

# Chifley College Shalvey Campus 2019 Annual Report



8496

## Introduction

The Annual Report for 2019 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.

### School contact details

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## School background

### School vision statement

Chifley College Shalvey Campus provides a high quality education to equip all students with the knowledge and skills to fully participate in society as productive and engaged citizens. A school-wide culture of high expectations and high support is in place where every student is known, valued and cared for as a unique individual. Continuous school improvement is driven by a process of enquiry and self-reflection where every student, every teacher and every leader is improving every year.

### School context

Chifley College Shalvey Campus is a comprehensive 7–10 campus of the Chifley Collegiate, situated in Mount Druitt. There are 374 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 that has been recognised for its innovative leadership in the development of General Capabilities linked to the Australian curriculum.

The school is situated in an area comprising of public and private housing. The school Family Occupation and Education Index (FOEI) for 2019 was 182. To overcome educational disadvantage, the school is focused upon quality teaching and learning within a caring and supportive environment to provide a holistic education for success and positive life outcomes for all students.

## 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 and participated in an external validation. 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 school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
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

### Learning

#### Purpose

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

#### Improvement Measures

Improved school culture as measured by attendance, student satisfaction and learning engagement, suspension and negative behaviour data.

#### Progress towards achieving improvement measures

##### Process 1: **LEARNING CULTURE – Personal & Social Capabilities, Wellbeing, Creating A Safer Shalvey (CASS)**

The school will target the development of an effective environment for learning through the leadership and activities of the Wellbeing, CASS and Personal and Social Capabilities teams.

Evaluation	Funds Expended (Resources)
A whole staff conference focused on resilience and wellbeing and addressed school collaborative practice and planning. Staff teamwork was enhanced and collegiality was increased.	Wellbeing conference, funded from the school's Professional Learning Allocation and Beginning Teacher funding, held for staff to identify strengths and weaknesses and support school priorities.
Early Career teachers were supported through release from teaching and access to professional learning.	Funding provided to support whole school events and activities with the focus for students on the objectives of the Wellbeing, CASS and PBL teams.
Positive Behaviour for Learning team in place.	

##### Process 2: **DIFFERENTIATION – Year 7 Team, Transitions**

The Year 7 team implements a comprehensive series of transition events to develop strong relationships with their families to better support learning in Stage 4.

Evaluation	Funds Expended (Resources)
The Project Based Learning curriculum initiative was evaluated and revised, resulting in changes to the 2020 Curriculum structure.	Engagement of Head Teacher Year 7 faculty funded from RAM Equity loadings.
A highly successful transition program supported all students and their families to integrate into high school.	Teacher relief from face to face teaching and resourcing for key transition events/days such as 'Project in a Day' and 'Breathe Out' programs from RAM Equity loadings.
Wrap around supports for students with complex needs in place.	

##### Process 3: **CURRICULUM Provision – Aboriginal Education, Young Entrepreneurs, Tomorrow's Innovators (YETI), Core Skills, Project Based Learning**

Curriculum teams design and implement innovative curriculum responses to address the needs of specific groups.

Evaluation	Funds Expended (Resources)
Aboriginal boys are supported through targeted mentor program addressing	Clontarf Foundation Shalvey Academy

## Progress towards achieving improvement measures

academic, wellbeing and social skills. Attendance closely monitored with regular contact made with parents and community. Increased communication and positive relationships with families. Increased attendance of Aboriginal boys.

Students are trained and supported to take up roles as student representatives.

Students developed and applied 21st Century skills as they solve problems in a real world context in partnership with the Creating Chances program and TAFENSW.

A targeted class of boys learned business skills through the development and operation of a barista program serving staff and visitors to the school.

for the engagement of male Aboriginal students funded from RAM Equity loadings including RAM Aboriginal background.

Brewongle Environmental Education Centre leadership day funded from RAM Aboriginal background equity loading.

Student based programs such as YETI/Creating Chances, Core skills coffee initiative and PBL resources funded from RAM Equity loadings.

