

2022 Annual Report

Chifley College Senior Campus



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Introduction

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

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

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School vision

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

School context

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

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

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

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

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

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

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Quality Teaching & Data Use
- Meeting Individual Needs

Resources allocated to this strategic direction

Socio-economic background: \$1,164,705.00

Professional learning: \$21,734.00

Aboriginal background: \$79,603.00

English language proficiency: \$114,921.00

Low level adjustment for disability: \$150,968.00

Summary of progress

Quality Teaching & Data Use

The school participated in Curiosity and Powerful Learning and instructional rounds. All staff used the RAP package to analyse their class HSC and CEC year 12 results. Staff reflection was built via peer classroom observations and presentations at staff and faculty meetings. Curiosity and Powerful Learning observations, whilst completed by only a small group, developed some valuable directions for explicit classroom teaching, formative assessment and summative assessment. The individual reflection on Year 12 outcomes provided the basis for our future directions in 2023. The impact of CPL was building the awareness of the importance of sharing and collaborating across the school to identify strengths and gaps and develop strategies to fill them. In 2023 we will build consistent explicit teaching to build task completion, writing and attendance, and develop the capacity of staff to use data in a way to reflect on, and tweak practice.

Meeting Individual Needs

Personalised Learning Pathways [PLPs] were reviewed and a process developed to complete for all Aboriginal students in Year 11. A designated Minimum standards program ensured 91.7% of students had met the standard by the end of November the rest completed by the end of the year, thus ensuring all graduating students received the HSC. A range of differentiation strategies included, the homework centre, the ACE class, work placement and the mentoring program. The additional staffing facilitated the Minimum Standards work and completion of PLPs and the creation of the ACE+ program which were highly effective and will see results improve in the future. The impact was indicated by the improvement in procedures and transparent process to enable consistency in practice. Post school destinations indicate 21% of students went to university, 11% TAFE and 32% to full time employment. In 2023 the school will target the completion of the HSC by Aboriginal students via a focus on attendance, task completion and writing

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
System-Negotiated Target - Aboriginal student HSC attainment: Improvement in the proportion of Aboriginal students attaining the HSC whilst maintaining their cultural identity to be at or close to the lower bound	<ul style="list-style-type: none">• 67% of the 2022 Aboriginal students attained the HSC whilst maintaining their cultural identity indicating achievement of the Network identified target.

system-negotiated Network target of 54.6%	
System - Negotiated Target - HSC Achievement: Increase % of HSC course results in top 3 bands to be at or above the school's lower bound system- negotiated target by 16%.	<ul style="list-style-type: none"> • 22.97% of students attained HSC results in the top three bands demonstrating progress yet to be seen toward the lower bound target, a decrease of 10%
System - Negotiated Target - HSC achievement: Increase % of HSC course results in middle bands to be above the school's lower-bound system negotiated target by 10%.	<ul style="list-style-type: none"> • 4.18% of students attained HSC results in the top two bands demonstrating progress yet to be seen toward the lower bound target, a decrease of 8%

Strategic Direction 2: Building Instructional Leadership Capabilities

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Professional learning: \$2,000.00

Summary of progress

Management of Educational Leadership

The school initiated a review and development of the PDP process and timeline aligned to the Strategic Directions and Australian Professional Standards for Teachers. All staff drafted their role statements for publication and a whole school Professional Learning Plan was developed and published for 2023. A comprehensive staff handbook for 2023 was developed and published. These actions were aligned the school development review recommendations for improvements in communication of roles and procedures. The impact has been a clearer line of sight between process action and evaluation. In 2023 implementation of the enhanced PDP process and Professional Learning will ensure a consistent focus on school improvement goals and the building leadership capacity

