

2021 Annual Report

Chifley College Dunheved Campus



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Introduction

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

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

The Parents and Citizens' (P&C) Association meetings provide a great opportunity for engagement between the school and its community. Our meetings occur twice a term, focusing on strategies to support student learning, wellbeing, transition/pathways, leadership and improving school grounds and equipment. Community collaboration and partnerships are evident within the new school plan 2021-2024, in particular the school's vision, asset improvements, staffing, anti-bullying planning, amended bell times and learning programs and initiatives. There are ongoing discussions during P&C meetings regarding the allocation of funding, implementation of planned activities and progress. P&C members participated in staff development days, college councils, merit selection panels, the canteen tender process, out-of-area enrolment committee and presentation day. P&C members are dedicated to increasing community confidence in public education and in Chifley College Dunheved Campus as the local school of choice.

School vision

We envisage all people of all cultures working together. Our aim is to place the school at the heart of the community.

We maintain high expectations, use evidence-based research and data to underpin growth and attainment of every student. Our school is committed to an integrated whole school approach to growing an inclusive learning culture to support the wellbeing and aspirations of every student.

We welcome collaboration and learning with others. Every student is engaged and challenged to continue to learn, with productive partnerships and pathway programs which support students at key transition points. The school is an exemplar in leveraging community strengths, delivering benefit to both the school and the community.

Chifley College Dunheved Campus is highly valued across the local and educational communities as a leader for its impact on learning progress and its active support of other schools.

School context

Chifley College Dunheved Campus is located on Darug country, with Wianamaata Creek to the north and surrounded by the rich Cumberland Plain Woodland. The school is an individual campus that exists as part of a federation of five schools known as Chifley College. In celebration of the Aboriginal heritage connected to the Lands, the community acknowledges the Traditional Custodians of these Lands and will continue to respect the wisdom of Elders past, present and emerging.

The school's current enrolment of 445 students includes a four class support unit. These classes cater for students with a range of disabilities including mild to moderate disabilities and autism. 27% of students identify as Aboriginal and Torres Strait Islander and a further 30% of students are from backgrounds where English is an Additional Language or Dialect, predominantly Pacific Islander. The school has had a steady enrolment increase over the past five years of 26%.

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

The school's staffing entitlement in 2021 comprises 43 teaching and 12 non-teaching staff. Staff composition includes the funding of 3 additional head teachers, a Business Manager (BM) and 4 additional School Learning Support Officers (SLSOs) to support the delivery of key initiatives. Support to students, parents and community is enhanced through the employment of an Aboriginal Education Officer (AEO), Community Liaison Officer (CLO), School Chaplain and the on-site Clontarf Academy.

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

A comprehensive situational analysis was conducted in 2020, leading to the development of the vision and goals articulated in the 2021-2024 Strategic Improvement Plan. This analysis, research and planning was conducted in genuine consultation with students, staff, local Aboriginal Elders and the P&C association, drawing input from the broader community through social media platforms. The school participated in a School Development Review (SDR) in early 2021, with the review team noting high level consultation and active engagement of community in the school planning process.

Strategic Direction 1- Student growth and attainment, is a priority area for the school, with high-level projects to support a whole-school approach to the explicit teaching of reading and numeracy. Strategic Direction 2 focuses on high impact strategies to support student attendance and develop trauma-responsive practice. Strategic Direction 3 provides the professional learning and instructional leadership for improved student performance.

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

Strategic Direction 1: Student growth and attainment

Purpose

A culture of high expectations underpins growth and attainment of every student.

To empower teachers to deliver effective, evidence-based explicit instruction in literacy and numeracy for every student. To collaboratively use and analyse data to inform planning, learning goals for students, identify interventions and modify teaching practice.

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.

- Explicit instruction in reading and numeracy
- Use of data to inform practice

Resources allocated to this strategic direction

English language proficiency: \$49,149.02

Professional learning: \$5,363.55

Socio-economic background: \$376,428.83

Low level adjustment for disability: \$343,209.16

Aboriginal background: \$57,580.50

Summary of progress

In 2021, key executive staff collaborated to design and implement a whole school approach to literacy and numeracy. Key staff analysed student progress and achievement data, including NAPLAN, Best Start, Check-in Assessment and Progressive Achievement Tests (PAT). Analysis and evaluation of student learning was made, and this analysis was discussed with the whole staff. This led to the development of a whole school literacy team that included members from all Key Learning Areas (KLAs) as well as a more targeted approach to the teaching of numeracy.

