

2021 Annual Report

Chifley College Senior Campus



8473

Introduction

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

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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.

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Message from the principal

We are very proud of our 2021 cohort for their persistence and resilience, and for achieving excellent HSC results. Students achieved a higher proportion of top bands than at any time since the creation of Chifley College, including the award for the top Aboriginal student in Aboriginal Studies.

Last year was also very significant for Senior Campus, with the retirement of our longstanding principal Steve Freeborn. We thank him for his service to the school and wish him well in this next phase of his life.

This year we have welcomed several new staff, including a Business Manager, a Student Support Officer, and a Community Liaison Officer to support students and school operations.

Jason White

(Relieving Principal)

Message from the students

The last two years of high school was especially hard but have proved to many people the patience and resilience that our class possess.

As Campus Captains, we are honoured to have represented this group of amazing people over the last two years. Together, we endured a disrupted, messy and uncertain last two years of schooling. COVID changed our entire world. It instilled fear among us, it caused confusion but mainly, it disrupted our routine. Most of us believed that we'd never be able to walk across this very stage with our families and friends in the crowd, cheering us on and celebrating a massive milestone in our lives. However, not even COVID can stop a group of strong, resilient and enduring teenagers who believed in each other but more importantly, believed in themselves. While COVID has ruined much for us, there is one small note that we can take from this experience. COVID made us look to one another and gain confidence, motivation and support which led us to push ourselves harder and achieve more, knowing that eventually, it would all pay off.

Our time on campus was limited over the last two years. Each and every one of us have made memories that we will never forget. One of our core memories has to be our Multicultural Day last year where our many diverse cultures came together. On that day, we became one, appreciating the diverse cultures that we share with each other.

Thank you to our Principal and Deputy Principals. Thank you for the immense amount of support through these tough

years. If it weren't for your organisation, planning and work, we would not have been properly set up for the tough Year 12 year we had ahead of us. Thank you for your efforts in ensuring that each student can achieve their full potential here at Senior Campus.

Thank you to our amazing teachers, the most important people in our COVID schooling journey. Not only did our teachers support us with class content but they were our mentors and go-to during the pandemic for any questions, issues or struggles that we had. At times throughout the last two years, our spirits were low, but it was our amazing teachers who helped us keep our heads high, to stay motivated and keep pushing. Thank you to our head teacher and year advisors for not only being amazing teachers but the best leaders to help us in those tough times.

Finally, to the graduates of 2021, we can finally say we made it. As your campus captains for 2021, we would like to wish you all success in your life, your career and for the pathways you choose to walk. Each and every single one of us should be proud that we made it this far in our lives.

Namra Bhavsar, Alearah Donovan, Sietara Mahshar, Shanelle Toleafoa (School Captains, 2021).

School vision

Chifley College Senior Campus seeks to provide an inclusive learning environment where the school community supports and inspires all students to seize opportunities to become lifelong learners. Through our College Motto - Learn, Discover, Inspire - we encourage our students to foster their individual talents, strive towards achieving personal excellence, embrace diversity and grow into responsible members of the community. Together we strive for our best - every lesson, every day, every way. Chifley College Senior Campus strives to ensure a continuous cycle of improvement to maximise student learning outcomes.

School context

Chifley College Senior Campus is a comprehensive, co-educational secondary school with a Support Unit which has five classes. We are situated on the lands of the Darug people of the Gomerigal clan. The school caters for Stage 6 students and is one of five campuses in Chifley College within the St Mary's-Mount Druitt area. The school draws its students from Chifley College 7-10 Campuses: Dunheved, Mount Druitt and Shalvey and other government and non-government schools. The student population of 500 has been stable over the last 5 years. Our school community is culturally and linguistically diverse where 30% of students require some level of EAL/D (English an additional language or dialect) support, 24% of students identify as having an Aboriginal background and 19% identify as having a Pasifika background.

We continue to foster strong partnerships with universities such as Sydney University, Western Sydney University and Macquarie University, cultural institutions, businesses and local community groups. Our students represent the school across the state and Western Sydney metropolitan area in music and dance ensembles, youth leadership forums and a wide range of sporting activities.

A comprehensive situational analysis was conducted which led to the development of the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents, the local AECG and the Multicultural Communities Group. Through careful analysis of our school's situational analysis, we have identified a need to use the majority of the school's equity funding to support a range of learning and wellbeing initiatives.

The Senior Campus maintains a philosophical and educational foundation aimed at innovation in curriculum and practice. All planning underpins capacity building initiatives in quality teaching, literacy, student engagement and retention and transition, technology and shared educational leadership.

We are committed to continually improving our staff professional learning through the implementation of instructional leadership to drive staff learning in literacy and numeracy, explicit teaching and constructive feedback to ensure we move students into the top two bands.



SRC Leadership Day 2021

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

Strategic Direction 1: Student growth and attainment

Purpose

Ensure students grow in their learning through explicit, consistent and research - informed teaching. In order to maximise learning outcomes for every student, all staff will use data to understand the learning needs of individual students and present differentiated teaching for all.

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.

- Quality Teaching & Data Use
- Meeting Individual Needs

Resources allocated to this strategic direction

Socio-economic background: \$44,200.00

Low level adjustment for disability: \$67,076.00

Professional learning: \$2,500.00

Aboriginal background: \$69,635.00

Summary of progress

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. The leadership team regularly uses student progress and achievement data to inform key decisions such as resourcing and implementation of new programs or initiatives such as ACE and ACE Plus.

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. Teachers regularly review and revise lesson plans and sequences, ensuring that the content is based on the curriculum and the teaching practices are effective. This was evidenced through the implementation of effective programs which deliver HSC syllabus content. The programs are based on HSC syllabus outcomes and include a variety of teaching, learning and embedded assessment activities, strategies and resources to address the learning needs of all students.

The school uses systematic and reliable assessment information to evaluate student learning over time and implement change in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments. Senior Campus analyses summative assessment data to identify learning progress of individual students and student cohorts. Teachers use summative data to identify student learning and validate formative assessment practices. This is evidenced through the Minimum Standards Program..

In 2022 will continue with the Curiosity and Powerful Learning Program and Instructional Rounds.