Management of School Resources, practices and processes

Engagement in Safeguarding Kids Together facilitated a review of policy, in particular attendance. Clarification of office and non-teaching staff roles has facilitated a more efficient running of the school attendance procedures. The decision to eliminate student fees, which were not paid, has resulted in the saving of office time. All students were provided with all needed equipment to ensure they got off to a great start in learning. Employment of a Business Manager and an additional general assistant has ensured teachers and executive can focus on teaching and learning. The impact of this initiative has been more effective follow up of attendance leading to 100% roll marking accuracy at the end of term 4. In 2023 as part of the reducing the administration burden initiative we will review processes and practices and devolve tasks to non-teaching staff where possible.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Instructional Leadership: School Excellence Framework A range of evidence supports the school's assessment and validation in the element of Educational Leadership: Instructional Leadership as sustaining & growing	• Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the theme of Instructional Leadership (Educational Leadership).
A range of evidence supports the school's assessment and validation in the element of Management Practices and Processes: Administrative Systems and Processes as sustaining & growing.	• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Administrative Systems and Processes (Management Practices and Processes).

Strategic Direction 3: Student, Staff & Community Wellbeing

Purpose

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

Initiatives

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

- Wellbeing & Sense of Belonging
- Attendance and Engagement

Resources allocated to this strategic direction

Professional learning: \$18,392.00

Aboriginal background: \$81,346.00

Student support officer (SSO): \$72,073.00

Summary of progress

Wellbeing & Sense of Belonging

In 2022 we delivered a range of cultural and wellbeing activities to build belonging and engagement in students, including the NAIDOC assembly, Success @senior transition 3-day event, College Yr. 9 enrichment program, The ACE project. A Student Support Officer and Community Liaison officer were employed to work with students and parents in the wellbeing space. The Tell Them From Me students survey in October indicated students at Chifley Senior were at the NSW norm for A sense of belonging, just below for positive behaviour and above for intellectual engagement, motivation, advocacy at school and positive relationships with teachers. This indicates a positive learning culture and effective wellbeing practices are in place.

Attendance and Engagement

The school worked hard to build effective attendance procedures and tiered interventions. The SSO and HT wellbeing ran the breakfast club 3 days a week. The Attendance Team was initiated, and school procedures were developed with the support of SKT, and all staff received Professional Learning around attendance procedures and their obligations. In term 4 the school engaged with Aboriginal Retention and Completion Guided Support and began to develop effective, and data driven interventions for Tier 3 attendance issues. Attendance procedures were tightened, and the result was that we achieved 100% in data completion. In 2023 attendance has been identified for a whole school priority and the procedures will be embedded in practice, via a data driven fortnightly attendance team meeting, accessing a range of strategies and alternative pathways for students at risk of non-completion of the HSC.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
School Wellbeing: Increase student belonging, expectations and advocacy at school by 10%, as measured by appropriate indicator in the Tell Them From Me survey.	• Tell Them From Me data indicates 62.96% of students report a positive sense of wellbeing an increase of 1.9% on 2021 data of 61.04% (Expectations for success, advocacy, and sense of belonging at school).
School Wellbeing: Increase staff morale at school by 10%, as measured by appropriate indicator criteria in the Tell Them From Me survey.	• Tell Them From Me data 2022 indicates 64% of teachers report a positive staff morale at school. This is a decrease of 13% from 77% in 2021.
System Negotiated Target - Attendance: Increase proportion of	• The number of students attending greater than 90% of the time was 34.8% however; this data has been heavily impacted by the Public Health

students attending >90% of the time by 10% (cumulative 20%). Decrease the number of students attending <80% of the time by 20%. (cumulative 20%)	Orders in place at the beginning of 2022 in relation to COVID 19.
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Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,663.74</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support <p>The allocation of this funding has resulted in the following impact: The student was included in the EALD support program and was welcomed to school and transitioned well into the community.</p> <p>After evaluation, the next steps to support our students will be: Support will be offered as appropriate if students enrol.</p>
<p>Integration funding support</p> <p>\$41,968.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Chifley College Senior Campus in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in all eligible students demonstrating progress towards their personalised learning goals. SLSOs provided additional support in class and in completion of major works, and in the homework centre.</p> <p>After evaluation, the next steps to support our students will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student needs to ensure funding is used to specifically support each student appropriately.</p>
<p>Socio-economic background</p> <p>\$1,164,705.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Chifley College Senior Campus who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching & Data Use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of an additional 7 staff to support wellbeing program implementation and increase the breadth of curriculum. • resourcing to increase equitability of resources and services, particularly in the provision of technology. Employment of Technical Support officer, Business Manager, and Community Liaison Officer • providing students with economic support for educational materials, uniform, equipment and other items. All equipment supplied to students for