The literacy team collaborated with the school's identified LANSAs (Literacy and Numeracy Advisers) to create ongoing, whole school professional learning for staff. The design and implementation of an evidence-based approach to the explicit teaching of vocabulary across all KLAs commenced. Additional, targeted literacy groups were identified based on areas of need found in student data. Professional learning was provided to staff and the CARS and STARS reading comprehension program employed to improve targeted students' reading and literacy outcomes.

The numeracy team established a plan to develop the numeracy skills of key staff. These identified staff collaborated to plan, implement and support the teaching of numeracy. The team took part in professional learning, made available through the Department's numeracy statewide staffroom. A specific focus was placed on professional learning that upskilled staff capacity in the use of Best Start, Check-in and the Numeracy Progressions. The numeracy team further collaborated with the numeracy consultant in three different areas; providing support to teachers in accessing diagnostic data, developing individualised numeracy plans for students in stage 4 and providing small group intervention to students. Reporting on student progress in numeracy was systemised through the creation of a new template to record and report student progress on the numeracy progressions through PLAN2.

All teachers contributed to gathering and analysing internal assessment data. This included individual mentoring of early career teachers and the creation of class profiles across all KLAs. 2021 was a year of professional learning and development of plans, sometimes interrupted by the pivot to learning from home. Staff changes and remote learning made implementation difficult. Therefore, the full impact is yet to be seen.

The data analysis indicates that a refresh on professional learning and implementation is required and more granular evaluation is needed at key points. In particular, a forensic look at Aboriginal student literacy and numeracy results in targeted and intensive interventions implemented. Through the stage 4 numeracy and literacy programs, 41 students who identified as Aboriginal completed small group tuition in numeracy and 26 students completed similar tuition in literacy. More professional learning is yet to be delivered in enriching staff skills in the interpretation of student data and developing strategies to support numeracy and literacy across KLAs.

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
<p>NAPLAN-Top 2 Bands- Reading and Numeracy</p> <p>Increase the proportion of students achieving in the top 2 NAPLAN bands to be at the school's lower bound system-negotiated target in reading of 8.9%</p> <p>Increase the proportion of students achieving in the top 2 NAPLAN bands to be at the school's lower bound system-negotiated target in numeracy of 9.9%</p>	<ul style="list-style-type: none"> • 3.7% of students achieved in the top two bands in NAPLAN reading indicating progress yet to be seen toward the lower bound target. • 2.53% of students achieved in the top two bands in NAPLAN numeracy indicating progress yet to be seen toward the lower-bound target.
<p>Aboriginal Student Achievement</p> <p>Increase the percentage of Aboriginal students achieving in the top 3 NAPLAN bands to be close to the school's lower bound system-negotiated target in reading of 26%</p> <p>Increase the percentage of Aboriginal students achieving in the top 3 NAPLAN bands to be close to the school's lower bound system-negotiated target in numeracy of 18.3%</p>	<ul style="list-style-type: none"> • 0% 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. • 0% of Aboriginal students have achieved results in the top 3 NAPLAN band in numeracy indicating progress yet to be seen toward the lower bound target.
<p>NAPLAN- Expected Growth- Reading and Numeracy</p> <p>Increase the percentage of students achieving expected growth to be close to the school's lower bound system-negotiated target in reading of 58.6%</p> <p>Increase the percentage of students achieving expected growth to be close to the school's lower bound system-negotiated target in numeracy of 63.9%</p>	<ul style="list-style-type: none"> • The percentage of students achieving expected growth in reading decreased to 33.96% indicating progress yet to be seen toward the lower bound target. • The percentage of students achieving expected growth in numeracy increased to 54.72% indicating progress toward the lower bound target.
<p>A range of evidence supports validation at delivering in data analysis.</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of data skills and use, data analysis.



