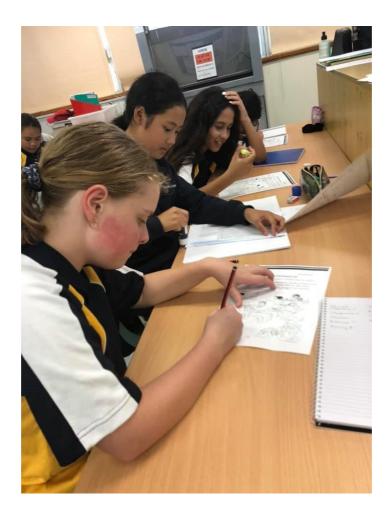# 2021 Annual Report

Chifley College Mount Druitt Campus

8459

Introduction

The Annual Report for 2021 is provided to the community of Chifley College Mount Druitt Campus as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement 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 Mount Druitt Campus
Stuart St
Mount Druitt, 2770
https://mtdruitt-h.schools.nsw.gov.au
mtdruitt-h.school@det.nsw.edu.au
9625 9750

School vision

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

School context

Chifley College is a multi-campus college established in 2000 to enhance the educational opportunities for students in the Mount Druitt area. Mount Druitt Campus has an enrollment of 585 students, including 20% Aboriginal and Torres Strait Islander students as well as 52% Pacific Islander students. The campus is committed to the Premier's Priorities to Lift Education Standards through literacy, numeracy, differentiation and explicit teaching.

The school received significant funding to support student learning outcomes through the Resource Allocation Model (RAM) including equity loading for Aboriginal background, English language proficiency, low level adjustment for disability and socio-economic background. Added to this, our flexible well being funds, beginning teaching funds and professional learning funds ensure that the school is well resourced, caters to the individual needs of staff and students and addresses the various aspects of education in our school.

The school is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this outcome. This learning will ensure that both literacy and numeracy levels can be enhanced through excellent teaching, improved data analysis and used to support individualised and differentiated learning.

Strong partnerships are evident with parent forums, the Local Aboriginal Education Consultative Group (AECG), local Aboriginal Elders, partner primary school, universities, local businesses, industry and community and welfare organisation.

The development of the situational analysis provided input from parents, students and staff. Through our situational analysis, we have identified a need to use the majority of the school's equity funding to support a range of initiatives. It highlighted that parents are overwhelming positive in regards to Chifley College Mt Druitt Campus' academic and cultural programs. While student attendance is a concern at all levels in the school community, along with staff and student wellbeing. The primary focus will always be educational excellence for all students and equity funding provides resources and personnel to achieve success.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 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	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
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: Student growth and attainment

Purpose

Our purpose is to build success in students with a focus on reading and numeracy. Student learning will be individualised and teachers will differentiate their teaching/learning strategies based on the learning needs of each student. A whole school approach to reading and numeracy will enable the sharing of resources and strategies as well as providing students with a consistency of approach and comprehensive monitoring of progress.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Whole school Reading initiatives
- Numeracy initiatives
- Preparation for external testing

Resources allocated to this strategic direction

Aboriginal background: $77,661.00
Socio-economic background: $62,697.00

Summary of progress

Reading -

A whole school literacy initiative was introduced in the form of timetabled literacy lessons for each class. This program saw each class receive intense literacy lessons across all KLA's. In addition to this, literacy tasks were embedded into every faculty. For example, wordflyers and reading groups. The Skills for Academic Success program was introduced for Year 8 students who self-nominated. In the next steps of this initiative additional professional learning will be implemented. Further to this, the English faculty will deliver a literacy project, The Literacy Chase. This is a reading initiative that is designed to explicitly support us in reaching our reading targets. We will also be introducing initiatives such as Reading Eggs in 2022.

Numeracy -

A whole school numeracy initiative was introduced in the form of timetabled numeracy lessons for each class. This program saw each class receive intense numeracy lessons across all KLA's. Further to this, there was a Stage 5 targeted after school numeracy program along with support from the Homework Club. In addition, there were targeted numeracy withdrawal groups. We also introduced Smarter Maths and Hot Maths online programs. 2021 saw a further focus on specific numeracy skills such as calculator skills and high-order problem solving. Further to this our students across all years participated in a problem solving enrichment excursion and selected students participated in the Australian Mathematics Competition. Our next steps are to introduce TRANSUM and the Maths Seeds program.