<p>Socio-economic background</p> <p>\$1,164,705.00</p>	<p>school participation.</p> <p>The allocation of this funding has resulted in the following impact: The provision to students creating the optimal conditions for learning .Students were provided with equipment and support as needed to make sure they were ready to learn. Employment of 8 FTE additional teaching staff to maintain curriculum patterns across the school based on a student driven timetable. This provides an opportunity for the school to offer classes with a smaller cohort that would otherwise not be a viable option and provide students the opportunity to choose subjects and a pattern of study to best suit their individual educational needs. Employment of additional 6.6 FTE School Administrative Support staff including School Learning and Support Officers (2 FTE) to support students in the classroom and School Administration Officers (4.6FTE) to support school wide programs and initiatives to support the ongoing educational and well-being needs of students enrolled at the school. 23% achieved in the top 3 bands for the HSC. 21% of year 12 students received an offer to university, 11% to TAFE and 32% to employment. Subsidising course contributions and other school expenses (including the provision of uniform, excursion expenses, extra-curricular expenses) to enable students to access a broad curriculum and school experience, regardless of economic circumstances. Providing support to Aboriginal and Torres Strait Islander students through the ongoing implementation of the Clontarf Academy (male students) and the introduction of the NASCA - National Aboriginal Sporting Chance Academy - program (female students) to support their on-going educational and well-being needs.18.6% of eligible Aboriginal students achieved a top 3 band result and 23 from a cohort of 34 Aboriginal students received the HSC.</p> <p>After evaluation, the next steps to support our students will be: maintenance of the student driven timetable and broad curriculum choices for students, enabling them to choose courses and a pattern of study that best suits their individual needs. Employ additional teaching and School Administrative and Support staff to ensure that students have access to a broad curriculum and that current systems in place are supported. Continued employment of Technology Support Officer, to ensure that students and staff have access to technology that suits teaching and learning needs. Employ additional staff e.g., Community Liaison Officer to support both students and families and a head teacher secondary studies transition and careers to support students at the end of their schooling. Subsidising the continued implementation and development of both Clontarf and NASCA programs in the school to support the on-going educational and well-being needs of the Aboriginal students enrolled at the school. Subsidising student contributions, extra-curricular payments, uniform etc. to ensure that all students have access to courses and programs that suit their individual educational and well-being needs. Maintaining the Leadership Team structure within the school, to maximise the opportunity for staff to develop meaningful professional relationships with students and meet their individual educational and well-being needs.</p>
<p>Aboriginal background</p> <p>\$160,949.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Chifley College Senior Campus. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance and Engagement • Meeting Individual Needs <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 (AEO) to support Aboriginal students • community consultation and engagement to support the development of

<p>Aboriginal background</p> <p>\$160,949.00</p>	<p>cultural competency</p> <p>The allocation of this funding has resulted in the following impact: an increase in Aboriginal students and families engaging in the PLP process. allowing the students to feel supported and valued at school. The DP and AEO reviewed the Personalised Learning Pathway proforma and simplified and strengthened it to include attendance, academic data and post school pathways and goals. Tell Them from Me data indicated 80% of Aboriginal students feel their culture is valued at school.</p> <p>After evaluation, the next steps to support our students will be: To increase involvement of parents and teachers in the PLP process and build stronger partnerships with parents and community. We aim to have all Aboriginal students signed on with NASCA and Clontarf, and participating in cultural programs run within school. The school will increase the percentage of Aboriginal students completing the HSC.</p>
<p>English language proficiency</p> <p>\$183,873.60</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Chifley College Senior Campus.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Meeting Individual Needs • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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 • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: In 2022, the EAL/D teacher allocation decreased to .6 FTE as part of the staffing entitlement report. The school was able to provide both small group and individualised support for students who were identified in the 2022 EAL/D annual survey. Of these students 4.3% were Emerging, 39.1% were Developing and 56.5% were Consolidating. Following the criteria in the survey, students qualified for EAL/D Teacher support. One student supported by EALD teacher achieved first in course [school] in Business Studies. 6 out of 8 students completing EALD English, English was their highest mark in the HSC. 4 of these students are now studying at university. The others went to employment.</p> <p>After evaluation, the next steps to support our students will be: In 20 23 the focus will be on improving writing extended response, with a differentiated program specifically designed for EALD students. The students will be supported in Biology and CAFS.</p>
<p>Low level adjustment for disability</p> <p>\$150,968.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Chifley College Senior Campus in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Meeting Individual Needs <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a Learning and Support Teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the

