

2023 Annual Report

Chifley College Shalvey Campus



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Introduction

The Annual Report for 2023 is provided to the community of Chifley College Shalvey 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 Shalvey Campus

Noumea St

Shalvey, 2770

<https://shalvey-h.schools.nsw.gov.au>

shalvey-h.school@det.nsw.edu.au

9628 9161

School vision

Chifley College Shalvey Campus provides a high quality education that will equip all students with the knowledge and skills to fully participate in society as successful, productive and engaged citizens.

There is a school-wide learning culture of high expectations, high challenge and high support in which every student is known, valued and cared for as a unique individual.

Continuous school improvement is driven by a focus on data-informed practice, collaborative self-reflection and planning to achieve the best for every student, every teacher and every leader.

School context

Chifley College Shalvey Campus is a comprehensive 7-10 campus of the Chifley Collegiate, situated in Mount Druitt in Western Sydney. The school is regarded as an inclusive, stable and caring school with Safe and Respectful Learning as our core values.

Our curriculum is geared to promote academic success and positive life outcomes for every student. The campus has excellent facilities, including an agriculture farm, sound recording studio, dance and drama studio and Science Technology Engineering Mathematics room. Information and Communication Technologies are integrated across the curriculum.

Current enrolment of the school population is 406. Our students include 30% identifying as Aboriginal and Torres Strait Islander and 21% having English as an Additional Language or Dialect, the majority from Pacific Nations.

The campus has a Support Unit which caters for 50 students, with two Autism Spectrum Disorder and two Mild Intellectual Disability classes.

Our staff are highly skilled and enthusiastic, working closely with parents and community partners to provide quality teaching and learning for every student.

In consultation with the school community, including the Aboriginal Education Consultative Group, and informed by our Situational Analysis, the school identified the following top priority areas for improvement: - explicit teaching, high expectations and classroom management.

The Strategic Directions for the School Improvement Plan are:

1. Student growth and attainment
2. Wellbeing and engagement
3. Collaborative practice

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 | Sustaining and Growing |
| LEARNING: Reporting | Sustaining and Growing |
| LEARNING: Student growth and performance | Delivering |
| TEACHING: Effective classroom practice | Sustaining and Growing |
| TEACHING: Data skills and use | Delivering |
| 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 | Sustaining and Growing |
| LEADING: Management practices and processes | Sustaining and Growing |

Strategic Direction 1: Student growth and attainment

Purpose

Enhance students' success through a culture of high expectations, learning and growth. This will be achieved through; research-informed professional learning, explicit teaching and effective classroom 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.

- Student growth through explicit teaching
- Building a high expectations culture
- Effective and Explicit Literacy and Numeracy Instruction

Resources allocated to this strategic direction

Socio-economic background

Professional learning

Summary of progress

Significant progress has been made towards the initiatives.

An additional Deputy Principal was appointed on merit, commencing in Term 4. This has enabled the Senior Executive to focus more on leading teaching and learning throughout the school, and overseeing strategic, proactive measures for improvement. A range of strategies and programs were implemented to support effective Literacy and Numeracy instruction, including Macqlit and QuickSmart. Key staff members have been trained in both Quicksmart Numeracy and Quicksmart Literacy. Students have been tested and placed in the program as a trial for 2023 before full implementation in 2024. The HT Learning Support has provided basic Macqlit training for a range of staff including the Head Teacher Teaching and Learning, the CILSP team, Learning and Support Teachers, and SLSOs. Identified students have been tested and placed on the appropriate Macqlit level. The program has commenced, with plans for additional students to receive support in 2024. An extension Literacy group for students has been developed for students whose results are significantly above state average in NAPLAN and Check-In Reading and Writing.

Staff have participated in data analysis based on NAPLAN and Check-In assessments led by the HT Teaching and Learning and HT Mathematics and HT Learning Support to inform program development and lesson planning. A focus for 2024 will be supporting staff to use this data for meaningful differentiation in lessons. Regular data analysis at each Learning Support Team meeting. Students analyse their own results after NAPLAN and Check-In to create personalised goals for Reading, Writing and Numeracy. These goals are incorporated into other learning plans, including PLPs where appropriate. Support was sought from the Lead Specialist Literacy - Secondary to analyse NAPLAN data and plan for 2024.