Strategic Direction 2: Learning culture and community strengthening

Purpose

Our aim is to place the school at the heart of the community.

To grow an inclusive learning culture to support the diverse needs and aspirations of every student. To position the school as a safe space where everyone belongs; a place where strength in community and shared responsibility for student wellbeing and learning outcomes are valued.

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
- Enhancing wellbeing
- Strengthening community

Resources allocated to this strategic direction

Socio-economic background: \$377,963.69

Aboriginal background: \$95,630.50

Professional learning: \$9,302.10

Low level adjustment for disability: \$44,847.20

Summary of progress

Teachers, parents and the community worked together to support consistent and systematic processes to decrease student absences and ensure learning outcomes were not impacted. In 2021, the executive team analysed attendance data - students attending equal to or > 90% of the time and Aboriginal students attending >80% of the time. Scout student attendance data and school-based attendance interventions and strategies were analysed for insights and improvements. An analysis overview was provided to all staff. Services delivered through the school's Community, Learning and Wellbeing HUB expanded in 2021, with the addition of an SLSO for attendance and engagement and an increased school-wide focus on acknowledgement of students *close to, at and above* 90% attendance.

Wellbeing programs and staff professional learning in 2021 were strategic in providing a planned approach to wellbeing. Professional learning and Department programs supported the enhancement of whole school wellbeing processes to support all students to connect, succeed, thrive and learn. All staff completed the online modules in *Management of Actual or Potential Aggression (MAPA)* and *Trauma Informed Practice (TIP)* to provide staff with the confidence, skills and strategies to support the learning and wellbeing of students. The *Safeguarding Kids Together* team reviewed the school's Learning and Support Team (LST) practices and processes, providing feedback to streamline inclusive education support for students. Specialist staff, including a full time Aboriginal Education Officer (AEO) and Community Liaison Officer (CLO), together with the Clontarf mentors, provided holistic support during the remote learning period and the transition back to school, to minimise wellbeing and learning impact.

The school continued to strengthen and develop authentic partnerships with external services and agencies to assist students at key transitional points. The school partnered with a local youth service program to initiate the Partnering Together Hub, an integrated, student-centered system that streamlines pathways to learning and transition support both in and out of school. The school subscribed to *The Grants Hub* electronic platform, which supported the school to quickly and efficiently access funding opportunities to support innovative initiatives. In 2021, the school submitted an application via *The Grants Hub* and was granted funds to implement an Aboriginal girls program in 2022.

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
Attendance Increase the percentage of students attending greater than 90% of the time	• 41.4% of students attended equal to or greater than 90% of the time in 2021, indicating limited progress towards the lower-bound target of 47.38%

<p>to be at or above the lower bound system-negotiated target of 47.38%</p>	
<p>Attendance</p> <p>Increase the proportion of students attending equal to or greater than 80% of the time, including a focus on Aboriginal student attendance.</p>	<ul style="list-style-type: none"> • 52.4% of students attended equal to or greater than 80% of the time, including 41.2% of Aboriginal students attending equal to or greater than 80% of the time.
<p>Wellbeing</p> <p>Increase TTFM wellbeing data (advocacy, belonging, expectations) to show progress towards the lower bound system-negotiated target of 74.1%</p>	<ul style="list-style-type: none"> • 69.96% of students reported positive wellbeing outcomes across the positive wellbeing measures. • Tell Them From Me (TTFM) data - 68% advocacy at school, 62% sense of belonging and 80% expectations of success.
<p>A range of evidence supports the school planning for community use of school facilities.</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of school resources, community use of school facilities.



Strategic Direction 3: Collaboration and reflective practice

Purpose

We welcome collaboration and learning with others.

To develop a whole school culture of meaningful collaboration and reflective practice. To strengthen staff capacity and high impact teaching practice, where every student, every teacher, every leader is inspired to improve every year.

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.