<p>Low level adjustment for disability</p> <p>\$150,968.00</p>	<p>employment of School Learning and Support Officers</p> <ul style="list-style-type: none"> • Ran a range of programs around transition 10 into 11 for targeted students and in to post school pathways. <p>The allocation of this funding has resulted in the following impact: an increase of students achieving employment, training and further education on completion of school. 89% of Job search students gained full time employment or work connected with local job agencies. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. Improvements were made in gathering and recording evidence at transition points and liaison with partner campuses.</p> <p>After evaluation, the next steps to support our students will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs and 2 additional teachers due to increased funding.</p>
<p>Professional learning</p> <p>\$42,126.00</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 Senior Campus.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching & Data Use • Wellbeing & Sense of Belonging • Management of School Resources, practices and processes <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Professional Learning was arranged to support the enhancement of curriculum delivery by teachers. This included, HSC PL across a range of subjects, Conferences in subject and KLA areas, VET training and SASS staff were funded to build expertise in management practice and processes. <p>The allocation of this funding has resulted in the following impact: Professional learning expenditure has focused on building and maintaining currency and collaboration of teachers in stage 6, including access to marking, HSC strategy and subject based Professional Learning. VET teachers were supported to ensure qualifications are current. Office staff participated in SENTRAL and finance training - facilitating effective and efficient management. A range of wellbeing training was undertaken especially around trauma informed practice, Berry Street Education Model, choice theory and Dyslexia, ensuring staff can meet a diverse range of student needs and complexities.</p> <p>After evaluation, the next steps to support our students will be: Professional learning funds in 2023 will support the HSC strategy, curriculum reform as it becomes relevant, development of an effective and sustainable timetable team and succession planning for careers and transition.</p>
<p>COVID ILSP</p> <p>\$455,638.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing staff to supervise and monitor progress of student groups

<p>COVID ILSP</p> <p>\$455,638.00</p>	<p>engaging in online tuition in minimum standards</p> <p>The allocation of this funding has resulted in the following impact: 179 Y11 students were identified. This includes 164 students identified at the beginning of the program, and additional students as they enrolled across the school year. Levels of support were differentiated based on student need. At the beginning of the program, 16% of students were enrolled in three strands of support - reading, writing and numeracy, 20% of students were enrolled in two strands of support, and 24% of students were enrolled in one strand of support. This means that, from the students identified at the beginning of the program, there were over 300 individual programs across literacy and numeracy supported by this program. At data point one (March Term 1, 2022), after adjusting for students that did not attend CCSC or left before March, only 40.79% of Y11 students had met Minimum Standards, and were therefore eligible for the HSC qualification. 24.19% of students needed support in one testing area, 26% of students needed support in two areas, and 16% of students needed support in all areas. As of October 2022, 91.47% of students had met the Minimum Standards, and are therefore eligible for the HSC qualification. 7.85% of students still need support in one testing area, and 0.95% of students need support in two testing areas. All students currently enrolled and reflected in schools' online data have met at least one area of Minimum Standards requirements. 12 HSC students (Y12) accessed Minimum Standards literacy and numeracy support across 2022, and 100% of these students met the requirements and were eligible for their HSC.</p> <p>After evaluation, the next steps to support our students will be: Covid tuition funding will continue to support our outstanding minimum standards and tuition programs in 2023 as the funding has continued.</p>
<p>Student support officer (SSO)</p> <p>\$72,073.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Chifley College Senior Campus</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance and Engagement <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Provision of breakfast club 3 mornings per week. Provision of sandwiches for students in need. Liaison with foodbank to organise breakfast supplies and supplies for hampers. • Complex case management of 10 students, including assistance with accommodation and emergency residential, and medical assistance. • Engagement with a range of students with lower level complex issues around mental health and social support. • Referral to outside services at point of need. <p>The allocation of this funding has resulted in the following impact: The SSO coordinates breakfast attended by between 50 -100 students 3 days a week. Students report that the breakfast is why they attend school. The Study without Stress workshop evaluation indicated that it was beneficial to the 22 who attended - assisting them in developing and maintaining study habits. The SSO surveyed students on her impact in general. The survey indicated that they felt comfortable with her and valued by her and that they had a safe place and person to go to.</p> <p>After evaluation, the next steps to support our students will be: In 2023 the SSO will run the Youth Mental Health First Aid for all staff. Macquarie University has recruited us for their study without stress program evaluation. There will be a continuation and improvement of breakfast club, mentoring and support for students.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	234	254	214	228
Girls	244	238	234	213