Preparation for external testing -

Whole school initiatives to support our students for internal and external testing included, focus withdrawal groups, Aboriginal student literacy and numeracy groups, EALD student literacy and numeracy groups, Minimum Standards groups, check-in assessment, Year 8 timetabled literacy and numeracy classes that were delivered by our Teaching and Learning Team, Smarter Maths (online program), Homework Centre, COVID Tutors, NAPLAN pre and post testing in Maths, Best Start Year 7, and NAPLAN style questions in every Maths lesson. Our next steps are to initiate a "SAS" literacy and numeracy explicit program for Year 9. This will be delivered as an intensive program prior to the 2022 NAPLAN external exams.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
• working towards 8.7% Lower bound system negotiated target Proportion of	• 2.61% of students achieved in the top two bands in NAPLAN **reading,** indicating progress yet to be seen toward the lower-bound target of 8.7%.

students in the **top 2 bands** (or above) in **reading**. • working towards 18..3% Lower bound system negotiated target Proportion of ATSI students in the top 3 bands (or above) in **reading** • working towards 8% Lower bound system negotiated target Proportion of students in the **top 2 bands** (or above) in **numeracy** • working towards 15.7% Lower bound system negotiated target Proportion of Aboriginal students in the top 3 bands (or above) in **numeracy**	• 0.93% of students achieved in the top two bands in NAPLAN **numeracy,** indicating progress yet to be seen toward the lower-bound target of 8%. • 4.35% of Aboriginal students have achieved results in the top 3 NAPLAN bands in **reading,** indicating progress yet to be seen toward the lower bound target 18.3%. • 5.26% of Aboriginal students have achieved results in the top 3 NAPLAN bands in **numeracy,** indicating progress yet to be seen toward the lower bound target 15.7%.
• Working towards the lower bound target of 66% of students achieving **expected growth in numeracy** • Working towards the lower bound target of 60.7% of students achieving **expected growth in reading**	• Percentage of students achieving expected growth in **numeracy** decreased to 59.21%, indicating progress yet to be seen toward the system-negotiated target 66%. • The percentage of students achieving expected growth in **reading** decreased to 46.91%, indicating progress yet to be seen toward the lower bound target 60.7%.
• A range of evidence supports our assessment of student performance measures, Value Add at Delivering	• Self-assessment against the School Excellence Framework shows the theme of Value Add to be excelling.

Strategic Direction 2: Wellbeing and Community Engagement

Purpose

Our purpose is to address the wellbeing of staff and students to ensure that Chifley College Mount Druitt Campus is a cohesive, calm and engaging learning environment. Students will attend the school regularly and student voice will inform the development of the school's curriculum, resources and behaviour structures and will also address the values, expectations and aspirations of all participants in the school.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- • Improving Attendance
- • Community Engagement and Enhancing Student Wellbeing.
- • Staff Wellbeing

Resources allocated to this strategic direction

Socio-economic background: $233,300.00
Aboriginal background: $62,210.00
Flexible Funding for Wellbeing Services: $10,850.00
Professional learning: $10,000.00

Summary of progress

Improving Attendance -

Employment of Deputy Principal Special Projects to specifically create, implement, monitor and review initiatives to improve student attendance. Semester One attendance was 71.8% with 32.4% of students attending 90% of the time. Semester Two saw an increase to 44.4% of students attending 90% of the time. Development of a whole school action plan with a strategic whole school approach to attendance issues and analysis of partial and whole school attendance data. This plan was implemented to build on existing attendance procedures and staff were given clear and explicit directions for the monitoring of student attendance. Two additional initiatives to support the monitoring of attendance included the introduction of the SMS communication system and the Perfect Presence program. Perfect Presence and the external provider Creating Chances. facilitated leadership programs for 11 Year 8 students and 19 Year 9 students. This program engaged students and assisted in an increase in attendance for 58% of the participants. Delivery was both via online modules and face-to-face. An existing initiative that was continued throughout 2021 was Pacific Waves. This program assisted 36 students in cultural connections and resilience. the school also created an attendance team meeting regularly with SLSO's. The purpose of this team was to reduce partial attendance and to provide support to students and the community for a smooth transition post COVID. At the height of lockdown, weeks 4 through to 9 of Term 3, there were 2 300 phone calls made by staff to parents/caregivers. Further to this, we saw regular Year Advisor and Head Teacher Wellbeing monitoring of student attendance and interventions were put in place for students who were below 85%, such as contact with parents/caregivers and HSLO intervention where required. Employment of a SSO who supported student attendance and engagement. Our Clontarf program supported our male Aboriginal students in relation to attendance and engagement. Future steps will see these initiatives embedded into daily practice and assist in improving overall student attendance.