- Collaborative practice, coaching and mentoring
- Enhancing staff wellbeing

Resources allocated to this strategic direction

School support allocation (principal support): \$23,940.86

Professional learning: \$12,350.91

Socio-economic background: \$47,403.00

Summary of progress

In 2021, a Deputy Principal, Instructional Leadership (DPIL) was established to drive the instructional model across the school. Research into models to support the design and structure of school-wide reflective practice was shared across the staff in professional learning sessions. External partners and mentors to support the project were identified, including the development of a strong partnership with the school's Principal School Leadership (PSL). Data sources to build a base for the DPIL to work with teachers in 2022 were identified. This work will be continued and strengthened in 2022.

The introduction of *Teaching Sprints* as the selected professional development process to continuously and collaboratively improve teaching practice, commenced in 2021. All teaching staff participated in professional learning on the *Teaching Sprints model- Prepare, Sprint, Review*, with data from Strategic Directions 1 and 2 driving the focus for practice improvement. A refresher of *What Works Best* focusing on explicit teaching, created significant 'buy in' and commitment to progress the model in 2022. A timeline for implementation of 'sprints' has been developed.

The school's executive and aspiring executive staff participated in leadership coaching through *Growth Coaching International* to enhance the quality of conversations across the school community, including: leaders with teachers, teachers with teachers, as well as leaders and teachers with parents and students. An *Introduction to Leadership Coaching* (ILC) course was delivered online, providing a quality platform for the team to progress their professional learning during lockdown. This course provided professional learning that focuses on developing stronger communication skills, providing feedback and building the capacity of teams through coaching. Building and developing ongoing relationships within the school requires collaborative practices where communication is imperative for success. A proposal for implementation in 2022 includes additional staff training in the ILC course, and ongoing support for skill development and reflection on coaching practice.

In preparation for the increased numbers of teachers due to complete their maintenance of teacher accreditation in 2022/23, a more streamlined process was developed and shared via Google. This new Google platform includes policy documents, procedures for higher levels, maintenance and proficient, as well as professional readings and resources. In 2021, five teachers completed maintenance and two teachers completed proficiency.

The school's cyclical evaluation process was placed 'on hold' in 2021 due to the extended lockdown. This will be reframed in 2022 to include partner schools and an external partnership with an instructional coach.

A staff wellbeing team was established in 2021 with a focus on maintaining connection and bolstering resilience during the lockdown. The team created a *BeYou Action Plan* to explicitly support staff wellbeing at the school. TTFM baseline data represents 100% of teaching staff, which is a significant improvement in the number of staff participating in the survey. To further enhance a positive sense of wellbeing for staff, a process to align staff professional learning opportunities to their individual *Performance and Development Plan* (PDP) goals will occur in 2022.

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 demonstrates the school's explicit systems to support quality teaching practice at delivering for collaborative practice and feedback.	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of learning and development, collaborative practice and feedback.
A range of evidence demonstrates the school's formal coaching and mentoring structure at sustaining and growing, with demonstrated development and improvement of teachers who request it or are in need of support.	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of learning and development, coaching and mentoring.
Implement the TTFM teacher survey to develop baseline data in selected key drivers (leadership, collaboration and learning culture) .	<ul style="list-style-type: none"> • 100% of teaching staff completed the TTFM teacher survey. • TTFM teacher survey baseline data in the key drivers selected indicates: leadership at 7.2, collaboration at 7.5, and learning culture at 7.7.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$123,385.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Chifley College Dunheved 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"> • School Learning Support Officer (SLSO) - additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Individual Education Plans (IEPs) • staffing release to build teacher capacity in behaviour interventions and curriculum adjustments <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • all funded students identifying their personalised learning goals • all Individual Education Plans (IEP) regularly updated and responsive to student learning needs and progress • all funded students were provided with personalised learning and support in the classroom, and access to specialist staff such as a speech pathologist <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To formally incorporate integration funding decision making into the learning and support team meeting agenda. This will ensure funding use is regularly reviewed. The use of integration funding support will be adjusted throughout the year in response to student IEP reviews. This will ensure funding is used to specifically address individual support needs, and additional specialists engaged, where appropriate.</p>
<p>Socio-economic background</p> <p>\$904,543.17</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Chifley College Dunheved Campus who may be experiencing educational disadvantage as a result of their socio-economic background.</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"> • Explicit instruction in reading and numeracy • Enhancing wellbeing • Strengthening community • Improving attendance • Use of data to inform practice • Collaborative practice, coaching and mentoring • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing, including three key initiative head teachers and a generalist teacher, to implement literacy, numeracy, wellbeing and attendance initiatives • additional staffing, including SLSOs, to implement targeted literacy and numeracy programs to support identified students with additional needs • employment of external providers to support students, such as a Community Liaison Officer (CLO), numeracy consultant and speech pathologist • engaging with external providers, Barnardos, Community Junction and Learning Ground to support student engagement and retention • supplementation of extra-curricular activities, e.g. buses, attendance excursions and individual pursuits • equitable access to specialist resources, such as student calculators,

