

2022 Annual Report

Chifley College Dunheved Campus



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Introduction

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

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

School contact details

Chifley College Dunheved Campus
Maple Rd
North St Marys, 2760
<https://dunheved-h.schools.nsw.gov.au>
dunheved-h.school@det.nsw.edu.au
9623 6600

Message from the school community

The P&C Association meetings provide an opportunity for engagement between the school and its community. Our meetings, twice a term, focus on strategies to support student learning, leadership, wellbeing, transition pathways and improving school facilities. Community collaboration and consultation are evident within the school plan 2021-2025, in particular through the school's vision, staffing, anti-bullying planning, amended bell times, learning programs and cultural celebrations, as well as asset improvements such as refurbishment of the library, cooler classrooms program and roof restoration. P&C members participated in staff development days, college council meetings, merit selection panels, out-of-area enrolment committees and presentation day. P&C members work tirelessly to place the school at the heart of the community.

School vision

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

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

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

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

School context

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

The school's current enrolment of 480 students includes a five class support unit. These classes cater for students with a range of disabilities including mild to moderate disabilities and autism. 27% of students identify as Aboriginal and Torres Strait Islander and a further 30% of students are from backgrounds where English is an Additional Language or Dialect, predominantly Pacific Islander. The school has had a steady enrolment increase over the past six years.

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

The school's staffing entitlement in 2022 comprises 44 teaching and 14 non-teaching staff. Staff composition includes the funding of 3 additional head teachers, a Business Manager (BM) and 4 additional School Learning Support Officers (SLSOs) to support the delivery of key initiatives. Support to students, parents and community is enhanced through the employment of an Aboriginal Education Officer (AEO), Community Liaison Officer (CLO), Student Support Officer (SSO), School Chaplain and the on-site Clontarf Academy.

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

A comprehensive situational analysis was conducted in 2020, leading to the development of the vision and goals articulated in the 2021-2025 Strategic Improvement Plan. This analysis, research and planning was conducted in genuine consultation with students, staff, local Aboriginal Elders and the P&C association, drawing input from the broader community through social media platforms. The school participated in a School Development Review (SDR) in early 2021, with the review team noting high level consultation and active engagement of community in the school planning process.

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

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

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

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

Initiatives

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

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

Resources allocated to this strategic direction

Low level adjustment for disability: \$340,927.48

Aboriginal background: \$64,772.01

Socio-economic background: \$503,162.06

English language proficiency: \$72,871.78

Summary of progress

In 2022, key executive staff collaborated to design and implement a whole school approach to literacy and numeracy. Key staff analysed student progress and achievement data, including National Assessment Program - Literacy and Numeracy (NAPLAN), Best Start, Check-in assessment and Progressive Achievement Tests (PAT). A thorough analysis of this data was conducted, and this analysis was discussed with the whole staff. This led to the development of a whole school literacy team that included members from all Key Learning Areas (KLAs) and a more targeted approach to numeracy teaching. A whole school data team was established to promote and develop a culture of using data consistently to identify student achievement and progress measures, reflect on teaching effectiveness and inform areas of improvement.

The literacy team continued to build upon enhancing evidence-based pedagogy in literacy across all KLAs in 2022. Utilising the *Teaching Sprints* model, staff engaged in professional learning to support the implementation of explicitly teaching tier two vocabulary across all subjects. The school dedicated an additional literacy period to all stage 4 classes. Student data was collected from PAT, NAPLAN, and Check-in assessment results to create targeted, evidence-based literacy lessons that addressed individual student and class needs. This data was additionally used to identify and create targeted literacy groups. The Comprehensive Assessment of Reading Strategies (CARS) and Strategies to Achieve Reading Success (STARS) programs were employed to support students in improving outcomes in reading comprehension. 2022 also saw the commencement of a whole school reading program. A license for Accelerated Reader and myON was purchased, with students participating in fortnightly-wide reading lessons. Nine Aboriginal students successfully took place in the Indigenous Reading Project as part of the whole school reading focus. The Literacy and Numeracy Hub operated on a weekly basis in 2022. All students were given the opportunity to attend the Literacy and Numeracy Hub. Teacher expertise was utilised to provide small group tuition in literacy and numeracy, focusing on reading comprehension, basic numeracy and geometry. In 2023, staff will continue to build upon the explicit teaching of literacy across all KLAs. Focus will shift from pre-reading (vocabulary and thinking) strategies to during-reading strategies that can be employed across the school. Further focus will be placed on developing a whole school culture of reading. Literacy lessons, targeted interventions, and the Literacy and Numeracy Hub will continue to be supported in 2023.

Through the implemented numeracy program, there was significant improvement in students' numeracy skills. The program had a well-structured curriculum delivered through engaging and interactive lessons. The program also used various resources such as manipulatives, games and technology, which helped students develop a deep understanding of numeracy concepts. The observation of student progress was captured using Planning Literacy and Numeracy (PLAN2). The program also included assessments to measure students' progress, such as: PAT testing, Check-in assessment and Essential Assessment. This enabled teachers to provide targeted support for students struggling with specific concepts, resulting in increased confidence and motivation in numeracy. The next steps for the numeracy program include the development of resources to support the numeracy progressions across KLAs, which will provide teachers with a clear understanding of the key concepts and skills students need to master at each grade level. This will enable teachers to scaffold learning appropriately and provide students with the necessary support to succeed in numeracy. Numeracy professional learning is also an essential next step, as it will ensure that teachers have the

necessary knowledge and skills to deliver the numeracy program effectively. This professional learning will focus on strategies for differentiation, assessment and using resources to support numeracy learning. Regular numeracy team meetings will also review student progress, share best practice and plan for upcoming numeracy lessons. This will ensure that teachers are working collaboratively and are aligned with the goals of the numeracy program. Finally, individualised numeracy plans have been developed for students who require additional support. These plans are based on assessment data and outline specific goals, strategies and resources to support student learning.

