

Chifley College Shalvey Campus Annual Report



2018



8496

Introduction

The Annual Report for **2018** 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 school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

School vision statement

Chifley College Shalvey Campus is a school which aims to empower each person by providing a personal and meaningful pathway to create productive citizens of society. We strive to offer a safe and supportive environment with a range of learning opportunities to provide positive engagement and strong partnerships in our community. School improvement is driven by a process of enquiry and self-reflection.

School context

Chifley College Shalvey Campus is a 7–10 comprehensive campus of the Chifley Collegiate, situated in Mount Druitt. There are 324 students attending Shalvey Campus with 21% of the school population with a background of English as a Second Language (ESL) with the majority from Pacific Nations. 26% of students identify as Aboriginal and Torres Strait Islander (ATSI). Chifley College Shalvey Campus has a support unit catering for 43 students, with one Autism Spectrum Disorder (ASD) class and two Mild Intellectual (IM) Disability classes. The teaching staff consists of a balanced mix of highly experienced, mid-career and early career staff from a range of cultural backgrounds. The campus is regarded as a stable and caring school recognised recently for its innovative leadership in the development of general capabilities across the school linked with the new Australian curriculum.

The school is situated in an area comprising of public and private housing. The school Family Occupation and Education Index (FOEI) for 2017 was 185 and this places the school as one of the highest in terms of educational need. Thus the school faces significant educational challenges associated with adequately addressing the intersections of disadvantage experienced by the community. This has led to the incorporation of innovative programs for Teaching and Learning through the development of skills in Teamwork, Cooperation, Self Management and Sense of Responsibility to provide a holistic approach to education and improved life outcomes for our students.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

Learning

Sustaining and growing

In the domain of Learning, positive, respectful relationships are evident among students and staff, promoting student wellbeing. There is a strong focus on student learning ensuring curriculum provision meets community needs and expectations and provides equitable academic opportunities with the school achieving significant value-added results in the identified priority areas of writing and numeracy.

Teaching

Sustaining and growing

In the domain of Teaching, it is evident that teachers collaborate across faculties/stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement. They are committed to their ongoing development as members of the teaching profession with planning in place to build capabilities to improve student learning outcomes. Data is regularly used to inform key decisions.

Leading

Sustaining and growing

In the domain of Leading, the school is committed to the development of leadership skills in staff and students. The

senior executive ensures accountability practices are tied to all school processes and are openly reported to the community.

Our self-assessment process will assist the school to refine our school 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/sef-evidence-guid>

Strategic Direction 1

Learning

Purpose

To create purposeful learners who are capable of determining an individual pathway leading to a future that fulfills their potential.

Overall summary of progress

The wellbeing plan had a strong focus on creating an effective environment for learning. Positive Behaviour for Learning (PB4L) was revamped with the school community welcoming the Shine@Shalvey PB4L matrix. This included explicit communication of expectations of behaviour across school settings. Sentral was realigned to reflect the code of conduct making data entry and harvesting easier thus enabling staff to better differentiate their teaching for individual student needs.

The school will further investigate successful examples of the *Shared Services* model to inform the functionality and development of its Learning and Wellbeing Hub.

The school created an annual plan for student transition inclusive of the collection and analysis of information to ensure the ongoing success of transitions for Stages 3–4 and 5–6. This was reflected in an increased enrolment of Year 7 students. A Year 7 learning hub and cross KLA faculty was created under the leadership of a Year 7 Head Teacher. These structures made a significant improvement in students' transition into high school, ensuring every Year 7 student is known, valued and cared for at Chifley College Shalvey Campus.

A differentiated curriculum pattern continued to be developed at Chifley College Shalvey Campus providing increased engagement for students and improved educational outcomes. Project Based Learning was incorporated into the Year 7 teaching and learning program. Targeted Literacy, Numeracy and Personal and Social Capabilities groups were constructed to ensure students received support at their level of need. Stage 4 and 5 enablers classes continued to thrive and saw an increase in the number of students applying for a position in the class.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved school culture as measured by attendance, student satisfaction and learning engagement, suspension and negative behaviour data.	<p>Extra Deputy Principal engaged for one term from RAM Equity loadings to lead the development of new school structures.</p> <p>Release from face to face teaching for Wellbeing Team to construct new PB4L structures.</p> <p>External professional learning opportunities, funded from the school's Professional Learning Allocation and Beginning Teacher funding, provided to staff to support school priorities.</p> <p>Teacher relief from face to face teaching and resourcing of key transition events/days from RAM Equity loadings.</p> <p>Teaching allocation to</p>	Student attendance increased to 86.1% for all students, while suspensions and negative behaviour data decreased. Tell Them From Me (TTFM) data reported that students were highly interested and motivated in their learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved school culture as measured by attendance, student satisfaction and learning engagement, suspension and negative behaviour data.	<p>enable staff to work in partner Primary schools each week from RAM Equity loadings.</p> <p>Head Teacher Year 7 Faculty position funded from RAM Equity loadings.</p> <p>Relief from face to face teaching allocation for staff in the Year 7 faculty funded from RAM Equity loadings.</p> <p>Relief from face to face teaching allocation for staff in the Year 8 teaching teams funded from RAM Equity loadings.</p>	Student attendance increased to 86.1% for all students, while suspensions and negative behaviour data decreased. Tell Them From Me (TTFM) data reported that students were highly interested and motivated in their learning.

Next Steps

The Shine@Shalvey PB4L matrix will be further developed by students, staff and the community ensuring the expectations are explicitly, consistently and supportively applied across the school. A schedule of proactive events to support effective conditions for learning is embedded in the school's yearly plan. Learning and Support Team structures that align with the Personal and Social Capabilities Framework will be created to enable improved referral of students to appropriate support agencies and programs. This will strengthen links between universal PB4L structures, the explicit teaching of personal and social capabilities and tier two and tier three interventions.