Community Engagement and Enhancing Student Wellbeing -

The pandemic and extended lockdown presented a barrier to the effectiveness of this initiative. However, whole-school programs were planned and implemented to engage both students and the community. The school provided counsellors to parents for online forums to discuss home learning and strategies to support their students.. In Term 4, 2 651 parent interviews were recorded on SENTRAL. Prior to the re-commencement of face-to-face learning In Week 3, Term 4, the school conducted a series of parent Zoom meetings to support and share information with parents and community for the safe return to onsite learning.. The school continued to support our Aboriginal and Torres Strait Islander students and community along with Pasifika students and community. 2021 saw the continuing facilitation of the Aboriginal Girls Program (Burudjara Sisters) by our AEO and other key staff along with the Pacific Waves, Creating chances and Perfect Presence programs.. Throughout remote learning additional opportunities were developed to engage parents remotely via digital technologies (i.e. parent Zoom sessions) which was an effective strategy in maintaining positive connections with parents and community. In addition, the Wellbeing Team and our SLSO's facilitated phones calls home to engage with students and families along with providing support via external agencies where needed and valuable human connections to assist with our students sense of belonging throughout the extended lockdown. Further to this, targeted strategies to improve transition for Year 10 included, Deputy Principal Special Projects collaborating with Year 10 Deputy

Principal, Head Teacher Wellbeing, Year Advisor, Subject Teachers assisting with subject selection information during WEL's lessons. Online support and advice to Year 10 students was provided by Chifley College Senior Campus staff. Aboriginal students were assisted in their transition to the senior campus. Our Aboriginal transition team, in partnership with the Aboriginal Education Deputy Principal, Chifley College Senior Campus, Chifley College Mount Druitt AEO's, Clontarf and NASCA facilitated meetings to ensure a smooth transition to Stage 6 studies.

Staff Wellbeing -

Through collaboration with Safeguarding Kids Together, our staff wellbeing team was re-established. This team planned and implemented strategies aimed at enabling staff to feel good, function well and be connected while promoting overall wellbeing. The Dignity in the Workplace Charter training was also delivered by our DEL.. This was then supported by the Charter being placed on SENTRAL and in staffrooms. Trauma Informed Practice modules one and two were completed by staff in Terms 1 and 2. The remaining modules 3 & 4 were completed by staff in Term 3. Detailed action plan for student safety and behaviour was developed by Head Teacher Wellbeing Year Deputy Principal and DP Special Projects outlining a uniformed and whole school approach to PBL and Safe Guarding Kids Together The next steps for 2022 are for this team to review staff feedback, develop and implement an action plan for further staff wellbeing.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
• students attending 90% of the time increase to be close to above the lower bound system negotiated target of 52%	• The number of students attending greater than 90% of the time or more has decreased to 40.3% indicating progress yet to be seen but working towards.
• Student Tell Them from Me survey results increase to be close to the lower bound system negotiated target of 78.2% for student wellbeing	• Tell Them From Me data indicates 66.53% of students report a positive sense of wellbeing , expectations for success, advocacy, and sense of belonging at school.
A range of evidence supports the school assessment in the element of Wellbeing, Behaviour at delivering.	• Self-assessment against the School Excellence framework shows the element Wellbeing, theme behaviour to be sustaining and growing.

Strategic Direction 3: Quality Teaching

Purpose

Our purpose is to ensure that all teachers are committed to identifying, understanding and implementing the most effective and explicit teaching methods, with the highest priority given to evidence-based teaching strategies along with collaborative and evaluative practices. Staff expertise is recognised and our professional community is committed to ongoing professional learning, building capacity, improving student results along with sharing knowledge, skills and expertise.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective teaching & collaborative practice
- Educational leadership

Resources allocated to this strategic direction

Professional learning: $15,386.00
Socio-economic background: $25,730.00

Summary of progress

Effective teaching & collaborative practice -

To support digital learning the Technology Committee surveyed students on the use of digital technologies for teaching and learning in term 1, 2021. The results showed that all staff used google classroom frequently and all students had access to google classroom. This assisted in a smooth transition from face-to-face learning to remote learning during the 2021 lockdown.

