

# 2023 Annual Report

## Chifley College Bidwill Campus



### Chifley College Bidwill Campus



*Responsibility.*  
**Learning**  
**RESPECT**  
CHIFLEY COLLEGE BIDWILL CAMPUS

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# Introduction

The Annual Report for 2023 is provided to the community of Chifley College Bidwill Campus as an account of the school's operations and achievements throughout the year.

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

## School contact details

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## School vision

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

## School context

Chifley College Bidwill Campus is a comprehensive 7-12 campus in the Chifley College located in Western Sydney on the land of the Darug people. Our school was established as Bidwill High School in 1979 and we also share our site with Bidwill Public School, giving us a uniquely family oriented, community atmosphere and culture. We became part of Chifley College in 2000 and our current enrolment is 670, which has been steadily growing over the last five years. Around 24% of students identify as having an Aboriginal background and around 40% of students are from Pasifika families which include members of the Samoan, Tongan, Cook Islands and Maori communities.

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

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

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

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

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

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

The Situational Analysis and this Strategic Improvement Plan have been developed with extensive consultation with staff as well as significant input from students, parents and carers, and community partners. This process led to the development of six initiatives within our three Strategic Directions, including: Strengthening Explicit Teaching Practices; Improving HSC Achievement; Enhancing Quality Teaching Practices; Developing Individualised Student Pathways; Building Community Connections; and Nurturing Student Engagement.

## 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	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student growth and performance	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

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

### Initiatives

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

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

### Resources allocated to this strategic direction

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**Socio-economic background**  
**English language proficiency**  
**Low level adjustment for disability**  
**Per capita**

### Summary of progress

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#### Enhancing data analysis and evidence-based practices

Our Professional Learning Team meets on a regular basis to consider relevant data and works to establish evidence based practices across the school. We developed our approach to professional learning to focus on key aspects of Reading and Numeracy. Analysing our SCOUT data, in particular Check-In and current classroom and school practice we focused on developing teaching strategies to improve inferential comprehension and vocabulary. With regard to Numeracy our focus was on measurement, number sense and algebra. To help meet our HSC targets we determined that a focus on improving student writing, in particular sentence structure, cohesion, vocabulary and paragraphing would be most advantageous for our ATAR students. With this understanding we have provided a comprehensive professional learning program for all teaching staff.

#### Numeracy

In 2023 we instigated a Numeracy class for all years 7-10 students for one period per cycle. We asked ourselves: Will the explicit instruction of numeracy increase understanding among our students and staff? In order to monitor our Numeracy targets we utilised our Check-in data for year 8. After evaluating our Year 7 2022 and Year 8 2023 Check-in data on 5/06/23 we achieved growth in the Number sense and algebra area increasing from 36.8% correct to 44.7% correct. This result was above our SSSG.

We also made the decision to conduct a Do Now activity every period 2 for all years 7-10 to reinforce the learning that takes place in the Numeracy lessons. We began with a focus on place value during term 2. In term 3 we began a focus on Measurement.. Our least well performed area in our Check-in results. We now have a representative from each KLA on the Numeracy Planning Team. Team members have been involved creating KLA specific numeracy Do Nows with a specific focus on the use of measurement in their KLA. The team has found that the activities created have been quite engaging for our students and helping students to see the connections between Numeracy and each KLA. It has also had the effect of deepening staff engagement with Numeracy across their KLA.

We also developed the Maths Boost initiative. Provision of after school tutoring for interested students operated on Wednesday afternoons. Students had access to Math teachers and CILSP tutors. Approximately 10 students per week participated regularly.

#### Literacy

This year we established a timetabled literacy period for every year 7-10 class. Based on our Check-in data we began with a focus on improving inferential comprehension. Results revealed that the greatest need among our students was in the area of improving vocabulary. Subsequent planning included a greater focus on the use of vocabulary to improve overall results. We began this process by introducing an extended range of vocabulary-related activities in our Stage 4 programs. This has proven extremely successful with 22% improvement in correct responses for Year 8 Check-in results for Vocabulary over the past 12 months.