An evaluation of the Stage 4 Literacy and Numeracy lessons has been completed. Based on internal and external testing data, the program will continue in 2024 and be extended to include Year 9. Students have shown growth towards their personal Literacy and Numeracy goals. The effectiveness of our Literacy strategy was recognised at a Mount Druitt Network Meeting where the Principal and HT T/L presented to Principals across the network about the strategies used to improve student writing. In addition, this has been presented to all staff in recognition of the collaborative approach taken to improving student writing. The partnerships with Story Factory and WestWords have contributed to this success as they have enabled students to achieve success in various forms of creative writing. Using mentor texts and real-world audiences, students have contributed to published books which are shared with a wider audience. In 2024, the school will engage with Strategic Delivery Support to focus on improving Reading.

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 |
|--|--|
| An increase in the mean scaled Check-In score in Numeracy for Year 8, 2023, when compared to Year 7, 2022. | The mean Check-In Scaled Score for Year 8 Numeracy in 2023 was 386.4, compared to 379.9 in Year 7 2022, demonstrating that this target has been met. There is growth in the mean Check in scores in Numeracy as a result |

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| <p>An increase in the mean scaled Check-In score in Numeracy for Year 8, 2023, when compared to Year 7, 2022.</p> | <p>of Numeracy timetabled lessons and numeracy withdrawal groups with Covid tutors. Students in numeracy classes are taught targeted numeracy skills mapped to specific Version 3 National Numeracy Progressions aligned with numeracy skills across various KLAs. HT Numeracy Instructional Leader designed numeracy lessons to improve student growth and attainment in numeracy across various KLAs. Tools such as Universal Resources Hub (URH) and Digital Learning Selector (DLS) were used to design high impact evidence based resources and formative assessments. Check in data was also used to create set of numeracy questions to close the gap in students' numeracy learning by using various numeracy strategies - "Newman's Error Analysis" and "Think Board" with the whole school as well as numeracy classes.</p> |
| <p>An increase in the mean scaled Check-In score in Reading for Year 8, 2023, when compared to Year 7, 2022.</p> | <p>The mean Check-In Scaled Score for Year 8 Reading in 2023 was 378.2, compared to 369.7 in Year 7 2022, demonstrating that this target has been met. The mean scaled Check-In score in Reading is still below SSSG in 2023, so lifting it further will be a goal in 2024.</p> |

Strategic Direction 2: Wellbeing and engagement

Purpose

A strategic and planned approach to enhance wellbeing with systems and processes that empower students, teachers and the community and promotes connectedness and engagement in learning.

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
- Positive Behaviour for Learning
- Aboriginal Education
- Trauma Informed Practice

Resources allocated to this strategic direction

Professional learning

Summary of progress

The improvements to attendance monitoring and response to student absence has resulted in an 8.1% increase in students attending 90% of the time this year. The appointment of a casual School Administration Officer (SAO) one day per week to focus solely on attendance and another SAO for 2 hours each day to complete attendance administration including phone contact and letters to families. In addition to this, a teacher is released to coordinate attendance, attend attendance improvement and secretary's conference meetings, complete HSLO referrals and EDUs and send letters to families notifying them of attendance concerns.

The PBL team met throughout the year and worked collaboratively to focus on data analysis, planning improvements, implementing systems and procedures and rewards for students. Fortnightly data analysis measured attendance patterns including late arrival to school and partial truancy incidents to target interventions and reward positive choices. As a result, improvements in student behaviour are evidenced by a reduction in the number of negative referrals including students truanting classes.