The data team was established with the intention of building a consistent and effective approach to using data to drive decision-making processes and inform teaching practices. Initial interest was sought from staff to join the school's data team through a whole school survey. A partnership with the Capability Building Advisors - Evaluation - Teacher Quality and Impact Directorate was established. Professional development and deep conversations with the capacity-building team, helped to identify whole school data sources. The team trialed the development of a data inventory support tool for decision-making and representation of data across school community stakeholders. Improvement areas were identified with ongoing collaboration with the capacity building team, providing pathways to engage in meaningful conversations about school-wide culture relating to data use. In 2023, the school will focus on the data to inform practice process and engage in deep conversations with whole school teams, KLAs and executive staff to develop a whole school approach. There will be a strong focus to professionally equip the data team with knowledge and understanding of the vision and provide quality insight into 2-3 target areas; whole school teams to gradually build a culture of high expectations and drive informed practices in 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.

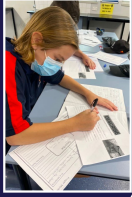

Annual progress measure	Progress towards achievement
Increase the proportion of students achieving in the top 2 NAPLAN bands to be at the school's lower bound system-negotiated target in reading of 8.9%	The 2022 NAPLAN data indicates 7% of students are in the top two reading bands. Results trended below the lower bound target of 8.9%, with 5.95% in 2021 and 7.13% in 2022.
Increase the proportion of students achieving in the top 2 NAPLAN bands to be at the school's lower bound system-negotiated target in numeracy of 9.9%	The 2022 NAPLAN data indicates 8% of students are in the top two numeracy bands. Results trended below the lower bound target of 9.9%, with 7.04% in 2021 and 8.18% in 2022.
Aboriginal Student Achievement Increase the percentage of Aboriginal students achieving in the top 3 NAPLAN bands to be at the school's lower bound system-negotiated target in reading of 26%	The 2022 NAPLAN data shows progress in Aboriginal students' reading, with a rise from 23.15% in 2021 to 24.29% in 2022, indicating movement towards the 26% lower bound target.
Aboriginal Student Achievement Increase the percentage of Aboriginal students achieving in the top 3 NAPLAN bands to be at the school's lower bound system-negotiated target in numeracy of 18.3%	The 2022 NAPLAN data shows progress in Aboriginal students' numeracy, with a rise from 15.08% in 2021 to 16.37% in 2022, indicating movement towards the 18.30% lower bound target.
Increase the percentage of students achieving expected growth to be equal to the school's lower bound system-negotiated target in the reading of 58.6%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. Check-in assessment and PAT data indicate that ongoing focus is required to continue to improve student growth in reading. However, data also indicates growth in student reading results, when compared to the statistically similar schools group.
Increase the percentage of students achieving expected growth to be equal to the school's lower bound system-negotiated target in numeracy of 63.9%	Student achievement data is unavailable for this progress measure in 2022, with no comparison data from the 2020 cancellation of NAPLAN. However, the Check-in assessment and PAT testing data indicate ongoing focus is required in Measurement and Geometric reasoning.

A range of evidence supports validation at sustaining and growing in data analysis.


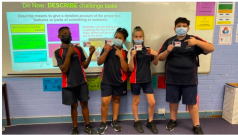
Self-assessment against the School Excellence Framework shows that the school is sustaining and growing in data literacy and analysis.

Chifley College
Dunheved Campus

LITERACY LEGENDS



Every week students at CCDC are introduced to a new word through the school's Word of The Week strategy. Last week students engaged in a number of activities related to the word 'describe'! Look out for this week's Word of The Week, and remember there are prizes at the end of the term for students who complete the most Word of The Week activities!



Strategic Direction 2: Learning culture and community strengthening

Purpose

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

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

Initiatives

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

- Improving attendance
- Enhancing wellbeing
- Strengthening community

Resources allocated to this strategic direction

Aboriginal background: \$118,359.36

Socio-economic background: \$376,137.47

Low level adjustment for disability: \$45,968.40

Professional learning: \$9,590.90

Summary of progress

Chifley College Dunheved Campus continued to take an holistic approach to attendance through consistent and systemic processes to increase student attendance and to ensure a strong commitment to learning. In 2022, the executive and wellbeing team analysed attendance data - students attending equal to or >90% of the time and Aboriginal students attending > 80% of the time. Scout student attendance data and school-based interventions/strategies were analysed for effectiveness and improvements. The analysis indicated that attendance was affected by Public Health Orders, Department of Education (DoE) COVID 19 guidelines and the impact of flooding. As a result, the role statement of our School Learning Support Officer (SLSO) targeting attendance and engagement expanded in 2022, increasing engagement with a larger cohort of students. The scope of the role also included the facilitation of targeted wellbeing programs and the introduction of consistent Attendance Action Plans throughout the year. Increased awareness of staff understanding the DoE and school attendance targets strengthened our school-wide focus and acknowledgement of students close to, at and above 90% attendance. To further increase students attendance rates in 2023, the school will employ a School Administrative Officer (SAO) - Wellbeing, under the pilot program of the Operational Improvement for School Success.

