

2021 Annual Report

Chifley College Bidwill Campus



Responsibility.
Learning
RESPECT
CHIFLEY COLLEGE BIDWILL CAMPUS

8528

Introduction

The Annual Report for 2021 is provided to the community of Chifley College Bidwill 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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School vision

At Chifley College Bidwill Campus we aim to challenge and guide, to inspire and support, to focus on the positive, and promote growth in literacy, numeracy and HSC achievement. We are here to provide personally meaningful and engaging learning opportunities for everyone, to build a culture of collaboration, high expectations, improvement, innovation and a love of learning so every student can contribute as a valued and responsible member of our community. Chifley College Bidwill Campus strives to ensure a continuous cycle of improvement to maximise student learning opportunities.

School context

Chifley College Bidwill Campus is a comprehensive 7-12 campus in the Chifley College located in Western Sydney on the land of the Darug people. Our school was established as Bidwill High School in 1979 and we also share our site with Bidwill Public School, giving us a uniquely family oriented, community atmosphere and culture. We became part of Chifley College in 2000 and our current enrollment is 670, which has been steadily growing over the last five years. Around 21% of students identify as having an Aboriginal background and around 40% of students are from Pasifika families which include members of the Samoan, Tongan, Cook Islands and Maori communities.

Our school embeds Positive Behaviour for Learning and builds its identity and sense of community on its core values of Responsibility, Learning and Respect. This is complemented with our commitment to Choice Theory as a guiding principle. All teaching and learning programs and all wellbeing initiatives, are designed to reinforce these values and support students in their social, personal and academic growth. Staff are committed to working together as a cohesive and collaborative team.

We have a high proportion of students with a disability, including 61 (9%) in our four Support Unit classes. A significant number of students are in Out of Home Care (OOHC) and are supported by a school funded student support officer. The majority of our OOHC students are Aboriginal, with many other students in kinship care. Almost half of students have English as an Additional Language/Dialect (EAL/D) with Samoan and Tongan being the predominant languages spoken in our school community. Of these students, 66 are at Developing level and 171 are Consolidating. Two students are at Emerging. Our Family Occupation and Education Index (FOEI) is now 181, up from 174 and our Index of Community Socio-Economic Advantage (ICSEA) is 864 which places us in the lowest quartile of socio-economic advantage.

Total enrolments have gradually increased over the previous 3-5 years. This increase is largely made up of gains in the number of boys, particularly Aboriginal boys in the junior years, which may be attributable to our successful Clontarf Academy. As shown in the Tell Them From Me TTFM survey, the majority of Aboriginal students have indicated a positive connection to school and that the majority of teachers understand and value their culture.

Our staffing entitlement is 60 teaching staff and 15 non teaching staff in our school. Additionally, the school uses Equity funding to employ 7 additional teachers, a Student Support Officer, a Community Liaison Officer and 5 additional School Learning Support Officers. Being part of Chifley College entitles the school to an additional Head Teacher Teaching and Learning, a Head Teacher Administration and a Head Teacher Wellbeing. We have a diverse range of experienced and newly appointed executive staff. We have approximately 9% of our staff who are early career teachers.

We have fostered strong partnerships with numerous community groups and institutions. This includes Carriageworks, Sydney, Macquarie and Western Sydney Universities, PCYC, Aurora Foundation and Fusion. Students regularly represent the school and college in numerous sporting, cultural and academic activities.

A comprehensive situational analysis has been conducted at the end of 2020, which included an analysis of student NAPLAN and HSC data, and reflections on student wellbeing, staffing and school finance. Our School Excellence Self-assessment Survey for the previous years was analysed and priorities were identified based on the themes that emerged. These included a need to improve student wellbeing and engagement, inclusive teaching practices, greater community engagement, and to provide further staff professional learning in these areas.

The Situational Analysis and this Strategic Improvement Plan have been developed with extensive consultation with staff as well as significant input from students, parents and carers, and community partners. This process led to the development of six initiatives within our three Strategic Directions, including:

- Strengthening Explicit Teaching Practices
- Improving HSC Achievement
- Enhancing Quality Teaching Practices

- Developing Individualised Student Pathways
- Building Community Connections, and
- Nurturing Student Engagement

At the end of 2020 our school was also allocated substantial additional funds for the Covid Intensive Learning Support Program (ILSP). A Covid ILSP team has been established and their work in 2021 will help bridge learning gaps that arose as a result of the interruptions to learning in 2020. Strategies being employed include small group tutoring using our additional staff, and after school tutoring by our existing teachers.



New COLA

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

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure all teachers are consistently engaging in high quality teaching to lift student performance. Teachers will use explicit teaching strategies, data informed practices and engage in targeted professional learning to enable every student to show growth in their learning each 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.

- Enhancing data analysis and evidence-based practices
- Improving NAPLAN and HSC Achievement

Resources allocated to this strategic direction

Professional learning: \$16,000.00

Socio-economic background: \$727,040.60

English language proficiency: \$68,101.00

Summary of progress

Enhancing data analysis and evidence based practice.

After evaluating our professional learning using What Works Best we determined that our greatest area of need for further professional development was to embed our knowledge and understanding of the effective use of data to inform practice. Prior to lock down a third of all teaching staff engaged in three sessions focusing on SCOUT, RAP and the use of the Literacy/Numeracy Hub resources to build a shared understanding of the importance of data and how to triangulate data from multiple sources to inform our teaching and learning. In particular how to target literacy and numeracy instruction to support achieving our mandated targets. The sessions were to continue so that a further third of the staff could also engage with this professional learning, however we were interrupted by lock down and found it difficult to continue with this initiative.

The staff who participated indicated that they built their confidence in using data. The provision of allocated time supported staff to discuss and consider system data in a meaningful way. The data team felt they had more ownership of the School Implementation Plan (SIP) and were more able to help drive strategic directions. Lock down did provide more time for staff to meet remotely and further discuss future directions. Upon return perhaps the main stumbling block to proceeding with this initiative was for staff is to find dedicated time to agree and implement our findings from our data sources. We will need to refocus staff on changes required to teaching and learning if we are to meet our targets.