<p>Socio-economic background</p> <p>\$904,543.17</p>	<p>Chromebooks, site licences for a range of educational programs</p> <ul style="list-style-type: none"> • providing students with educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • attendance support strategies being reviewed and enhanced, leading to 41.4% of students in 2021 attending at or above 90% of the time, which is above the SSSG of 33.2% and indicates progress towards the lower bound target of 47.38% • additional staff being employed to operate specialist programs and broaden the curriculum. This led to an increase in the variety of stage 5 electives on offer • all students were offered support of a Chromebook and dongle during the remote learning period to access online learning resources. This provided equity of access at a challenging time for families. • the school speech pathologist, in collaboration with the LST, worked with 68 individual students and 6 targeted classes on literacy, executive functioning and social communication • the CLO engaged broadly across the community. In 2021, this included ongoing strengthening of interagency collaboration, and linking many charities to source supply of food hampers and additional family support during the lockdown • an outdoor learning space was established in 2021 to provide a strong connection to the natural environment, develop student creativity and promote a sense of wellbeing • through the numeracy consultant, staff were able to access numeracy professional learning and resources to extend students' abilities <p>Student improvement is evidenced by:</p> <ul style="list-style-type: none"> • the percentage of students achieving expected growth in numeracy increased to 54.72%, indicating progress toward the lower bound target • student growth in year 7 Reading 2021 NAPLAN shows 32.5% of students demonstrated above expected growth, compared to SSSG schools at 32.8% • student growth in year 7 Numeracy 2021 NAPLAN shows 38.6% of students demonstrated above expected growth, compared to SSSG schools at 45.4% • student growth in year 9 Numeracy 2021 NAPLAN shows 56.3% of students demonstrated above expected growth, compared to SSSG schools at 47.1% • Year 10 NMS data showed that 81 students attempted numeracy and 54 students achieved their NMS in numeracy <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Initiatives to support the achievement of progress measures are led by three key initiative head teacher positions within the school- Head Teachers Wellbeing, Learning and Support, and Community and Transition. These positions will be maintained into 2022 and, with ongoing evaluation of impact, throughout the 2021-2024 school planning process. The school will continue to engage the literacy and numeracy DPIL to support our trajectory towards achieving targets. In 2022, the school's entitlement will include a Student Support Officer (SSO) to strengthen the work of the school's HUB team.</p>
<p>Aboriginal background</p> <p>\$180,880.85</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Chifley College Dunheved 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"> • Improving attendance • Strengthening community • Explicit instruction in reading and numeracy • Enhancing wellbeing • Other funded activities