## 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.

#### Improvement Measures

##### Plus Three Targets

Students engaged in setting PLUS 3 goals based on explicit feedback. This feedback provided information about student strengths and areas for improvement, including specific advice and strategies about how to improve their results in these areas.

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.

Improved student engagement as measured by drivers of student learning profiles in Tell Them From Me (TTFM).

#### Progress towards achieving improvement measures

##### Process 1: LITERACY & NUMERACY

Staff actively engage in professional learning and implement practices in classes supported by expert teachers.

Evaluation	Funds Expended (Resources)
<p>Instructional leaders led the development and delivery of professional learning to support teachers in improving Literacy and Numeracy.</p> <p>All teachers had the opportunity to participate in KLA, Wellbeing and pedagogical approaches to enhance professional practice, including external conferences and activities.</p> <p>Literacy and Numeracy resources and processes to address student gaps in learning developed and implemented.</p>	<p>External professional learning opportunities, funded from the school's Professional Learning allocation and Beginning Teacher funding.</p> <p>Teacher relief from face to face teaching to enable staff to develop resources and implement practices supported by Instructional Leaders.</p>

##### Process 2: COLLABORATIVE PRACTICE & FEEDBACK

A cyclical culture of interaction and dialogue of collaboration and feedback is embedded across all areas of the school.

Evaluation	Funds Expended (Resources)
<p>A team structure across the school was established to address identified areas of focus.</p>	<p>Employment of additional teacher funded from RAM Equity to support team structure, release time and increased student numbers.</p>

##### Process 3: ACCREDITATION

## Progress towards achieving improvement measures

### Process 3:

School and teacher professional learning plans facilitate teacher accreditation at higher levels.

<b>Evaluation</b>	<b>Funds Expended (Resources)</b>
<p>Teachers seeking accreditation at Highly Accomplished engaged in professional learning and network meetings internal and external to the College.</p> <p>An informal mentor program supported teachers aspiring to the higher levels of accreditation.</p> <p>The Early Career teachers worked closely with an assigned mentor to support them, document growth and achieve successful attainment at Proficient.</p>	<p>Beginning Teacher Program – Period release for 3 expert teachers to mentor beginning teachers. Funded from Beginning Teacher funding.</p>



## 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.

#### Improvement Measures

Changes in ratio between unique visits and number of hits on all social media platforms as indicated by TTFM data.

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.

#### Progress towards achieving improvement measures

##### Process 1: EDUCATIONAL LEADERSHIP

Embed a cycle of collaboration and feedback based on milestones and evidence.

Evaluation	Funds Expended (Resources)
A leadership team utilised an established cycle of collaborative enquiry across all areas of the school using the School Excellence Framework to inform planning and prepare evidence for external validation.	Teacher relief from face to face teaching to allow members of the leadership team to collaborate, plan and prepare evidence for external validation.

##### Process 2: COMMUNITY CONNECTIONS

Engagement of a media specialist to manage social media and ongoing publication of school events and achievements to the community.

Evaluation	Funds Expended (Resources)
Engagement of Media Officer has improved community and parent engagement through social media platforms. Community awareness of, and participation in, school events has improved.	Employment of full time Media Officer (Clerk 3/4) from RAM Equity loadings.