The Aboriginal Education Team continued to meet monthly to monitor Aboriginal student attendance and progress with upcoming events and activities. We collaborated with the Baabayn Elders to produce our Oral History Project where young Aboriginal students connected with female Elders by interviewing them about their lives and experiences. NAIDOC was a full day event for staff and students where they engaged with activities about Aboriginal cultures and histories. When surveyed, staff 100% agreed the NAIDOC day increased students' sense of belonging, gave staff the opportunity to learn more about First Nations culture and helped create partnerships between students, staff, families and community members. We collaborated with parents/carers, principals and AEOs from our feeder primary schools and school staff to continue to brainstorm our vision for reconciliation at our school as part of our Reconciliation Action Plan planning. Our PLP staff mentors worked with students and parents/carers at the start of the year to create targeted PLPs with goals for attendance, literacy, numeracy and pathway aspirations. Mentors continued to check in with students throughout the year to monitor their progress towards these goals. The whole school recognised National Sorry Day and National Reconciliation Week with year group assemblies. Our Aboriginal girls were supported by our AEO through fortnightly attendance reward lunches and a collaboration with the AEGC Pirru Thangkuray program which ran for 2 terms this year.

This year, five staff completed Berry Street Educational Model (BSEM) intensive training. Implementation of the BSEM model into the Benedict Tutorial class learning program and structures. Trauma informed practice was implemented across Years 7 and 8 within lesson structures with consideration of the cognitive load. This will be an area of continued focus in 2024. Explicit teaching of lesson content, brain breaks, positive primers and exit tickets were all part of this strategy to support students to engage in learning. Ready to learn plans were developed to support students to articulate how they are feeling today and understand what they need to do to demonstrate they are ready for learning.

The evaluation of the 2023 staff conference indicated 100% of staff appreciated this opportunity to focus on their own wellbeing, to collaborate off site with their peers and engage in fun practical team building activities. The core focus was on understanding factors which can cause stress at work and how to reduce these to enhance wellbeing, efficacy and engagement at work. Responses showed that this conference had a positive affect on staff morale and enhanced overall cohesiveness. Staff have requested that this program can continue in the future.

The Head Teacher Wellbeing role ensures a coordinated whole school approach to wellbeing and transition. This

includes overseeing staff in the Wellbeing Hub, triaging and targeting student support including mental health, food and material support needs and making referrals to external services. The scope and sequence was developed for Year Advisers who conducted timetabled wellbeing lessons targeting wellbeing needs and supports. Students transitioning into Year 7 and onto senior studies at Senior Campus in Year 11 was an area of focus throughout the year. Students with attendance concerns or other needs were monitored by the wellbeing team to coordinate support and communications with families encouraging positive improvements to attendance at 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 |
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| Achievement in uplift of proportion of students attending 90% or more of the time to be at or above the lower bound target of 58.3%. | 28.2% of students attended 90% or more which is 7.2% higher than statistically similar schools. |
| Achievement in uplift of the percentage of students identifying positive relationships, expectations for success and sense in belonging at school on the Tell Them From Me survey to be at or above the lower bound target of 69.0%. | TTFM data had 6% increase for Sense of Belonging between November 2022 and June 2023. |
| Achievement in uplift of 3% from baseline of 21.9% of Aboriginal students attending 90% of the time or higher | 20.1% of Shalvey Campus' 139 Aboriginal students attended 90% of the time or higher. |
| Implement, monitor and evaluate systems, data and procedures for attendance monitoring. | Fortnightly attendance meetings continued to refine attendance procedures to ensure implementation of systems to track attendance concerns and interventions. |

Strategic Direction 3: Collaborative practice

Purpose

To create a learning culture that supports effective professional collaboration that explicitly aims to improve teacher practices and student outcomes.

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.

- Observation and feedback on practice
- Collaborative partnerships

Resources allocated to this strategic direction

Professional learning

Summary of progress

The principal led a course for Aspiring Leaders twice each term after hours for interested teachers within the network. Aspects of leadership practice and understanding of how educational leadership has changed formed the basis for this. Staff worked collaboratively to examine the selection criteria for various positions from classroom teacher to executive roles. This network opportunity was valued and supported several teachers to be successful in gaining merit positions.