The school will refine the annual plan for student transitions, inclusive of collection and analysis of information, to ensure its continued success. This will build on the strengths of the current Stage 3 to 4 transition process and seek to develop stronger partnerships to build enhanced transition processes between Stage 5 and 6. This is supported by the engagement of a Careers Adviser who is working in conjunction with the Stage 5 Deputy Principal and staff from the Senior Campus to construct clear learning pathways for all students beyond Chifley College Shalvey Campus.

A review process will be developed to ensure differentiated curriculum delivery meets the needs of all students. In support of the Department of Education's goal that every student improves every year, mentor based connect groups will be created in Year 8 and to follow this cohort throughout their schooling. Relationships are being built to support students in being able to articulate their learning needs and understand what they need to do to monitor progress towards the achievement of SMART learning goals.



Strategic Direction 2

Teaching

Purpose

To create an engaging learning environment underpinned by high expectations of teachers and students. Teaching practices will involve collaboration, reflection and flexibly respond to the diverse needs of our students.

Overall summary of progress

The school created a planned program of collaborative professional learning, modelled in the CESE recommendations from *Effective Practices For High Growth Schools*, that built teachers' capacity to deliver effective strategies for the teaching of literacy, numeracy and differentiated learning.

The school has engaged as a pilot school for the trial of PLAN2 in high schools. This included professional development for staff on utilising this Department resource to track students' growth in Literacy and Numeracy against the progressions.

The voluntary homework supports continued through the school's homework centre. This initiative saw a continued increase in student numbers attending each week throughout the year.

Improvements to the physical learning environments to support the development of the student centred learning process was further supported with the evaluation and refinement of whole school spaces, such as the numeracy lab and library learning areas. Specific learning spaces for the enablers classes have also been refined, through consultation with staff and students, utilising key concepts from the Department's 'Futures Learning' support materials.

A new model of professional learning through feedback, Plus 3 programming was developed, trialled and implemented. The process centres on cycles of staff collaboration and feedback to revise teaching and learning programs to better meet the needs of learners. This was rolled out during Term 3 as a voluntary trial and applied to all staff during Term 4.

The school developed a policy for the development and implementation of Performance and Development Plans (PDPs) using the Professional Standards for Teachers to set specific goals. In the policy is the commitment for executive to support identification of areas for development and continual improvement with an associated professional learning culture. Classroom observations indicate areas for each teacher to show improvement; this is noted in the final comments on PDPs. Professional learning data indicates that more teachers have engaged in learning of their own choosing outside of school based opportunities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Plus Three Targets Mean NAPLAN scores 2018–20 Year 7 writing: 457, 478, 500 Year 9 writing: 504, 543, 583 Year 7 numeracy: 490, 510, 530 Year 9 numeracy: 550, 570, 590 to ensure a year's worth of growth for a year's worth of teaching.	Numeracy consultant engaged 0.2 through Semester 1. 0.6 teaching allocation provided across 2 staff members to lead the whole school literacy and numeracy strategy funded from RAM Equity loadings. 3.6 SLSOs employed from RAM Equity loadings to support student outcomes.	NAPLAN results showed a 12% increase in higher bands for writing and a 15% increase in higher bands in numeracy. A large proportion of students continued to grow at or above the expected rate.
Improved student engagement as measured by drivers of student learning profiles in Tell Them From Me (TTFM).	3.6 SLSOs employed from RAM Equity loadings to support improved student outcomes.	TTFM survey reported students are above state average in their engagement and motivation to learn.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved student engagement as measured by drivers of student learning profiles in Tell Them From Me (TTFM).	<p>0.8 teaching staff employed from RAM Equity loadings to support improved student outcomes.</p> <p>Early Career teacher mentor employed 0.2 to support beginning teachers for the benefit of improved student outcomes.</p> <p>External professional learning provided to staff to support school priorities from the school's Professional Learning Allocation and Beginning Teacher funding.</p>	TTFM survey reported students are above state average in their engagement and motivation to learn.

Next Steps

Three staff will be engaged in the role of instructional leaders of Literacy, Numeracy and Personal and Social Capabilities. Role statements will be created to clarify their processes and support structures collaboratively created to ensure they are effective in assisting all staff in the programming, teaching and assessment of these targeted General Capabilities.

Through the implementation phase of the school's involvement in the PLAN2 pilot study, selected staff will evaluate the usability of this system in the context of existing structures to support student growth in Literacy and Numeracy. The school will make a judgment as to whether PLAN2 is the best model for wider implementation across the school based on the pilot study both at Chifley College Shalvey Campus and in collaboration with other pilot schools.

The school has opted into the Best Start Year 7 processes to further support the gathering of data around students capabilities in Literacy and Numeracy, as they transition to high school. The Year 7 faculty and school based instructional leaders will review the processes of gathering this information and evaluate the effectiveness of Best Start Year 7 for future use at Chifley College Shalvey Campus.

The Plus 3 programming model will continue to be supported and refinement made through a structured process of evaluation. Data will be gathered across the school through Plus 3 programming to inform future directions in supporting staff in the teaching of Literacy and Numeracy to better meet the needs of students and improve student outcomes.

To further support teachers in their professional development and in their maintenance of accreditation, a schedule of events will be developed to allow teachers to engage in professional discussion and collaboration to improve teaching and learning in their classes and across the school. This includes negotiated observations of classroom teaching practice with feedback to improve knowledge of practice. A whole school system will be created and implemented to support common practice throughout the school in this process.

School policy will be further developed to include procedures to monitor specific areas for development supporting the continual professional growth of staff and to identify and encourage the pursuit of higher levels of accreditation.



Strategic Direction 3

Leadership

Purpose

To develop a culture that includes teaching staff, students and community who recognise the value of school transformation. Enhance the skills of leaders within the school so that a depth of leadership is evident and ongoing. The leadership team is committed to instructional leadership as a guiding principle to ensure accountability as a function of transformational improvement.