To support effective teaching and collaborative practice a Google Hub was created with a wide range of teaching practice resources. This was highly utilised throughout remote learning. During this time the school developed and used the Google suite, especially Google Classroom and Google Docs, along with an introduction of the use of Zoom for lesson delivery across all KLA's. During this time 100% of students had access to computers and the Google Classrooms, with 180 computers loaned to students who had no technology to engage with online learning.

The success of remote learning can be analysed through the following data from week 7 Term 3, where we saw over 100 messages of gratitude from students to staff, 832 logins by students to zoom lessons during the week, more than 337 positive student referrals for learning on Sentral, at least 2412 emails sent to students or parents by staff, the highest engagement by students reached 513 logins in a single day. This snapshot is a consistent reflection of the period during remote teaching and learning.

Further to this, we trialed the use of Education Perfect, a digital learning platform, and we are committed to providing access to all students to use Education Perfect in 2022 as a digital teaching and learning tool. Education Perfect is designed to track student performance across multiple learning domains and to provide rich, usable data for all users.

Future steps will also see a focus on a whole school approach to the development of effective evidenced based teaching methods such as formative assessment and embedding Learning Intentions along with Success Criteria into all teaching programs.

Educational leadership/ Professional Learning -

Staff engaged in professional learning opportunities such as 7 hours of mandatory training along with CPR/ first aid , trauma informed practice and "Education Perfect" training along with Aboriginal culture and history training. Staff also participated in KLA meetings and engaged with the professional learning hub. Further to this, some staff participated in Growth Coaching and new staff staff participated in a buddy program with experienced campus staff. There was also optional "pop-up" professional learning at regular intervals throughout the year. The executive staff started the "Real Schools" professional learning with Adam Voight. Future steps will see the "Real Schools" professional learning rolled out to all staff along with the introduction of the Dan Hassler "Art of Leadership" program rolled out to executive staff and the delivery of an aspirant leaders program in order to further build the leadership capacity within the school.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
A range of evidence supports our assessment/ validation in the element of effective classroom practice at delivering.	• Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of effective classroom practice.
A range of evidence supports our assessment/ validation in the element of Learning and Development at delivering..	• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Learning and Development.
Staff complete a minimum of Professional learning of 10 hours per year.	• During 2021 all staff completed 7 hours of accredited professional learning and 12:30 hours of elective professional learning as organised and supported by the SIP leaders and Professional Learning Committee.
That 100% of classrooms have curriculum designed to engage learners in digital technologies	• Every classroom has a laptop trolley and 30 laptops.

Funding sources	Impact achieved this year
Refugee Student Support $923.00	Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • professional development for staff around impact of trauma, learning and wellbeing needs of refugee students **The allocation of this funding has resulted in:** Mentoring of students and targeted professional learning of staff led to effective integration into the school community. **After evaluation, the next steps to support our students with this funding will be:** Continuation of the intervention.
Socio-economic background $1,152,446.50	Socio-economic background equity loading is used to meet the additional learning needs of students at Chifley College Mount Druitt Campus who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Staff Wellbeing • Whole school Reading initiatives • Numeracy initiatives • Preparation for external testing • Community Engagement and Enhancing Student Wellbeing. • Educational leadership • Improving Attendance • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • additional staffing to support identified students with additional needs • supplementation of extra-curricular activities • engage with external providers to support student engagement and retention such as Clontarf, Pacific Waves and Pasifika • professional development of staff through the Education Perfect program to support student learning • providing students without economic support for educational materials, uniform, equipment and other items **The allocation of this funding has resulted in:** The provision of optimal conditions for learning including • Universal and targeted, intensive Attendance support strategies reviewed and enhanced. Due to the pandemic we are yet to see an increase in the percentage of students attending 90% of the time towards the lower bound target of 52% • All year classrooms provided with a laptop for every student to access online learning resources. Resulting in Value Add results at excelling. 89% of Year 10 students achieved minimum standards . • Additional staff employed to reduce class sizes and broaden the curriculum. Increase in the variety stage 5 electives as well as intensive literacy and numeracy support. • Wellbeing- student assistance provided for students - lunch and uniform support, additional welfare teachers and a Community Liaison Officer employed as well as a student support officer and Clontarf youth