We did establish a cross KLA data analysis team to collect and collate data sources, system and school based, in a shared inventory. Each team member was also allocated a Strategic Direction to help inform the SIP progression. We have identified the need to focus on Literal and Inferential Comprehension as key areas to improve Reading. The data team determined that best way forward would be for each faculty to develop a Literacy and Numeracy Plan to determine what is the most effective way for them to assist students to better comprehend what they are reading. This involves utilising appropriate strategies for the Department of Education Resource Hub.. In Term 4 each faculty was given time to consider the implications for them and to prepare a Literacy/Numeracy Plan during Term 1 2022. We will encourage each faculty to use data effectively to develop their teaching and learning choices. We envisage a return to focused professional learning in the use of data to inform practice during 2022.

Improving NAPLAN and HSC achievement

We spent a substantial amount of professional learning time and resources in developing data skills analysis of staff using SCOUT to develop appropriate strategies for moving targeted students to higher bands. In particular the COVID ISLP team played a key role in working with these students in small groups. Despite a limited number of students achieving in the top bands it was the targeted students that improved performance the most. We intend to continue with this approach in 2022 and further expand the small group targeted approach. We will also include a group of targeted Aboriginal students to develop their literacy and numeracy skills.

The ATAR mentoring program continues to develop, with many students being supported with their study skills. An improvement in number of students achieving in the top 3 bands is a pleasing result. We intend to further develop this initiative with a focus on standards required and improving writing skills needed to achieve in the higher bands. We envisage giving staff opportunities to visit high performing schools to ascertain what teachers do to achieve results in the

higher bands so that we may be able to adopt similar practices at Bidwill.

There is a clear need to improve our practices in supporting our Aboriginal students to achieve higher rates of HSC completion. However we did have considerable success in getting two students into university and others achieved career opportunities through alternate pathways. We will continue to develop our Pathway C options and community connections so that our students can achieve positive and successful outcomes.

Numeracy- The NAPLAN data for 2021 shows that Numeracy has had an upward trend in comparison with state and SSSG schools who both show a downward trend. The school is well below the state and catching up with the SSSG schools though it is below them as well. There is growth from 2019 to 2021. Various strategies were used in 2021- including using NAPLAN Style questions in class, withdrawal from class by COVID ISLP in small groups and in-class team teaching. We also formed a Numeracy Team and now have a dedicated Numeracy Coordinator across the school. Each faculty will have a representative on the team. Each faculty is developing a Numeracy Lesson Plan. To further develop our Numeracy initiatives in 2022 we will commence a "Numeracy Ninja" initiative where numeracy lessons will be conducted once per cycle in year 7 and 8. COVID ISLP will continue supporting targeted students with intensive focus on achieving at high bands for Year 9 NAPLAN.

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
Improvement in the percentage of students achieving in the top 2 NAPLAN bands in reading to be close to the lower bound system-negotiated target of 10% or above.	• 6.25% of students achieved in the top two bands in NAPLAN reading Year 9 indicating progress yet to be seen toward the lower-bound target.
Improvement in the percentage of students achieving in the top 2 NAPLAN bands in numeracy to be close to the lower bound system-negotiated target of 9% or above.	• 2.5% of students achieved in the top two bands in NAPLAN numeracy indicating progress yet to be seen toward the lower-bound target.
Improvement in the percentage of HSC course results in the top 2 bands to be close to the lower bound system-negotiated target of 12% or above.	• 5.7% of students attained results in the top two bands demonstrating progress yet to be seen toward the lower bound target.
Improvement in the percentage of HSC course results in the top 3 bands to be close to the lower bound system-negotiated target of 32% or above.	• 35.2% of students attained results in the top three bands demonstrating achievement of the lower bound target
Increase the percentage of Aboriginal students achieving in the top 3 NAPLAN bands in reading to be close to the lower bound system-negotiated target of 17% or above.	• 4.55% 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 of 17.%
Increase the percentage of Aboriginal students achieving in the top 3 NAPLAN bands in numeracy to be close to the lower bound system-negotiated target of 16% or above.	• 0.00% of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy indicating achievement progress yet to be seen toward the lower bound target (of 16%).
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 percentage of students attaining HSC whilst maintaining their cultural identity was 75% of Aboriginal students in year 12, 2021.
Improvement in the percentage of students achieving expected growth in Year 9 NAPLAN reading from 44.6%	• The percentage of students achieving expected growth in reading increased to 52.46% indicating progress toward the lower bound target.

to be closer to the school's lower bound system-negotiated target of 56.3%

Improvement in the percentage of students achieving **expected growth in Year 9 NAPLAN numeracy** from 60% to be closer to the school's lower bound system-negotiated target of 66.3%

- Percentage of students achieving expected growth in **numeracy** decreased to 53.97 indicating achievement progress is yet to be seen toward the lower bound system-negotiated target.



School debating team.

Strategic Direction 2: Inclusive Learning Culture

Purpose

Our purpose is to embed a culture of inclusive practices, informed by evidence and research, to ensure quality teaching in all curriculum areas. All teachers participate in collaborative professional learning to increase their capacity to implement high impact strategies for individualised pathways.

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.

- Enhancing Quality Professional Collaboration
- Implementing Individualised Student Pathways

Resources allocated to this strategic direction

Professional learning: \$10,000.00

Socio-economic background: \$67,271.00

School to Work: \$3,902.00

Aboriginal background: \$68,101.00

Low level adjustment for disability: \$472,148.00

Integration funding support: \$102,152.00

Summary of progress

Enhancing Quality Professional Collaboration

We believe that by focusing on professional collaboration, providing our colleagues with effective feedback about our practice we can improve our teaching capability and collectively work together to improve student learning. To navigate through this process we continued to implement the Quality Teaching Rounds (QTR) with the aim of completing at least 2 rounds in the calendar year. We did manage to run the first round, with one teacher experienced in QTR facilitating the round, and 3 new teachers participating. Unfortunately, due to remote learning, and subsequently face-to-face restrictions once back on site, we were unable to fulfill the ambition of completing another round that year.

As a result, we have amended the plan to continue this in 2022. We have collected names of staff who would like to participate in QTR and are in the process of allocating groups and looking at appropriate dates to run the next series of Quality Teaching Rounds. We are also aiming to send 4 more potential participants to QT Training conducted by Newcastle University, with the aim of them participating in a round and facilitating future rounds as the initiative progresses. We would also hope to send four participants to the Enhancing Assessment Practice course, which looks at QTR Assessment, and will aim to build the leadership capability of attendees.