<p>Aboriginal background</p> <p>\$180,880.85</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engagement of specialist additional staff (Consultant Partner- Aboriginal Education) to support Aboriginal education • engaging an Aboriginal Education Officer (AEO) to strengthen community, including the engagement of students and their families with the Personalised Learning Pathway (PLP) process • engagement of a Clontarf Academy to support Aboriginal male students • community consultation and engagement, including collaboration with Elders and an ongoing partnership with AECG, to support the development of cultural competency • employment of specialist additional staff (SLSOs) to support Aboriginal students PLPs <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • an increase in the number of Aboriginal students actively engaging (logging in, setting goals and achieving goals) in the PLP process through Goal Hub, a more authentic and engaging platform • an increase in staff knowledge of PLPs through the MGoals Goalhub training, leading to an increase in the number of teachers logging in and setting goals • TTFM data indicating 76% of Aboriginal students feel good about their culture when they are at school. Also, Aboriginal students feel that 62% of teachers have a good understanding of their culture • 31% of Aboriginal students (132 students in total) attended at or above 90% of the time. A highlight in 2021 was 35.5% (62 students in total) of female Aboriginal students achieving at or above 90% in attendance to school. • an increase in the attendance rate of Aboriginal students attending school in 2021 to 75.6%, which is a considerable increase from the 2020 rate of 66.7% • whole school and community participation in Reconciliation Week- More than a word, including the escape room challenge and the Sea of Hands activity, increasing cultural awareness • whole school and community participation in NAIDOC day activities, including workshops delivered by Elders, increasing cultural awareness <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The Aboriginal Education team developed a PLP and Goalhub tool guideline to formalise the PLP process. This included the employment of two identified SLSOs to support the teaching staff with the PLP process. The identified SLSO time for PLPs will be reviewed, and with enrolments in 2022 projected to increase, additional SLSO funding will need to be allocated. A focus for PLPs in 2022 will be on increasing family engagement in the process. In addition, to work towards the Department's 10 year plan to strengthen education for Aboriginal learners, Footprints to the Future, the school will engage with a consultant partner for Aboriginal Education, continue its strong collaboration with Elders and partnership with AECG. This includes working with Aboriginal staff to co-deliver whole school professional learning. In 2022, the school aims to increase student and community collaboration in developing the deliverables for the Reconciliation Action Plan (RAP).</p>
<p>English language proficiency</p> <p>\$71,572.62</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Chifley College Dunheved 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"> • Explicit instruction in reading and numeracy • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of

<p>English language proficiency</p> <p>\$71,572.62</p>	<p>differentiation initiatives</p> <ul style="list-style-type: none"> • withdrawal lessons for small group (developing) and individual (emerging) support • provision of support to EAL/D students in core subjects that were offered online during the learning from home period • running small group tuition, offering parallel lessons focusing on tier 2 vocabulary and extended writing • providing information and support to the parents/caregivers of EAL/D students • facilitating professional learning of EAL/D staff, mainly through EAL/D network meetings, to enable EAL/D teachers to gain a better understanding of EAL/D pedagogy <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • the appointment of 0.6 qualified EAL/D teachers and an EAL/D supervising head teacher • student progress on the EAL/D learning progressions. 28% of students made progress on the EAL/D progressions moving from developing to consolidating. 93% of students maintained their position of consolidating on the EAL/D progressions and 7% of students moved from consolidating to developing on the progressions. This was due to limited attendance and the impact of the lockdown. • 13 students identified as being EAL/D also participated in COVID ILSP literacy tuition. 100% of identified students made progress in their identified Literacy Progression sub-element UnT9: identifies the main themes or concepts in moderately complex text. This is captured in PLAN2. • student data, including student English language proficiency using the EAL/D learning progression, being made is available on Google Drive for teachers to access <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The school will implement data informed classroom practice. This will be done by systematically collecting and analysing student assessment data to determine students' linguistic needs and sourcing cultural resources to inform planning and development of effective EAL/D teaching and learning programs. A range of data will be utilised to track student progress and identify further interventions required. This would include an analysis of external data (Best Start, Check-in, NAPLAN), internal data (PAT-R, EWrite, school based assessment) and formative/snapshot work samples. Teachers of EAL/D learners will engage in professional learning that focusses on EAL/D pedagogy e.g. TELL (Teaching English Language Learners) and all staff will be upskilled with EAL/D learning progressions. The school aims to implement a whole school approach to building partnerships and engaging LBOTE (Language Backgrounds other than English) communities.</p>
<p>Low level adjustment for disability</p> <p>\$388,056.36</p>	<p>Low level adjustment for disability equity loading provides support for students at Chifley College Dunheved Campus in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</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"> • Explicit instruction in reading and numeracy • Enhancing wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging 2.4 FTE learning and support teachers 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 SLSOs • targeted students are provided with an evidence-based intervention-MacqLit to improve learning outcomes • employment of additional staff to support teachers to differentiate the curriculum and develop resources for classroom use