Socio-economic background $1,152,446.50	workers to provide welfare and mental health support for targeted students. Leading to an increase in TTFM sense of belonging to 59% above SSG Student improvement evidenced by: • Numeracy and Reading - The Head Teacher Teaching and Learning provided additional support and strategies leading to an improvements in internal / external performance measures, VA excelling. **After evaluation, the next steps to support our students with this funding will be:** continue to engage the literacy and numeracy to support our trajectory towards achieving targets. Data shows that attendance rates for students in this cohort is not consistent. Next year, the school will diversify the role of additional staff engaging a Youth Outreach Worker to focus on improving our attendance rates.
English language proficiency $209,960.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Chifley College Mount Druitt Campus. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase • additional teacher time to provide targeted support for EAL/D students and for development of programs • withdrawal lessons for small group (developing) and individual (emerging) support **The allocation of this funding has resulted in:** EAL/D students demonstrating growth in reading, writing and numeracy skills. **After evaluation, the next steps to support our students with this funding will be:** EALD progression training for staff.
Flexible Funding for Wellbeing Services $33,369.00	The flexible funding for wellbeing services allocation is provided to support student wellbeing at Chifley College Mount Druitt Campus. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Community Engagement and Enhancing Student Wellbeing. • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • staffing release for case conferences and developing intervention strategies • the development and implementation of trauma informed resources • staffing release to provide individual transition preparation support to identified students • employment of Student Support Officer to support vulnerable students • targeted wellbeing program in conjunction with an external provider aimed at students thought to be at risk of not completing school **The allocation of this funding has resulted in:** Positive community engagement, a growth in student leadership and an increase in staff wellbeing

Flexible Funding for Wellbeing Services $33,369.00	**After evaluation, the next steps to support our students with this funding will be:** Continue with the Safe Guarding Kids Together initiative.
COVID ILSP $477,723.00	The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups • providing targeted, explicit instruction for student groups in reading and numeracy • employing/releasing staff to coordinate the program • releasing staff to participate in professional learning **The allocation of this funding has resulted in:** Students being able to engage with the curriculum, experience success in their learning and to be prepared for external assessments such as NAPLAN and Minimum Standards. **After evaluation, the next steps to support our students with this funding will be:** Continue with these interventions
Low level adjustment for disability $532,814.00	Low level adjustment for disability equity loading provides support for students at Chifley College Mount Druitt Campus in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students **The allocation of this funding has resulted in:** Equitable access to the curriculum. Rich data in order to assess and cater to the students individual needs. Emploment of LaST and SLSO to support students learning needs. Creation and implementation of Individual Learning Plans. Staff of the Bendect program. Targeted inteventions. **After evaluation, the next steps to support our students with this funding will be:** Continue with inteventions.
Aboriginal background $196,691.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Chifley College Mount Druitt Campus. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.

Aboriginal background $196,691.00	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Whole school Reading initiatives • Community Engagement and Enhancing Student Wellbeing. • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of specialist additional staff (AEO) to support Aboriginal students • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process **The allocation of this funding has resulted in:** Year 7 Aboriginal student average attendance at 82.1% compared to 79.6% for non-Aboriginal students in 2021. A 6% increase in Year 9 Aboriginal students acheiving in Band 8 in Numeracy. Average scaled growth in Numeracy Naplan of 60.1%, which was above the SSSG average of 43.1% and the state average of 40.2% and also above the non-Aboriginal students within yhe school who scored and average of 51.5% in Numeracy. This placed our students at above expected growth in the Numeracy domain in their Naplan exam. **After evaluation, the next steps to support our students with this funding will be:** To continue funding AEO position To continue funding Clontarf program Continue to engage with the AECG Pirru Thangkuray program To establish a junior AECG To run meet the Mob To Engage experts, staff and community, to start the process of embedding local language into teaching programs To establish a transition program specific to Aboriginal Students in Year 6 To establish an Aboriginal dance and didge group To establish an Aboriginal art group
Integration funding support $110,000.00	Integration funding support (IFS) allocations support eligible students at Chifley College Mount Druitt Campus in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around [course] • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers for the implementation of [strategy] • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) **The allocation of this funding has resulted in:**