Overall summary of progress

Staff capacity to build leadership potential was enhanced with the development of the Chfley College Shalvey Campus guidelines for Strength Based Collaborative Leadership; six staff-developed, key values that underpin the framework for working in teams within the school. These have been embedded into whole school practices such as the school's self assessment, increasing engagement with the school planning process across an increased number of staff within the school.

Professional learning to support the development of staff in instructional leadership positions was provided throughout the year. This included CESE supported professional learning on the effective use of data to support school improvement and a combined professional learning workshop, with partner primary schools, on the attributes of effective leadership.

Through the implementation and further development of the Plus 3 programming tool, the school has focused on models to further embed the Guidelines For Collaborative Strength Based Leadership. Opportunities were provided for individuals to collaborate in their areas of strength, to support staff in professional growth and ensure implementation of syllabi and associated assessment and reporting processes meet NESA and DoE requirements.

Social media was successfully used in our aim to reach and solicit involvement in the school from the community and provide the foundations for community feedback. The continued employment of a Media Officer has ensured all school social media platforms such as the school's website, Facebook and Twitter are kept up to date with current news and information. This has seen a marked increase in the number of people visiting all school based social media sites. This promotion has also resulted in an upturn in the number of community members and families attending school events.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Changes in ratio between unique visits and number of hits on all social media platforms as indicated by TTFM data.	Employment of a full time Media Officer (Clerk 3/4) External professional learning provided to staff to support school priorities funded from the school's Professional Learning Allocation.	Impressions on the school Twitter account are 10x higher than previous years with an increase in the number of retweets by community and DoE personnel.
Increase of an average of 1.0 in 2018 and 0.5 in 2019 and 2020 in the Teacher reported student learning drivers of: Leadership, Teaching strategies, collaboration, learning culture, technology, data informs practice and parent involvement.	0.5 Deputy Principal engaged for one term to lead the development and implementation of cyclical collaborative practices for staff. External professional learning provided to staff to support school priorities funded from the school's Professional Learning Allocation.	Teachers indicated that clear expectations are established across the school with high expectations for learning. Teachers also reported that they use a wide range of strategies in the classroom to better engage students and to accommodate a wide range of learning needs and were particularly adept at assisting students and overcoming obstacles to learning.

Next Steps

As the school engages in External Validation in 2019, the Collaborative Strength Based Leadership guidelines will be embedded in the process, modelling to staff the effective use of the core values to increase staff capability and bring about school improvement with the stated aim of improving student outcomes.

Structures to support head teachers develop leadership capabilities will be further developed in 2019, inclusive of the alignment of whole school responsibilities against an individual's strengths and identified areas for professional growth.

A coordinated professional learning plan will be established to emphasise and develop effective instructional strength based leadership, management skills and attributes to facilitate whole school improvement and build leadership across the staff.

Building on the strengths of improved community engagement in whole school events, social media platforms and within specific cultural groups, the school will develop a set plan to regularly analyse responses to community satisfaction measures, with the aim of increasing the quantity and quality of community feedback on school processes.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Total 2018 Allocation \$140,279</p> <p>Employment of AEO as referenced in Equity loadings Aboriginal background staffing \$67,042</p> <p>Employment of 1 SLSO to support Aboriginal cultural education</p> <p>Employment of 0.2 of a teacher to support the Aboriginal education team</p>	<p>The Aboriginal Education Officer supported 100 Aboriginal students who participated in events on a weekly basis in 5 different programs strengthening the school's focus on the National Aboriginal and Torres Strait Islander Education Strategy priority area of <i>Culture and Identity</i>.</p> <p>To enhance the school's focus on the National Aboriginal and Torres Strait Islander Education Strategy priority area of <i>Partnerships</i>, milestone events such as NAIDOC Day were attended by local Elders and many Aboriginal families.</p> <p>Aboriginal students represented their school and community through programs such as the Clontarf Academy, Young Mob and Deadly Dreaming. As a result, Aboriginal students have filled significant leadership positions within the school increasing the school's delivery against the National Aboriginal and Torres Strait Islander Education Strategy priority of Leadership within the broader priority area of <i>Leadership , Quality Teaching & Workforce Development</i>.</p> <p>Literacy and Numeracy performance continues to exceed that of the broader school student population. Supported by a revamped mentor based process for the creation and monitoring of student progress against Personalised Learning Pathways (PLPs), the school demonstrated its focus on the National Aboriginal and Torres Strait Islander Education Strategy priority area of <i>Literacy and Numeracy</i>.</p> <p>A strong Clontarf Academy program supports the attendance and engagement of 47 Aboriginal boys. An Aboriginal SLSO has been employed to mentor students supporting the ongoing school focus on the National Aboriginal and Torres Strait Islander Education Strategy priority area of <i>Attendance</i>.</p>
English language proficiency	<p>Total 2018 Allocation \$68,398</p> <p>Employment of 1.1 SLSOs</p>	<p>EALD support for students is led by a trained EALD teacher. This teacher works within the teaching and learning faculty. The EALD teacher is supported by the Head Teacher Teaching and Learning and by the Learning and Support teachers and School Learning and Support Officers.</p> <p>Support for students with EALD needs is coordinated by the school Learning Support Team. Individual plans for students are developed and provided for all classroom teachers to use.</p> <p>The EALD teacher works in the classroom to model effective practice and provide intensive support to students. Student progress is assessed against the EALD Learning</p>