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
System-Negotiated Target - Aboriginal student HSC attainment: Improvement in the proportion of Aboriginal students attaining the HSC whilst maintaining their cultural identity to be close to the lower bound system-negotiated Network target of 54.6%	The analysis of enrolment and HSC data indicated that 57.7% Aboriginal students attained their HSC whilst maintaining their cultural identity. The school has exceeded the system negotiated target of 54.6% by 3.1%.
System-Negotiated target - HSC achievement: Improvement in the %	The analysis of HSC data indicated that 39.78% of students attained results in the top three bands demonstrating achievement of the lower bound target

of HSC course results in top 3 bands to reach the lower bound system-negotiated target of 32.9%	of 32.9%
System-Negotiated target - HSC achievement: Increase % of HSC course results in the top two bands to be above the school's lower-bound system negotiated target 12.3%.	The analysis of HSC data indicated that 15.5% of students attained results in the top two bands, demonstrating achievement of the lower bound system negotiated target of 12.3%.



Celebrating Culture, NAIDOC Day 2021

Strategic Direction 2: Building Instructional Leadership Capabilities

Purpose

Ensure staff, students and community establish and maintain a professional learning culture which is focused on continuous improvement of teaching and learning. This will be achieved through supporting individuals in building instructional leadership capabilities.

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.

- Management of Educational Leadership
- Management of School Resources, practices and processes

Resources allocated to this strategic direction

Socio-economic background: \$25,500.00

Professional learning: \$2,000.00

Summary of progress

Initiatives and activities were delayed in 2021 due to the impacts of COVID-19 lock-down procedures and restrictions. This has significantly impacted some of the activities planned for 2021 to build Instructional Leadership in the school. In spite of restrictions and lock-down, the school was able to implement the introduction of the Curiosity and Powerful Learning (CPL) with a team of 6 participants trained in CPL and a Head Teacher was released from face-to-face teaching to lead the implementation of CPL across the school. In 2022 CPL will be further developed and Instructional Rounds will be introduced to all staff. This remains a priority for the school and is seen as a significant tool towards building Instructional Leadership Capabilities.

COVID-19 also impacted the whole school implementation of the Professional Learning (PL) program for 2021. Records indicate that staff could not access all professional learning (face to face) however, online PL took place. Staff continued having faculty meetings via Zoom due to COVID-19 restrictions and well-being support was a priority at the school. Monitoring of PL accessed by the staff - to ensure that PL accessed by staff is in line with school and state priorities- is seen as an important, particularly as more staff move towards renewal of accreditation with NESAs.

In 2022, the possible employment of an Instructional Leader will be further investigated to oversee the process of moving teaching programs from compliance to excellence. It is seen as a priority of the school that programs include differentiation, high quality literacy and numeracy delivery, Aboriginal education and perspectives and general quality teaching.

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
Instructional Leadership: School Excellence Framework A range of evidence supports the school's assessment and validation in the element of Educational Leadership: Instructional Leadership as delivering	<p>The leadership team ensures that implementation of syllabuses and associated assessment and reporting processes meet NESAs and Department of Education requirements, forming a sound basis for student learning.</p> <p>The organisation of our SIP team have worked collaboratively to collate and reflect on evidence and collectively</p> <p>Developing effective instructional leadership further towards excelling has been delayed and have required this work to be postponed to 2022. in terms of progressing towards excelling for instructional leadership our activities were postponed. During terms of 2021 staff were unable to work collaboratively to fulfil this progress measure of excelling in educational leadership: instructional leadership</p>

A range of evidence supports the school's assessment and validation in the element of Management Practices and Processes: Administrative Systems and Processes as delivering

Administrative practices and systems effectively support school operations and teaching.

Employment of a Business Manager as an informed choice in 2021 has been achieved, indicating that progress towards sustaining accurate administrative systems, processes and data records will support moving towards excelling. Accurate record keeping by the Business Manager of whole staff PL ensures clearer administrative practices are in place and moving towards excelling.

Delayed initiatives in 2021 have required Instructional Leadership components of this plan to be postponed to 2022. To date and due to COVID-19, face to face PL was unable to be delivered. However, online learning replaced this and PL sessions took on a new format. To date 100% of staff were able to fulfill mandatory training requirements via available e-learning alternatives.

Staff have engaged in professional development, both face to face and online, that align with our school priorities ensuring that our professional development is inline with all strategic directions of our sip. some examples of PL undertaken across the three strategic directions are; Choice Theory Training, CPL, Berry Street Education Model, Dyslexia training, Leading writing improvement in your school, Middle leaders - managing leadership complexity..



ANZAC Day, 2021

Strategic Direction 3: Student, Staff & Community Wellbeing

Purpose

Students, staff and the community achieve to their potential in an environment where they are enabled to develop their ability to connect, succeed, thrive and learn through the implementation of evidence - based whole school practices.

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.

- Wellbeing & Sense of Belonging
- Attendance and Engagement

Resources allocated to this strategic direction

Flexible Funding for Wellbeing Services: \$20,000.00

Socio-economic background: \$90,000.00

Summary of progress

These are the success criteria for this SD:

Every student can identify a staff member to whom they can confidently turn for advice and assistance at school.

Learning Domain: Wellbeing: Caring for students: Sustaining and Growing

The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning. **Learning Domain: Wellbeing: A planned approach to wellbeing: Sustaining and Growing**

Well-developed and evidence based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs, **Learning Domain: Wellbeing: Individual Learning Needs: Sustaining and Growing**

Staff regularly and accurately monitor attendance and take prompt action to address issues with individual students. The school community celebrates regular and improved attendance. **Learning Domain: Culture: Attendance: Developing**

The school's wellbeing approach focuses on creating an effective environment for learning. Teachers and other school staff explicitly communicate expectations of behaviour across school settings. **Learning Domain: Wellbeing: Behaviour: Developing**