Implementing Individualised Student Pathways

The Year 10 Alternate Bidwill Curriculum (ABC) class was created to address increasing student disengagement from learning among some of our most vulnerable students. The program focused on differentiating learning, providing real world experiences and delivering micro credentialing. Teachers worked together to create learning concepts aligned to core capabilities, however the extensive teacher professional learning to ensure success and sustainability of this program was impacted by school operational issues and COVID restrictions. (Level 4/3+) Opportunities to engage in collegial activities with identified best practice schools, identified by the School Pathways Team, did not occur. Despite these setbacks the program proved to be very successful. Students were able to attain a Certificate 1 in an external VET course Skills for Work and Vocational Pathways Cert I delivered by Job Quest. Participation and attendance in courses offered improved for this class. Students also participated in the TAFE YES program and PCYC programs whereby two students gained apprenticeships and several students featured in positive promotional activities with the NSW Police Force. Encouragingly students who may have ended up at alternate setting have progressed on to Year 11, with most enrolling in Category A courses. The success of this program has allowed us to continue the ABC class in 2022 and expand it's micro credentialled offerings from TAFE. We have investigated and secured Cert 2 EVET Horticulture courses to be delivered at school and are investigating a 2 Unit Bee Keeping Course. In 2022 we will expand the course to include WSI TAFE schools program courses to targeted students in the ABC course.

All students involved were introduced to DOE Pathways and have plans electronically activated in the Pathways system

for individual management and monitoring by Careers and Transition Team. As a result of COVID impacts and continuing Level 3+ restrictions, targeted support at key transition points was reduced. Only a couple of activities ran in the final weeks of Term 4. This included redirection of Aboriginal SLSOs to meet with Year 6 students from Bidwill PS, working with the primary school AEO to develop awareness of Personalised Learning Plans and learning needs, including the attendance team. There were four one hour meetings at the end of Term 4. The Clontarf Team were also active in organising short meet and greet activities for Aboriginal boys at the end of Term 4, utilising their program and older boys in a mentoring capacity.

Carriageworks Solid Ground Blacktown Arts program was continued through the year despite disruptions caused by COVID. The program was reworked to online delivery where students and parents/carers were provided with opportunity to participate via google classroom. The SISTA SISTA program, returned to face to face delivery at end of Term 4. The program continued to connect students to individualised post school pathways in the creative and performing arts. Through Carriageworks/Solid Ground participants are offered individualised opportunities with the National Art School, NIDA, NAISDA and Australian Film and Television School to support curriculum learning from Stage 5 and HSC. Unfortunately numbers taking up the opportunities were impacted by COVID. Student submitted artworks for real world exhibitions which will be showcased at VIVID 2022. Students have also been targeted for SBATs and internships in arts and media which they have not taken up- possibly due to travel requirements. The program will be timetabled in 2022 with an extra ART teacher for 4 x 1 hour across the teaching cycle to support students and for enhancing professional learning and networking opportunities in the world of creative and performing arts.

Completion of Aboriginal Personal Learning Plans (PLP) were impacted by COVID restrictions. The Aboriginal Education Team utilised digital tools to connect with students and their families for engagement with the PLP process. All students were connected with a mentor, however, take up and completion was sporadic. We employed an additional SLSO in term 4 to support this process. We envisage that this support will continue in 2022 and assist in developing our PLPs and reaching our school target.

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
Planning for all teachers to undertake targeted, relevant evidence-informed professional learning in Quality Teaching Practices and Individualised Pathways.	Opportunities for professional learning were limited this year and only a few staff were involved.
At least one fifth of our teachers have participated in at least one sequence of Quality Teaching Rounds.	By the end of 2021 we had 8 staff participate in at least one round of QTR. This is equal to 13.5% of total teaching staff. Although this was below our improvement measure of 20% we feel as though we were successful given the COVID interruption to teaching and learning during the past year.
All Year 10 ABC students have pathway/transition plans for Stage 6 or further education and training.	All students participating in the Year 10 ABC class worked with the Careers and transition team completing the NSW Department Student Pathway Plan so that their transition beyond school can be supported. The success of the process is best reflected by Student Pathway Plans being completed by students across Years 9, 11 and 12. This program has proven to be popular with students, producing quality outcomes and will continue in 2022.
All Aboriginal students have a Personalised Learning Plan (PLP) that 85% of Aboriginal students report as having a positive impact on their learning.	Aboriginal students have an active Personalised Learning Plan which has been co-developed with the student, their parents and staff. At this point we are unable to determine how many students believe that their plan has had a positive impact on their learning. Development of an appropriate measurement tool is underway.



Music lesson

Strategic Direction 3: Innovative Learning Partnerships

Purpose

Our purpose is to increase wellbeing and engagement through enhanced supports, specialised staff and student voice. We also aim to build more active community engagement through innovative partnerships with parents and partner organisations. These initiatives are aimed at improving attendance, engagement, learning outcomes and a shared understanding of the importance of a quality education.

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.

- Building Community Connections
- Nurturing Student Engagement, Wellbeing and Leadership

Resources allocated to this strategic direction

Socio-economic background: \$396,637.00

Flexible Funding for Wellbeing Services: \$19,168.00

Aboriginal background: \$90,000.00

Summary of progress

BUILDING COMMUNITY CONNECTIONS

We need to improve student engagement and attendance in our school. We asked ourselves some key questions. Can we create opportunities for the whole community to engage with school curriculum, student wellbeing issues and other matters that concern parents and carers? If we encourage community involvement in our school can that help us improve student engagement, wellbeing and overall attendance?

In response we created two teams - one that represented the whole school consisting of staff from each faculty. A second core team was created after external support from the Safeguarding Kids Together (SKT) initiative was provided. The core team consisted of the Relieving DP, the HT of PDHPE, our Communications Coordinator and our Student Support Officer from the Chifley Centre. We held whole school meetings to discuss and present our goals and activities to create and develop a community action plan and school communication plan. A key focus was to develop a Coffee Club to support informal gatherings of community members and allow our Stage 6 Hospitality students an opportunity to meet key outcomes of their course. Furthermore, we created an additional team to lead the construction of a Yarning Circle/community garden. A place where outdoor activities, performances and meetings could be held in an informal setting.