Integration funding support $110,000.00	*Targeted student were supported in their learning * Assignments were submitted by targeted students * Reduction in negative referrals **After evaluation, the next steps to support our students with this funding will be:** Continue interventions

Student information

Student enrolment profile

Students	Enrolments			
	2018	**2019**	**2020**	**2021**
Boys	264	270	283	315
Girls	199	206	229	255

Student attendance profile

School				
Year	**2018**	**2019**	**2020**	**2021**
7	86.1	87.5	91	85.7
8	82.8	79.7	86.5	82.3
9	82.4	83.3	84.4	77.4
10	77.3	76.8	84.8	69.1
All Years	81.7	82.1	86.9	79.2
State DoE				
Year	**2018**	**2019**	**2020**	**2021**
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
All Years	88.7	88.2	89.8	86.2

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	4.5	NA	NA
Employment	5.7	NA	NA
TAFE entry	1.1	NA	NA
University Entry	0	NA	NA
Other	85.3	NA	NA
Unknown	3.4	NA	NA

As Chifley College Mount Druitt Campus is a 7-10 campus, the majority of year 10 students go on to study Stage 6 at Chifley College Senior Campus, as identified in the 'other' category in the table above.

Year 12 students undertaking vocational or trade training

0% of Year 12 students at Chifley College Mount Druitt Campus undertook vocational education and training in 2021.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	10
Classroom Teacher(s)	35.16
Learning and Support Teacher(s)	3.3
Teacher Librarian	1
Teacher ESL	1.4
School Counsellor	1
School Administration and Support Staff	16.68
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2021 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 **Actual** ($)
Opening Balance	4,125,246
Revenue	10,619,389
Appropriation	10,617,309
Sale of Goods and Services	3,893
Grants and contributions	-5,353
Investment income	3,173
Other revenue	367
Expenses	-10,580,221
Employee related	-8,506,605
Operating expenses	-2,073,616
Surplus / deficit for the year	39,167
Closing Balance	4,164,413

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.

	2021 **SBAR Adjustments** ($)
Targeted Total	111,076
Equity Total	2,067,573
Equity - Aboriginal	134,071
Equity - Socio-economic	1,190,727
Equity - Language	209,960
Equity - Disability	532,815
Base Total	6,699,257
Base - Per Capita	133,849
Base - Location	0
Base - Other	6,565,408
Other Total	1,067,473
Grand Total	9,945,379

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.

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.

Parent/caregiver, student, teacher satisfaction

Parent forums were held throughout 2021. These were conducted face-to-face and then online as the pandemic progressed. Through these forums parents were surveyed.. The results of our 2021 TTFM survey showed that 63% of our parents believed that the school helped students with a disability or special needs to feel welcome. 70% of parents surveyed reported that Chifley College Mount Druitt Campus was their school of choice. 71% of parents surveyed reported that they "agreed" or "strongly agreed" that they were satisfied with the communication from the school.. Parents reported that the following communication types were "useful" or "very useful" telephone communication 81%, school reports 96% and emails 81%.. A Term 3 community survey indicated that 86.9% believed that the school communicates well. 82.2% of community surveyed believed that an SMS was an effective and direct strategy to inform parents/caregivers of attendance issues. 82.2% of the community surveyed believed that attendance was a shared responsibility between the school and home.

Our 2021 student TTFM student engagement report data showed that 80% of students value schooling outcomes, 85% believe that they have positive behaviour at school and 73% of students reported that they have high expectations for success, 68% reported positive student/teacher relationships and believe that they are given quality instructions. Further to this, when reporting on students and their social engagement 79% of students participated in school sports and clubs.

A TTFM staff satisfaction survey was conducted where 84% of staff "agreed" or "strongly agreed' that the school was a welcoming and culturally safe place for all. In terms of school leaders clearly communicating their strategic vision and values for the school, 72% "agreed" or "strongly agreed". In relation to school leaders leading improvement and change, 72% "agreed" or "strongly agreed".

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.