Student attendance profile

School				
Year	2019	2020	2021	2022
11	77.9	79.2	73.0	70.8
12	78.3	79.6	73.6	69.5
All Years	78.1	79.4	73.3	70.2
State DoE				
Year	2019	2020	2021	2022
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	87.5	89.1	85.1	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

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	N/A	14	11
Employment	N/A	31	34
TAFE entry	N/A	1	11
University Entry	N/A	0	22
Other	N/A	14	6
Unknown	N/A	16	16

Year 12 students undertaking vocational or trade training

55.90% of Year 12 students at Chifley College Senior Campus undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

91.9% of all Year 12 students at Chifley College Senior Campus expected to complete Year 12 in 2022 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)	11
Classroom Teacher(s)	28.54
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	14.18
Other Positions	2.08

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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 ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	388,450
Revenue	10,548,213
Appropriation	10,442,272
Sale of Goods and Services	38,115
Grants and contributions	62,052
Investment income	5,573
Other revenue	200
Expenses	-10,285,397
Employee related	-9,129,200
Operating expenses	-1,156,197
Surplus / deficit for the year	262,816
Closing Balance	651,266

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.

	2022 SBAR Adjustments (\$)
Targeted Total	43,632
Equity Total	1,648,563
Equity - Aboriginal	160,949
Equity - Socio-economic	1,177,369
Equity - Language	122,093
Equity - Disability	188,151
Base Total	6,318,696
Base - Per Capita	121,893
Base - Location	0
Base - Other	6,196,804
Other Total	1,387,223
Grand Total	9,398,114

