

# 2022 Annual Report

## Chifley College Mount Druitt Campus



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## Introduction

The Annual Report for 2022 is provided to the community of Chifley College Mount Druitt Campus as an account of the school's operations and achievements throughout the year.

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

### School contact details

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## School vision

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

## School context

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

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

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

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

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

## Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

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

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

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

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

### Initiatives

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

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

### Resources allocated to this strategic direction

**Socio-economic background:** \$554,249.00

**Integration funding support:** \$70,223.00

### Summary of progress

Whole school Reading initiatives:

- Engage all KLAs in Professional learning in implementing a subject based reading focus based on The Evidence for Learning Guidance Report Improving Literacy in secondary Schools. Leading to the development of literacy strategies embedded in all faculty programs and assessment tasks
- Establish processes for the gathering and analysis of data will be strengthened and include development of strategies for enhancing teaching practice.
- Develop whole school reading programs will develop and promote a range of strategies for reading. including; enhanced library resources and open borrowing procedures, DEAR in English, Literacy and Numeracy withdrawal groups, an effective home and community reading initiative, including Premier's Reading Challenge.
- Students were given the opportunity to partake in the Premier's Reading Challenge. Books that were eligible in the library were identified with a sticker on the spine. The Chifley Challenge was also run as an alternate for the students. The students who read 20 or more books were given a book as a prize on completion of the challenge
- Students were allocated 15-20 minutes of their 80 minute English lessons to partake in DEAR. They had a regular timeslot to visit the library and borrow/ re-borrow novels to read during this time.
- The library provided the opportunity for students to request books and series the school could purchase and students could borrow.
- Literacy and Numeracy withdrawal groups took place during English and Mathematics periods and all students were provided the intervention.

Numeracy initiatives:

- Whole staff surveyed to formulate the type, frequency and duration of tasks to develop and implement a whole school numeracy scope and sequence. The identified numeracy strategies will be embedded in programs and tasks across KLAS Literacy and numeracy Professional Learning.
- At beginning of year, each faculty was surveyed about what they were already doing and how often they could commit to completing numeracy tasks with each year group. At the time, 4 tasks per term were decided for core and 2 tasks per term for non-core subjects.
- Faculty based numeracy tasks were provided and as the year progressed, committee members created their own numeracy resources which were faculty specific and related to the topic they were teaching.
- The Mathematic KLA analysed formative assessment data using a range of assessment instruments to identify strengths, areas of need and ensure student growth is tracked and monitored. Mathematics classes were explicitly taught identified differentiated skills to build growth for all students.
- Year 9 NAPLAN question booklet created and each NAPLAN question related to a section in the NAPLAN booklet to make it easy to identify areas to improve.

Preparation for external testing:

- Participation in Literacy and Numeracy withdrawal groups for NAPLAN and Minimum Standards.
- Year 10 students who did not meet minimum standards were withdrawn from classes at various times throughout the year and provided with tuition on the skills needed to reach the minimum standards in their Minimum Standards test. Resulted in 52% passing all 3 tests. (98% passing Reading, 75% passing Numeracy and 56% passing Writing)

- Delivery of study skills seminars to help students to better prepare for NAPLAN tests and Minimum Standards.
- Year 10 cohort was addressed and provided with information on the tests and advice on how to best complete the tests and what they will need.
- All Year 9 and 7 cohorts (through English and Maths classes were addressed during their withdrawal group program addressing the skills needed for the NAPLAN exams.
- Development and engagement of the Skills for Academic Success program (SAS) for Year 9 students in Term 1 to prepare for the NAPLAN exams.
- 30 Year 9 students self-nominated and participated in the program for the first term and first few weeks of term 2 (until NAPLAN exams). They were explicitly taught the elements of the NAPLAN tests (writing, reading, conventions of language and numeracy) and tips on how to best find solutions or criteria to improve their marks.