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
School Wellbeing: Increase student belonging, expectations and advocacy at school by 5%, as measured by appropriate indicator criteria in the Tell Them From Me survey.	<p>Tell Them From Me data indicates 50 % of students reporting positive wellbeing outcomes has decreased by 8% across the positive wellbeing measures.</p> <p>Tell Them From Me data shows an improvement of 1% of reported positive relationships, including a 2% increase in advocacy at school, 8% decrease in sense of belonging and 1% increase in expectations of success</p> <p>Tell Them From Me data indicates 50% of students report a positive sense of belonging at school</p> <p>50% of students indicate a positive sense of wellbeing demonstrating progress yet to be seen towards this school-based progress measure</p>
School Wellbeing: Increase staff	Tell Them From Me data indicates 77% of staff agree or strongly agree that

levels of belonging and advocacy at school by 5%, as measured by appropriate indicator criteria in the Tell Them From Me survey.	they have a positive advocacy at school. This is a 1% decrease from 2020. Tell Them From Me data indicates 81% of staff report the school to be inclusive. This indicates a 6% increase from 2020.
Mentoring and Supporting: Increase by 5% student access to, and participation in, school based mentoring systems.	Every Year 11 student selected and were assigned a mentor by the beginning of Term 2. Participation and interaction between mentor and mentee decreased when the school moved to Online Learning. Mentor workshops were provided during this time, however, they were not attended by the majority of students. Data has not been collected to assess how many students accessed their mentors in 2021.
System Negotiated Target - Attendance: Increase proportion of students attending >90% of the time by 10%. Decrease the number of students attending <80% of the time by 10%.	Scout data indicates that 24% of students attended 90% of the time. (2.7 % decrease from 2020), 10.6% of students attended 85% to 90% of the time (3.1% decrease from 2020), 65.3% of students' attendance was below 85% (Increase of 5.7% from 2020). Decrease of 3.1% students attending between 80% and 90% and an increase of 5.7% attending below 85%. This indicates that attendance has not improved.
Partnerships: Increase parent and community participation in school events, programs and partnerships by 5%.	Delays in implementing initiatives in Term 3 have required this work to be postponed to 2022. This includes NAIDOC Day and Multicultural Day activities. Increasing parent and community participation in school events, programs and partnerships will be a strong focus of the schools in 2022.



SRC Leadership Day, 2021

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,846.00</p>	<p>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.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • strengthening orientation and transition program for identified students <p>The allocation of this funding has resulted in: The program to support refugee students was impacted by COVID-19 restrictions and lock down. The school was able to support students by providing access to online tutoring programs developed by the English Teachers association, assisting students with university applications and scholarship applications and disseminating information to parents and students regarding COVID-19 restrictions and school operations in a way that was easily understood by the families.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to develop the relationship with the Mount Druitt Ethnic Communities Agency Program and assist students with accessing tutoring courses to support their needs.</p>
<p>Integration funding support</p> <p>\$64,563.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Chifley College Senior Campus in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: All eligible students were provided with additional support from School Learning and Support Officers in classes, providing opportunity for them to demonstrate progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$1,498,923.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Chifley College Senior Campus who may be experiencing educational disadvantage as a result of their socio-economic background.</p>

Socio-economic background

\$1,498,923.00

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Quality Teaching & Data Use
- Management of Educational Leadership
- Meeting Individual Needs
- Wellbeing & Sense of Belonging
- Attendance and Engagement
- Other funded activities

Overview of activities partially or fully funded with this equity loading include:

- providing students without economic support for educational materials, uniform, equipment and other items
- additional staffing to implement to support identified students with additional needs
- resourcing to increase equitability of resources and services
- supplementation of extra-curricular activities
- providing opportunities for permanent staff to act in Higher Duties e.g. Head Teacher to Deputy Principal; classroom teacher to Head Teacher. This supports school structures and priorities and also enables staff to develop leadership skills and experiences.
- employment of additional staff to support student based timetable implementation.
- employment of external providers to support students with additional learning needs

The allocation of this funding has resulted in:

The provision of optimal conditions for learning including:
Employment of 8 fte additional teaching staff to maintain curriculum patterns across the school based on a student driven timetable. This provides an opportunity for the school to offer classes with a smaller cohort that would otherwise not be a viable option and provide students the opportunity to choose subjects and a pattern of study to best suit their individual educational needs.

Continued implementation of the Job Search program, supported by 1.4 fte classroom teaching equivalent and 1.00 fte School Administrative and Support staff member, thus catering to the needs of the students who are disengaged from learning and to support their individual educational needs. Supporting the School Leadership Team structure, providing access for 2 substantive Head Teachers to act in Senior Executive positions (temporary movement from Head Teacher to Deputy Principal, higher duties allowance to be shared between staff) and 2 substantive classroom teachers to act/relieve in executive positions as Head Teachers (temporary movement from CRT to Head Teacher, 100% of higher duties allowance for each relieving Head Teacher) . The leadership structure provides ongoing support for student well-being and educational needs. Back-fill of 2 fte CRT to cater for the temporary movement of staff to higher duties.

Employment of additional 6.6 fte School Administrative Support staff including School Learning and Support Officers (2 fte) to support students in the classroom and School Administration Officers (4.6fte) to support school wide programs and initiatives to support the ongoing educational and well-being needs of students enrolled at the school.

Subsidising course contributions and other school expenses (including the provision of uniform, excursion expenses, extra curricular expenses) to enable students to access a broad curriculum and school experience , regardless of economic circumstances.

Providing support to Aboriginal and Torres Strait Islander students through the ongoing implementation of the Clontarf Academy (male students) and the introduction of the NASCA - National Aboriginal Sporting Chance Academy - program (female students) to support their on-going educational and well-being needs.

Providing Year 12 Higher School Certificate students opportunities to experience and participate in tutoring programs run by external providers e.g. Mathematics Teachers association, English Teachers Association and others specific to their needs for Board Developed Courses. Chifley College Senior Campus acknowledges that, for some students, the ability to access tutoring programs provided by external providers has a positive impact on

<p>Socio-economic background</p> <p>\$1,498,923.00</p>	<p>their ability to complete HSC examinations. Students, particularly those aspiring to University entrance, were able to participate in lectures delivered by course experts. This access enabled students to participate in quality online/face-to-face programs designed to assist them with preparation for HSC Examinations.</p> <p>Employment of 1 fte (Clerk 3-4 level) Technology Support Officer to support the technology needs of both students and staff across the school. This position was particularly important given the challenges faced due to COVID-19 restrictions and lock-down.</p> <p>Student improvement evidenced was by the Year 12 HSC results for 2021 cohort demonstrating an increase in the of band 5 and 6 results from 21 in 2020 to 67 in 2021, which were some of the best results for the campus. Of the students who completed subject with a Higher School Certificate examination, 15.5% of students attained results in the top 2 bands and 39.78% of students obtained results in the top 3 bands. 57.7% of students who identified as either Aboriginal and/or Torres Strait Islander were awarded their HSC.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Maintain student driven timetable and broad curriculum choices for students, enabling them to choose courses and a pattern of study that best suits their individual needs.</p> <p>Employ additional teaching and School Administrative and Support staff to insure that students have access to a broad curriculum and that current systems in place a supported.</p> <p>Continued employment of Technology Support Officer, to ensure that students and staff have access to technology that suits teaching and learning needs.</p> <p>Employ additional staff e.g. Community Liaison Officer to support both students and families and Instructional Leader to support on-going teacher improvement.</p> <p>Subsidising the continued implementation and development of both Clontarf and NASCA programs in the school to support the on-going educational and well-being needs of the Aboriginal Students enrolled at the school.</p> <p>Subsidising student contributions, extra curricular payments, uniform etc. to ensure that all students have access to courses and programs that suit their individual educational and well-being needs. '</p> <p>Maintaining the Leadership Team structure within the school, to maximise the opportunity for staff to develop meaningful professional relationships with students and meet their individual educational and well-being needs.</p>
<p>Aboriginal background</p> <p>\$216,931.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Chifley College Senior 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.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Meeting Individual Needs • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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 • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in:</p> <p>Employment of 1 fte Aboriginal Education Officer as provided through the Equity Loadings in the annual funding entitlement, enabling continued development of professional relationships between the staff, students parents and the wider community.</p>