<p>English language proficiency</p>	<p>Total 2018 Allocation \$68,398</p> <p>Employment of 1.1 SLSOs</p>	<p>Progressions and aligned with NAPLAN bands.</p>
<p>Low level adjustment for disability</p>	<p>Total 2018 Allocation \$382,060</p> <p>Employment of 2.6 teachers as referenced in RAM Equity loadings Low Level Adjustment for Disability staffing \$270,694</p> <p>Employment of 1.9 SLSO's</p>	<p>Programs across the school have been reviewed with a focus on adjustments for disability. Feedback has been given to staff regarding their programs and suggestions for improvement, including the incorporation of the new programming template which provides explicit examples of differentiation.</p> <p>Adjustment is also evident in the increased number of Teaching for Inclusion Plans available on SENTRAL and attached to teacher registrations of learning programs.</p> <p>New systems have been put in place to support students, including a new structure for the Teaching and Learning Hub, new process and feedback cycle for the Learning Support Team and permanent LaST.</p>
<p>Socio-economic background</p>	<p>Total 2018 Allocation \$750,323</p> <p>Employment of 1.4 teachers as referenced in Equity loadings Socio-economic background staffing \$145,758</p> <p>Employment of 0.5 additional Deputy Principal term 1 and 1.0 additional Deputy Principal term 4</p> <p>Employment of 3 additional Head Teachers – higher duties</p> <p>Employment of 0.3 additional classroom teacher</p> <p>Employment of 1.6 additional SLSOs</p> <p>Employment of a Media Officer Clerk 3/4</p> <p>Employment of 0.5 additional SAO</p> <p>Employment of 0.5 additional GA</p> <p>Clontarf Foundation for Aboriginal Boys</p> <p>Extra curricula expenses to support student outcomes (Creating Chances, YETI program)</p>	<p>Funds from this Key Initiative supported the employment of 3.4 teachers. The employment of these teachers allowed the release of expert staff to support Literacy, Numeracy and student engagement through the explicit teaching of Personal and Social Capabilities, as well as the implementation of supportive curriculum structures throughout Year 7 to 10.</p> <p>All three of these key areas were supported through strategies that gave teachers opportunities to collaborate. Through collaboration in the classroom, teachers were able to evaluate their teaching methods and focus on improvements targeting increased levels of student performance.</p> <p>Additionally, intensive support was provided to students in the Teaching and Learning (TL) Hub where individual plans for Literacy, Numeracy and Personal and Social Capabilities are developed.</p> <p>Additional SLSOs have supported students in the TL Hub and in classrooms. A Head Teacher of Teaching and Learning, who has provided leadership and coordinated capacity for this faculty, has also been employed.</p> <p>The Media Officer has improved community access to school information through social media platforms. The school has 1500 'friends' on Facebook. There are approximately 200 families in the school community. Community awareness of school events has improved.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	195	189	168	171
Girls	173	161	145	152

Considerable time and effort in addressing declining enrolments through engagement with partner primary schools and the community has led to Chifley College Shalvey Campus experiencing an overall growth in student numbers in 2018.

This was largely represented by a 48% increase in Year 7 enrolments, however there has also been a measurable increase in other year groups as well.

Anticipated enrolments for 2019, as measured at the end of 2018, indicate this trend will continue with an anticipated enrolment of 335 at the end of the school year.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	85.2	88.6	88.9	89.9
8	79.8	84.7	86.8	85.3
9	79.7	81.4	80.8	84.3
10	72.7	78.8	82.4	80.7
All Years	79.1	83.1	84.4	85.3
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
All Years	90	90	89.9	88.7

Management of non-attendance

Chifley College Shalvey Campus follows a rigorous procedure to record, monitor and report to families the attendance of students that complies with Department of Education policies.

A wide range of attendance intervention programs operate within the school. Period by Period (PxP) online roll marking allowed attendance issues to be quickly identified. The Attendance Co-ordinators and

other key personnel such as the Teaching and Learning staff, Aboriginal Education Officer (AEO), Clontarf Academy staff, Home School Liaison Officer (HSLO) and Aboriginal School Liaison Officer (ASLO) work with 'at risk' students and their parents. Staff implemented individual, year group and whole school strategies to improve attendance and engagement. The two day absence phone calls continued to develop good parent relationships and determine reasons for legitimate absences.

Strong attendance is rewarded and recognised at school assemblies, in student semester reports and at the school annual awards ceremony.

In 2018, through nomination by the Director Educational Leadership, Chifley College Shalvey Campus engaged in a Strategic Services Agreement with School Services to build on the improvements already made in student attendance. Through this agreement, three strategic directions were collaboratively constructed and supported by targeted school and School Services staff. A review of the school's Attendance Action Plan and policies, intensive support and case management for Stage 5 students at greatest risk of educational disengagement and wellbeing concerns, and support through transition points was put into place for students 'at risk' of educational disengagement through this process.

Following a six month development and early intervention phase, it has been recommended that this Strategic Services Agreement will continue into 2019.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	1	0	0
Employment	6	0	0
TAFE entry	0	0	0
University Entry	0	0	0
Other	90		0
Unknown	3	0	0

Chifley College Shalvey Campus is a 7–10 Campus. The expectation is the vast majority of students will transition to either Chifley College Senior Campus or Chifley College Bidwill Campus for Years 11 and 12.

In 2018, 90% of Year 10 students went on to senior studies at a range of settings including Chifley College Senior Campus, Chifley College Bidwill Campus, Wyndham College, Plumpton High School and St Marys Senior High School. The school's unknown post school destinations has been influenced by students moving overseas following the completion of Year 10.

Year 12 students undertaking vocational or trade training

Chifley College Shalvey Campus is a 7–10 Campus. Data on student school exit destinations can be found in the Annual Report provided by Chifley College Senior Campus and other school settings in which students have enrolled for Years 11 and 12.

Year 12 students attaining HSC or equivalent vocational education qualification

Chifley College Shalvey Campus is a 7–10 Campus. Data on student school exit destinations can be found in the Annual Report provided by Chifley College Senior Campus and other school settings in which students have enrolled for Years 11 and 12.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	20.3
Learning and Support Teacher(s)	2.6
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	10.58
Other Positions	1

*Full Time Equivalent

In 2018, four members of Chifley College Shalvey Campus staff identified as Aboriginal; one Aboriginal Education Officer and three School Learning Support Officers. Additionally, the school contributes to the employment of two Clontarf Academy employees.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	45

Professional learning and teacher accreditation

Performance Development Plans are negotiated with all staff by supervisors. Plans make reference to individual staff professional learning goals in support of the school plan targets and the Department of Education's Strategic Plan.