Stage 5 has had a writing focus with a view to supporting improved achievement in the National Minimum Standards test. Currently our year 10 students struggle to achieve level 3 results. It is anticipated that we can improve this result by maintaining a focus on teaching students to develop complex sentences and grammar, in particular use of conjunctions and noun groups, during literacy sessions. It is anticipated that this program will have an ongoing benefit when these students sit for their HSC where writing demands are at their most critical. Furthermore we are also developing explicit strategies for teaching comprehension skills. In particular identifying words in context, drawing inferences and conclusions from passages read.

We have also implemented an Intensive Reading initiative for our students with learning difficulties. We are utilising the Science Research Associates (SRA) Reading Laboratory, implementing it as a trial for 12 students across both year 7 and 8. A post-term 3 verbal survey revealed the program's positive impact on reading comprehension and fluency, with students expressing increased confidence in their abilities. The program is running twice a week and facilitated by an educational paraprofessional with support from an SLSO. Students work independently on comprehension exercises, aided by prompts. The strengths of the program include its tailored support for diverse student needs, the confidence fostered in small peer groups, proactive communication with students before commencement, ongoing encouragement for student feedback, and the real-world applicability of the content.

## HSC Achievement

There was a definite improvement in HSC results during 2023. Although still below our lower bound system-negotiated targets we achieved a significant growth in the number of students achieving results in both top 2 and 3 bands across a range of subjects. In a pleasing note our average HSC scores in Mathematics results were well above the SSSG scores in both Advanced and Standard Mathematics. There is however still significant scope for improvement in other KLA areas.

## Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Improvement in the percentage of <b>HSC course results in the top 2 bands</b> to the lower bound system-negotiated target of 12% or above.	5.6% of students attained results in the top two bands demonstrating progress towards the lower bound target.
Improvement in the percentage of <b>HSC course results in the top 3 bands</b> to the lower bound system-negotiated target of 32% or above.	23.4% of students attained results in the top three bands demonstrating an increase in progress toward the lower bound target.
Improvement in the proportion of Aboriginal students attaining the HSC whilst maintaining their cultural identity to be above the lower bound system-negotiated Network target of 54.6%.	As this is a Network target it is difficult to record a Bidwill Campus result. However, 12 students will have HSC attainment, 5 completing Life Skills. All maintained their cultural identity through participation in cultural programs.
Improvement in growth for numeracy of year 8 across check-in assessment and other internal assessment data throughout 2023..	Year 8 Check-In data indicates a 8.2% increase in the number of correct responses in Numeracy for this cohort since last year.
Improvement in growth for reading of year 8 across check-in assessment and other internal assessment data throughout 2023..	Year 8 Check-In data indicates a 5.7% increase in the number of correct responses in Reading for this cohort since last year.



Multicultural Day

## Strategic Direction 2: Inclusive Learning Culture

### Purpose

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

### Initiatives

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

- Enhancing Quality Professional Collaboration
- Implementing Individualised Student Pathways

### Resources allocated to this strategic direction

**Professional learning**  
**Beginning teacher support**  
**Aboriginal background**  
**Low level adjustment for disability**

### Summary of progress

Due to ongoing teacher shortages and inability to employ casual relief staff we were unable to proceed with our Quality Teaching Rounds initiative this year. We intend to revise this initiative and develop an alternative, more sustainable initiative in its place. Similarly our intentions to develop a program to support our disengaged students proved too difficult to facilitate due to staff shortages.