<p>Aboriginal background</p> <p>\$216,931.00</p>	<p>Supporting the Aboriginal and Torres Strait Islander students through the on-going implementation of the Clontarf Academy Program for boys and the introduction of the NASCA (National Aboriginal Sporting Chance Academy) for girls.</p> <p>Of the students who commenced in Year 11 2020, 54% of students completed the Higher School Certificate.</p> <p>The successful implementation of the NAIDOC celebrations in the school, this was able to be held despite COVID-19 restrictions and before lock-down of school face-to-face teaching and learning in 2021.</p> <p>Student responses in the Tell Them From Me Survey (Semester 2, 2021) showed an increase on 8% of students felt good about their culture and an increase of 7% of students felt that teachers understood their culture when compared with responses from Semester 2, 2020.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>On-going implementation and development of both the Clontarf Academy and the NASCA program to support students in their educational and well-being needs.</p> <p>Continued celebration of Aboriginal and Torres Strait Islander culture through the on-going development of the NAIDOC celebrations, in consultation with the wider school community and local Aboriginal Education Consultative Group.</p>
<p>English language proficiency</p> <p>\$89,694.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Chifley College Senior Campus.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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 to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • establish a core practice for supporting students learning English as an Additional Language or Dialect • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in:</p> <p>In 2021, the EAL/D teacher allocation increased to 0.8 fte as part of the staffing entitlement report. The school was able to provide both small group and individualised support for students who were identified in the 2021 EAL/D annual survey. Of these students, 9.4% were Emerging, 28.6% were Developing and 39% were Consolidating. Following the criteria in the survey, 50% of the students qualified for EAL/D Teacher support.</p> <p>The school encouraged and supported students to access tutorial programs and online learning best suited to their needs e.g. English Teachers Association student study days.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue with support for individual students. Investigate updating the teaching and learning resources and spaces to best suit the individual learning needs of the students. Encourage students to access online and face-to-face support for Board Developed Courses.</p>
<p>Low level adjustment for disability</p> <p>\$270,525.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Chifley College Senior Campus in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$270,525.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching & Data Use • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • support for students in [program name - e.g. Life Skills; Individual Learning Plans/Profiles; HSC Special Provisions] <p>The allocation of this funding has resulted in:</p> <p>Provision of on-going support to students identified through the NCCD process by Learning and Support Teacher (0.4 fte) and/or School Learning and Support Officer (2.2 fte)</p> <p>Assistance in the differentiation of curriculum process for staff by Learning and Support Teacher, enabling them to develop skills in this area and provide educational programs more suited to students with complex needs. Identification of students who qualify for Higher School Certificate Special Provisions program and subsequent number of applications completed and supported by NESAs.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>On-going support for students identified through the NCCD process by Learning and Support Teacher and/or School Learning and Support Officer. Further development of teacher skills in the differentiation of curriculum to suit learning needs of students.</p> <p>On-going identification of the students requiring applications for special provisions for the Higher School Certificate examinations.</p>
<p>Flexible Funding for Wellbeing Services</p> <p>\$42,523.00</p>	<p>The flexible funding for wellbeing services allocation is provided to support student wellbeing at Chifley College Senior Campus.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing & Sense of Belonging • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Continued development and implementation of the Leadership Team Model for Years 11 and 12, comprising of 2 Deputy Principals (substantive and/or acting), 1 Head Teacher Teaching and Learning and 2 Year Advisors per Leadership Team. <p>The allocation of this funding has resulted in:</p> <p>The successful implementation of the program enabled the school to provide on going support to students, both during face-to-face learning and online learning. Students were able to celebrate cultural identity through participation in both NAIDOC day and Multi-Cultural day activities. In spite of COVID-19 restrictions, the school was able to provide the Student Representative Council team with access to a school leadership day, thus enabling them to participate in team-building activities. Other small groups were established e.g. the Chess Club and Scripture Group to support the needs of students.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to provide support to students using the Year 11 and Year 12 Leadership Team Model. Further develop and implement ways of students showing their cultural identity through both NAIDOC Day and Multi-Cultural</p>

<p>Flexible Funding for Wellbeing Services</p> <p>\$42,523.00</p>	<p>Day activities. Provide access to student leadership activities both at campus and College level and investigate possibilities of students engaging in programs held by outside agencies.</p>
<p>COVID ILSP</p> <p>\$389,400.00</p>	<p>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.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy for students in the attainment of the HSC Minimum Standards. • employing staff to provide online tuition to student groups in literacy/numeracy for students in the attainment of HSC Minimum Standards. • employing/releasing teaching staff to support the administration of the HSC Minimum Standards program. <p>The allocation of this funding has resulted in:</p> <p>Employment of additional teaching staff for the school library to support a program aimed at improving Year 12 student participation in "study periods" so that they are better able to meet the course outcomes for remaining subjects. This program enabled the school to provide:</p> <ul style="list-style-type: none"> • One on one tutoring in how to research effectively and select the most relevant sources to support their arguments. Students were supported in completing homework in Learning Hub so that the work could be revised, and challenging concepts explained by a teacher. This included editing and revision of work by the teacher or guided peer-to-peer evaluation. • Develop staged writing goals where students would chunk or segment their work. This prevented the students being overwhelmed and enabled them to revise each segment quickly and efficiently without neglecting others. • Leading group sessions aimed at specific KLAs and clarifying key concepts • Supporting students through team teaching of difficult concepts and revision with colleagues. Using the learning space to facilitate open discussion and high order thinking skills. • Developing effective study techniques, time management and organisation skills to ensure work is submitted on time. Assisting each student to develop a study and revision routine that suited their individual experience and made allowances for extracurricular activities and paid work. • Supporting ACE+ students wellbeing and resilience. By checking in on a consistent basis and being available to troubleshoot problems. Strong professional relationships developed with students allowed them to feel comfortable in using the teacher as a resource for their problems be they educational, physical or emotional. • Procurement of relevant resources to extend student learning, including face to face and online learning sessions. Approaching colleagues for course specific information. • Liaising with classroom teachers to better understand the strength and weaknesses of individual students. Knowing each students needs allowed me to direct them in purposeful ways and focused on the highest yield aspects of their learning. • Assisting students in adapting to online learning, helping to resolve hardware and software issues. • Finding suitable work to complement and extend students once they had completed all set tasks. • Organising appropriate study spaces dependent on student needs, such as quiet spaces, large tables for art projects, storage for academic materials and printing services.