Key Initiatives	Resources (annual)	Impact achieved this year
<p><b>Aboriginal background loading</b></p>	<p>Total 2019 allocation: \$151,249</p> <p>Employment of AEO as referenced in Equity loadings Aboriginal background staffing \$68,575</p> <p>Employment of one SLSO part time to support Aboriginal cultural education \$16,160</p> <p>Employment of 0.3 of a teacher to support the Aboriginal Education Team \$32,015</p> <p>Half semester funding of Clontarf Foundation Shalvey Academy to support the education and wellbeing of young Aboriginal male students \$28,125</p> <p>Upgrade of Aboriginal cultural space, development of Aboriginal bush garden, leadership excursion, teaching resources and consumables \$5,606</p>	<p><b>Literacy &amp; Numeracy: PLPs</b></p> <p>The Aboriginal Education Co-ordinator leads the Aboriginal Education Team and key personnel to develop Personalised Learning Pathways for each Aboriginal student. Mentors develop the PLPs in consultation with the student, parents and teaching staff. This mentoring approach, with regular follow up, has had a positive impact on students.</p> <p><b>Leadership: Student</b></p> <p>Students attended a leadership day at Brewongle Environmental Education Centre. The aim was to develop skills in students and encourage them to take on more leadership roles at school.</p> <p>The Clontarf Foundation exists to improve the education, discipline, life skills, self-esteem and employment prospects of young Aboriginal and Torres Strait Islander males and by doing so equips them to participate more meaningfully in society.</p> <p><b>Culture &amp; Identity</b></p> <p>Aboriginal students represented their school and community through the highly successful Shalvey Campus Aboriginal dance group. The group was invited to work with students from a nearby high school and local primary school to form a combined cultural dance group and performed at the NSW Public Education "Pulse" showcase for performing arts at the Sydney Opera House. The Shalvey Campus Aboriginal Dance group was also invited to perform at other community events such as local NAIDOC Day celebrations, at local primary schools and at the opening of the "Kimberwalli" Aboriginal Centre for Excellence. The dance group was also acknowledged in a speech to Parliament by the member for Chifley, The Honourable Mr Ed Husic MP.</p>
<p><b>English language proficiency</b></p>	<p>Total 2019 allocation \$91,862</p> <p>Employment of 0.4 teacher as referenced in Equity loadings English Language Proficiency staffing \$42,686</p> <p>Employment of 0.8 SLSO \$49,002</p>	<p>EALD students have received specialist intervention in class and through withdrawal. Increasing communication and upskilling of staff will be an area of priority in 2020.</p>
<p><b>Low level adjustment for disability</b></p>	<p>Total 2019 allocation \$388,828</p> <p>Employment of 2.6 teachers as referenced in Equity loadings Low Level Adjustment for Disability</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 with explicit examples of differentiation.</p>

<b>Low level adjustment for disability</b>	\$277,462  Employment of 1.8 SLSOs \$110,254	Adjustment is also evident in the increased number of teaching for inclusion plans available for staff to support adjustments to learning programs..
<b>Quality Teaching, Successful Students (QTSS)</b>		Chifley College Shalvey Campus does not receive QTSS funding.
<b>Socio-economic background</b>	<p>Total 2019 allocation \$822,718</p> <p>Employment of 1.4 teachers as referenced in Equity loadings Socio-economic background staffing \$149,402</p> <p>Employment of 1 additional teacher</p> <p>Employment of 3 additional Head Teachers – higher duties</p> <p>Employment of Media Officer</p> <p>Employment of Business Manager</p> <p>Employment of 2 SLSO's (equivalent to 1.8)</p> <p>Employment of Community Liaison Officer (part time 0.4)</p> <p>Employment of additional SASS staff – 0.5 additional GA and 2 SAO's 0.2</p> <p>Clontarf Foundation for Aboriginal male students</p> <p>Extra curricula expenses to support students outcomes – Creating Chances program \$20,000</p> <p>Technology purchases (computer hardware, laptops and iPads) \$54,800</p> <p>Classroom furniture, equipment and resources</p>	<p>Funds from this key initiative supported the employment of 2.4 teachers. This allowed the release of expert staff to support Literacy, Numeracy and student engagement through explicit teaching as well as provisional extra support to implement curriculum structures through Years 7 to 10.</p> <p>Additional SLSOs have supported students in the Teaching and Learning Hub and in classrooms.</p> <p>The engagement of two Pacific Islander identified SLSOs has improved our community connections to Pasifika students and their families increasing engagement in school activities.</p> <p>The Media Officer has improved community access to school information through social media platforms. Community awareness of school events has improved with significant increases in engagement in school activities.</p> <p>Employment of a HT Technology and the expenditure for hardware and software has enabled the availability of outstanding technology resources for teachers to use with students in their classes. A dedicated STEM room has been established providing students with the opportunity to learn robotics and coding. Several 3D printers have been purchased and set up in the STEM room.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	189	168	171	201
Girls	161	145	152	181

### Student attendance profile

School				
Year	2016	2017	2018	2019
7	88.6	88.9	89.9	84.4
8	84.7	86.8	85.3	84.5
9	81.4	80.8	84.3	82.3
10	78.8	82.4	80.7	76.9
All Years	83.1	84.4	85.3	82.3
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
All Years	90	89.9	88.7	88.2

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 2019. This was largely represented by a 18.3% increase in Year 7 enrolments.