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 |
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| 60% of staff have participated in Quality Teaching Rounds or Instructional Rounds | Several staff were trained in Quality Teaching Rounds. The school was successful in securing University of Newcastle support to help implement the QTR and in supporting Early Career Teachers. This will be continued into 2024 with an expansion of the QTR program. |
| 60% staff contribute to colleagues learning through sharing of aspects of practice at faculty / staff / executive meetings or through coach mentor arrangements during the course of the academic year | <p>The Deputy Principal collaboratively led the Mount Druitt Network, Community of Practice (COP) for Assistant Principals (AP) and Head Teachers (HT), fostering an environment dedicated to supporting their professional growth within their existing roles. This platform facilitates mutual support among middle leaders and also presented a unique opportunity for them to play a pivotal role in shaping the network's development of evaluative practices. By empowering middle leaders to drive the advancement of evaluative practices, the initiative aims to instill a culture of leading for impact throughout the educational community. The COP met in Weeks 3 and 8 each term.</p> <p>Teaching staff engaged in scheduled collaborative planning and evaluation of curriculum programs, assessments and annotations on Tuesday afternoons. Non-teaching staff also engaged in collaborative work to support teaching and learning. This collaborative planning time was highly valued and allowed for examination of new syllabus documents, sample programs and assessments and to develop new resources. Head teachers each shared their progress at executive meetings. It is anticipated this strategy will be continued into 2024.</p> <p>The principal led a course for Aspiring Leaders, held twice each term after hours for interested teachers within the network. Aspects of leadership practice and understanding of how educational leadership has changed formed the basis for this. The group looked at the available leadership resources developed by the School Leadership Institute and AITSL. Staff worked collaboratively to examine the selection criteria for various positions</p> |

60% staff contribute to colleagues learning through sharing of aspects of practice at faculty / staff / executive meetings or through coach mentor arrangements during the course of the academic year

ranging from classroom teacher to executive roles. This network opportunity was valued and supported several teachers to be successful in gaining merit positions.

| Funding sources | Impact achieved this year |
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| <p>Refugee Student Support</p> <p>\$909.19</p> | <p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing for targeted interventions to support student learning • intensive English language and learning support to increase educational outcomes for students <p>The allocation of this funding has resulted in the following impact: Students who were identified received assistance through provision of uniforms and necessary materials to actively participate in their learning. Those in need of English as an Additional Language or Dialect (EAL/D) support were given extra assistance.</p> <p>After evaluation, the next steps to support our students will be: Continue to identify and support students who are refugees.</p> |
| <p>Integration funding support</p> <p>\$221,967.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Chifley College Shalvey Campus in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact: Students supported by IFS experienced increased involvement in academic and social activities, leading to improved attendance and learning outcomes. Staff received assistance in identifying Stage 5 students with IFS, enabling them to offer both preemptive and responsive support regarding assessment tasks. Consequently, there was a decrease in N-Award Warnings issued to students with IFS, alongside improved staff understanding and uptake regarding the implementation of necessary accommodations.</p> <p>After evaluation, the next steps to support our students will be: Update plans and conduct reviews to continue individualized support for students receiving IFS.</p> |
| <p>Socio-economic background</p> <p>\$1,109,892.35</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Chifley College Shalvey 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> |

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| <p>Socio-economic background</p> <p>\$1,109,892.35</p> | <ul style="list-style-type: none"> • Student growth through explicit teaching • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through QuickSmart to support student learning • providing students without economic support for educational materials, uniform, equipment and other items • professional development of staff through Quality Teaching Academy to support student learning • supplementation of extra-curricular activities • engage with external providers to support student engagement and retention <p>The allocation of this funding has resulted in the following impact: Attendance support strategies enhanced. Additional staff were employed to reduce class sizes and broaden the curriculum. Increase in the variety of courses and Stage 5 electives, student surveys indicated a greater engagement in elective courses. Targeted Literacy and Numeracy lessons led to a significant improvement in NAPLAN results compared with previous years. Student assistance was provided for students - breakfast and uniform support, additional welfare teachers and a Community Liaison Officer were employed to work with the WHIN nurse and wellbeing team to provide welfare and mental health support for targeted students.</p> <p>After evaluation, the next steps to support our students will be: To continue to develop the literacy, numeracy and wellbeing strategy to lift student achievement and outcomes.</p> |
| <p>Aboriginal background</p> <p>\$279,180.93</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Chifley College Shalvey 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"> • 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 staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of specialist additional staff (AEO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: Additional SLSO's from the Panthers on the Prowl program were employed to provide class room based support for individual learning activities and to encourage participation. They also facilitated cultural activities to engage students in school life beyond the classroom. The AEO facilitated an engagement program for girls focusing on attendance and engagement. The Aboriginal Dance groups performed at a large number of events at school and in the local and wider community to great acclaim. A wide number of workshops were held to teach all students about Aboriginal culture and most notably on our NAIDOC Day celebrations, Multicultural Day and other special events. The school engaged the Pirru Thangkuray cultural education program (funded by the AECG) where students are taught specific skills and cultural practices. The school continued building on the Reconciliation Action plan and Aboriginal Education plan in consultation with Department and community. The AEO and Clontarf continue to work with and build relationships with the wider school community including Baabayn Aboriginal</p> |