COVID ILSP

\$389,400.00

Chifley College Senior Campus understands that literacy and numeracy is foundational to engagement, achievement and lifelong community participation. Given this focus, we have undertaken to use a proportion of the COVID ILSP funding to target literacy and numeracy support for at-risk students that have not met the HSC Minimum Standard, and require additional support to meet stage standards and requirements. Our strategies included employment of the equivalent of two full time teachers to deliver literacy and numeracy support, and direct instruction on the HSC Minimum Standard requirement.

These teachers have accessed a number of high quality data sets from a variety of measures, to assess student achievement. Teachers were then tasked in providing differentiated individual and group tuition support to lift student performance. This included direct skills instruction in reading, writing and numeracy, as well as within the context of the wider curriculum, both in the classroom and online. Our focus on literacy and numeracy has affected significant student growth in outcomes, and addresses entrenched equity and educational challenges faced by our students. 176 students have participated in this program.

* Only 35% of the 2021 HSC cohort had demonstrated proficiency in the three Minimum Standards areas at the initial commencing data point in Year 11, compared to 100% of students meeting Minimum Standard requirements at at conclusion of Year 12, 2021.

* Only 41% of the 2022 HSC cohort had demonstrated proficiency in the three Minimum Standards areas at the initial commencing data point, compared to 85% of the students at the conclusion of Year 11, 2021. 55.5% of Year 11 (2021) students who identify as Aboriginal or Torres Strait Islander were proficient in all three Minimum Standards areas at the initial data point compared to 97% at conclusion of Year 11.

Chifley College Senior Campus recognises that, for some students, their ability to meet course outcomes can be influenced by underlying learning difficulties and disabilities. Using additional funding to supplement the LaST allocation (0.4FTE) as provided in the Annual Staffing Allocation has enabled the school to identify and support those students requiring interventions to enable them to better access the curriculum. To date the employment of additional LaST:

Provided one on one and small group support in the classroom for students identified through the NCCD process as having learning significant underlying concerns that could impact on their ability to meet course outcomes.

Modified programs and provided scaffolds of class activities to suit individual student needs so that they were better able to access the course content.

After evaluation, the next steps to support our students with this funding will be:

Continue the further development and implementation of the HSC Minimum Standards program in the school by supporting the employment of the additional teaching staff. This tailored approach best suits the needs of students to meet the Minimum Standards in a timely manner, thus enabling them to be eligible for the award of the Higher School Certificate.

Continue the employment of additional teaching staff in the school library, to support students during study periods.

Investigate the employment of additional School Administrative and Support staff (SLSOs and para professionals) in the classroom to provide support to both individual students and small groups in specific subject areas.



NAIDOC Day 2021

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	239	234	254	214
Girls	234	244	238	234

Enrolment numbers have fallen with a reduction in overall enrolments from 2020 to 2021 of 9%. There has been a noticeable decrease in the number of boys enrolled at the school with 4% fewer male students than female students. The overall enrolment includes both Mainstream students and Support students. The campus has a Support Unit which includes 2 IM classes, 1 IO class, 1 MC class and 1 AU class catering to the needs of students with a range of disabilities.

Student attendance profile

School				
Year	2018	2019	2020	2021
11	80.6	77.9	79.2	73
12	79.4	78.3	79.6	73.6
All Years	80.1	78.1	79.4	73.3
State DoE				
Year	2018	2019	2020	2021
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	87.7	87.5	89.1	85.1

The attendance rate for 2021 was 4% less than the attendance rate for 2020. The working from home period during Term 3 and Term 4 meant that it was difficult for some students to engage in learning during that time. The school attempted to simplify the process for students by providing laptops and/or internet access through the provision of dongles where required. The school has processes and practices in place to monitor the overall attendance of students, acknowledging those students with excellent attendance through the merit and award system. Those students who are of particular concern are referred to the Home School Liaison Officer in line with DoE policies and procedures. The school uses a variety of monitoring strategies to address non-attendance of students, these include emails, text messages and phone calls to parents and carers.

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	N/A	5	25
Employment	N/A	20	27
TAFE entry	N/A	4	6
University Entry	N/A	N/A	14
Other	N/A	24	1
Unknown	N/A	47	27

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

School records indicate that of the students who commenced in Year 12, 2021 74% were enrolled at the completion of the year and 26% left prior to the completion of the year. Where ever possible, the school records the destinations of all students who leave prior to the completion of the school year as part of the sign-out procedures.

COVID-19 restrictions made it difficult to complete the usual methods of data collection at the conclusion of the school the year. A survey of 71 students was conducted at the Year 12 (2021) Graduation Ceremony which was held in March 2022. Of the students who completed the survey 20 indicated that they were enrolled at university; 9 were enrolled in TAFE courses; 1 student was enrolled in a private college; 3 students had started apprenticeships; 38 students were working full time and 12 were looking for work. Western Sydney University advised the school that 43 True Reward offers were made to students.

The information provided for Year 12 students relates to those students who signed out of school either prior to completing the school year and those who completed the school year.

Year 12 students undertaking vocational or trade training

51.45% of Year 12 students at Chifley College Senior Campus undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

86.2% of all Year 12 students at Chifley College Senior Campus expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

In 2021, 44% of all Chifley College Senior Campus students were enrolled in a Vocational Education and Training (VET)

course. These courses included Business Services, Construction, Hospitality - Food and Beverage, Information and Digital Technology, Manufacturing and Engineering, Retail Services and Sport Coaching.