The school completed the refurbishment of a dedicated wellbeing space to support our students with their cognitive, social, physical, spiritual and emotional wellbeing. The wellbeing team expanded to include a Student Support Officer (SSO) to assist with the whole-school approach to wellbeing, and the development of social and emotional skills in students. In 2022, there was an expansion of the school's wellbeing programs with the addition of the *Learning Ground In Schools* and *Perfect Presence - Creating Chances* programs. The evaluation and data of both programs indicated notable success for some students with an increase in attendance and strengthened engagement in school life. In 2023, the wellbeing team will broaden to include an Assistant Year Adviser and a School Chaplain to support student transition and a sense of belonging. High Potential and Gifted Education (HPGE) was introduced to staff, providing the opportunity to work in collaboration and contribute to a set of characteristics of students within each of the domains. The HPGE team used this to establish an intellectual domain checklist to support referrals to the learning and support team. Staff also gained a deeper knowledge of the HPGE physical domain model and this was adapted by some creative domain subjects for identification and talent development. Further developments in the area of HPGE will include launching the intellectual domain checklist to support the identification of students in 2023.

The school continued to work in partnership with Safeguarding Kids Together (SKT), focusing on building a safe working and learning environment. The school's Positive Behaviour for Learning matrix, discipline procedures and strategies to respond to behaviours of concern, and care continuum were revised to align to the DoE Behaviour Strategy in term 4. SKT identified that clarity was required around Learning and Support Team (LST) structures. A flowchart and referral were created and feedback was sought from staff. In addition, professional learning sessions were implemented to share the flowchart and provide differentiated approaches to support the Nationally Consistent Collection of Data (NCCD) process based on the background knowledge of staff. SKT also identified that staff needed a deeper understanding of the process and purpose of the school's Benedict Tutorial program. A review was completed and additional professional learning was delivered to staff. The Benedict Tutorial program student handbook was updated and made available to all

stakeholders. The school will sustain their partnership with SKT to ensure implementation of a proactive, risk management approach to reducing the likelihood and impact of high risk-taking behaviours.

Community engagement was enhanced through significant whole school events, including Sorry Day, National Reconciliation Week, NAIDOC celebrations, In League In Harmony Gala Day and Multicultural Day where families and community engaged in a range of activities. Increased student voice was reflected through student suggestions for activities and performances at these events. There was an increase of student voice in the Reconciliation Action Plan (RAP) where students contributed their ideas and opinions to inform RAP deliverables. The Leaders of Tomorrow Project was introduced for Stage 5 Aboriginal female students. They developed public speaking and literacy skills while maintaining/increasing their cultural identity. The Personalised Learning Pathways (PLP) process was reviewed, issues identified and a plan of action developed for 2023.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Attendance</p> <p>Increase the percentage of students attending equal to or greater than 90% of the time to be at or above the system-negotiated lower bound target of 50.10%</p>	<ul style="list-style-type: none"> • 18.4% of students attended equal to or greater than 90% of the time in 2022 compared to 41.4% of students attending equal to or greater than 90% of the time in 2021. This indicates nil progress towards the system-negotiated lower-bound target of 50.10% • NOTE: This attendance data was heavily impacted by Public Health Orders in place at the beginning of 2022 in relation to COVID 19 when it was harvested.
<p>Attendance</p> <p>Increase the proportion of students attending greater than 80% of the time to be equal or above the attendance rates of SSSG for Aboriginal students.</p>	<ul style="list-style-type: none"> • The overall school attendance rate for Aboriginal students in 2022 was 63.5% which was an increase from 2021 by 11.1%. This indicates positive progress towards achievement over a two year period. • 22.9% of Aboriginal students attended equal or greater than 80% of the time which was a decrease from 2021 by 18.3%. This data cannot be compared to SSSG data for Aboriginal students as Scout continues to review <i>DOE state, Network and SSSG figures</i>. • NOTE: This attendance data was heavily impacted by Public Health Orders in place at the beginning of 2022 in relation to COVID 19 when it was harvested.
<p>Wellbeing</p> <p>Increase TTFM wellbeing data (advocacy, belonging, expectations) to be at or above the lower bound system-negotiated target of 74.1%</p>	<ul style="list-style-type: none"> • 60.70% of students reported positive wellbeing outcomes across the positive wellbeing measures which was a decrease from 2021 by 9.26%. This indicates nil progress towards the lower-bound system-negotiated target of 74.1% • 2022 Tell Them From Me (TTFM) data - 63% advocacy at school, 53% sense of belonging and 71% expectations of success indicates nil progress in increasing TTFM wellbeing data, compared to 2021 TTFM wellbeing data - 68% advocacy at school, 62% sense of belonging and 80% expectations of success.
<p>School facilities are improved and increasingly used by the community to optimise learning and engagement within the broader community.</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element of school resources and sustaining and growing for community use of school facilities. This indicates positive progress compared to 2021 when the school was performing at sustaining and growing in the element of school resources and delivering in the element of community use of school facilities.