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| <p>Aboriginal background</p> <p>\$279,180.93</p> | <p>Corporation and the Greater Western Aboriginal Health Service.</p> <p>After evaluation, the next steps to support our students will be: Prioritise the attendance and engagement program for Aboriginal girls. The Aboriginal Education Team will work closely with the community to keep building our Reconciliation Action Plan. Continued focus on improving the achievements of Aboriginal students in line the Department's initiatives to support students in their HSC.</p> |
| <p>English language proficiency</p> <p>\$31,342.34</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Chifley College Shalvey 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"> • 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 staff to support delivery of targeted initiatives • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in the following impact: Individualized support was provided to students in all four stages of English language learning. Students received EAL/D support, and teachers underwent professional development to better understand the specific needs of each student. This enabled them to tailor programs and lessons accordingly.</p> <p>After evaluation, the next steps to support our students will be: There will be a continued focus on evidence-based teaching practices including the explicit teaching of Literacy and Numeracy skills which have demonstrated a high impact on students' learning.</p> |
| <p>Low level adjustment for disability</p> <p>\$417,806.26</p> | <p>Low level adjustment for disability equity loading provides support for students at Chifley College Shalvey 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in the following impact: Provided support for students in mainstream classes who have an identified disability or additional learning and support needs.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ additional School Learning and Support Officers and additional teachers which will enable explicit teaching of targeted focus skills and programs.</p> |
| <p>Professional learning</p> <p>\$52,353.21</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 Shalvey Campus.</p> |

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| <p>Professional learning</p> <p>\$52,353.21</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"> • Student growth through explicit teaching • Observation and feedback on practice • Trauma Informed Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops <p>The allocation of this funding has resulted in the following impact: Staff engaged in high impact evidence-based professional learning to improve practice this included Trauma Informed practice, QuickSmart Literacy and Numeracy and Quality Teaching Rounds (QTR).</p> <p>After evaluation, the next steps to support our students will be: Professional learning funds will continue to focus on implementation of evidence-based practices including, Trauma-informed educational approaches, literacy and numeracy programs, quality teaching coaching and proactively responding to students' behaviour, building the capacity of staff to increase the academic and social-emotional skills of students.</p> |
| <p>Beginning teacher support</p> <p>\$34,487.00</p> | <p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Chifley College Shalvey Campus during their induction period.</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 initiative funding include:</p> <ul style="list-style-type: none"> • ongoing feedback and support that is embedded in the collaborative practices of the school • reduced responsibilities or teaching loads sufficient to support the development of their skills <p>The allocation of this funding has resulted in the following impact: Early Career Teachers affirm that they feel valued and supported at work as they commence their teaching career. A program of lesson observations with feedback supports professional learning. Teachers who are funded are released from classes to allow them to engage in professional learning, prepare curriculum programs and lessons, meet with the supervisor and prepare evidence of their teaching practice for accreditation.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to provide these professional supports for all Early Career teachers.</p> |
| <p>COVID ILSP</p> <p>\$289,168.66</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition |

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| <p>COVID ILSP \$289,168.66</p> | <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in literacy/numeracy • development of resources and planning of small group tuition • leading/providing professional learning for COVID educators <p>The allocation of this funding has resulted in the following impact: Small groups of students engaged in the Covid ISLP tuition program developed by the Head Teacher of Teaching and Learning and led by temporary teachers, paraprofessionals and School Learning and Support Officers. Intensive small group tuition met students 'point of need' in literacy and/or numeracy as identified through NAPLAN, Check-In Assessment, NMS testing and LaST assessment. Learning and Support Teacher LaST assisted with the implementation of the program. Engagement of additional classroom teacher provided small group tuition for students identified in need of literacy and numeracy support and supervise Educational Paraprofessionals and meet curriculum requirements. Additional SLSOs/Paraprofessionals (Numeracy), CILSP coordinator were engaged to implement the program informed by Literacy/Numeracy student assessment data through testing, staff referrals to the Learning and Support Team. The program was evaluated for effectiveness, implementation and impact on student progress.</p> <p>After evaluation, the next steps to support our students will be: Narrowing focus to supporting students requiring significant literacy interventions using the Maclit and QuickSmart programs.</p> |
| <p>Per capita \$111,240.38</p> | <p>These funds have been used to support improved outcomes and the achievements of staff and students at Chifley College Shalvey 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"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Other funded activities <p>The allocation of this funding has resulted in the following impact: Support faculties in providing enhanced teaching resources to support improved student outcomes and employ General Assistant .5 to maintain the school and grounds to facilitate learning opportunities for students. Combined with other funding sources, our Per Capita funding was also used to employ staff to support student learning needs and provide optimised learning and recreational environments.</p> <p>After evaluation, the next steps to support our students will be: To continue to allocate funds to support student learning, to enhance engagement and positive experience and sense of belonging at school.</p> |
| <p>Student Support Officer \$99,516.00</p> | <p>These funds have been used to support improved outcomes and the achievements of staff and students at Chifley College Shalvey 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"> • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other include:</p> <ul style="list-style-type: none"> • SSOs contribute to the implementation of the whole-of school approach to wellbeing with a focus on early intervention. • working collaboratively with external and other government agencies in their support of students and their families. <p>The allocation of this funding has resulted in the following impact: The SSO has worked within the school community to enhance the learning and wellbeing outcomes of students, in partnership with the wellbeing team</p> |

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| <p>Student Support Officer</p> <p>\$99,516.00</p> | <p>and the School Counselling Service and played a pivotal role in working collaboratively with external agencies and creating referral pathways for students and families to youth and family support agencies.</p> <p>After evaluation, the next steps to support our students will be: Continuing to contribute to the implementation of the whole-of school approach to wellbeing with a focus on early intervention to improve the wellbeing, resilience, and pro-social behaviours.</p> |
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Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2020 | 2021 | 2022 | 2023 |
| Boys | 211 | 205 | 198 | 192 |
| Girls | 198 | 184 | 189 | 179 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2020 | 2021 | 2022 | 2023 |
| 7 | 85.1 | 83.4 | 77.0 | 84.9 |
| 8 | 80.7 | 78.8 | 76.0 | 75.2 |
| 9 | 85.4 | 74.8 | 67.5 | 76.7 |
| 10 | 76.3 | 73.4 | 67.2 | 70.0 |
| All Years | 82.1 | 77.5 | 71.5 | 76.6 |
| 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 |
| All Years | 89.8 | 86.2 | 81.7 | 84.0 |

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

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 | 0 | 0 |
| Employment | 1 | 0 | 0 |
| TAFE entry | 4 | 0 | 0 |
| University Entry | 0 | 0 | 0 |
| Other | 87 | 0 | 0 |
| Unknown | 8 | 0 | 0 |

Chifley College Shalvey Campus is a junior campus of the Chifley Collegiate, with enrolments from years 7 to 10. The large proportion of our graduates transition to Chifley College Senior Campus to complete Year 11 and 12 Stage 6 courses.