<p>Low level adjustment for disability</p> <p>\$388,056.36</p>	<ul style="list-style-type: none"> • specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students • support for students through the school developed Intensive Language Program that incorporates literacy, executive functioning and social communication <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • LST supporting 138 students engaging in the IEP process; setting and achieving goals to improve their learning outcomes. Sentral is utilised so that all staff have easy access to the information to support students' achievement • LST implementing interventions for year 10 NMS reading and writing. Year 10 NMS data showed that 94 students attempted reading and 91 students achieved their NMS in reading; 84 students attempted writing and 57 achieved their NMS in writing. • SLSOs supporting students in the targeted literacy/numeracy classes across all KLAs to develop positive relationships, support transition and early intervention • 10 students being identified as needing intensive support for literacy, which included the MacqLit program. To further enhance this intervention the students participated in the Peer Tutoring program. The program targets skill development and the opportunity to practice reading with a mentor during roll call in a supportive environment. The mentees developed mentoring leadership skills, an understanding of skills required for effective reading and how to support struggling readers. The scope of peer tutoring allowed for an extra 18 stage 4 students in the program. This was a total of 28 mentors and 29 mentees. • LST organised extra transition for 35 year 6 students who required additional support. They were introduced to the school through a virtual tour, meeting key staff members and students from other primary schools. Through intensive language/literacy screening and referrals through the LST, the school speech pathologist worked with 68 individual students and 6 targeted classes on literacy, executive functioning and social communication. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The LST has developed a referral flowchart and referral document to streamline the process for identifying students requiring extra support. The team will continue to evaluate processes, identifying areas for improvement and embedding processes into school systems. The team will improve communication between school and home to encourage families to be more receptive to being a partner in their child's education. The aim is to expand the use of Sentral across the whole school so that it becomes the location for all data to assist in identifying needs, tracking learning interventions and student progress to allow for early/further interventions.</p>
<p>COVID ILSP</p> <p>\$287,735.26</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"> • COVID ILSP tutors worked with students in the areas of literacy and numeracy. Students involved in the program were identified as not meeting expected growth or being close to the bottom of the middle two bands based on NAPLAN and Best Start results • implementation of an after school COVID tuition hub, operating 2 days per week. Program scope and sequence included: PLAN2 data to identify student(s) point of need in literacy and numeracy, students grouped for targeted support, as well as tuition for assessment and homework • employment of additional staff to support the monitoring of COVID ILSP

COVID ILSP

\$287,735.26

funding via the COVID tuition hub

The allocation of this funding has resulted in:

In literacy:

- Best Start, Check-in Assessment and NAPLAN data was utilised to identify students in need of support through the COVID ILSP. 40 students were identified and engaged in semester 2. Students were withdrawn from classes 3 times a week to participate in targeted, small group tutoring, utilising CARS and STARS comprehension strategies. There were numerous interruptions to the program as a result of the 2021 lockdown.
- 70% of students engaged in the program demonstrated progress in the Literacy Progression sub-element UnT9: identifies the main themes or concepts in moderately complex texts. This is captured in PLAN2.
- All students who engaged in the CARS and STARS comprehension program demonstrated progress in their understanding of reading comprehension strategies (aligned with UnT9 and UnT10). This is evidenced through their responses (written and verbal) during CARS and STARS lessons.

In numeracy:

- ILSP tutors and the numeracy consultant worked with groups of students who had been identified through the PAT testing and classroom teacher feedback. A 5 week targeted support program commenced in week 3 and ended in week 8, term 1
- 23 students made limited progress but will require additional support, particularly around application of comparing units, operating with decimals and multiplicative strategies
- year 7 Best Start numeracy data indicates 51.7% of the students have reached their personal learning goals based on the numeracy progressions, with a further 30.1% on target to do so by the end of semester 1, 2022
- year 8 Check-in Assessment in term 4 2021 (35.1%) indicated that cohort results had declined when compared to the year 8 Check-in Assessment in term 2 2021 (47.5%). As a result, 52.3% (PLAN2) of students were placed in numeracy intervention groups, with a targeted focus on measurement and geometry.
- COVID tuition hub - a structured program to support up to 25 students in achieving their personal goals based on the learning progressions. The students in this program are tested and baseline data is established. Based on PAT testing data, the tutors provided interventions such as MultiLit and explicit teaching of Super Six strategies.