CREATING CHANCES



This week we welcome Creating Chances to CCDC! Each week 22 stage 5 students will be involved in a coach/mentor program. Students will develop skills in leadership, coaching and supporting their and others wellbeing! Our first session was about "values" and what young people "value" in life! We look forward to working with Creating Chances over the next 2 terms.

Well done to all students involved in the program.



Strategic Direction 3: Collaboration and reflective practice

Purpose

We welcome collaboration and learning with others.

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

Initiatives

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

- Collaborative practice, coaching and mentoring
- Enhancing staff wellbeing

Resources allocated to this strategic direction

Socio-economic background: \$46,843.00

Professional learning: \$14,744.05

Summary of progress

Throughout 2022, staff participated in a series of *Teaching Sprints* to improve teacher pedagogy and student success. Staff completed teaching sprint protocols in literacy, High Performance and Gifted Education (HPGE) and Positive Behaviour for Learning (PBL). Staff were able to demonstrate collaborative practice working within in their teams, confidence in understanding the data and implementing the strategies provided during the sprints to support students. The teaching sprint model continues to support implementation of *Strategic Directions 1 & 2*. To further enhance a whole school approach to professional learning, *Teaching Sprints* will be utilised as the consistent format to ensure all staff engage in the prepare, sprint and review phases.

The role of the Deputy Principal: Instructional Leadership focused on the strategic delivery of professional learning. The approach was twofold. The first step was to create a scope and sequence for professional learning in 2023 that divided time between *Teaching Sprints*, which were informed by the Strategic Improvement Plan (SIP) and staff-interest professional learning, determined through a survey. The projected activities of school teams have also been mapped onto the scope and sequence to ensure a whole-school alignment with the SIP. The second step involved grounding all professional learning in the direction of High Impact Professional Learning. All executive staff have completed the two day Introduction to Leadership Coaching professional learning. The executive focus on the growth coaching model will continue in 2023 and has been aligned to the DoE's Middle Leader Role Description. Three more sessions will be organised in 2023 in a deep dive format. A renewed focus on restorative practice has been planned in accordance with the DoE Behaviour Strategy.

The role of the Deputy Principal: Special Projects was developed to further the school's collaborative and evaluative culture, and to build on practices and systems that are informed by data. The Deputy Principal, Special Projects developed a whole school data team to enhance collaboration and drive evaluative practices. External partnerships were engaged to enable targeted professional learning for middle leaders and staff to build confidence in data literacy and analysis. Future directions include utilising data sources and the SEF-SaS to assess the on-balance judgements against the SEF. A collaborative approach to build a cohesive data inventory, engage in deep conversations with middle leaders to implement change through critical reflection and analysis of data, will see strategic improvement in 2023.

A staff wellbeing team continues to focus on a positive sense of wellbeing through maintaining connection, opportunities for collaboration and providing the necessary resources to support staff wellbeing. The team revised and updated the *BeYou Action Plan* to explicitly support staff wellbeing at the school. The TTFM staff survey for 2022 indicated positive survey results when compared to the NSW Government norms in the drivers of leadership, collaboration and learning culture. To further enhance a positive sense of wellbeing for staff and specifically support staff needs, a process to align staff professional learning opportunities to their individual *Performance and Development Plan (PDP)* goals will commence in 2023.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
A range of evidence demonstrates the school's explicit systems to support quality teaching practice at sustaining and growing for collaborative practice and feedback.	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of learning and development, collaborative practice and feedback. This has remained consistent over 2021/2022.
A range of evidence supports the school's formal coaching and mentoring structure at sustaining and growing, with demonstrated development and improvement of most teachers.	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of coaching and mentoring. This is an improvement from the 2021 self-assessment at delivering.
Increase TTFM teacher survey results (leadership, collaboration and learning culture) to be close to the NSW Government norm.	<ul style="list-style-type: none"> • 72% of teaching staff completed the TTFM teacher survey through the survey time embedded into whole school PL. • Under the driver of leadership in 2022, the school's mean score was 7.4 compared to the NSW Government norm of 7.1. In 2021, our mean score was 7.2 as compared to the NSW Government norm of 7.1. • Under the driver of collaboration in 2022, the school's mean score was 7.8, which is on target with the NSW Government mean of 7.8. In 2021, our mean score was 7.5 compared to the NSW Government norm of 7.8. • Under the driver of learning culture in 2022, the school's mean was 7.9 compared to the NSW Government norm of 8.0. In 2021, the school's mean score was 7.7 compared to the NSW Government mean of 8.0.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$155,035.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Chifley College Dunheved Campus in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • School Learning Support Officer/s (SLSOs) and Speech Pathologist-additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Individual Education Plans (IEPs) • staffing release to build teacher capacity in behaviour intervention/ curriculum adjustments • progress monitoring and IEP adjustments through tracking students' progress and parent/carer meetings. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • all funded students identifying their personalised learning goals • all Individual Education Plans (IEP) regularly updated and responsive to student learning needs and progress • all funded students were provided with personalised learning and support in the classroom, and access to specialist staff such as a speech pathologist • IFS students given the opportunity to discuss their learning needs, as reflected in their IEP • SLSO timetables developed and based on student feedback and nominated areas for support, including programs in which the student was involved • Sentral wellbeing notes assisted in tracking the students' progress against their learning • students developed positive relationships with SLSOs, where they feel safe and confident to discuss their concerns and support required for their learning. This support has allowed the student to access the learning at the same level as their peers. <p>After evaluation, the next steps to support our students will be: Integration funding support will be regularly reviewed to ensure funding is used to specifically address individual support needs, and additional specialists engaged, where appropriate. The school funded Head Teacher Learning and Support to devise a family engagement strategy in 2023 to engage parents and carers in the development and review of IEPs.</p>
<p>Socio-economic background</p> <p>\$1,065,517.65</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Chifley College Dunheved Campus who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit instruction in reading and numeracy • Improving attendance • Enhancing wellbeing • Collaborative practice, coaching and mentoring • Strengthening community • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing, including SLSOs, to implement targeted literacy and numeracy programs to support identified students with additional needs • additional staffing, including three key initiative head teachers and a