Workforce information

Workforce composition

| Position | FTE* |
|---|-------|
| Principal(s) | 1 |
| Deputy Principal(s) | 4 |
| Head Teacher(s) | 8 |
| Classroom Teacher(s) | 21.64 |
| Learning and Support Teacher(s) | 2 |
| Teacher Librarian | 1 |
| School Counsellor | 2 |
| School Administration and Support Staff | 12.98 |
| 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 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 ¹ | 2023 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| 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 (\$) |
|---------------------------------------|------------------|
| Opening Balance | 599,627.20 |
| Revenue | 9,365,325.56 |
| Appropriation | 9,302,677.05 |
| Sale of Goods and Services | 26,837.40 |
| Grants and contributions | 23,092.16 |
| Investment income | 9,068.23 |
| Other revenue | 3,650.72 |
| Expenses | -9,356,543.52 |
| Employee related | -7,319,103.36 |
| Operating expenses | -2,037,440.16 |
| Surplus / deficit for the year | 8,782.04 |
| Closing Balance | 608,409.24 |

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 SBAR Adjustments (\$) |
|-------------------------|-----------------------------------|
| Targeted Total | 222,876 |
| Equity Total | 1,838,222 |
| Equity - Aboriginal | 279,181 |
| Equity - Socio-economic | 1,109,892 |
| Equity - Language | 31,342 |
| Equity - Disability | 417,806 |
| Base Total | 5,131,317 |
| Base - Per Capita | 111,240 |
| Base - Location | 0 |
| Base - Other | 5,020,077 |
| Other Total | 1,452,447 |
| Grand Total | 8,644,862 |

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 to access the school data.

In 2023, CCSC was rated as Excelling in value added for NAPLAN 7-9. Comparison with other schools across the state shows that the value added within the top 10% of schools in NSW.

Parent/caregiver, student, teacher satisfaction

We had 258 students participate in the Tell Them From Me Survey and the following results were above the state mean:

- * 58% participation in school sport.
- * 27% participation in extracurricular activities.
- * 30% students are interested and motivated.
- * 6.4 reported effective learning time.
- * 5.9 reported relevance.
- * 6.2 reported advocacy at school.
- * 6.3 reported positive teacher-student relations.
- * 6.1 reported a positive learning culture.
- * 5.4 reported advocacy outside of school.
- * 62% value schooling outcomes.

A high proportion of students believe the school has a positive learning climate, and that school staff emphasise academic skills and hold high expectations for all students. They also believe the facilities are clean and well looked after. Students report adjusting to routines and social life at high school. Many students (49%) are planning to do an apprenticeship or VET/TAFE course (above state mean of 40%), while others (45%) plan to finish school and go to university (below state mean of 67%). Encouragingly, a high proportion of our Aboriginal students indicate that they feel good about their culture at school. They also feel that most teachers have a good understanding of Aboriginal cultural issues. Most students indicate they feel pride in their school.

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

- * Sense of belonging was 53%. The state mean was 67%.
- * Students who truant was 24%. The state mean was 8%.
- * Students who do homework was 26%. The state mean was 53%.
- * 40% of students felt they were victims of bullying. The state mean was 23%.
- * Students with positive relations was 71%. The state mean was 79%.
- * Valuing school outcomes was 62%. The state mean was 77%.
- * Positive behaviour at school was 81%. The state mean was 85%.
- * Intellectual engagement was 44%. The state mean was 47%.
- * Effort was 50%. The state mean was 67%.
- * Explicit Teaching practices and feedback was 6.2. The state mean was 6.3.
- * Expectations for success was 6.7. The state mean was 6.9.
- * Students planning to finish Year 12 was 67%. The state mean was 83%.

We consulted with families and community members several ways in 2023. Coffee and Cake continued with parents consulted on policies including a change in curriculum structure and mobile phone policy. Aboriginal families were invited to a Personalised Learning Pathway meet and greet in Term 1 to set goals and talk with staff about learning opportunities. Open Night invited local Year 6 students to the school to ask questions and experience high school life. At our Reconciliation Action Plan community session, parents, carers and community members brainstormed what reconciliation looks like at our school to build on the positive work led by our Aboriginal Education Team. Parents, carers and community members also participated in Multicultural Day planning by working closely with the Community Liaison

Officer and other key staff.

We conducted staff surveys after special events during 2023. Positive results include 100% of staff reporting increased First Nations and Pasifika cultural knowledge and understanding; strengthened relationships between students, staff, families and community members; and positive celebration of our diversity including cultural diversity and inclusion of Support students performing on stage. After our Staff Wellbeing Conference, staff highlighted its role in fostering collaboration, team building, and cultivating a positive working environment.

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.