43% of the graduating Year 12 cohort were enrolled in at least one of the seven VET courses offered in Year 12 at the school. 40 enrolments successfully completed the Certificate I, Certificate II or Certificate III that was on offer for their chosen qualification. The remaining 130 enrolments achieved a Statement of Attainment towards the qualification for their respective course. 47 students undertook the HSC examination in their respective course.

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

The 2020-2021 cohort for the Job Search Program saw 45 students enrol, 13 completed the program as developed by the school and 23 gained employment as a direct result of their involvement in the program, 6 students were enrolled in external programs e.g. TAFE NSW, SIP Yes, employment agencies, 2 students returned to mainstream and gain their HSC.



School Captains, 2021

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	28.43
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	13.18
Other Positions	2.08

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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.

Both teaching and non-teaching staff was encouraged to identify and participate in professional learning which suits goals identified as part of the Performance and Development Plan. Staff was also encouraged to participate in professional learning which suits both the school and DoE priorities. In 2021, reports in Scout indicate that, across all staff, there was an increase of 300 hours from 2020 with staff accessing professional learning recorded in Scout.

All staff completed mandatory training as required by the DoE in Child Protection, Corruption Prevention for Public Schools, Code of Conduct, Anaphylaxis e-Learning and Preparing and Responding to Bushfires. Despite COVID-19 restrictions, staff (44%) were also able to access professional learning provided by both DoE and outside providers. Of these, some teaching staff (30%) accessed 2 or more professional learning opportunities and (14%) of SAS staff accessed additional professional learning.

Teaching staff were able to maintain positive working relationships and participate in professional learning with colleagues from other Chifley College campuses through involvement in KLA network meetings, Head Teacher/coordinator planning days. These activities were completed either face-to-face or online, depending on COVID-19 restrictions in place at the time.

All teaching staff was encouraged and supported in their applications to participate in the HSC marking process. This is seen by staff to be an important professional learning activity and is considered to be a valuable tool in developing skills in the marking process.

Teaching staff is aware of the requirements and their responsibilities relating to the NESAs accreditation process.

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	407,216
Revenue	9,994,632
Appropriation	9,937,148
Sale of Goods and Services	30,923
Grants and contributions	25,868
Investment income	593
Other revenue	100
Expenses	-9,787,925
Employee related	-8,808,382
Operating expenses	-979,543
Surplus / deficit for the year	206,707
Closing Balance	613,924

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	66,409
Equity Total	1,699,130
Equity - Aboriginal	147,296
Equity - Socio-economic	1,199,441
Equity - Language	148,943
Equity - Disability	203,449
Base Total	6,307,335
Base - Per Capita	130,190
Base - Location	0
Base - Other	6,177,145
Other Total	1,067,695
Grand Total	9,140,569

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

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

These programs include:

* providing opportunities for permanent staff to act in Higher Duties e.g. Head Teacher to Deputy Principal; classroom teacher to Head Teacher. This supports school structures and priorities, enables staff to best meet the educational and well-being needs of students and also provides opportunities for staff staff to develop leadership skills and experiences.

* employing additional teaching staff - above total Teacher Entitlement as listed in the 2021 Enrolment and Entitlement Report - to support the student driven timetable and curriculum continuity. These additional teaching positions are filled using the DoE Temporary Engagement procedures and are funded through Equity Loadings.

* employing additional staff in SLSO positions to support students identified through the NCCD process as those requiring additional support in the classroom. These positions are funded through Equity Loadings - Socioeconomic Background and Low Level Funding Support and are combination of permanent above establishment positions and temporary engagement using the DoE Temporary Engagement procedures.

* employing additional School Administrative Support above Total Non Teacher Entitlement as listed in the 2021 Enrolment and Entitlement Report to ensure continuity of programs in the school. * employing additional casual staff to ensure continuity of teaching and learning within classrooms; SAO and SLSO support.

* employing Technology Support Officer in line with GSE staffing procedures to support the computer systems within the school.

* providing finances to support faculties and programs within the school.

* continued improvement of the school technology resources providing updates for computer laboratories; provision of laptops and portable laptop trollies to provide flexible learning opportunities; updating of existing audio visual e.g. Data Projectors and Televisions in the school.

- * ongoing lease of 2 school buses to provide students with access to programs outside the school.
- * providing all staff with opportunities to participate in professional learning to suit DoE mandatory requirements and goals as listed in PDPs.
- * continued implementation of the Aboriginal boys "Clontarf Academy" program and the introduction of the Aboriginal girls "Girls Academy" program (Term 1) and NASCA program (from Term 2)
- * allocation of funding to support the upgrade of the second school Science laboratory and preparation room to ensure that this area is up-to-date learning space suited to the WHS and curriculum needs for Science subjects. The planned upgrade is scheduled to be completed by Term 2, 2022.

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.