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

The school will continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student needs. The school learning and support processes have been revised and will include regular monitoring of students as they transition back into classrooms. Additional in-class support for some students will continue to meet their personal learning goals. Next steps also include whole school initiatives in literacy (vocabulary) and numeracy (measurement and geometric reasoning), as focus points in 2022.



Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	178	192	187	238
Girls	149	167	190	204

Student attendance profile

School				
Year	2018	2019	2020	2021
7	84.5	83	84.4	84.6
8	87.6	79.3	80.1	81.1
9	77.5	80.9	78.5	73.9
10	75.1	74.5	78.3	75.4
All Years	81.3	79.6	80.3	79.4
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	1.00	0.00	0.00
Employment	4.00	0.00	0.00
TAFE entry	0.00	0.00	0.00
University Entry	0.00	0.00	0.00
Other	85.00	0.00	0.00
Unknown	10.00	0.00	0.00

As Chifley College Dunheved 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 Dunheved Campus undertook vocational education and training in 2021.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	7
Classroom Teacher(s)	26.78
Learning and Support Teacher(s)	2.4
Teacher Librarian	1
Teacher ESL	0.2
School Counsellor	1
School Administration and Support Staff	12.38
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	1,517,434
Revenue	8,452,673
Appropriation	8,405,154
Sale of Goods and Services	11,800
Grants and contributions	33,397
Investment income	922
Other revenue	1,400
Expenses	-8,406,102
Employee related	-7,423,097
Operating expenses	-983,005
Surplus / deficit for the year	46,570
Closing Balance	1,564,004

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	43,041
Equity Total	1,545,053
Equity - Aboriginal	180,881
Equity - Socio-economic	904,543
Equity - Language	71,573
Equity - Disability	388,056
Base Total	5,438,156
Base - Per Capita	98,873
Base - Location	0
Base - Other	5,339,283
Other Total	934,569
Grand Total	7,960,819

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

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

Parent/caregiver, student, teacher satisfaction

At Chifley College Dunheved Campus, *Tell Them From Me* surveys were conducted during 2021.

Student Satisfaction: This report provides results based on data from 330 students who completed the student survey between the 19 Mar 2021 and 12 May 2021.

Student responses exceeded NSW Government norms across a number of indicators on school and classroom effectiveness. These included: Social-Emotional Outcomes in the areas of students participating in school sports and students who value schooling outcomes. Similarly, student responses exceeded NSW Government norms across almost every driver of student learning outcome, which included: effective learning time, relevance, effective teaching practices and feedback, positive learning climate, expectations for success, advocacy at school and positive teacher-student relationships. Areas for improvement included: increasing the number of students planning to finish year 12 and students planning to go to university, decreasing the number of students who identify that they regularly truant, increasing school and student homework behaviours and decreasing the number of students who identify as victims of bullying. Student responses for the NSW DoE custom measures were positive in the areas of Aboriginal students feeling good about their culture when they are at school and teachers having a good understanding of culture.

Parent/caregiver satisfaction: This report provides results based on data from 34 respondents who completed the parent survey between 07 Sep 2021 and 21 Nov 2021.

TTFM survey data indicated positive results in a number of measures that cover several aspects of parents' perceptions of their children's experiences at home and school. Parents feel 'welcomed', 'informed' and understand that the 'school supports learning' and 'positive behaviour'. Other results indicated that parents acknowledge the breadth of subject availability at the school, parents are satisfied with the school's communication systems and more than half agree/strongly agree that they would recommend the school to parents of primary school children. Areas for improvement included: increasing the number of parents involved in school committees and increasing the safety at school.

Teacher satisfaction: This report provides results based on data from 52 respondents who completed the teacher survey between 03 Sep 2021 and 13 Oct 2021.

In the eight drivers of student learning, teachers identified 'leadership' and 'technology' as areas of success. The other drivers of student learning such as 'parent involvement', 'teaching strategies' and 'collaboration' all scored highly. Teachers indicated that an area of development was 'data informing practice'. 40% of the teachers who completed the survey have been teaching at the school for more than 5 years.



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.