Our Careers initiative began this year with every student in Year 10 participating in a careers lesson. This had quite an impact on raising the awareness of Year 10 around subject selection options for Year 11 and 12. Particularly, EVET (Externally Delivered Vocational Education and Training) and SBAT (School Based Apprenticeships and Traineeships) have seen a surge in uptake among Year 10 students, with the number of Year 10 students who have applied to do an SBAT is 12, and the number who have applied to do an EVET course is 10. This is a significant increase on last years' numbers. The average attendance across Year 10 in the careers lessons was 64% 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
All teachers have undertaken targeted, relevant evidence-informed professional learning in Quality Teaching Practices and Individualised Pathways.	Through our regular and thematic approach to professional learning all teaching staff were involved in developing their teaching practice. Our focus was on improving the teaching of reading, writing and numeracy.
At least 45% of our teachers have participated in at least one sequence of Quality Teaching Rounds.	Due to staff shortages we were unable to complete this initiative.
All Year 10 ABC students have pathway/transition plans for Stage 6 or further education and training.	The Year 10 class was unable to be conducted due to a lack of trained and available teaching staff.
90% of Aboriginal students report that their PLP is having a positive impact on their learning.	85.1% of Aboriginal students have completed their PLP. Participation is continually improving. Students meet regularly with their mentors and consistently report that this process has had a positive impact on their learning and wellbeing.





Chess Club in action!

## Strategic Direction 3: Innovative Learning Partnerships

### Purpose

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

### Initiatives

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

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

### Resources allocated to this strategic direction

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**Socio-economic background**

**English language proficiency**

**Student Support Officer**

**Aboriginal background**

**Low level adjustment for disability**

### Summary of progress

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#### Building Community Connections

Despite early delays, our Building Community Connections initiative was well supported by the community. Numerous parents and community members attend on a Friday morning for coffee, breakfast and a chat with staff and students. Many parents from the primary school also attend when dropping off their children. Numbers attending are slowly growing with many reporting that a feeling of inclusion and welcome is evident among the community.

Our Parent Forums have also shown improved attendance. Although meetings were not held twice per term as initially intended several gatherings were held throughout the year. From survey data gathered it is apparent that our parent community values engagement with the school particularly during Parent and Teacher Nights. They also appreciate community events when they are held at a suitable time usually between 4.00 and 5.00pm.

Our Yarning Circle initiative has also been delayed, however funding has been sourced and plans are with Assets Management who will support the development of the site and construction of the facilities. An artist has been employed and completed a mural of Aunty Gloria Matthews, a significant Aboriginal elder from the community who has contributed to the development of numerous Aboriginal programs and resources in the Mt Druitt area. The mural was placed in a prominent position on the site. The launch of the mural attracted over 100 community members, many from her family and the broader Aboriginal community. NITV also reported on the event. It is anticipated that when the Yarning Circle is completed a series of murals depicting other key community elders will also be produced to reflect their contributions to the local community.

#### Nurturing Student Engagement, Wellbeing and Leadership

Attendance initiatives this year have included a targeted intervention program associated with strategic school support for attendance. A targeted group has been selected for intervention based on attendance being between 65% and 80% attendance. The purpose of the program was to identify strategies which support improved attendance. Strategies included focus groups and surveys to identify barriers to attendance in the context of our community, weekly meetings with students to discuss trends in attendance and identify concerns preventing attendance, rewards and recognition for improved or sustained high level attendance and phone calls any day that students in this group did not attend. These strategies were supported by ongoing communication with parents and updates of student progress.

This attendance project was supported by other whole school initiatives including ongoing communication and contact with parents of students with recognized low attendance or changed attendance patterns, rewards and recognition for improved or sustained attendance, ongoing parent engagement, early intervention to minimize impact of barriers to attendance (well being, family issues, financial and resource access etc). Lateness and partial truancy were targeted through the employment of additional SASS staff for parent contact, reporting and data entry, and the allocation of release for teaching staff to target serial truancy and lateness through early intervention.