### 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 bands to be above the school's lower bound system-negotiated target in reading of 8.7%.	<ul style="list-style-type: none"> <li>• 2022 NAPLAN data indicates 4.59% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target.</li> </ul>
Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading to be above the school's lower bound system-negotiated target. 18.3%	<ul style="list-style-type: none"> <li>• 9% of Aboriginal students in Yr 9 achieved in the top 3 bands for reading and 10% in Yr 7.</li> </ul>
Improvement in the percentage of students achieving in the top 2 bands to be above the school's lower bound system-negotiated target in numeracy of 8%	<ul style="list-style-type: none"> <li>• In 2022 students in the top 2 bands of NAPLAN moved from 2.27% in 2021 to 4.76% in 2022. This is still below the expected 8.7% for reading and 8% for numeracy.</li> </ul>
Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in numeracy to be above the school's lower bound system-negotiated target. 15.7%	<ul style="list-style-type: none"> <li>• 4% of Yr 7 Aboriginal students and 14% of Yr 9 Aboriginal students achieved in the top 3 NAPLAN bands for Numeracy.</li> </ul>
<ul style="list-style-type: none"> <li>• Working towards the lower bound 66% proportion of students achieving <b>expected growth in numeracy</b></li> </ul>	Data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However focus on this target has enabled change in practice as the Numeracy committee has developed a number of tasks to be delivered across KLAS, on a consistent basis. Staff have also programmed and incorporated numeracy strategies into their teaching, with additional numeracy being delivered in STEM lessons and across Literacy/ Numeracy lessons in Yr 8. Additional timetabled numeracy lessons have targeted Yr 8 students, hoping to improve the lower bound proportion of students, focusing on skills in the areas number and algebra, measurement and geometry, and statistics and probability.
<ul style="list-style-type: none"> <li>• Working towards the lower bound 60.7% proportion of students achieving <b>expected growth in reading</b></li> </ul>	Data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However focus on this target has enabled the initiation of targeted programs which addressed reading strategies with students monitored ongoing progress. Students were also given explicit feedback for growth in the areas of comprehension and inference. Literacy committee also introduced school wide lesson cues to engage students in reading strategies. In Yr 8 curriculum, a literacy/ numeracy program has been timetabled to look at lifting the overall results of the cohort, hoping for all students to achieve growth in their reading. Additional time in the curriculum has been allocated to teaching specific literacy strategies by literacy specialists in the Teaching and Learning teams. This flexible timetabling initiative has allocated additional learning

<ul style="list-style-type: none"> <li>• Working towards the lower bound 60.7% proportion of students achieving <b>expected growth in reading</b></li> </ul>	<p>hours, targeting skills like reading, writing, punctuation and grammar and targets all Yr 8 students in their timetable.</p>
<ul style="list-style-type: none"> <li>• A range of evidence supports our assessment of student performance measures, Value Add at Sustaining and Growing.</li> </ul>	<p>Value added growth for students in NAPLAN identifies that the school is excelling.</p>



## Strategic Direction 2: Wellbeing and Community Engagement

### Purpose

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

### Initiatives

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

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

### Resources allocated to this strategic direction

**Socio-economic background:** \$210,075.00

**Aboriginal background:** \$178,251.00

**Student support officer (SSO):** \$96,058.00

**Per capita:** \$155,979.00

### Summary of progress

**Our vision is to foster strong and effective partnerships with our students, families and the community to lead quality teaching and learning that empowers all our students to be confident, resilient, self-directed and successful learners.**

#### Improving attendance

To improve student attendance, the following strategies were implemented: employment of a Deputy Principal Special Projects, SMS student attendance communication with parents/carers and participation in the Perfect Presence Program. Progress towards achieving improvements in student attendance was greatly impacted by the COVID 19 pandemic. The Student Attendance Team experienced some success in maintaining consistent communication with families regarding individualised student absences, which was a strong focus in the first semester. Regular attendance monitoring for students below 85% attendance lead to interventions including contact with parents/caregivers and HSLO intervention where required. Continuation of the Student Support Officer role added additional support for improving student attendance and engagement. Chifley Colleges Clontarf program continued to support our male Aboriginal students attendance with regular monitoring through successful delivery of the program. Future steps will see these initiatives embedded into daily practice and assist in improving overall student attendance.

#### Community Engagement and Enhancing Student Wellbeing

The newly introduced A.S.K. rewards were successfully implemented to recognise and reward positive student behaviour. Ongoing data analysis of this initiative will guide future improvement towards student recognition in progressing through levels of achievement. The PBL team is working towards an increase of consistent and widespread promotion of Chifley College Mount Druitt's PBL values and expectations. In 2023, the PBL team will introduce a fortnightly focus using targeted language that promotes school values aimed to explicitly address behaviours identified by students and staff in universal school areas. In response to Tell Them From Me data, a strong focus on student sense of belonging will be a central focus of wellbeing initiatives in 2023. Ongoing evaluation of the PBL program was used to assess consistency of PBL language being used by staff within the classroom and its impact on student engagement and behaviour. We are working towards consistency and school-wide expectations in universal areas. This will further consolidate consistency of language and expectations across the school to promote clear, explicit expectations for student behaviour that promote a positive learning environment. Activities which promoted community engagement and student wellbeing in 2022 include: Year 6 orientation day, Swimming carnival, Meet the Mob bbq, parent forums, community evening, stage assemblies, sports assembly, parent teacher evening, Year 10 graduation, RUOK, Harmony day, NAIDOC DAY and Chifley Day.