Professional learning has been provided to all staff and the school actively seeks to provide a mix of opportunities that support staff for both registered and teacher identified professional learning hours. This is supported with a school wide procedure of explicitly linking all professional learning to the Australian Professional Standards for Teachers.

In 2018, Chifley College Shalvey Campus supported seven Early Career Teachers as they worked towards gaining Accreditation at Proficient. These staff members were supported through the employment of a 0.2 Early Career Teacher Mentor and provided with fortnightly support, in the form of induction meetings, negotiated observations and professional feedback.

A team of five staff were collaboratively engaged in building support structures to support themselves and others to work towards Higher Accreditation.

Whole school professional learning throughout the year was developed out of the analysis of strengths and identified areas for whole school improvement, drawing on staff strengths to lead others in ongoing professional growth for the benefit of improved student outcomes.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	882,161
Revenue	6,528,860
Appropriation	6,456,664
Sale of Goods and Services	29,791
Grants and Contributions	36,784
Gain and Loss	0
Other Revenue	1,416
Investment Income	4,205
Expenses	-6,887,101
Recurrent Expenses	-6,887,101
Employee Related	-5,836,960
Operating Expenses	-1,050,141
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-358,241
Balance Carried Forward	523,920

Effective financial management is the planned acquisition, use and control of financial resources.

Under the Public Finance and Audit Act 1983, the principal is accountable for the management of the school's finances, although the day to day accounting work is undertaken by the School Administrative Manager. The Principal is accountable to the Department and to the community for school funds (public money). Public monies include State and Commonwealth grants, school and community income and revenue from other bodies.

The Schools Finance system provides an integrated administration system made up of several distinct programs that include:

- Student Administrative and Learning Management (SALM) incorporating student wellbeing and student management
- Schools Finance system – the integrated finance system for schools encompasses activities such as financial management, planning, reporting and performance of schools. In particular SAP finance functions include developing, monitoring and analysis tools and processes to ensure correct and reliable accounting processes in schools
- Enterprise Financial Planning Tool (eFPT)
- Schools HR/payroll

School staff are expected to be aware of, understand and apply departmental policies and practices in ways that will benefit students, the Department and the wider community.

Funds have been accumulated over the past 4 years towards the construction of a large Covered Outdoor Learning Area (COLA). In 2018, \$451,800 was allocated by the school for the cost of this project. The COLA will be completed in early 2019 and will be a wonderful asset to our school to benefit all students.

\$53,261 was spent on furniture and equipment to improve student learning spaces including an additional 3D printer for our STEM classroom, and \$27,519 was used in the area of technology for computer hardware.

Available funds carried forward have been allocated towards various projects within the school to enhance the learning and wellbeing of our students. These projects include refurbishment of the school canteen (as a joint funded project with AMU), science lab and music rehearsal space. Funds have also been set aside for the creation of an Aboriginal cultural space. Substantial funds are being utilised in the areas of technology, extra curricula programs and classroom equipment and teaching resources.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	3,464,647
Base Per Capita	66,345
Base Location	0
Other Base	3,398,302
Equity Total	1,341,060
Equity Aboriginal	140,279
Equity Socio economic	750,323
Equity Language	68,398
Equity Disability	382,060
Targeted Total	701,842
Other Total	789,279
Grand Total	6,296,827

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.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

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

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

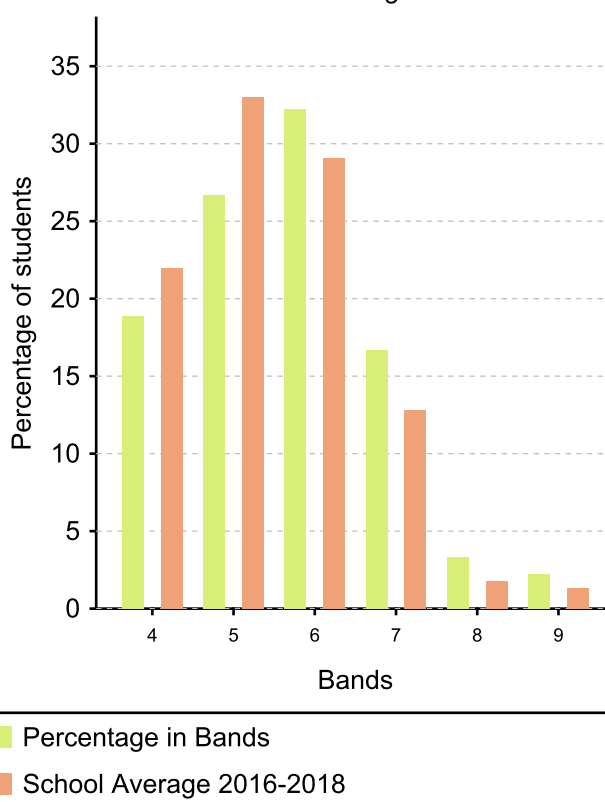
In NAPLAN Literacy, there were a large number of students experiencing growth in the areas of Reading,

Writing, Spelling, and Grammar and Punctuation.