Socio-economic background

\$1,065,517.65

generalist teacher, to implement literacy, numeracy, wellbeing and attendance initiatives

- employment of additional staff to support students, such as a Community Liaison Officer (CLO), numeracy consultant and speech pathologist
- engaging with external providers: Barnardos, Community Junction and Learning Ground to support student engagement and retention
- supplementation of extra-curricular activities, e.g. buses, attendance excursions and individual pursuits
- equitable access to specialist resources, such as student calculators, Chromebooks, site licences for a range of educational programs
- providing students with educational materials, uniform, equipment and other items
- implementation of a range of attendance and engagement programs such as: Perfect Presence, Rock and Water, Learning Ground in Schools (LGiS), and Peer Support.

The allocation of this funding has resulted in the following impact:

- attendance support strategies being reviewed and enhanced, leading to 18.4% of students in 2022 attending at or above 90% of the time, which was close to the SSSG of 18.7%
 - the school speech pathologist, in collaboration with the LST, worked with 168 individual students and 4 targeted classes on literacy, executive functioning and social communication
 - the Community Liaison Officer engaged broadly across the community. In 2022, this included ongoing strengthening of interagency collaboration, linking many charities to source supply of food hampers and providing additional family support.
 - dedicated wellbeing space to support students with their cognitive, social, physical, spiritual and emotional wellbeing
 - through the numeracy consultant, staff were able to access numeracy professional learning and resources to extend students' abilities
- Student improvement is evidenced by:
- literacy lessons established for all year 7 and 8 students. NMS lessons for all year 10 students.
 - year 9 Reading NAPLAN shows 3.95% of students achieved top 2 bands
 - the number of students achieving band 6 and above increased by 6% from 65% in 2021 to 71% in 2022
 - there was an increase in the percentage of Aboriginal students achieving in the top 3 NAPLAN bands in reading to 15%
 - the cancellation of NAPLAN in 2020 means that data on student growth is not available for the 2022 year
 - NAPLAN reading results indicate that students in year 9 performed at a similar level, to slightly above identified SSSG in reading results
 - 9 Aboriginal students were selected to take part in the Indigenous Reading Project. 100% of students were successful in this program, indicating growth in their reading comprehension and fluency
 - year 10 NMS data showed that 72% (80 students) passed their NMS reading and 45% (51 students) passed their NMS writing exams. 53% of students (60) passed their NMS numeracy exam.
 - 6 COVID ILSP tutors were hired to support student growth through small group tuition in literacy and numeracy. The tutors worked with 123 students across years 7 and 8, targeting literacy and numeracy skills.
 - the expected growth data is unavailable due to NAPLAN being canceled in 2020 due to the pandemic
 - the percentage of year 7 students showing a shift in the school's achievement in numeracy band scores increased from 48% in 2021 to 63% in 2022, indicating progress toward the lower bound target
 - the percentage of year 9 students showing a shift in the school's achievement in numeracy band scores increased from 31% in 2021 to 54% in 2022, indicating progress toward the lower bound target
 - the system target progress for numeracy indicated that student growth (8.18%) was tracked under the agreed lower bound of 9.9%.

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

Initiatives to support the achievement of progress measures are led by three key initiative head teacher positions within the school - Head Teacher Learning and Support, Student Wellbeing and Community and Transition. In 2023, the school will continue to run whole school and targeted literacy and