#### Staff Wellbeing

The school Wellbeing Team consists of Head Teacher Wellbeing, Year Advisers and Deputy Principals for each Year Group 7-10, Student Support Officer and School counsellor. The team has implemented strategies aimed at enabling



staff to feel good, function well and be connected while promoting overall wellbeing. This includes providing updates on students through weekly briefings that support staff in making reasonable adjustments to enhance learning, creating a settled learning environment.

In Term 3, the Wellbeing Team facilitated a staff wellbeing session highlighting the importance of addressing personal wellbeing. When staff have high levels of wellbeing, they have better physical health and a longer life expectancy, are more engaged and productive at work, have stronger relationships and have more sense of purpose in life.

In 2023, weekly tips for staff wellbeing will be introduced along with positive recognition celebrating the achievements of staff.

### 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
<ul style="list-style-type: none"> <li>students attending 90% of the time increase to be maintained above the lower bound system negotiated target of 52%</li> </ul>	<p>The number of students attending greater than 90% of the time has not been achieved with 27.58% of students attending above 90% of the time.</p> <p>Self Assessment against the School Excellence Framework shows the school is currently performing at delivering in the theme of Attendance within the Wellbeing element.</p>
<ul style="list-style-type: none"> <li>Student Tell Them from Me survey results increase to be at or above the lower bound system negotiated target of 78.2% for student wellbeing</li> </ul>	<p>Tell Them From Me data shows a decrease of 10.77% of positive wellbeing in comparison to the lower bound system negotiated target of 78.2% to 69.78%.</p> <ul style="list-style-type: none"> <li><i>Advocacy at school</i> - 60% of students report supportive behaviours to help them navigate the everyday course of life.</li> <li><i>Expectations for success</i> - 79% of students report high expectations from teachers that value academic achievement and hold high expectations of all students.</li> <li><i>Sense of belonging</i> - 67% of students report a sense of belonging.</li> </ul>
<p>A range of evidence supports the school assessment in the element of Wellbeing, Behaviour at sustaining and growing.</p>	<p>PBL expectations are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. Working towards these being explicitly, consistently and supportively applied across the school.</p> <ul style="list-style-type: none"> <li>Sentral data indicates an 80.1% increase in the number of observable problem behaviours. Due to the pandemic and Learning from Home in 2021, observable problems behaviours are incomparable to previous years.</li> </ul>

## Strategic Direction 3: Quality Teaching

### Purpose

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

### Initiatives

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

- Effective teaching & collaborative practices
- Educational leadership

### Resources allocated to this strategic direction

**English language proficiency:** \$296,426.00

**Socio-economic background:** \$535,675.00

**Low level adjustment for disability:** \$541,843.00

**Professional learning:** \$68,724.00

### Summary of progress

#### Effective teaching & collaborative practice -

To support effective teaching and collaborative practice, we considered lesson length and consulted with students, staff and parents throughout 2022. We surveyed staff, parents and students. The results of these surveys informed our next steps and decision making. The outcome of this consultation will see lesson length reduced from 80 minutes to 60 minutes per period for 2023. The Technology Committee developed staff expertise in integrating technologies into classroom practice. We invested in upgrading from data projectors in each classroom to interactive televisions. We also saw the embedding and use of Education Perfect, a digital learning platform, and we are committed to providing access to all students to use Education Perfect as a digital teaching and learning tool. Education Perfect is designed to track student performance across multiple learning domains and to provide rich, usable data for all users. Future steps will also see a focus on a whole school approach to the development of effective evidenced based teaching methods such as formative assessment and embedding Learning Intentions along with Success Criteria into all teaching programs.