However, as there was a lock down during term 3, we were limited to online Teams and Zoom meetings to discuss and share our information. We only met face to face a couple of times toward the end of the year. Meeting on either Teams or Zoom worked well for all and we continued this after lock down as it was easier due to restrictions. The yarning circle and core team worked well together with discussion and creation of plans. We successfully conducted a number of webinars with the community. The first one we held over Zoom only attracted three parents, the second five and the third had over 50 participants - thus demonstrating the potential of using online communication to consult with the community.

The progress of the Yarning Circle/community garden has been delayed but the team is representative of Aboriginal groups within the school and has met regularly via zoom during lock down to develop and liaise to develop a project vision, design and parameters. Aboriginal knowledge via school staff, community and Aboriginal organisations has been welcomed and incorporated into the vision and project directions. A site has been selected, initial layout and orientations have occurred, an Aboriginal landscaping company has inspected and offered feedback and an initial rendering has been developed. The vision has been discussed with elders groups who are supportive, and will seek to incorporate aspects of Carriageworks Solid Ground art and performance spaces for future use along with informal learning spaces for students and community activities. Negotiations have been conducted with TAS to include student participation from the Hospitality and Construction courses as ways of developing real world learning activities, with students having a key role in the development of the site and community activities.

Nurturing Student Engagement, Wellbeing and Leadership

The return from COVID lock down and the cohort model saw the school move to a vertical roll call in Term 4. This proved to be a good adjustment and transition for the planned move to implement a vertical roll call in 2022. This new structure

saw a settled approach to the start of the day. It is difficult to provide actual data for roll call attendance as the unsettled return and COVID implications hindered school attendance. At the commencement of the 2021 school year systems were established to support student attendance. Our POD system is our main strategy for following up on non-attendance. Roll call teachers, POD supervisors and Year Advisers work together as a team to monitor progress. During Semester 1 26% of students attended 90% and above. Although this is below our systems target we have put a number of new initiatives in place. However due the lock down in semester 2 it was difficult to continue with those initiatives.

In 2020 6.9% of our Aboriginal girls attended at 90% or more. In response we re-introduced regular Aboriginal student attendance meetings with the Aboriginal School Liaison Officer (ASLO), and members of the Clontarf team to focus on improving Aboriginal attendance. We have improved our attendance for Aboriginal girls in 2021 with 17.6% of girls attending at 90% or more. Based on the success the Clontarf program has had in improving student engagement and attendance for boys we have decided to introduce the SISTA SISTA program in 2022 to encourage and support our Aboriginal girls attendance by developing an Aboriginal specific roll call group and culturally appropriate activities for girls. We envisage this program will improve engagement for our Aboriginal girls.

Plans have been put in place for the 2022 school year for vertical roll call to occur and to be supported with wellbeing staff (the year group's student adviser) and executive team members to assist with attendance in roll call and fostering a sense of connection and belonging. This is also supported by the fact that the entire year group is located in close proximity so students are near their peers and friends. This initiative will extend to RLR with strategic staff allocation having occurred on RLR classes so that where possible the Roll Call teacher is also the RLR teacher. This initiative has been put in place with the intention of providing consistency between roll call and RLR allowing staff and students to develop a positive rapport and relationship so that students are more willing to come to roll call and RLR. It is hoped that this effort will provide more focused and streamlined pastoral care opportunities and see an improvement in attendance data and late data for overall school attendance. Additionally this should have a positive impact on RLR attendance and students arriving late to class during RLR lessons. The RLR scope and sequence has been updated for Term 1, 2022 to incorporate the use of the Wellbeing Journals. Every student in 7-10 will be provided with a journal and other resources to complete a program of study that combines existing units of work that are site and cohort specific with the pre-written resources focusing on the social and emotional capabilities available in the Wellbeing Journal.

The school continued to develop its student leadership program promoting an active student voice. to support student development in this area we had our student leaders attend the Grip Leadership Conference, a successful SRC Camp was held in May where the student leaders ran sessions on being a student leader with aspiring SRC members. A College leadership day was also held and prove great for team building. During COVID lock down online leadership days via ZOOM with other campuses allowed students to keep in touch and talk about how to deal common issues students were facing in their schools and communities. College Council meetings were attended by leaders. Student leaders also took part in the School Review process contributing their voice and opinions about how the school was functioning and made suggestions about future directions. Their input was highly regarded by the Review Team. Multicultural Day was also organised by the SRC and was a huge success.

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
Improvement in the proportion of students attending greater than 90% of the time to the lower bound system-negotiated target of 42% or above.	The number of students attending greater than 90% of the time or more is 26% of students.
Increase participation in P&C meetings to include parents and carers from each year group and include community partner guests.	Two face to face meetings were conducted at the beginning and the end of the year. During terms 2 and 3 there were meetings held via zoom due to COVID. Attendance at these meetings has been inconsistent and numbers have not been a representative sample of our families. Work is in progress to identify community need with respect to parent consultation and involvement for implementation in 2022-23.
Increased number of parent/carers and community partners participate in surveys and focus groups for school evaluation.	Several surveys were conducted via social media with the wider school community to ascertain their opinions about proposed school initiatives. This proved an invaluable tool during lock-down, in particular. This process was employed as a means of gathering information rather than evaluating effectiveness of school programs.
Increase the proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging	Tell Them From Me Data shows that 56% of students reported a positive sense of Belonging at school (NSW government norm = 66%). A school mean of 7.3 (NSW norm 7.0) reflected student's feeling of Success and

at School to the upper bound system-negotiated target of 65% or above.	school mean of 6.6 (NSW norm 6.0) reflected the proportion of students who felt a sense of Advocacy in the school. (School mean is calculated on a scale of 10)
Parent/carer response rate in Tell Them From Me survey to reflect at least 5% of student enrolments.	The Parent/carer Tell Them From Me survey was not conducted in 2021.