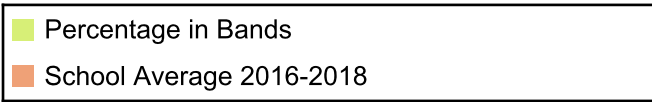
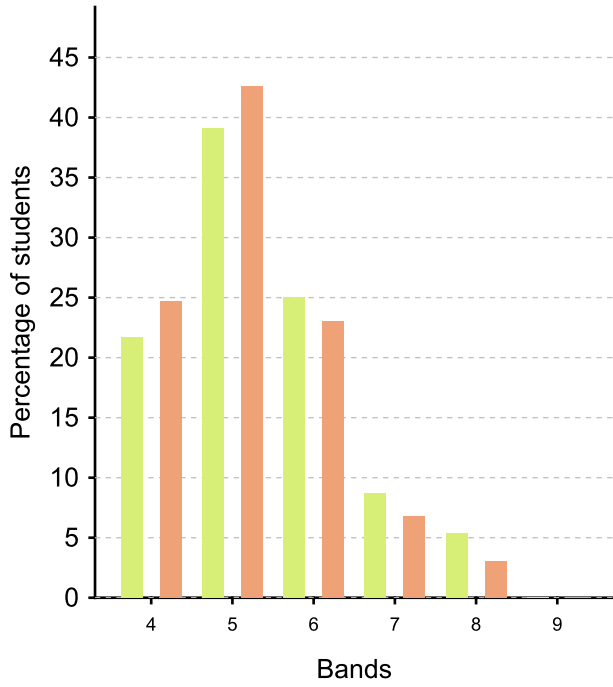
When looking at the percentage of students in 'bands over time' data, the school has recorded a significant improvement in student achievement. Year 7 Writing shows an increase of students achieving Band 6 results from 18% to 25%, Band 7 results from 2% to 9% and Band 8 results from 0% to 5%. For Year 9 Writing, there was an increase in students achieving Band 7 or 8 results from 16% to 21%, largely represented by the growth in Band 8 results. This improvement demonstrates significant impact from the school's processes targeting writing.

Specifically, the school's writing focus addressed improvement at the word level in Term 1. The success of this approach is demonstrated by the improvements seen where the average NAPLAN scores for Year 7 were 15 marks greater than Statistically Similar School Groups for Spelling and Year 9 Spelling results were 10 marks greater. In both instances, the school cohort demonstrated improved results compared to 2016 and 2017.

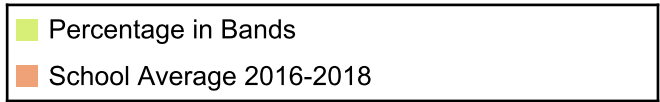
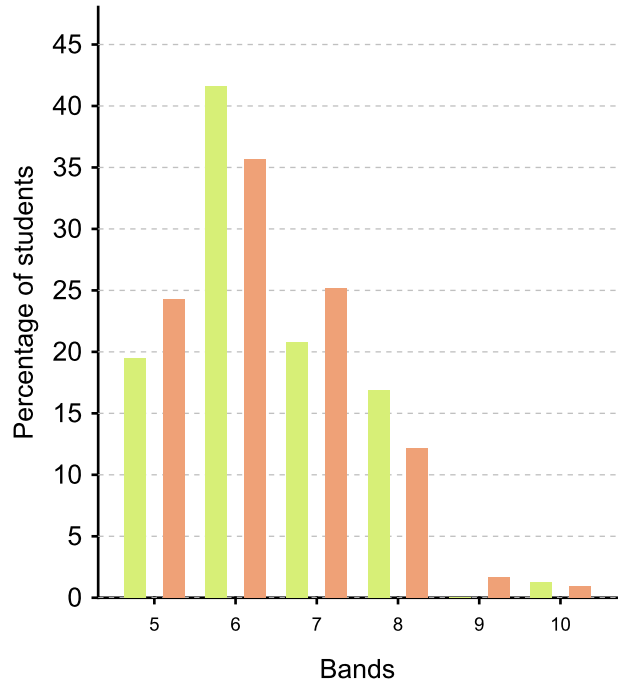
Percentage in bands:
Year 7 Reading