Social media and direct parent communication has also been utilized to raise the profile of understanding about the importance of minimizing absences from school. Planning teams have been formed to plan and implement strategic ongoing attendance intervention, communication and information sharing with parents and ongoing updates to students on their rate of attendance in 2024 and beyond. Improved explanation of unexplained absences through community education and access to resources has also been prioritized for term 4 2023 and into 2024 and beyond.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Improvement in the <b>proportion of students attending greater than 90% of the time</b> to the lower bound system-negotiated target of 47% or above.	The number of students attending greater than 90% of the time or more is 25.1% of students. This is an improvement of 9.3% from last year.
Increase the <b>proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School</b> to the lower bound system-negotiated target of 70% or above.	Tell Them From Me Data shows that 52% of students reported a positive sense of Belonging at school (NSW government norm = 66%). A school mean of 6.7 (NSW norm 7.0) reflected students' feeling of success and a school mean of 6.2 (NSW norm 6.0) reflected the proportion of students who felt a sense of Advocacy in the school (School mean is calculated on a scale of 10).
Increase parent and community engagement opportunities which elicit feedback and consultation towards school improvement.	In total 65 parents and community members responded to feedback opportunities provided during school community events, with Parent and Teacher Night being strongly supported as the most valuable opportunity for staff to engage with parents and community.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$163,108.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Chifley College Bidwill Campus in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The SLSOs have worked as part of the LAN team and have provided learning support for targeted literacy support students across Stage 4.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Some staff commented that we need to focus more on differentiation and modification of specific strategies to support our students with learning difficulties more effectively. As a result our SLSO staff will be moved from the LAN Faculty and positioned in all KLA faculties.</p>
<p>Socio-economic background</p> <p>\$1,300,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Chifley College Bidwill Campus who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Enhancing data analysis and evidence-based practices</li> <li>• Improving NAPLAN and HSC Achievement</li> <li>• Building Community Connections</li> <li>• Nurturing Student Engagement, Wellbeing and Leadership</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staff release to increase community engagement</li> <li>• resourcing to increase equitability of resources and services</li> <li>• employment of additional staff to support program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Support for the formation of specific literacy classes with a focus on vocabulary and comprehension. Support for specific numeracy classes with a focus on measurement, number sense and algebra. Class sizes have been reduced to further support the literacy and numeracy needs of our 7-10 students as well as our students seeking HSC attainment. Additional SLSOs have been employed to support targeted students and classes across the school. Additional support has been provided for our Aboriginal students including support to develop PLPs and in particular support our Aboriginal girls. Community support initiatives such as our Parent Forum and Coffee Club initiative have also benefited from these resources.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p>

<p>Socio-economic background</p> <p>\$1,300,000.00</p>	<p>As many of these initiatives are relatively new to the school it is anticipated that we will continue to focus on further developing them. With staff shortages continuing we may be unable to further expand these programs. However we fully intend to maintain their current focus.</p>
<p>Aboriginal background</p> <p>\$244,189.14</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Chifley College Bidwill Campus. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Implementing Individualised Student Pathways</li> <li>• Building Community Connections</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• employment of specialist additional staff (AEO) to support Aboriginal students</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Employment of additional Aboriginal SLSOs has enabled us to achieve our PLP completion targets. PLPS are reviewed and the team has worked with other school staff to develop check-in and mentoring strategies to support the ongoing reflective process of the PLPs. Overall attendance has improved with over 50% of students at 80% plus attendance.  An extremely powerful NAIDOC event where educational resources were provided for staff to include in their lessons. Significant Aboriginal elders attended various events. Students led and developed a program and cultural activities that were warmly received in workshop formats across the school community.  Our partnership with Kimberwalli has strengthened. Students have participated in various pathways programs, with the most successful being the Goanna Academy Day. All activities increased student and community awareness of pathways for education and employment.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  We will continue with mentoring strategies aligned to the PLP process with a view on increasing family engagement, learning from successful practices developed at Bidwill Public School. This includes increasing the number of informal community and family get together events within the school. We will also increase our focus on supporting mental health initiatives and developing our trauma informed practices. We will maintain and increase our partnerships with external partners. We intend to better support our students in the classroom with their assessments. It is also important to increase and improve our attendance and transition practices including years 6 to 7 and year 12 and beyond.</p>
<p>English language proficiency</p> <p>\$116,774.54</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Chifley College Bidwill Campus.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