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

School performance - NAPLAN

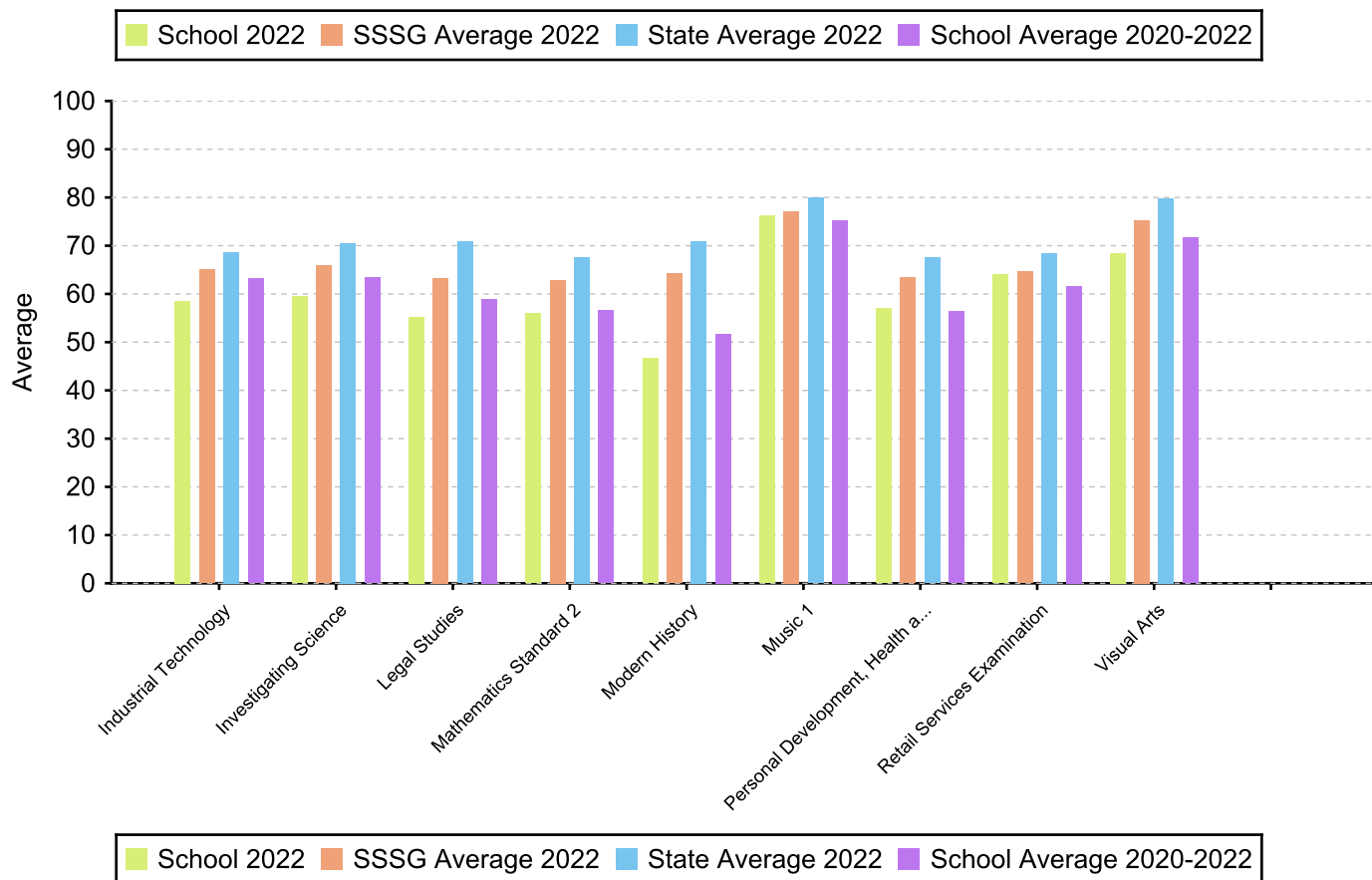
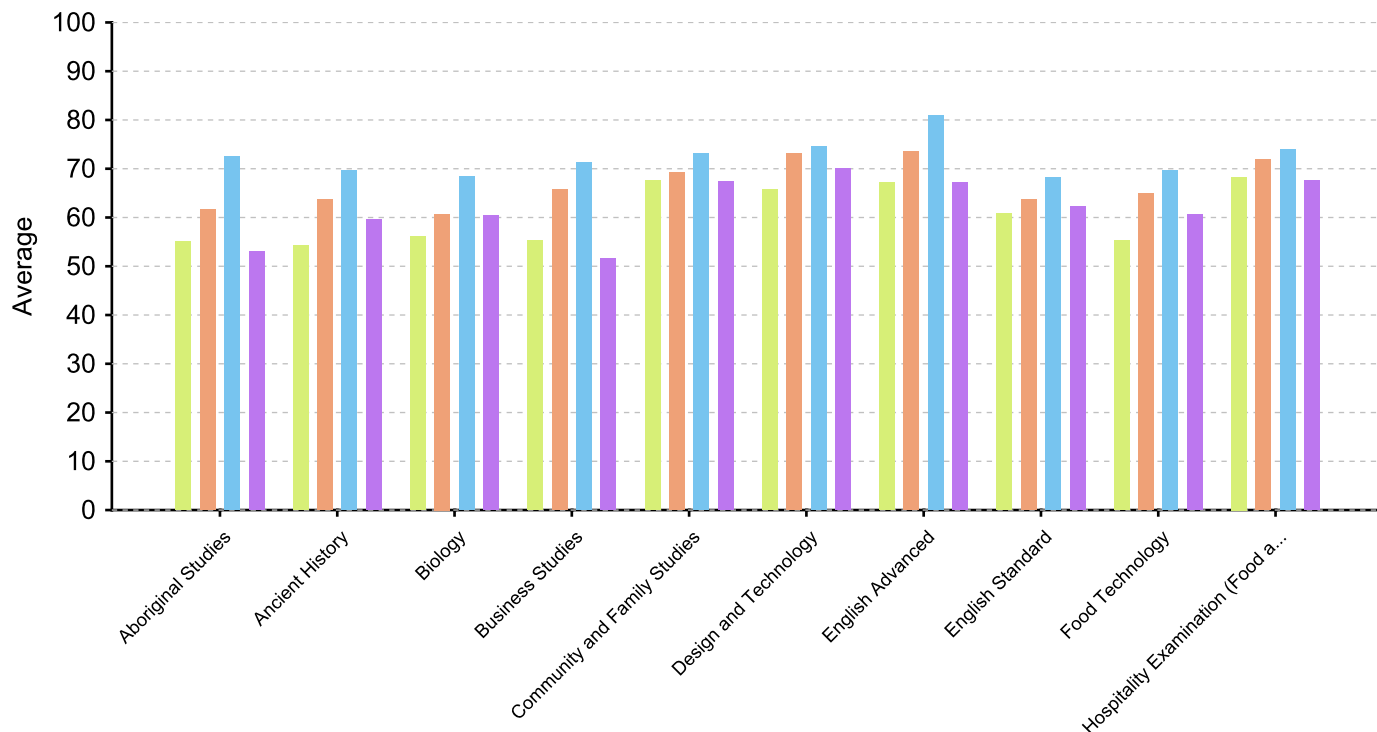
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