#### Educational leadership/ Professional Learning -

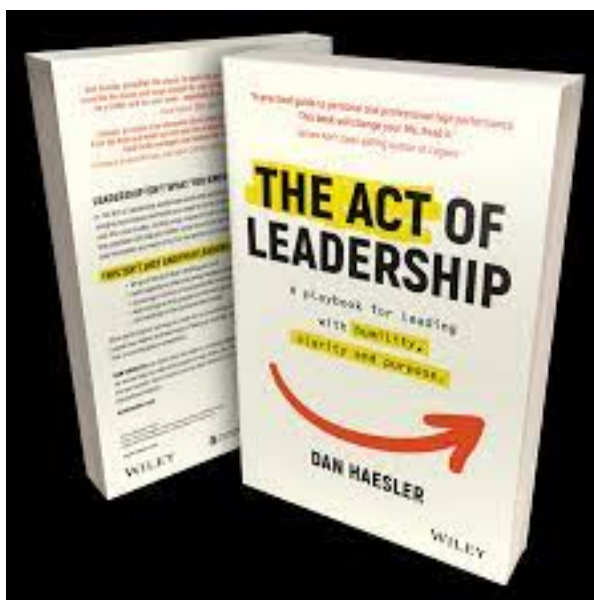
Staff engaged in professional learning opportunities such as 10 hours of mandatory training along with CPR/ first aid and trauma informed practice training through Safe-Guarding Kids Together. Staff also participated in the Department of Education and NSW AECG Partnership Agreement Training. Staff participated in KLA meetings and engaged with the professional learning hub. Further to this, some staff participated in Growth Coaching and new staff participated in a buddy program with experienced campus staff. There was also optional "pop-up" professional learning at regular intervals throughout the year. The executive staff started the "Real Schools" professional learning with Adam Voight and this was then rolled out to all staff throughout 2022. Executive staff also participated in professional learning with Dan Hassler on the "Art of Leadership". 2022 also saw the introduction of the Chifley College Mount Druitt Campus aspirant leaders' program to further build the leadership capacity within the school.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
A range of evidence supports our assessment/ validation in the element of effective classroom practice at sustaining and growing.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of effective classroom practice and therefore not meeting in line with our Annual Progress Measure in this domain.

A range of evidence supports our assessment/ validation in the element of Learning and Development at sustaining and growing..	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Learning and Development and therefore in line with our Annual Progress Measure in this domain.
Staff complete a minimum of Professional learning of 12 hours per year.	During 2022 all staff completed 10 hours of accredited professional learning and 12 hours of elective professional learning as organised and supported by the SIP leaders and Professional Learning Committee. A targeted Professional learning on Trauma Informed Practices through Safe Guarding Kids Together was delivered to all staff
That 100% of classrooms have curriculum designed to engage learners in digital technologies	Every classroom has a laptop trolley and 30 laptops.



Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$1,299,999.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Chifley College Mount Druitt Campus who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole school Reading initiatives</li> <li>• Numeracy initiatives</li> <li>• Improving Attendance</li> <li>• Effective teaching &amp; collaborative practices</li> <li>• Preparation for external testing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• resourcing to increase equitability of resources and services</li> <li>• employment of additional staff to support attendance program implementation.</li> <li>• employment of external providers to support students with additional learning needs</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• integrate technology in students' classroom learning by providing computers, printers, subject specific technologies</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> By resourcing classroom technology in the form of computers for every student in each classroom, software programs and interactive electronic boards students increased their computer skills and were more engaged in their learning. Thus our value adding 7-9 is excelling and 95% students gained credential in the computer literacy skills. These technology resources, as well as textbooks and hands on learning resources, enhanced students engagement with special focus on their literacy and numeracy skills. This evidenced the creation of the SASS program where 40 students volunteered for an additional learning programs</p> <p>The employment of additional staff to support attendance program implementation. This resulted in the introduction of SMS for all absent students, intervention program delivered to chronic non-attenders and ongoing communication strategies with parents. This has resulted in improved communication between parent and school in regards to student absences. Parents' use of the parent portal on Sentral to explain absences has increased and more parents are responding to the SMS messaging.</p> <p>The employment of external providers Clontarf, MECCA and Pacific Waves supported students learning by addressing cultural engagement and identity. 62% of Aboriginal boys have improved attendance with 20% of the boys with over 90% attendance. Parents feedback to all three programs was positive. Pacific Waves was positively reviewed by students yet the data did not support any positive change in students' attendance</p> <p>Students were provided educational materials in the form of book packs, uniforms, buses for sporting competitions and admission to extra curricula activities. This has resulted engagement in lessons improved, in an increase in sporting achievement to the zone level and four students gaining regional level participation and an increase of participation in futsal, netball, volleyball, soccer and football competitions.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ol style="list-style-type: none"> <li>1. We will continue to maintain and develop technology in the school. This is essential to ensure that our students, that have limited technology at home, develop skills and proficiency in technology to prepare them for their future studies and workforce skills.</li> </ol>