<p>English language proficiency</p> <p>\$116,774.54</p>	<ul style="list-style-type: none"> <li>• Improving NAPLAN and HSC Achievement</li> <li>• Building Community Connections</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> This funding was utilised to support our EAL/D students. Targeted students were withdrawn from class and supported through differentiated small group tuition and additional in-class SLSO support.</p> <p><b>After evaluation, the next steps to support our students will be:</b> We will continue to support our EAL/D students through the provision of targeted additional in class support and tuition through withdrawal where appropriate.</p>
<p>Low level adjustment for disability</p> <p>\$475,025.67</p>	<p>Low level adjustment for disability equity loading provides support for students at Chifley College Bidwill Campus in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Improving NAPLAN and HSC Achievement</li> <li>• Implementing Individualised Student Pathways</li> <li>• Nurturing Student Engagement, Wellbeing and Leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Funding has allowed for additional teaching staff and SLSOs to support students with learning difficulties in the mainstream classes. In particular, numeracy, literacy, attendance and wellbeing initiatives have been supported. Furthermore additional support for our Aboriginal students has been provided. Nurturing student wellbeing is also a key role played by our additional teaching and support staff.</p> <p><b>After evaluation, the next steps to support our students will be:</b> We will continue to develop more consistent, whole school approaches that focus on student wellbeing, explicit teaching and appropriate formative assessment strategies to lift our literacy, numeracy and HSC standards across the school for all students.</p>
<p>Professional learning</p> <p>\$77,243.43</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 Bidwill Campus.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Enhancing Quality Professional Collaboration</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p>

<p>Professional learning</p> <p>\$77,243.43</p>	<ul style="list-style-type: none"> <li>• teacher relief for staff engaging in professional learning</li> <li>• course costs for staff undertaking recognised courses</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teachers were able to attend courses where appropriate. Unfortunately due to staff shortages much of the planned professional learning, including utilising Quality Teaching Rounds did not proceed.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Next year, our Professional Learning Team will focus on improving our capability to implement appropriate practices to further develop students' literacy and numeracy skills and improve HSC results. This will be a focus for our professional learning during semester 1. The Quality Teaching Rounds will no longer continue as an initiative. Furthermore we will also concentrate on developing consistent and effective behaviour management strategies to support student and teacher wellbeing.</p>
<p>COVID ILSP</p> <p>\$507,428.41</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 2023.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition.</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups.</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy.</li> <li>• employing/releasing staff to coordinate the program.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Support for numeracy tutoring provided support to 216 students across Year 7 to 10. The analysis of 2023 CILSP tutored students in Year 8 Numeracy showcased a remarkable 15% improvement, progressing from 46 in Term 2 to 52.8 in Term 4. In parallel, the school demonstrated commendable growth, surpassing SSSG by 7% and exhibiting a 1% increase against the state. Innovative pedagogical approaches, such as the chess club, stimulated strategic thinking and exposed students to Algebraic concepts. Support mechanisms, including the Maths Boost Tutoring Club, small group tuition sessions, in-class support, and the introduction of educational games, underscored the commitment to tailored interventions and engagement strategies in the pursuit of enhancing numeracy skills.</p> <p>The impact of Literacy tutoring, extending support to 293 students across Year 7 to 10, features the team's dedication to enhancing literacy skills across multiple year levels. Notably, the school exhibited a substantial 8% improvement over the course of 2023, advancing from 42.4 in Term 2 to 45.6 in Term 4. It is noteworthy that our school's scores consistently surpassed the SSSG scores throughout the year, with our students achieving a growth rate 4% higher than the SSSG rate. Utilising the Universal Resource Hub, the team designed pedagogically challenging lessons, emphasising resourceful teaching to foster student growth. The introduction of ALARM scaffolds and the application of the PEEL scaffold method demonstrated a nuanced and tailored approach to writing support. The creation of a debating competition and the development of educational games further underscored the team's commitment to active support, engagement strategies, and extracurricular literacy development.</p> <p>Support for HSC Minimum Standards reveals a remarkable achievement, with all 50 tutored students successfully passing their exams at level 3 and above, resulting in a 100% success rate. This outstanding outcome can be</p>