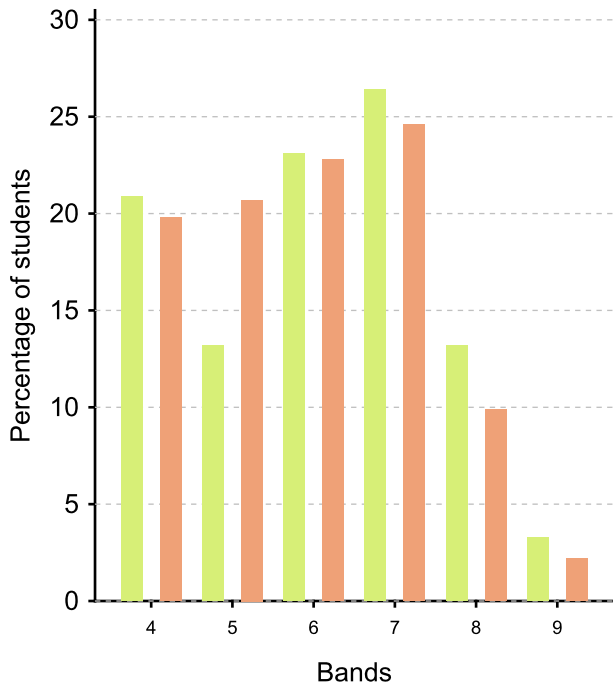
Percentage in bands:
Year 7 Writing



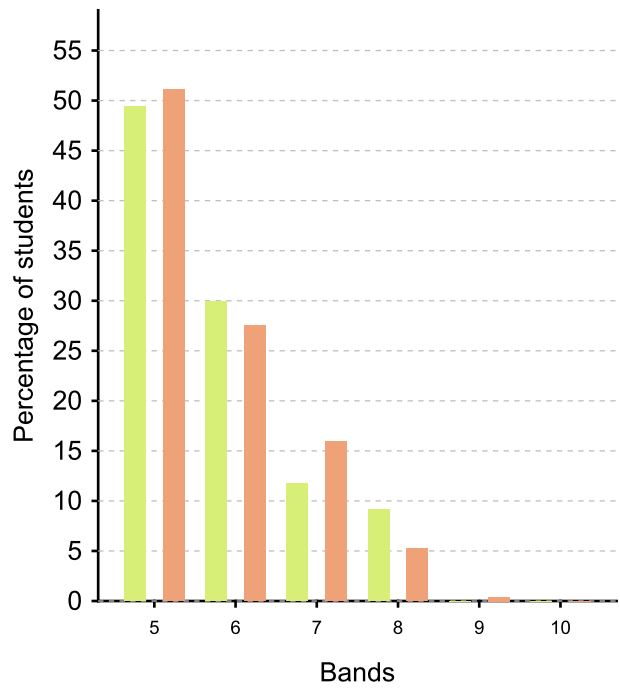
Percentage in bands:
Year 9 Reading



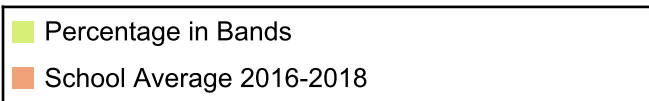
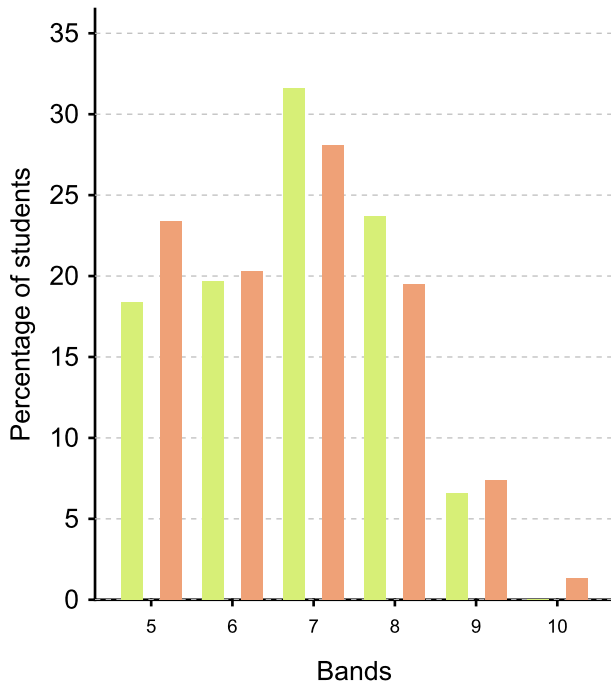
Percentage in bands:
Year 7 Spelling



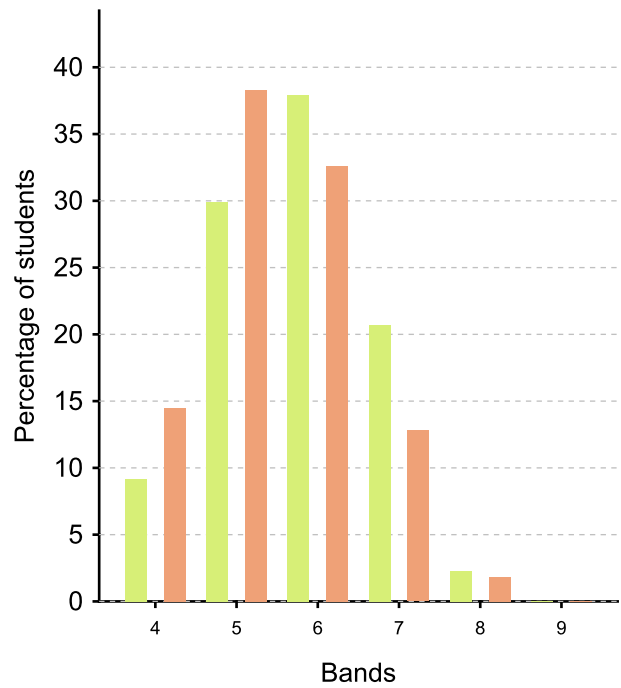
Percentage in bands:
Year 9 Writing



Percentage in bands:
Year 9 Spelling



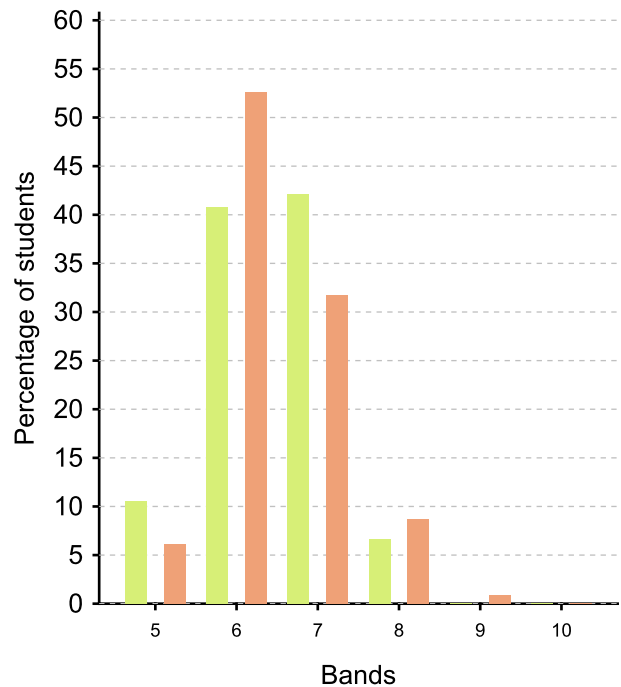
Percentage in bands:
Year 7 Numeracy



In NAPLAN Numeracy, there were a large number of students experiencing growth. There was an increased number of students achieving in the higher bands, particularly in Year 7 where the school had invested a large amount of time and resources developing new General Capabilities led curriculum structures. When considering Year 7 data around the percentage of students in 'bands over time', there was significant improvement with 23% of students achieving Band 7 or 8 results (21% Band 7 and 2% Band 8) compared to 8% in 2017 and 11% in 2016.

Students in Year 9 with results in Bands 8 and 9 dropped slightly from 11% to 7%, however there was a substantial increase from 34% to 42% in students achieving Band 7 results. For Year 9 Aboriginal students that were involved in the school's new targeted numeracy support program, there was at or above expected growth results for 14 of the 19 students, with prior scores to compare against.