<p>Socio-economic background</p> <p>\$1,299,999.00</p>	<p>2. We will engage literacy and numeracy mentors at the homework centre to support our trajectory towards achieving targets. This should strengthen the students' commitment to this program. Also the next steps to support our students with this funding will be to engage additional teaching staff in the classroom to extend intensive small group reading intervention programs, concentrate on writing skills and more one on one support .</p> <p>3. We review external programs and extra-curricula activities annually. From this review /feedback by students, parents and staff the next year's programs are endorsed</p> <p>4. We will continue to provide essential stationery and learning resources to students so that all students are fully engaged in their learning.</p>
<p>English language proficiency</p> <p>\$296,426.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Chifley College Mount Druitt Campus.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective teaching &amp; collaborative practices</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Creation of specific EAL/D classes in all years.</li> <li>• Provide EAL/D Progression levelling PL to staff.</li> <li>• Engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms particularly with assessment tasks.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> As a result of these activities, individualised support for EAL/D students in all core classes has occurred. There has been additional SLSO support in the EAL/D classes, online software programs purchased and engaged with, assessment task modifications and support and a variety of resources purchased which are hands on and engaging for students who prefer to learn that way. Because of this, 12 EAL/D students moved up 1 EAL/D phase. Support programs for EAL/D students also took place to develop the students' sense of belonging and identity.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Next year we will continue the support programs and continue to provide support in the EAL/D classes for the students. The students were surveyed about their learning and the results showed that they would like more one-on-one support and to increase their use of technology to improve their learning. Because this, next year, we will increase the amount of support EAL/D students receive, increase their access to computers and printing of resources and increase the amount of SLSOs in the EAL/D classes.</p>
<p>Professional learning</p> <p>\$68,724.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Chifley College Mount Druitt Campus.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Educational leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• External providers to develop educational leadership knowledge and skills</li> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Staff engaging in professional learning opportunities such as CPR/first aid training, trauma informed practices training through Safe-Guarding Kids</p>

<p>Professional learning</p> <p>\$68,724.00</p>	<p>together along with professional learning in restorative practices based on the research of Adam Voight and also executive training in "The Art of Leadership" with Dan Hassler.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Next year we will research and engage in professional learning on effective writing strategies for Stages 4 &amp; 5 and to embed these strategies in teaching programs because this will enable our students to improve their writing skills and set them up for success in Stage 6.</p>
<p>COVID ILSP</p> <p>\$175,082.00</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 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - Reading, Writing and Numeracy.</li> <li>• employing staff to supervise and monitor progress of student groups engaging in online tuition in Education Perfect.</li> <li>• providing intensive small group tuition for identified students who were testing below and well-below stage level in diagnostic testing (PAT).</li> <li>• employing/releasing staff to coordinate the program.</li> <li>• employing/releasing teaching staff to support the administration of the program.</li> <li>• development of resources and planning of small group tuition.</li> <li>• leading/providing professional learning for COVID educators.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 328 students had additional support in their learning of literacy and numeracy while in class and withdrawn from lessons, to help them achieve the outcomes of the course, improve in literacy and numeracy and develop, their academic skills which are tested in the NAPLAN tests. These interventions took place in small groups, one on one sessions and whole class activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Next year we will be unable to have the teachers withdraw the students from classes. Instead, paraprofessionals have been employed to work in faculties and in class with all students to provided one-on-one support, take small groups to work with and assist the teacher to improve the learning of literacy and numeracy in all core faculties.</p>
<p>Low level adjustment for disability</p> <p>\$541,843.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Chifley College Mount Druitt Campus in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective teaching &amp; collaborative practices</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students.</li> <li>• Engaging a learning and support teacher to work with individual students and in a case management role within the whole school setting.</li> <li>• Providing support for targeted students within the classroom through the employment of School Learning and Support Officers.</li> <li>• Targeted students are provided with an evidence-based intervention</li> </ul>