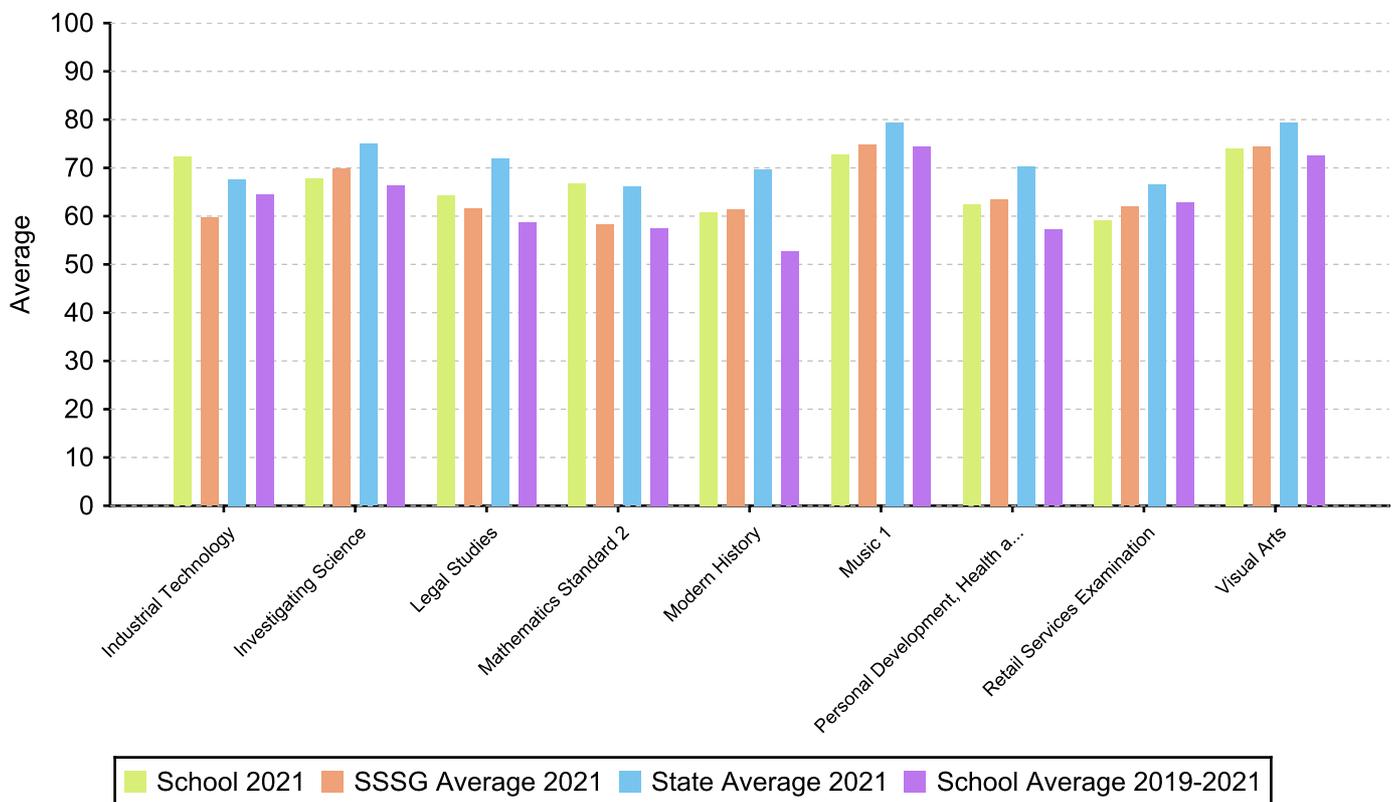
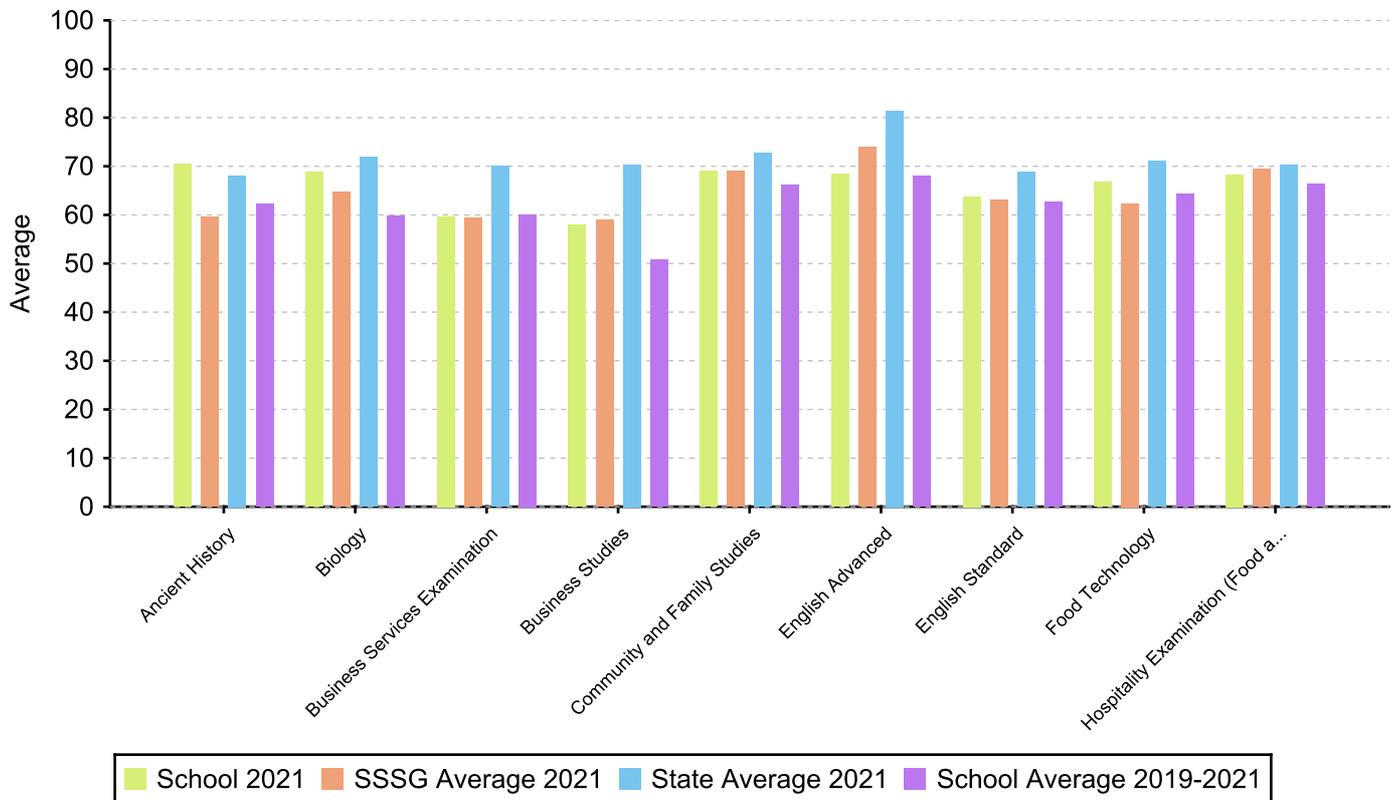
The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

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

School performance - HSC

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

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



Subject	School 2021	SSSG	State	School Average 2019-2021
Ancient History	70.5	59.6	68.1	62.3
Biology	68.9	64.8	71.9	59.8
Business Services Examination	59.7	59.4	70.1	60.1
Business Studies	57.9	58.9	70.4	50.8
Community and Family Studies	69.1	69.0	72.7	66.1
English Advanced	68.4	73.9	81.4	67.9
English Standard	63.8	63.1	68.8	62.6
Food Technology	66.8	62.4	71.0	64.3
Hospitality Examination (Food and Beverage)	68.3	69.5	70.3	66.3
Industrial Technology	72.3	59.7	67.7	64.5
Investigating Science	67.8	69.9	74.9	66.3
Legal Studies	64.3	61.6	72.0	58.8
Mathematics Standard 2	66.8	58.3	66.1	57.6
Modern History	60.8	61.4	69.7	52.7
Music 1	72.7	74.8	79.4	74.4
Personal Development, Health and Physical Education	62.4	63.5	70.3	57.2
Retail Services Examination	59.2	62.0	66.6	62.8
Visual Arts	74.1	74.5	79.4	72.5