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 2022	SSSG	State	School Average 2020-2022
Aboriginal Studies	55.0	61.7	72.6	53.0
Ancient History	54.3	63.8	69.6	59.6
Biology	56.1	60.7	68.5	60.5
Business Studies	55.3	65.8	71.2	51.5
Community and Family Studies	67.6	69.3	73.2	67.3
Design and Technology	65.8	73.2	74.6	70.0
English Advanced	67.1	73.5	81.0	67.2
English Standard	60.8	63.8	68.1	62.3
Food Technology	55.2	64.9	69.7	60.6
Hospitality Examination (Food and Beverage)	68.3	72.0	74.0	67.7
Industrial Technology	58.5	65.1	68.6	63.2
Investigating Science	59.5	65.9	70.6	63.4
Legal Studies	55.2	63.3	70.8	59.0
Mathematics Standard 2	56.0	62.9	67.6	56.6
Modern History	46.7	64.2	70.9	51.7
Music 1	76.2	77.1	79.9	75.3
Personal Development, Health and Physical Education	57.0	63.4	67.5	56.3
Retail Services Examination	64.0	64.6	68.4	61.6
Visual Arts	68.5	75.2	79.8	71.7

Parent/caregiver, student, teacher satisfaction

The school completed all Tell Them from Me surveys in 2022.

16 parents responded to the survey. The 16 responses indicated that they felt welcome at the school, that communication was accessible, reports are easy to understand, and the administration staff are helpful. The parents indicated that they are confident that the school keeps them informed. The school was above the state mean around supporting learning and teachers' expectations of students. They placed the school at or above the state in support for positive behaviour, safety and inclusion.

48 Teachers responded to the survey. Teachers indicated that in the 8 drivers of student learning, leadership, collaboration, Learning Culture, teaching strategies, parent involvement and inclusion were slightly below the state norm, and slightly above for Data informs practice, and technology. 60 % of staff indicated staff morale is good, 74% that leaders are leading school improvement and change and 70% that leaders clearly communicate strategic vision.

193 students responded to the survey. The school mean for drivers of outcomes were above the NSW norm for; effective learning time, relevance, explicit teaching, advocacy at school, positive teacher /student relationships, a positive learning climate and expectations of success, intention to do an apprenticeship and attend TAFE and below the state norm for bullying, and plans to attend university. 80 % of Aboriginal students indicated that their culture was valued and welcomed at school.

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.