<p>Low level adjustment for disability</p> <p>\$541,843.00</p>	<p>(STARS &amp; CARS and STAMS &amp; CAMs) to increase learning outcomes.</p> <ul style="list-style-type: none"> <li>• Employment of learning and support teacher and EAL/D to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs.</li> <li>• Support for students in Life Skills curriculum; Individual Learning Plans; Intergration Funding and NCCD.</li> <li>• Employment of LaST and interventionist teacher</li> <li>• Timetabled Literacy/ Numeracy classes for Year 8.</li> <li>• Targeted reading intervention withdrawal groups.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Of the 395 students (identified in the NCCD) in mainstream classes with additional learning needs, a diagnosed disability or requiring adjustments to their learning, all were catered to through either: LaST and SLISO support in the classrooms, LaST literacy and numeracy withdrawal intervention, modifications to assessments, classwork and examinations. The students received various levels of intervention depending on need. However, 100% of staff made adjustments to their teaching programs to cater to these students. The students were able to access the work at all levels and were able to successfully meet the learning criteria in each of their subjects and were able to achieve the outcomes in their school reports.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Next year we will continue to cater to the students in mainstream classes with learning needs through the literacy and numeracy interventions, SLISO support in classes, classroom modifications and adjustments to programs, procedures and formal assessments which cater to each individual student.</p>
<p>Aboriginal background</p> <p>\$178,251.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Chifley College Mount Druitt Campus. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Community Engagement and Enhancing Student Wellbeing.</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (AEO) to support Aboriginal students</li> <li>• employment of specialist additional staff (SLISO) to support Aboriginal students</li> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Continuation of the Clontarf Foundation Program to support our male Aboriginal students in relation to attendance, engagement and retention. Continued employment of an AEO to support all Aboriginal students . Initiatives run with AEO support in 2022 were the successful Pirru Thankgkuary (Dream Strong) program, Aboriginal Girls Group, the annual Meet the Mob gathering, NAIDOC celebrations, upgrade of the Yarning Circle and individual student interventions.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Next Year we will: Continue to fund the AEO position. Continue to fund Clontarf Foundation program.</p>



<p>Aboriginal background</p> <p>\$178,251.00</p>	<p>Continue to engage with the AECG Pirru Thangkuray program. Expand and build the profile of our junior AECG. Continue to run Meet the Mob. Engage experts, staff and community, to start the process of embedding local language into teaching programs. Establish a transition program specific to Aboriginal Students in Year 6. Establish an Aboriginal dance and didge group. Establish an Aboriginal art group. Because of this we will be better able to meet the academic and cultural needs of our Aboriginal students.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Chifley College Mount Druitt Campus</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Community Engagement and Enhancing Student Wellbeing.</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Individual intervention strategies</li> <li>• Pacific Waves</li> <li>• Attendance follow up for attendance rates between 50-60%.</li> <li>• Parent contact</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Impact has been minimal due to the instability to replace this position. As a result, universal prevention strategies were not facilitated with targeted intervention not being followed in a time efficient manner.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, the school will continue to employ a Student Support Officer. A scope and sequence outlining universal wellbeing initiatives will be strategically developed to work towards improvement measures in TTFM. Additional targeted and individual support strategies will be triaged including support from the Student Support Officer.</p>
<p>Integration funding support</p> <p>\$70,223.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Chifley College Mount Druitt Campus in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole school Reading initiatives</li> <li>• Numeracy initiatives</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Additional SLSO were employed to assist with targeted student intervention</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The impact of the employment of SLSOs to support funded students meant that the SLSOs were provided a specific timetable which was followed to ensure equity of support. All funded students were given support in class depending on need and amount of funding provided per student. This resulted in individual students being supported in their learning in core and non-core subjects, students' assignments being submitted on time and successfully meeting the criteria and the reduction in negative referrals for targeted students. Students were also mentored by Year 10 volunteer students so they had a voice to raise concerns if they arose.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Next year we will continue the interventions and include some changes to better meet our students' needs. These changes are: to increase the number of reviews to ensure we are being equitable and fair with SLSO</p>

<p>Integration funding support</p> <p>\$70,223.00</p>	<p>allocations; the changes will be more ongoing; the monitoring will be tracked by the school and the students to demonstrate commitment to their learning and support for them; ensure IFS students' needs are addressed through more testing. Because of this, all the funded students needs will be addressed through the continuation of interventions already in place.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	270	283	315	320
Girls	206	229	255	290

### Student attendance profile

School				
Year	2019	2020	2021	2022
7	87.5	91.0	85.7	79.8
8	79.7	86.5	82.3	76.1
9	83.3	84.4	77.4	71.8
10	76.8	84.8	69.1	68.6
All Years	82.1	86.9	79.2	74.4
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
All Years	88.2	89.8	86.2	81.7

### 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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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	3	NA	NA
Employment	6	NA	NA
TAFE entry	1	NA	NA
University Entry	0	NA	NA
Other	3	NA	NA
Unknown	6	NA	NA

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	36
Learning and Support Teacher(s)	3.3
Teacher Librarian	1
Teacher ESL	2
School Counsellor	1
School Administration and Support Staff	18.48
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	4,099,677
<b>Revenue</b>	11,688,231
Appropriation	11,643,940
Sale of Goods and Services	3,707
Grants and contributions	13,556
Investment income	27,028
<b>Expenses</b>	-10,941,102
Employee related	-8,605,510
Operating expenses	-2,335,592
<b>Surplus / deficit for the year</b>	747,129
<b>Closing Balance</b>	4,846,806