Student leaders

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$170,253.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Chifley College Bidwill 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"> • Implementing Individualised Student Pathways • 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 • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers for the implementation of [strategy] • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in:</p> <p>The Learning Centre was supported to deliver a range of programs including small literacy groups, one-on-one support for high needs students and students experiencing socio-emotional trauma. Programs such as Multi-lit was administered by an SLSO and allowed students to gain more confidence in literacy and support their return to class with less anxiety. Students experiencing socio-emotional trauma were mentored by a Behaviour Learning and Support Teacher (BLaST) to develop strategies to cope within a classroom setting. All students with an IFS were case managed by a LaST who regularly engaged with them and their carers to ensure upmost support. The Learning Centre was also available at lunch time to support all students in completing assessments with the support of a LaST. All students who accessed the Learning Centre were highly supported and were successful in their transition back to class and in their completion of assessments.</p> <p>SLSOs have been used strategically to support the transition process from years 6 to 7. With one SLSO allocated to each Year 7 class. They were also deployed as one-on-one support for students needing additional support identified by the Learning Support Team or IFS. They were supported in the classroom and during break times. They also supported highly anxious students by meeting them at the school gate, to ease their entry into school each day. One SLSO was also attained a Cert IV in TESOL (Teaching English to Speakers of Other Languages) and was used to support a Year 10 pathway class in attaining job ready skills.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>We will continue to support the transition process from Year 6 to Year 7, adding two additional SLSOs to support Year 8 classes. One SLSO and one LaST will also be employed to support Mathematics, as an area of need. We endeavor to manage each student's IFS money with a LaST case manager and SLSP support. These students will have a PLASP and identified learning/personal goals to which the team can support accordingly.</p>
<p>Socio-economic background</p> <p>\$1,373,996.40</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Chifley College Bidwill 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</p>

<p>Socio-economic background</p> <p>\$1,373,996.40</p>	<p>including:</p> <ul style="list-style-type: none"> • Implementing Individualised Student Pathways • Improving NAPLAN and HSC Achievement • Enhancing data analysis and evidence-based practices • Building Community Connections • Nurturing Student Engagement, Wellbeing and Leadership • 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 to implement [program/initiative] to support identified students with additional needs • engage with external providers to support student engagement and retention • equitable access to specialist resources • professional development of staff through Project Based Learning to support student learning • staff release to increase community engagement • resourcing to increase equity of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in:</p> <p>A LaST was employed (0.4) to monitor and implement the HSC Minimum Standards testing for Years 10-12. To achieve this they focused on Year 12 as a priority and withdrew groups of students in small group sessions. They provided additional support and tuition to students as required and further organised special provisions for those who required it. They communicated with parents and carers regularly about the expectation and importance of the HSC MS. This communication was carried through the lock down period as well. With additional resources mailed home to support student yet to attain the band level. As a result, they were successful with all HSC passing the HSC MS in 2021.</p> <p>The hiring of additional teachers to reduce class sizes and allow for a wider breadth of curriculum choice and differentiation.</p> <p>Employment of a part time staff member to support implementation of professional learning, coordinate school planning and evaluation.</p> <p>The functioning of the Planning Room which is responsible for submitting Access Requests for students who struggle with accessing the curriculum in a mainstream school. We have 6 students who were successful in gaining a placement in 2021. Other responsibilities include supporting our Out of Home Care (OOHC) students. The number of students involved fluctuates but there were 18 students in OOHC with 67% of these students being Aboriginal. This entails developing Personalised Learning and Support Plans for each student, which are reviewed annually. Contact and/or meetings are regularly held with case workers from external agencies including alternate placements outside the Access Request process, such as Blacktown Youth College, Warakirri College and St Marys Flexible Learning Centre. Issues relating to the pandemic has placed a lot of pressure on families and this is reflected in the work of the Planning Room. Staff involved are often dealing with traumatic issues on a daily basis which has impacted their own wellbeing. It is evident that traumatic issues in the community place extreme pressure on our staff. The Planning Room staff also complete Mandatory Reports for the Department of Communities and Justice. The Planning Room also works in collaboration with School Counselors, LST, Coordinated Support Team and senior executive to facilitate a range of complex and often traumatic wellbeing issues faced by many our students and their families. Part of the wellbeing function of the Planning Room is also to act as a triage centre for students experiencing trauma or other behavioural issues.</p> <p>Project Based Learning ran successfully in the first semester for the year 8 electives. Our Year 7 PBL class was initiated during the first semester with planning, excursions and the commencement of the program but unfortunately, due to restrictions, was unable to be delivered successfully</p>
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<p>Socio-economic background</p> <p>\$1,373,996.40</p>	<p>online.</p> <p>We have two debating teams, stage 4 and stage 5 and out of three debates that were held during semester 1, each stage won one each. However the competition did not continue in the second semester.</p> <p>With regard to Chifley Centre see Flexible Funding for Wellbeing Services. Additional funds were utilised to support services provided by the Chifley Centre.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>LaST supporting HSC Minimum Standards will increase to 0.6 loading and be supported by LaST HSC MS resource website as additional support. Laptops will be purchased to support small groups through the HSC MS. This LaST will continue to tutor students one-on-one to attain the band levels.</p> <p>Our intentions for 2022, will be to evaluate the class cohort based on the Best Start data and carefully select students for the 7B class. A new PBL coordinator will be recruited based on merit, and experience of delivering either 7B and/or 8PBL electives. Teachers allocated to delivering the course is based on experience or interest. All teachers involved will be provided with internal professional learning and regular meetings to ensure successful implementation and support.</p> <p>Our debating teams will continue to run in 2022 and will be facilitated by our school librarian.</p>
<p>Aboriginal background</p> <p>\$235,762.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Chifley College Bidwill 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"> • Nurturing Student Engagement, Wellbeing and Leadership • Implementing Individualised Student Pathways • 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 specialist additional staff (SLSO) to support Aboriginal students • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans • employment of specialist additional staff (AEO) to support Aboriginal students • Sista Sista and Clontarf strategies employed to support student attendance and cultural identity for Aboriginal Students. <p>The allocation of this funding has resulted in:</p> <p>The Clontarf program continues to make a significant positive impact for Aboriginal boys across the school and community. The enrollment of Aboriginal boys continues to increase with 81 boys enrolled in the Academy. Attendance rates indicate that 59 of our 81 boys enrolled achieved a greater than 80% average attendance. Encouragingly all 6 boys enrolled in Year 12 graduated in 2021.</p> <p>The culturally safe environment provided by CCBC has resulted in increased enrollments of Aboriginal students in our school. Up from 120 at the beginning of 2021 to 173 at the commencement of 2022.</p> <p>The two Aboriginal SLSO roles continue to diversify to support system negotiated Aboriginal targets focused on transition, attendance, learning and improving community connection through culturally safe practices. Drawing on community and student feedback to improve attendance and</p>