<p>COVID ILSP</p> <p>\$507,428.41</p>	<p>attributed to the structured and targeted tutoring sessions provided for the students. The tailored approach ensured that each student's needs were addressed, contributing to a solid understanding of the HSC Minimum Standards requirements. Exam preparation lessons were crucial in familiarising students with the exam format, developing effective strategies, and building their confidence.</p> <p><b>After evaluation, the next steps to support our students will be:</b> As funding for COVID ILSP will no longer be available this initiative will no longer proceed. However staff involved in the program will be re employed next year and provide support to the LAN team, so that small group tutoring can continue to proceed under alternative arrangements.</p>
<p>Student Support Officer</p> <p>\$99,516.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Chifley College Bidwill Campus</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Building Community Connections</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other include:</b></p> <ul style="list-style-type: none"> <li>• Employ a Student Support Officer to coordinate the Chifley Centre to support student wellbeing, improve attendance and support community engagement initiatives.</li> <li>• working collaboratively with external and other government agencies in their support of students and their families.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The benefit of this project enables us to establish and maintain community relationships. Connecting with families also gives us an insight into what is happening in our student's household which in turn enables us to provide further wellbeing support where needed.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2024 we will strive to continue the work that we have been doing whilst also prioritising community engagement with local service providers.</p>



# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	339	333	349	351
Girls	312	329	309	317

## Student attendance profile

School				
Year	2020	2021	2022	2023
7	89.0	82.8	79.1	82.4
8	85.4	79.3	75.0	76.2
9	78.9	77.6	70.4	74.7
10	81.8	72.3	69.1	71.3
11	73.2	69.5	66.0	68.2
12	84.1	72.3	69.6	73.8
All Years	82.1	76.0	72.0	74.7
State DoE				
Year	2020	2021	2022	2023
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	89.6	85.9	81.7	83.9

## Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

## Management of non-attendance

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

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

## Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	14	39	8
Employment	6	12	25
TAFE entry	6	6	9
University Entry	0	0	5
Other	74	35	13
Unknown	0	8	45

## Year 12 students undertaking vocational or trade training

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38.36% of Year 12 students at Chifley College Bidwill Campus undertook vocational education and training in 2023.

## Year 12 students attaining HSC or equivalent vocational education qualification

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80.4% of all Year 12 students at Chifley College Bidwill Campus expected to complete Year 12 in 2023 received a Higher School Certificate or equivalent vocational education and training qualification.



# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	13
Classroom Teacher(s)	37.41
Learning and Support Teacher(s)	2.7
Teacher Librarian	1
Teacher EAL/D	0.4
School Counsellor	1
School Administration and Support Staff	15.48
Other Positions	1.8

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
<b>Opening Balance</b>	735,856.10
<b>Revenue</b>	13,427,177.37
Appropriation	13,286,765.68
Sale of Goods and Services	83,499.50
Grants and contributions	46,565.61
Investment income	6,396.02
Other revenue	3,950.56
<b>Expenses</b>	-12,918,330.97
Employee related	-10,554,576.52
Operating expenses	-2,363,754.45
<b>Surplus / deficit for the year</b>	508,846.40
<b>Closing Balance</b>	1,244,702.50

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.