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

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	101,901
<b>Equity Total</b>	2,316,521
Equity - Aboriginal	178,251
Equity - Socio-economic	1,300,000
Equity - Language	296,426
Equity - Disability	541,843
<b>Base Total</b>	7,354,028
Base - Per Capita	155,979
Base - Location	0
Base - Other	7,198,049
<b>Other Total</b>	1,392,648
<b>Grand Total</b>	11,165,098

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Sentral data shows that when teachers are sensitive and responsive toward student academic and wellbeing needs, parents/carers are appreciative.

Families engage positively with the school through information events, parent teacher interviews and recognition ceremonies. Throughout 2022 a number of parent forums were held, enabling parents to have a voice in the decision making process about wellbeing practices, the new proposed curriculum and the introduction of YONDR pouches in 2023.

Parents and community engage through our school social media sites; Instagram and Facebook, and receive more formal information through Sentral emails. In 2022 the school also introduced the attendance messages for parents, via text, increasing explained absences for students from that point. Parents engagement since Covid has been multilayered, with on site meetings, Zoom meetings and tele-conference all being possible methods of contact and feedback. Parents/ caregivers satisfaction was documented in the Tell Them From Me survey, completed by families. Having assessed the TTFM data from 2022, the school will aim to build stronger learning partnerships with parents and continue to encouraged engagement of all carers to engage authentically and consistently with the school in a holistic way.

Feedback from students is solicited through the SRC, through WELS lessons and through survey forms. Students have had input into the introduction of YONDR, the delivery of PBL lessons and through students assemblies. Students understand that their teachers have high expectations for their learning and behaviors and do feel like they have staff they can approach and be supported by for their wellbeing.

Staff were satisfied that school leaders were committed to, and communicated well about, a school vision. They also felt that the facilities were excellent, creating a positive environment for growth in teaching and learning. Staff expressed their concerns about the systemic challenges of staffing and that engaging the parents community in the school should be a focus and priority moving forward.



Parents have many opportunities to connect with the school, including our annual parent teacher evening.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Aboriginal Education - School statement

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The responsibility for enacting the NSW Department of Education Aboriginal Education Policy rests with all Departmental staff. The policy underpins and informs our planning, teaching practice and approaches to educational leadership at Chifley College Mount Druitt Campus.

Evidence of effective implementation of the policy in 2022 included:

Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities. As evidenced by our links with Pemulwuy Local AECG and our annual "Meet the Mob" community, student and staff event

Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant. As evidenced by staff participating in the Department of Education and AECG Partnership Agreement, Walking Together Working Together, professional learning and our quality teaching and learning programs which embed Aboriginal ways of knowing, doing and being along with our commitment to the NSW State AECG Pirru Thangkura (Dream Strong) program which ran each Tuesday throughout 2022. This program links academic aspirations with Aboriginal cultures and histories.

Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population. 2022 saw many of our Aboriginal student participate in the "Skills for Academic Success" SAS program which has been recognised with a State Public Education Award in 2022. 100% of our Aboriginal students who were nominated for the Aurora Foundation and Go Foundation Scholarships were successful in 2022. These scholarships assisted students with material such as laptops to be able to fully engage in their learning. 2023 will see the introduction of our "Deadly Academic" program to further support the academic growth of our Aboriginal students.

Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations. As evidenced by quality PLP's for all students with clear learning goals and pathways beyond our Campus for further learning or employment.

## Anti-Racism Policy

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

## Anti-Racism - School statement

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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.

Evidence of effective implementation of the policy included:

- All student taught about reporting racism, the role of the Anti-Racism Contact Officer and what is racism
- Anti-Racism Contact Officer identified and provided with professional learning to support the school's Anti-Racism Policy.
- Anti-Racism Contact Officer completed the Anti Racism Contact Officer training course.
- Anti-racism resources were developed for students and staff.
- Incidents of racism were referred through to the Anti-Racism Contact Officer on the school's operating system (Sentral).
- The Anti-Racism Contact Officer conducted a series of mediations for students.
- The Anti-Racism Contact Officer delivered learning workshops to students who had been referred through the school's operating system or identified at welfare meetings.

## Multicultural Education Policy

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

## Multicultural and anti-racism education - School Statement

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Chifley College Mount Druitt responds to the cultural, linguistic and religious diversity of NSW. We commit to providing opportunities that enable all students to achieve equitable education and social outcomes and participate successfully in our culturally diverse society.