<p>Socio-economic background</p> <p>\$1,065,517.65</p>	<p>numeracy activities to support the trajectory to achieving identified targets; literacy and NMS lessons, run by expert teachers with the additional support of SLSOs and COVID ILSP tutors. COVID ILSP tuition will continue to support the improved outcomes of all students. In 2023, the Student Support Officer will continue to strengthen the wellbeing and learning outcomes of students and consolidate the work of the school's HUB team.</p>
<p>Aboriginal background</p> <p>\$204,935.88</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Chifley College Dunheved Campus. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit instruction in reading and numeracy • Improving attendance • Strengthening community • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engagement of specialist additional staff (Consultant Partner- Aboriginal Education) to support Aboriginal education • engaging an Aboriginal Education Officer (AEO) to strengthen community, including the engagement of students and their families with the Personalised Learning Pathway (PLP) process • engagement of a Clontarf Academy to support Aboriginal male students • community consultation and engagement, including collaboration with Elders and an ongoing partnership with AECG, to support the development of cultural competency • employment of specialist additional staff (SLSOs) to support Aboriginal students PLPs • employment of an Aboriginal identified SLSO to support Aboriginal students and increase connections with families. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • TTFM data indicating 62% of Aboriginal students feel good about their culture when they are at school. Also, Aboriginal students feel that 49% of teachers have a good understanding of their culture. • 17.4% of Aboriginal students (138 students in total) attended at or above 90% of the time. A highlight in 2022 was 21.3% of female Aboriginal students achieving at or above 90% in attendance to school • the attendance rate of Aboriginal students attending school in 2022 was 63.5% (an increase by 1.3% in 2021) and has remained steady over the last three years. • whole school and community participation in National Reconciliation Week to increase cultural awareness, including the Reconciliation Walk and Kinchela Boys' Home presentation for the school community and the Kinchela Bus experience for staff. • whole school and community participation in NAIDOC day activities, including workshops delivered by Elders, increasing cultural awareness • an increase in student voice was evident through inclusion in the RAP Working Group • a re-fresh and republication of the RAP occurred in 2022, with additional deliverables in the areas of family engagement and increasing the visibility of Aboriginal culture across the school. <p>After evaluation, the next steps to support our students will be:</p> <p>The Aboriginal education team revised the PLP guidelines and re-aligned the PLP process to a new model focused on a collaborative, small team approach. This included the employment of two identified SLSOs to support the teaching staff with the PLP process. The identified SLSO time for PLPs was reviewed, and with enrolments in 2023 projected to increase, additional SLSO funding was allocated. A focus for PLPs in 2023 will be increasing family engagement in the process. In addition, to work towards the</p>

<p>Aboriginal background</p> <p>\$204,935.88</p>	<p>Department's 10 year plan to strengthen education for Aboriginal learners, Footprints to the Future, the school will engage with a consultant partner for Aboriginal education, continue its strong collaboration with Elders and partnership with Pemulwuy AECG. Aboriginal staff will co-deliver whole school professional learning and the school will engage in the Dharug Dhalang pilot in 2023. A future goal is to further increase student and community collaboration in developing the deliverables for the RAP.</p>
<p>English language proficiency</p> <p>\$95,855.98</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Chifley College Dunheved Campus.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit instruction in reading and numeracy • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to provide intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • student progress shows high growth on the EAL/D learning progressions, with 58% of EAL/D students achieving Band 7 and above in NAPLAN • EAL/D data identified 1 student was emerging, 45 students developing and 62 students consolidating on the EAL/D progressions. 45 EAL/D students received individual support. • whole school staff engagement in ongoing PL with a focus on explicitly teaching literacy and vocabulary contributed to student growth in EAL/D. • Literacy survey results indicate that staff knowledge and confidence in teaching literacy is growing. • 62% of staff indicated that they regularly used identified literacy strategies in their lessons. • EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. <p>After evaluation, the next steps to support our students will be: Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to inform planning and development of effective EAL/D strategies within teaching and learning programs. EAL/D support to include withdrawal from classes through either individual and/or small group sessions, based on students' needs. Interventions will target developing language acquisition, literacy specific skills and integrated writing knowledge. Sentral to be utilised to track student support and explicit teaching strategies.</p>
<p>Low level adjustment for disability</p> <p>\$386,895.88</p>	<p>Low level adjustment for disability equity loading provides support for students at Chifley College Dunheved Campus in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit instruction in reading and numeracy • Enhancing wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging 2.4 FTE learning and support teachers to work with individual

<p>Low level adjustment for disability</p> <p>\$386,895.88</p>	<p>students and in a case management role within the classroom/whole school setting</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of SLSOs • targeted students are provided with an evidence-based intervention- MacqLit to improve learning outcomes • employment of additional staff to support teachers to differentiate the curriculum and develop resources for classroom use • specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students • support for students through the school developed Intensive Language Program that incorporates literacy, executive functioning and social communication <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • LST supported 168 students to engage in the IEP process; setting and achieving goals to improve their learning outcomes. • LST supported the literacy team in implementing interventions for year 10 NMS reading and writing. Year 10 NMS data shows that 72% (80 students) passed their NMS reading and 45% (51 students) passed their NMS writing exams. 53% of students (60 students) passed their NMS numeracy exam. • SLSOs supporting students in the targeted literacy/numeracy classes across all KLAs to develop positive relationships, support transition and early intervention • LST organised extra transition for 30 year 6 students who required additional support. They were introduced to key staff members and students from other primary schools. Through intensive language/literacy screening and referrals through the LST, the LaSTs and school speech pathologist worked with 180 individual students and 4 targeted classes on language, literacy, executive functioning and social communication. • an increase in the use of Sentral across the school has improved data collection, tracking of interventions and student progress. Early intervention in stage 4 has seen a decrease in negative behaviours and an increase in focused on-task learning behaviour. • 4 students being identified as needing intensive support for literacy, which included the MacqLit program. To further enhance this intervention, students participated in the peer tutoring program. The program targets skill development and the opportunity to practice reading with a mentor during roll call in a supportive environment. The mentees developed mentoring leadership skills, an understanding of skills required for effective reading and how to support struggling readers. The scope of peer tutoring allowed for an extra 12 stage 4 students in the program. This was a total of 20 mentors and 16 mentees. <p>After evaluation, the next steps to support our students will be:</p> <p>The LST team will continue to evaluate processes, identify areas for improvement and embed processes into school systems. This includes, streamlining the efficiency of Sentral for data collection, identifying needs, tracking learning interventions and student progress. Implementation of the DoE Behaviour Strategy will include the introduction of explicit teaching of positive behaviour for learning for students identified as requiring an Individual Behaviour Support Plan. Accommodations and adjustments will be further investigated and utilised with the implementation of the Inclusive Education Policy, this will include the use of C-Pen readers, speech to text and immersive reader. The screening of stage 4 students for language and literacy will be sustained into 2023 with the introduction of a targeted, whole class intervention for executive functioning skills.</p>
<p>Professional learning</p> <p>\$53,418.09</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 Dunheved Campus.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative practice, coaching and mentoring • Strengthening community