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	173,832
<b>Equity Total</b>	2,135,989
Equity - Aboriginal	244,189
Equity - Socio-economic	1,300,000
Equity - Language	116,775
Equity - Disability	475,026
<b>Base Total</b>	8,021,945
Base - Per Capita	184,389
Base - Location	0
Base - Other	7,837,556
<b>Other Total</b>	1,333,482
<b>Grand Total</b>	11,665,248

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

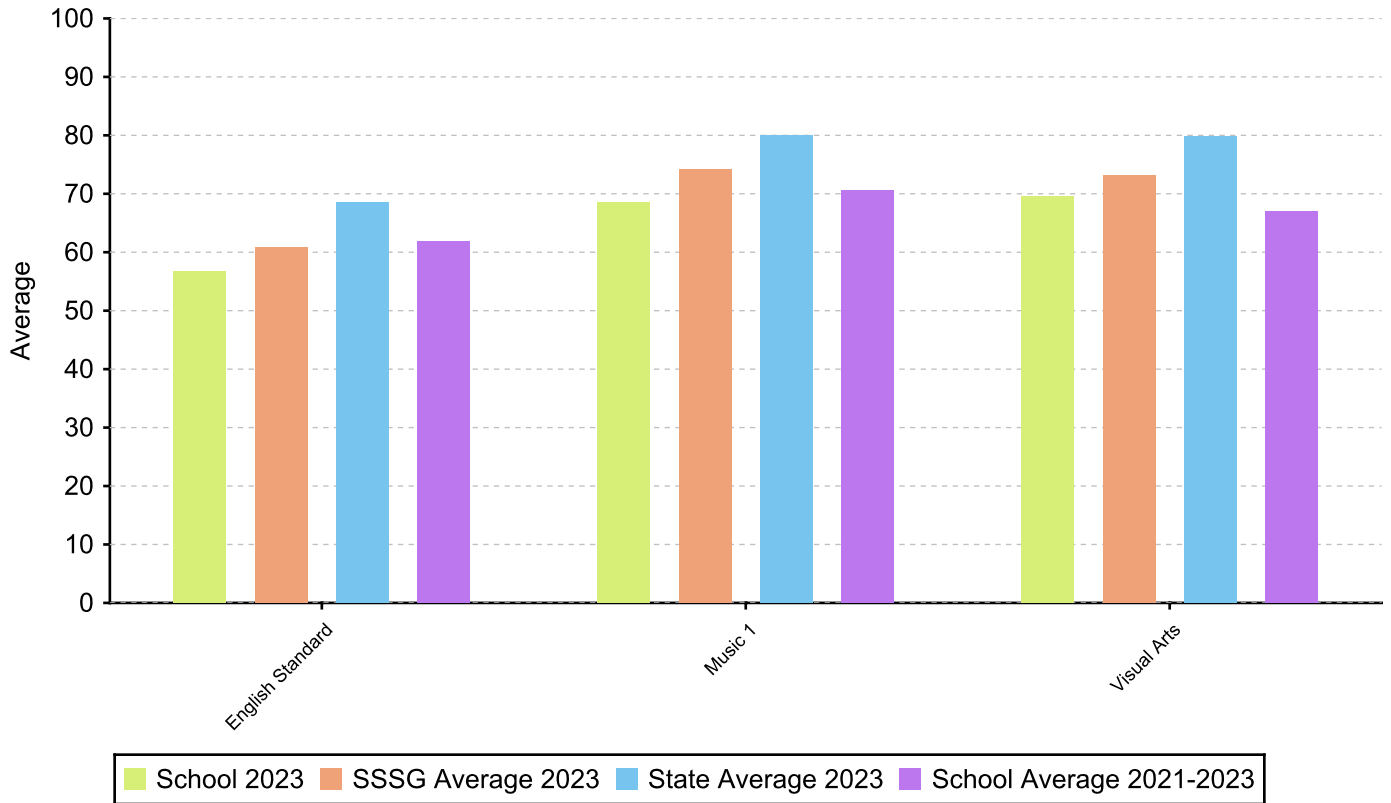




# School performance - HSC

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 2023	SSSG	State	School Average 2021-2023
English Standard	56.7	60.8	68.5	61.8
Music 1	68.6	74.2	80.0	70.5
Visual Arts	69.5	73.1	79.8	67.0