<p>Aboriginal background</p> <p>\$235,762.00</p>	<p>engagement we have initiated the SISTA SISTA program for Aboriginal girls. This program will have a 10 period allowance for the coordinator in 2022. We have successfully negotiated for two Aboriginal girls roll call classes to be operation in 2022. AEO and SLSO team have worked collaboratively with staff, students and community in the development of learning, cultural and aspirational goal focused PLP's and are presently developing feedback tool sets for students to self-evaluate and parents/community to give ongoing feedback on this process.</p> <p>Our partnership with Aurora Foundation continues through a MOU with five students from our school attaining scholarships across the Sydney region. (In total only 30 scholarships are granted)</p> <p>Numerous student's artworks were selected for the 2021 VIVID program. However due to COVID cancellations these artworks will now be displayed in the Barrangaroo precinct VIVID festival in 2022.</p> <p>Throughout the lock down period the Aboriginal Education Team facilitated the SISTS SISTA program remotely with extended participation from families and Year 6 primary students. They were able to engage with culturally appropriate presentations form Aboriginal organisations, elders and teachers.</p> <p>The Solid Ground program worked with acclaimed dance Neville Boney where students engaged in creating a dance piece about identity. Unfortunately this was unable proceed as a public event due to COVID restrictions. After feedback from community and students the focus for Solid Ground in 2022 will centre on public art works.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>We will re-configure the work plans of our additional SLSOs to develop and maintain the SISTA SISTA initiative and participate in developing culturally appropriate PLPs . We will also liaise with partner primary schools and the Aboriginal community to improve transition to high school and develop a seamless PLP process. The Academy style proposal has evolved into a broad based program which will include a designated culturally safe space for our girls, including the establishment of Aboriginal girls roll call group to support wellbeing and attendance targets. We have establish extra support for our Aboriginal girls in 2022 with the provision of two X 5 period teacher allocations.</p> <p>Carriageworks continues to be a valued program and it is anticipated that it will become a timetabled event for four periods in a cycle during 2022. We will release a Visual Arts teacher for this time to support the program and develop the school's capability to embed Aboriginal content, experiences and learning as a curriculum offering in the CAPA faculty. The Careers and Transition Team and AET will continue to network with Carriageworks partners to offer pathways in CAPA related industries for transition to post school opportunities.</p> <p>A MOU will be signed with AURORA Foundation to support academic pathways for scholarship students and to increase cultural, historical and social knowledge of Aboriginal people and communities.</p> <p>We will continue to run the Western Sydney University's successful Pathways to Dreaming program and will secure their representation on our Aboriginal Education Team.</p> <p>We will develop a partnership between the Mount Druitt Project (Whole of government strategy) and the AET to ensure our vulnerable students are supported to stay at school. We will also continue to engage with the successful PCYC programs.</p> <p>We intend to embed an Elders Group through the Community Cafe/Yarning Circle project.</p>
<p>English language proficiency</p> <p>\$112,948.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Chifley College Bidwill 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"> • Improving NAPLAN and HSC Achievement • Other funded activities

<p>English language proficiency</p> <p>\$112,948.00</p>	<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 differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing intensive support for students identified in beginning and emerging phase • additional staffing to implement Individual Educational Plans for all EAL/D students • additional teacher time to provide targeted support for EAL/D students and for development of programs • withdrawal lessons for small group (developing) and individual (emerging) support • 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: Data-driven EAL/D programs across Stages 4 and 5 with a focus on reading and language skills. The programs and collaborations were a mix of school-wide initiatives, class support, targeted group support, resource development and individualised programs for high needs students.</p> <p>After evaluation, the next steps to support our students with this funding will be: A strategic approach to supporting EAL/D students through the integration of language and literacy initiatives across faculties. This includes working with the SIP teams to boost student outcomes in reading, supporting teachers in the implementation of literacy programs, running intensive tutorials and small group work, developing and disseminating resources to support language development.</p>
<p>Low level adjustment for disability</p> <p>\$472,148.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Chifley College Bidwill 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"> • Implementing Individualised Student Pathways <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • 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 • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • support for students in Life Skills; Individual Learning Plans/Profiles; HSC Special Provisions • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: The employment of additional Learning and Support Teachers and SLSOs to provide targeted literacy and numeracy support for students with a disability. This funding was also used to monitor and maintain the National Consistent Collection of Data. (NCCD) The LaSTs also provide in-class support to develop differentiated teaching strategies and support targeted students. High needs students are withdrawn in small groups and receive explicit instruction. The LaST team also develop Personalised Learning and</p>

<p>Low level adjustment for disability</p> <p>\$472,148.00</p>	<p>Support Plans(PLaSP) for students with complex needs so that all staff can develop appropriate programs and students goals and needs can be met. The PLaSPs are reviewed on a regular basis each term.</p> <p>A team of SLSOs are utilised to support transition for year 7 students into high school. In particular we maintain a focus on students with low literacy and numeracy levels.</p> <p>After evaluation, the next steps to support our students with this funding will be: We will continue this additional support, ensuring the team is provided with current professional learning to support the literacy and numeracy needs of all students. LaST will roll out their own HSC MS resource website, to be delivered through English Studies lessons. This will include writing samples and scaffolds to support their writing and understanding of texts. SLSOs will continue to support students in classrooms, particularly Year 7 during the transition process. They will also deliver Multi-Lit as required to support the literacy needs of the school. SLSOs will also be trained in Newman Analysis to provide further support to Mathematics classes.</p> <p>Given the high level support needs of our students we will establish an additional Year 7 class in 2022 to cater for our highly anxious and students identified with Autism Spectrum Disorder (ASD). This class will have a reduced number of students and their own SLSO for the whole year. To further support this class we will develop an appropriately differentiated curriculum.</p>
<p>Flexible Funding for Wellbeing Services</p> <p>\$19,168.00</p>	<p>The flexible funding for wellbeing services allocation is provided to support student wellbeing at Chifley College Bidwill 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"> • Nurturing Student Engagement, Wellbeing and Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Student Support Officer to support vulnerable students • staffing release for case conferences and developing intervention strategies <p>The allocation of this funding has resulted in: Vulnerable students being supported by the Chifley Centre to assist with their wellbeing. This program helps connect students to in-school support as well as external support services. 57 students utilised the Chifley Centre for support with their wellbeing in the times we were physically at school in 2021 (just under 10%). Of those 57 students 30% of these utilised the support offered multiple times in 2021. In total 18 families were regularly supported through the provision of food hampers. Sourcing, development and implementation of targeted wellbeing programs to various cohorts as the need arises. These include Drug and alcohol awareness, Vaping awareness, and interpersonal relationships skill building.</p> <p>After evaluation, the next steps to support our students with this funding will be: This program has proven well suited to our student body needs and as such we will continue to implement these wellbeing support initiatives through the Chifley Centre. We will continue to investigate and implement new initiatives as the need arises. In particular we will consider exploring respectful relationships (consent and power in relationships)</p>
<p>COVID ILSP</p> <p>\$560,498.00</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</p>

including:

- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

- employment of teachers/educators to deliver small group tuition
- providing targeted, explicit instruction for student groups in literacy/numeracy focus areas identified via NAPLAN, Best Start and Check-In analysis at individual and whole school levels. PLAN 2 and Wellbeing data was also accessed to inform focus areas and targeted students.
- providing intensive small group tuition for identified students who were; Aboriginal, at high risk of disengaging, high potential and/or students with additional learning needs.
- employing/releasing staff to coordinate the program
- development of resources and planning of small group tuition
- leading/providing professional learning for COVID educators
- sourcing external resources to develop highly engaging online learning programs-NEARPOD

The allocation of this funding has resulted in:**After School Tutorial Program**

Teachers applied to participate through an Expression Of Interest. In total there were 2 coordinators and 12 teachers employed as tutors participating. In total 123 students were interviewed about participating. From this group there were 36 students who engaged fully in the program. Teachers were trained by the CILSP team in uses of data to develop individualised plans for each student. Teachers also undertook training in small group practice so they could implement an evidence based model of tuition. Students were grouped by Stage and literacy/numeracy needs. Parents/carers were also consulted about the initiative. The program ran for 5 weeks before being interrupted by lock-down. Because of health orders and HSC exams the program was unable to run in term 4. The program was well received by teachers, students and the community. It showed promising signs of impact. However it would be advantageous to commit a longer period of time before assessing impact on learning.

Improvements in Numeracy - 93% of students that were targeted achieved at or above expected growth.

Improvements in Literacy - 53% of students targeted in Literacy initiatives also achieved at or above expected growth.

School developed student surveys indicate that 90% of students felt they were able to learn more in small groups because they were less distracted, more engaged, and were able to identify gaps in their learning which helped inform their learning plans.

Extensive use of PLAN2 has allowed for the school to continue to track and monitor student progress against learning progressions, enabling the development of a whole school focus on identified literacy and numeracy areas.

The small group withdrawal tuition method allowed for targeted individualised approaches linked to specific needs. Student attendance and engagement was significantly greater than in-class attendance and engagement. There was a noticeable reduction in negative behavior referrals for targeted students who participated in CILSP small group tutoring. Students who were habitual fractional truants also improved their attendance rates when engaged in CILSP groups and sought extra sessions for additional support through self-referral. Furthermore, low school attenders came to school on the days they had CILSP tutoring.

Members of the CILSP team have taken leadership roles in stewarding the Maths and Literacy Learning Team (MALL), assisting to use data to identify and develop appropriate teaching strategies. They have influenced the Literacy and Numeracy Team by guiding the development of strong data systems, enabling focused strategies for literacy and numeracy in support of our school targets. They also provided instructional leadership to use the Digital Resource Hub to support literacy and numeracy progressions within

COVID ILSP

\$560,498.00

subject learning. This has led to increased data awareness through detailed updates during executive meetings, staff meetings and professional learning sessions, supporting school planning processes and the development of the school data team.

During term 3- lock down the team sought additional ways to improve engagement with our students via on-line platforms. One group remained engaged throughout lock down due to a variety of different strategies and direct engagement with parents. The team utilised DoE Covid Statewide Team to investigate the digital platform of Nearpod. The use of Nearpod increased engagement and has continued to be used as high impact learning during face-to-face learning. All CILSP staff are trained and competent in the use of Nearpod as a learning strategy.

CILSP was put "on hold" during Term 4 as the CILSP staff were utilised in a casual teacher capacity to fill staff shortages.

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

The success of the CILSP has resulted in a planned continuation of the CILSP through school funds at the cessation of State funding. The school will fund CILSP style small group tuition in 2022 to support Literacy and Numeracy targets.

A review of the After School Tuition Program has revealed limited student participation and so the After School Tuition Program will cease in 2022.

We intend to employ an additional CILSP teacher focused on stage 6 support to assist with whole school strategies aimed at improving HSC targets.

All assessments and Units of Work will be monitored and Managed through PLAN2



Farm produce.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	293	320	339	333
Girls	278	302	312	329

Student attendance profile

School				
Year	2018	2019	2020	2021
7	82.5	84.6	89	82.8
8	81.5	80.2	85.4	79.3
9	76.8	81.3	78.9	77.6
10	75.7	70.9	81.8	72.3
11	71.4	74.5	73.2	69.5
12	80.3	81.2	84.1	72.3
All Years	78	78.3	82.1	76
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
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

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	1	11
Employment	4	7	31
TAFE entry	1	2	3
University Entry	0	0	27
Other	16	8	3
Unknown	2	13	23

With regard to the other for years 10 and 11 it refers to students who left Chifley College Bidwill Campus to attend another Departmental school.

Students in employment include those who gained full time apprenticeships.

Year 12 students undertaking vocational or trade training

47.89% of Year 12 students at Chifley College Bidwill Campus undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

88.4% of all Year 12 students at Chifley College Bidwill Campus expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	13
Classroom Teacher(s)	36.73
Learning and Support Teacher(s)	2.9
Teacher Librarian	1
Teacher ESL	0.4
School Counsellor	1
School Administration and Support Staff	14.88
Other Positions	1.8

*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	1,806,218
Revenue	11,790,389
Appropriation	11,680,398
Sale of Goods and Services	71,310
Grants and contributions	31,315
Investment income	502
Other revenue	6,864
Expenses	-12,450,033
Employee related	-10,309,530
Operating expenses	-2,140,502
Surplus / deficit for the year	-659,644
Closing Balance	1,146,575

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	143,925
Equity Total	2,067,079
Equity - Aboriginal	200,052
Equity - Socio-economic	1,300,000
Equity - Language	94,879
Equity - Disability	472,148
Base Total	7,434,279
Base - Per Capita	172,567
Base - Location	0
Base - Other	7,261,713
Other Total	1,217,622
Grand Total	10,862,905

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.