Anti-racism education refers to a range of strategies which aim to counter racism at Chifley College Mount Druitt. Programs support staff to understand, prevent and address racism at school, systems for addressing incidents of racism and curriculum-linked strategies which aim to teach students about Australia's cultural diversity, history and racial discrimination laws. It also includes strategies which promote equity, mutual respect, cultural inclusion and community harmony in the school environment.

Anti-racism education includes strong links with Aboriginal Education, recognising that racism has a particular impact on Aboriginal people. In addition to demonstrating respect for the cultural, linguistic and religious backgrounds of all members of the school community, schools are required to display and model respect for Aboriginal people as the First Peoples of NSW and provide an environment of cultural safety for all Aboriginal students, staff, parents and community members.

## Other School Programs (optional)

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### Skills for Academic Success

The aim of SAS (Skills for Academic Success) was also to build confidence in students in their engagement in learning, asking questions and seeking feedback. Of the 30 students who participated in the original program, 27 completed it to fruition. 70% of students saw growth in all four areas of learning. While the remaining 30% of students, all students were able to maintain their levels of success, from their pre-test results, with some experiencing growth in 2 to 3 of the learning areas.

Students who self selected were asked to complete a self nomination form which outlined the pillars of the program: grit, determination, rigor, positivity and empowerment. The main focus areas of the program were reading, writing, conventions of language and numeracy. Students were taught a series of skills during a lesson and then given a marked test where they would seek feedback for improvement prior to the next lesson. This was not a streamed program, with support given to all students.

The SAS program used the Google Classroom platform to capture lessons, student results and give feedback. Students were able to access study materials, their own results and communicate with staff at any time about their growth.

Staff were able to also capture the lessons being taught and work through any evaluative changed that needed to be changed, from the delivery of the lessons, to the engagement of the students and the growth of each cohort. From the outcome, conversations about learning were priority, providing students with language to use about feedback, growth

and academic success. With a focus on personal growth, students all aimed to improve on their pre-test results from the beginning of the program. Students received feedback and were asked to provide feedback about the program so that staff could improve the learning for future SAS students.

In 2023, the foundations of the SAS program (the explicit components and regular student centered feedback) will expand across all Yr 9 classes in Term 1 to increase the academic skills of all students in the cohort at CCMD.

Strong Girls

Strong Girls was a targeted wellbeing program aiming at improving the attendance, wellbeing and social emotional capacity of our Stage 5 Girls. The program focused on relationships, emotional response and physical wellbeing, targeting students who had a history of unstable school attendance for a number of reasons. Students participated in the weekly program and saw improvements in attendance and engagement. The students also worked towards the final goal of a physical workshop with an external personal trainer, demonstrating and guiding the students through strength based activities in the school gym. This program will continue in 2023 with the initial group becoming workshop leaders for younger girls in the school, as the program broadens, to capture a greater number of students across cohorts.



**RECOGNITION AND REWARDS**

Student results and the pursuit of improvement was a cornerstone of the students' aspiration in SAS. A vital aspect of the program was the element of recognition and respect. Each week, students who demonstrated each of the pillars of SAS were recognised with awards at the end of Gameshow. These awards became a much sought after accolade which students aimed higher to achieve.

**EVALUATION AND FEEDBACK**

Overwhelmingly students appreciated their involvement in the SAS program. There were students who were not able to join the program as the numbers were too high (max 50 students). Some students found the pressure of the program at times, very intense and did not progress far beyond their pre-testing levels. All students made progress in the area of writing and numeracy, and found reading and language conventions more difficult. Anecdotal evidence from students suggest they felt more confident with their academic skills and were much more willing to pursue academic programs, that they would originally consider beyond their capabilities. Students request an extension of the program into 2023 and this was facilitated in a number of short course programs. The entire student experience has been documented in a 30 min short film about the SAS Chifley program.

**Student Evaluations**

Staff appreciated the opportunity to work with students who wanted to be involved in their program. This allowed the program to have high expectations of the students and push for greater success and improvements in student learning. Having the opportunity to work with a team of teachers allowed for reflection and deconstruction of learning patterns. The debriefs after each session was vital in changing teaching and delivering continued quality lessons for the SAS Program. Another advantage was the flexibility of being able to teach skills without the bounds of content. Additionally being able to learn teach and observe other teachers deliver specialised lessons provided opportunity for teacher growth and shared observation.

**Staff Feedback**





Strong Girls Program in the school Gym at their strength workshop.