Percentage in bands:
Year 9 Numeracy



The My School website provides detailed information and data for national Literacy and Numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In line with the Premier's priorities to improve student results, there has been an increase of 2% for Year 7 students in the top two NAPLAN bands for Reading. This is supported by an increase of 14% in Year 7 students achieving Bands 7 or 8. For Year 9, there has been a 1% increase in students achieving Band 10 results in Reading. This is supported by an increase from 10% to 17% of students achieving Band 8 results.

The school continues to work towards increasing the top two bands for Numeracy in Years 7 and 9. In 2018, progress towards this target is represented by an increase in Band 7 and 8 results for Year 7 students of 15% – 8% to 23% in Numeracy. In Year 9, there was an increase in the number of students achieving Band 7 and 8 results in Numeracy of 5%.

With regard to the State Priorities of 'Better services – Improving Aboriginal education outcomes', the school continues to work towards achievement in the top two NAPLAN bands. Significant progress towards this is evidenced by an increase of 3% in Year 7 students achieving Band 7 results for Reading, an increase of 5% in Year 9 students achieving Band 8 results in Reading, an increase of 5% in Year 7 students achieving Band 8 results in Numeracy and an increase of 6% in students achieving Band 7 results in Numeracy.



Parent/caregiver, student, teacher satisfaction

The Tell Them From Me surveys were used to survey parent, teacher and student satisfaction within a range of school functions.

The student satisfaction surveys reported that the students have a high degree of confidence in the school to provide a safe learning environment and that the staff are supportive and seek to provide positive learning environments. They are intellectually engaged and find learning interesting, enjoyable and relevant with a high degree of satisfaction with extra curricular activities and sporting opportunities. They felt accepted and valued by others at the school, formed positive relationships and believed that school would provide them with a better future. This is evidenced by an increase in attendance and a decrease in suspensions.

Parents noted positive changes to the school learning environment and are happy with the range of opportunities to engage with the school including open

night, parent/ teacher nights and coffee and cake meetings, which are held twice a term as an informal Parents and Citizens structure contextualised to the school and community needs.

Teachers indicated that clear expectations are established across the school with high expectations for learning. Teachers also reported that they use a wide range of strategies in the classroom to better engage students and to accommodate a wide range of learning needs and were particularly adept at assisting students and overcoming obstacles to learning.



Policy requirements

Aboriginal education

This year Chifley College has continued to strengthen its commitment to Aboriginal education. Across the College, the Aboriginal Education teams have worked at both Campus and College level to provide opportunities for students to participate in a wide variety of programs to connect students to their heritage. In addition, a cross-college evaluation team took a closer look at Aboriginal Education in the College by undertaking a mock External Validation process to clearly establish what we are doing to 'close the gap.'

Across the College, the Clontarf Academy continued to engage and support Aboriginal boys through sport, mentoring, positive relationships and a focus on attendance. In their third year at Chifley College, Clontarf has embedded itself in the culture of the College to support the engagement and attendance of boys to improve retention rates at HSC level and transition to the workforce and further study.

Every Aboriginal student in the College has a Personalised Learning Pathway developed in consultation with the student, parents and teaching staff. This mentoring approach has had a positive impact on students, particularly girls who have demonstrated a higher than average expectation of success at school. The Aboriginal Indigenous Mentoring Experience (AIME) program is a highly successful program across the College. Individual campuses have also engaged in programs that suit their own context. Mt Druitt Campus students have engaged with the Burajara mob, whilst the Carriageworks program at Bidwill Campus has grown throughout the year with increasing numbers of

students accessing the program. Dunheved Campus staff deliver Pathway to Dreaming and the Brewongle Leadership Program amongst a host of other programs, with Shalvey Campus providing opportunities for Aboriginal students to engage with the highly successful team at Young Mob. Senior Campus has a steady focus on student wellbeing and academic success through programs run in the Sue Leary Centre that connect students with each other and their learning. The impact of these programs is a significant difference above State average for Aboriginal students on all campuses of Chifley College reporting a high sense of advocacy in the school.

executive and parents.

Celebration and acknowledgement of Aboriginal culture is a high priority across the College and is evidenced by NAIDOC Day celebrations comprising whole school assemblies, dance and storytelling workshops, curriculum links and learning, primary school transition activities, connection to community and welcoming Elders. In addition to mentoring and learning programs running across the College, students at individual campuses can take advantage of individual community based projects such as Mt Druitt Campus students designing the Bulldogs' NRL Indigenous jersey, Shalvey Campus students being recognised for leadership through the Nanga Mai awards, Senior Campus dancers performing at the Smoking Ceremony to prepare the land for Badgerys Creek Airport, Gili scholarship recipients at Bidwill Campus and the establishment of a junior AECG at Dunheved Campus. The significance of students engaging in these community activities is outstanding and supports the positive increases in attendance for Aboriginal students across the College.

Multicultural and anti-racism education

The school supports both a Multicultural Education Coordinator and an Anti-Racism Contact Officer (ARCO).

In 2018, Chifley College Shalvey Campus supported students from 13 countries of birth other than Australia, representing 16% of the student population. 31% of the students at Chifley College Shalvey Campus come from a non-English speaking background, with the majority of these being from a Pacific Nations background.

NAIDOC Day, Harmony Day and Multicultural Day have been events that have brought the school and community together to engage in activities aimed at celebrating diversity. These celebrations have been supported by teaching and learning programs that develop understanding of community harmony. The school community is accepting of individual and cultural differences. This acceptance of cultural differences and diversity is a key part of the fabric that makes our school a safe place.

Any referrals regarding racism are made to the ARCO. These are resolved promptly, with a focus on mediation and education. Any act of racism is managed according to DoE policy under the guidance of the Anti-Racism Contact Officer in partnership with the