Data analysis from a range of sources, including Scout (DoE), RAP (NESA) and in-school data, indicates that Senior Campus students achieved similar or higher results comparable to SSSG in a range of subjects including Ancient History, Biology, Business Services Examination, English Standard, Food Technology, Industrial Technology, Legal Studies, Mathematics Standard 2. In five subjects, Ancient History Dance, Design and Technology, Industrial Technology and Society and Culture data indicates that students achieved results higher than that of both the SSSG and the state average result. In addition, in at least 14 courses, the results for the 2021 school average were better than the school averages for 2019 to 2021.

Parent/caregiver, student, teacher satisfaction

All staff Senior campus were encouraged to complete the People Matter Employee Survey. In 2021, 63% of staff completed the survey, this was an increase of 14% from the number of staff who completed the survey in 2020. As with previous years, the results from the survey were positive in all aspects and exceeded those of both the Network and Operational Group. Overall, the results compared favourably with those in 2020, with at least 5% more positive results in Feedback and Performance Management, Employee Voice, Inclusion and Diversity, Recruitment, Team work and Collaboration and Learning and Development. Of note, the overall positive results in Senior Managers (10%), Flexible Working (16%) and Health and Safety (17%) showed an improvement from 2020 to 2021.

Teaching staff were also encouraged to complete the Tell Them from Me Survey and 90% of the teaching staff responded. Responses from staff indicated that they either strongly agreed or agreed that the staff morale was high (77%), that the school leaders were leading improvement and change (83%) and clearly communicated their strategic vision and values for the school (85%). Staff felt that the school is well maintained (100%), that the facilities supported effective teaching practices (85%) and enabled students to focus on their learning (91%) and enabled students to form a sense of belonging (89%). During COVID restrictions, staff felt supported by the school (91%), felt that they had resources they needed (75%) and felt prepared for teaching remotely (73%). The majority of staff (77%) stated that they were confident in their capacity to meet the needs of Aboriginal students and that they have the knowledge (79%) required to engage with students on Aboriginal culture and histories. Staff (100%) agreed or strongly agreed that the school is a welcoming and culturally safe place for all students. Of the staff who responded, the majority (81%) had skills and confidence to meet the needs of students with disability or special needs. Of the Eight Drivers of Student Learning, the School Mean was equal to or above the NSW Government Mean in Leadership, Technology, Collaboration and Data Informing Practice and almost similar (-1) in Teaching Strategies and Inclusive school.

All students were enrolled to complete the Tell Them from Me surveys in 2021 with the majority of Year 11 students completing both surveys. Students in Year 12 were encouraged to complete the surveys, however the restrictions imposed during COVID-19 lockdown and pressures of the HSC made it difficult for some Year 12s to complete the second survey.

Analysis of the results of both surveys, indicated that, in the majority of cases, students were more positive in their responses in the first survey snapshot when compared with the responses in the second survey snapshot. This could have been as a result of the extended lockdown due to COVID -19 restrictions and the smaller cohort of students completing the survey. Overall, the results from Chifley College Senior Campus students was above or similar (equal to or + or - 1) to that of the NSW Government Norm in some areas. More students indicated that they had positive behaviour at school, felt intellectually engaged and found learning interesting enjoyable and relevant and were interested and motivated to learn. Students felt that important concepts were taught well and that classroom instruction was relevant to their everyday lives. Student responses indicated that they felt they had someone both at school and out of school who provided encouragement and advice, that teachers were responsive to their needs and that there was a positive learning culture in the school with high expectations for success. Of the Aboriginal and Torres Strait Islander students, 86% of students strongly agreed or agreed that they felt good about their culture and that teachers had a good understanding of their culture.

Despite COVID-19 restrictions and lockdown, the school encouraged parents and carers to participate in the survey. It was pleasing to note that a greater number of parents and carers chose to complete the survey than in previous years, thus providing the school with some meaningful feedback. In six of the seven measures in the Partners in Learning Survey, the school mean was higher than that of the NSW Government Norm indicating that parents and carers felt that the school supported learning and positive behaviour, that safety and inclusivity at school was important and that parents felt both welcome and informed about what was happening in the school. Responses indicated that parents overwhelmingly (94%) felt that the school timetable was structured so that their child was able to study the subjects suited to them, that they would recommend (92%) the school to other parents and that they (92%) were happy with the communication from the school. Parents and carers perception of the school is that it is well maintained (98%), that the physical environment is welcoming (96%) and that it is easy to access and move around the school (91%). With relation to learning from home, most parents and carers (85%) indicated that their child participated in learning and that they (80%) were satisfied to extremely satisfied with the support provided by the school during this period.

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.

Aboriginal Education - School statement

In 2021, Chifley College Senior Campus has continued to strengthen our commitment to Aboriginal education. Of the 84 Aboriginal and Torres Strait Islander students who commenced in the Preliminary HSC in 2020, 47 (54%) of those students completed their HSC. In 2021, all of the eligible Aboriginal students were successful in obtaining their HSC Minimum Standards.

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

Following further community consultation, the Girls Academy commenced at the Senior Campus in Term 3, 2020. This program has a strong academic and wellbeing focus. Girls Academy was seen to be of potential benefit to female Aboriginal students in a similar way to the Clontarf Academy for Aboriginal boys, with Aboriginal girls embracing the support provided by the program. The Girls Academy program was replaced with the National Aboriginal Sporting Chance Academy (NASCA) in Term 2, 2021.

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

Despite COVID - 19 pandemic restrictions, the school was able to celebrate and acknowledge the Aboriginal culture through NAIDOC day celebrations in 2021. These included a whole school assemblies, dance and connection to community and Elders.

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.

Anti-Racism - School statement

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

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.

Multicultural and anti-racism education - School Statement

In 2021, students were able to celebrate the cultural diversity within the school through the introduction of a Multi-Cultural day. The Multi-Cultural day program provided students and staff with the opportunity to express their cultural identity to others within the school environment.



Multi-Cultural Day 2021