<p>Professional learning</p> <p>\$53,418.09</p>	<ul style="list-style-type: none"> • Enhancing staff wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • association membership for faculties to provide resources and networking • engaging Growth Coaching International to improve teacher capacity through enhanced conversations • Trauma-Informed Practice training for building staff capacity in understanding and identifying the hidden reasons for students' at-risk behaviours • staff wellbeing activities organised face to face and virtually to support staff mental, physical, and emotional wellbeing • timeline and reminder support for the mandatory courses to be completed e.g. DoE mandatory courses, CPR, anaphylaxis, bushfire prevention, cybersafety, etc. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • additional staff in key leadership roles completed professional learning in Growth Coaching • Growth Coaching professional learning for whole staff completed in 2022 through face to face medium. The funds allocated resulted in an increased number of staff who are now trained in Growth Coaching, with follow-up support provided through the deep dive format. • feedback and responses from trained staff demonstrated an increased confidence in the use of key expressive language in coaching, identifying goals and supporting each other in their growth as professional individuals • 97% of staff completed the Trauma Informed Practice course. The feedback indicated an increased understanding by staff in identifying and using strategies to mitigate student behaviours arising from a variety of trauma. • All staff completed all mandatory courses and demonstrated an understanding of their professional obligations to meet DoE requirements • staff trained in supporting school initiatives e.g. literacy, numeracy and PBL sprints along with faculty specific networking and resources • professional learning for stage 6 curriculum compliance as a focus of a two-day staff conference. This resulted in a deeper understanding of the curriculum layout and assessment structures of stage 6, supporting faculties in designing appropriate assessments in a junior school and a better understanding of the assessment marking criteria. • variety of professional learning spread across the three strategic directions with staff, students and community being the main stakeholders and beneficiaries of the skills learnt throughout the year. <p>After evaluation, the next steps to support our students will be:</p> <p>The school will continue to identify relevant courses/training to meet the identified needs of staff, students and the community. Staff can request a particular course/training based on their professional and personal needs to be better equipped to understand and fulfil students' learning needs. Professional learning needs can be identified through the PDP process to plan for future training. In addition, the professional learning team will investigate and evaluate professional development platforms on recommendations and needs-based courses. Extra professional learning, internally and/or from external agencies, for inclusive student learning growth and attainment will be rigorously investigated. Whole school sessions and small group workshops will be organised for staff to build capacity in literacy, numeracy, PBL and attendance strategies.</p>
<p>COVID ILSP</p> <p>\$358,719.00</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

COVID ILSP

\$358,719.00

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

- employment of teachers/educators to deliver small group tuition
- releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups
- providing targeted, explicit instruction for student groups in literacy/numeracy - UnT8 and UnT9 (literacy)
- providing intensive small group tuition for students who were identified as achieving below their expected growth or below their stage level in Check-in assessment data
- employing/releasing staff to coordinate the program
- development of resources and planning of small group tuition
- leading/providing professional learning for COVID educators
- Literacy and Numeracy Hub established for students on Tuesday and Wednesday afternoons with a focus on targeted literacy and numeracy skills and assessment tasks.

The allocation of this funding has resulted in the following impact:

Numeracy

- most students in the program achieved significant progress towards their personal learning goals
- 53.6% of students answered all questions correctly in the learning progressions sub-elements of measurement and geometric reasoning, which were captured in PLAN2
- 44.2% of students correctly answered all measurement and geometric reasoning questions in the term 4 Check-in assessment

Literacy

- 92% of students made progress in UnT8 and UnT9 (Understanding Texts 8 and Understanding Texts 9) based on observations recorded in PLAN2 data
- 8% of students made neutral progress
- nil students who completed the COVID ILSP made negative progress against UnT8 and UnT9 on PLAN2
- 90% of students who participated in CARS and STARS in 2022 showed growth in their pre to post tests
- Check-in assessment reading data for students who participated in COVID ILSP Literacy groups indicate a small regression in results from term 1 2022 to term 4 2022. Students who participated in the term 1 Check-in correctly answered 46.3% of answers. Students who participated in the term 4 Check-in assessment answered 45.2% of questions correctly, indicating negative growth of 0.9%. Not all students who participated in COVID ILSP literacy groups completed Check-in assessment in 2022.
- all students who participated in the Literacy and Numeracy Hub indicated growth when measured against their learning goals, including UnT8 and UnT9 and the quality of work in their assessment tasks.