Carriageworks workshop

School performance - NAPLAN

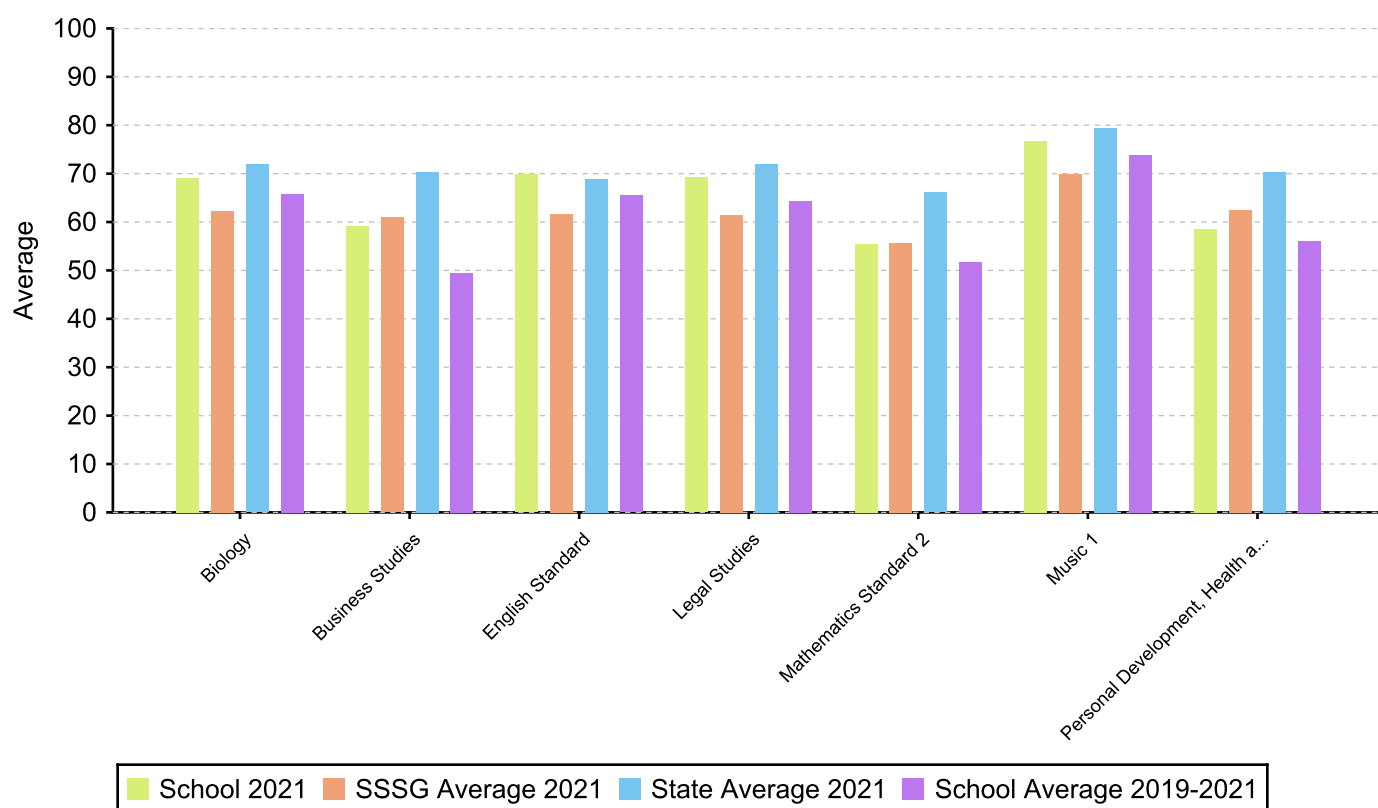
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

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
Biology	69.1	62.3	71.9	65.9
Business Studies	59.2	61.0	70.4	49.4
English Standard	69.8	61.6	68.8	65.5
Legal Studies	69.2	61.5	72.0	64.3
Mathematics Standard 2	55.4	55.7	66.1	51.7
Music 1	76.7	69.9	79.4	73.9
Personal Development, Health and Physical Education	58.5	62.6	70.3	56.1



Yr 12 graduates

Parent/caregiver, student, teacher satisfaction

Opportunities to receive feedback from parents and community during 2021 were limited. However, through our social media channels the school received important community feedback regarding school initiatives and events that were held. We have consistently found that our community responds well to requests when they are prompted on our various social media platforms. We intend to continue using and developing this platform as a means of gauging parent/caregiver satisfaction with our school and the services it provides.

The Tell Them From Me Survey (Students) was conducted last year and the following recorded results were above the state mean:

- 65% of students felt classroom instruction is well organised, with a clear purpose and with immediate feedback that helps them learn.
- 62% felt classroom instruction was relevant to their everyday lives.
- 68% felt important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives
- 67% Students feel teachers are responsive to their needs and encourage independence with a democratic approach.
- 66% felt they have someone at school who consistently provides encouragement and can be turned to for advice.
- 63% of students understand there are clear rules and expectations for classroom behaviour
- 59% of students have someone at home or community who consistently provides encouragement and can be turned to for advice. This item was 14% higher than the state mean.

A high proportion of students believe the school has a positive learning climate, and that school staff emphasise academic skills and hold high expectations for all students to succeed. Many students are planning to do an apprenticeship or VET/TAFE course (above state mean), while others plan to finish school and go to university (below state mean).

Encouragingly a high proportion of our Aboriginal students indicate that they feel good about their culture at school. They also feel that most teachers have a good understanding of Aboriginal cultural issues and most Aboriginal students indicate that they feel pride in their school.

Areas for concern were reflected in the following survey results where we fell below the state mean:

- We had a high percentage of students (29%) who skip class or miss days at school without a reason. The state mean is 10%.
- Similarly the area of students who do homework for their classes with a positive attitude and in a timely manner (39%) was lower than the state mean of 54%. However this was a 7% improvement on 2020 results
- Of concern, 37% of students felt they were victims of bullying while the state mean is 21%. Unfortunately this figure has not improved from last year.

These are all areas of concern for the school and are focus areas being addressed in our future school plan.

Community Coffee Club

**FREE
COFFEE**



Community Coffee Club

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.



Harmony Day celebrations