## Parent/caregiver, student, teacher satisfaction

We conducted a Tell Them From Me survey with parents/caregivers on 19 October with 28 respondents. As a gauge to judging their satisfaction levels most told us that they:

- feel welcome when visiting
- feel well informed when there are issues with their child
- support and encourage their child with their learning
- believe that their child is clear about rules for school behaviour
- would recommend our school to other parents at a primary school
- agree that we have a good reputation in the community
- would support their child to choose a VET course and that it offers good employment opportunities.
- believe the school is a culturally safe place for all students
- expect their child to complete Year 12
- felt the school is well maintained, welcoming easy to access.

Some parents/caregivers expressed their concerns with:

- Student safety at school
- Teachers lack control of their classes
- Issues regarding bullying
- Behaviour issues that could be dealt with more quickly

We had 348 respondents in the Tell Them From Me survey for students conducted on 29 October. The following points reflect student responses that were above the state mean:

- High rate of participation in sports
- Students feel teachers are responsive to their needs and encourage their independence
- They understand that there are clear rules and expectations
- Students have a high level of advocacy outside of school
- Many students are planning to do an apprenticeship or VET course
- Vast majority of Aboriginal students feel good about their culture and feel their teachers have a good understanding about their culture when at school
- Most students feel that they are treated with respect and fairness in regard to their cultural background by their teachers and fellow students
- Students feel most school facilities are clean and well looked after
- There is adequate shade and covered areas during bad weather

Some areas of concern where results were below the state mean include:

- Students positive sense of belonging has fallen
- High levels of truancy
- Low levels of homework completion
- Low effort in trying to succeed
- High levels of bullying
- Few students with university aspirations
- Student having positive expectations and feeling hopeful about the future was significantly lower among our female students
- Students feel toilets could be cleaner and better looked after.

In total there 26 respondents in the Tell them From Me Teacher survey conducted between 17-30 October. The following were positives comments above the state mean:

- High levels of collaboration among staff
- Teachers set high expectations of students
- Teachers use multiple teaching strategies to achieve learning goals
- Teachers report that they and their students are well supported with their technology needs and access
- Most staff feel that school leaders are leading improvement and change with strategic vision and values clearly communicated.
- Most staff felt that had the skills and confidence to meet the needs of students with a disability or special needs.
- Most teachers were confident in their capacity to meet the needs and engage effectively with of Aboriginal students and their culture.
- Most teachers felt that the school is a welcoming and culturally safe place for all students
- Most teachers believe that a VET qualification would provide students with good employment and career opportunities
- Most teachers felt they were well supported in their job and had a strong sense of belonging at the school

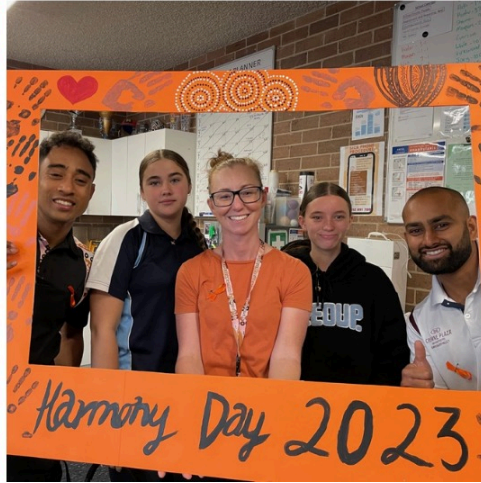
Some of their concerns include:

- Teachers feel there is a lack of engagement among students
- School leaders could take more time observing lessons
- There is a lack of written feedback to students from their teacher
- Parent and teacher collaboration in student learning is not well developed

- Most feel that staff morale is on the low side
- Most staff felt they would feel better supported if they had more time, with a reduced workload and less administrative tasks to complete



Breakfast Club.



# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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



Multicultural Day!