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

Continue implementing literacy and numeracy small group tuition using data sources to identify specific student needs. The school learning and support processes have been revised. They will now involve regular monitoring of students, and providing additional in-class support for some students to continue to meet their personal learning goals. The Literacy and Numeracy Hub will continue to be utilised in 2023 with opportunities for students to enhance their literacy and numeracy skills and work on extension, assessment and homework tasks.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	192	187	238	257
Girls	167	190	204	236

Student attendance profile

School				
Year	2019	2020	2021	2022
7	83.0	84.4	84.6	77.9
8	79.3	80.1	81.1	74.3
9	80.9	78.5	73.9	68.1
10	74.5	78.3	75.4	64.1
All Years	79.6	80.3	79.4	71.9
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

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	0.00	0.00	0.00
Employment	7.00	0.00	0.00
TAFE entry	3.00	0.00	0.00
University Entry	0.00	0.00	0.00
Other	79.00	0.00	0.00
Unknown	11.00	0.00	0.00

The total number of students included in the survey is 100. This is the number of students who completed Year 10 at Chifley College Dunheved Campus in 2022.

The methods which were used to gather information are as follows:

- consultation on ERN historical student information
- phone calls to schools to check enrolment status
- phone calls to students' families
- knowledge of year 10 2022 from the Year Advisor, AEO and Clontarf staff

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	8
Classroom Teacher(s)	28.37
Learning and Support Teacher(s)	2.4
Teacher Librarian	1
Teacher ESL	0.4
School Counsellor	1
School Administration and Support Staff	12.78
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 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	1,388,535
Revenue	9,666,061
Appropriation	9,568,465
Sale of Goods and Services	11,770
Grants and contributions	77,385
Investment income	8,441
Expenses	-9,093,757
Employee related	-7,687,472
Operating expenses	-1,406,286
Surplus / deficit for the year	572,303
Closing Balance	1,960,838

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	127,092
Equity Total	1,753,205
Equity - Aboriginal	204,936
Equity - Socio-economic	1,065,518
Equity - Language	95,856
Equity - Disability	386,896
Base Total	5,611,910
Base - Per Capita	120,159
Base - Location	0
Base - Other	5,491,751
Other Total	1,186,982
Grand Total	8,679,190

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

School performance - NAPLAN

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

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

Parent/caregiver, student, teacher satisfaction

At Chifley College Dunheved Campus, *Tell Them From Me* (TTFM) surveys were conducted during 2022.

Student Satisfaction: This report provides results based on data from 335 students who completed the student survey between the 26th of April 2022 and 3rd of June 2022.

Student responses either exceeded or were similar to NSW Government norms across a number of indicators on school and classroom effectiveness. These included: Social-Emotional Outcomes in the areas of students participating in school sports, students' participation in extracurricular activities, students positive relationships and students with positive behaviour at school. Similarly, student responses exceeded or were similar to NSW Government norms across almost every driver of student learning outcomes, which included: effective learning time, relevance, effective teaching practices and feedback, positive learning climate, expectations for success, advocacy at school, positive teacher-student relationships and students planning on completing an apprenticeship or VET/TAFE course. Areas for improvement included: increasing the number of students planning to finish year 12 and students planning to go to university, decreasing the number of students who identify that they regularly truant, increasing school and student homework behaviours, increasing explicit teaching practices and feedback, and decreasing the number of students who identify as victims of bullying. Student responses for the NSW DoE custom measures were positive in the areas of Aboriginal students feeling good about their culture when they are at school and teachers having a good understanding of culture. Next steps will include strengthening the partnership and transition program between Dunheved Campus and Senior Campus to increase the number of students planning to continue with their senior school studies.

Parent/caregiver satisfaction: This report provides results based on data from 57 respondents who completed the parent survey between 11th of Oct 2022 and 18th of Nov 2022.

TTFM survey data indicated positive results in a number of measures that cover aspects of parents' perceptions of their children's experiences at home and school. Parents feel welcomed, informed and acknowledge that the school supports learning and positive behaviour. Other results indicated that parents acknowledge the breadth of subject availability at the school, parents are satisfied with the school's communication systems, more than half agree that they would chose the school as their first choice of public school, parents agree/strongly agree that the school provides enough to help students with disability or special needs, and that parents agree/strongly agree that school is a culturally safe place for all students. Areas for improvement included: increasing the number of parents involved in school committees and increasing the safety at school. Next steps will include ongoing consultation with our P&C association regarding the school's assets developments, review of the school's Anti-Bullying Plan, School Behaviour Management and Support Plan and increase opportunities to build positive relationships with the incoming families of year 7, 2023 during school and community events.

Teacher satisfaction: This report provides results based on data from 39 respondents who completed the teacher survey between 31st of Oct 2022 and 11th of Nov 2022. The majority of staff who completed this survey have been at the school between 6 - 15 years.

In the eight drivers of student learning, teachers identified leadership, collaboration, inclusiveness and technology as areas of success. The other drivers of student learning such as teaching strategies, parent involvement and learning culture also scored highly. Teachers indicated that an area of development was data informing practice. In 2023, the data informed practiced team will be expanded to undertake the collection, analysis, management, upskilling and communication of data sets that will assist staff with their teaching practice.



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.