### 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	0.5	N/A	N/A
Employment	1	N/A	N/A
TAFE entry	0.5	N/A	N/A
University Entry	0	N/A	N/A
Other	97	N/A	N/A
Unknown	1	N/A	N/A

Being a Year 7–10 campus, the majority of leaving Year 10 students go onto Year 11 at Chifley College Senior Campus. A very small percentage enrol into Year 11 at other Senior schools. A very small minority leave for employment or TAFE.

## Year 12 students undertaking vocational or trade training

0% of Year 12 students at Chifley College Shalvey Campus undertook vocational education and training in 2019.

As Chifley College Shalvey Campus is a Year 7–10 school, data on student school exit destinations can be found in the Annual Report provided by Chifley College Senior Campus 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)	22.46
Learning and Support Teacher(s)	2.6
Teacher Librarian	1
Teacher ESL	0.4
School Counsellor	1
School Administration and Support Staff	10.98
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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	523,920
<b>Revenue</b>	7,206,583
Appropriation	7,114,890
Sale of Goods and Services	29,936
Grants and contributions	55,322
Investment income	704
Other revenue	5,730
<b>Expenses</b>	-7,037,789
Employee related	-6,136,205
Operating expenses	-901,584
<b>Surplus / deficit for the year</b>	168,794

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.

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 Business Manager and School Administrative Manager. The principal is accountable to the department and to the community for school funds derived from State and Commonwealth fund allocations, 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)
- 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.



## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	732,901
<b>Equity Total</b>	1,454,657
Equity - Aboriginal	151,249
Equity - Socio-economic	822,718
Equity - Language	91,862
Equity - Disability	388,828
<b>Base Total</b>	3,739,183
Base - Per Capita	82,245
Base - Location	0
Base - Other	3,656,937
<b>Other Total</b>	988,801
<b>Grand Total</b>	6,915,542

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

## School performance - NAPLAN

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

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

### Literacy

In NAPLAN Literacy, the average scaled growth of students from Years 7 to Year 9 was 41.1% compared to 36.2% for SSSG and 35.7% for the State in Reading. Grammar and Punctuation also demonstrated growth with the school average scaled growth at 37.7% where SSSG stood at 32.5% and the State at 29.6%. The percentage of students at or above expected growth for students exceeded SSSG schools in all literacy domains with 53.3% in Reading compared to 50.1% for SSSG in Reading. 53.2% of school students were at or above expected growth in Writing compared to 46.8% in SSSG schools. Grammar and Punctuation had 46.7% of students at or above expected growth compared to 45% of SSSG and we sat 3.9% ahead of SSSG for Spelling with 51.7%. The data indicates that the number of students achieving Bands 6, 7 and 8 has increased over the last three years with an additional 7% of students achieving Band 8 in Writing compared to 2018. 31% of students at the school achieved results in Bands 8, 9 and 10 in Spelling in 2019. An additional 5% of students met the minimum standards for literacy in Reading compared to 2018.

### Numeracy

In NAPLAN Numeracy, the average scaled growth of students from Year 7 into Year 9 was 45.7 compared to 41.7 for SSSG and 36.5 for the State. The percentage of students at or above expected growth for students from Year 7 to Year 9 was 55.9% compared to 49.7% for SSSG and 54% for the State. With the exception of one student, all of the Year 9 cohort experienced growth from their Year 7 results. The average scaled growth of students in Year 7 was 55.1 compared to 45.6 for SSSG and 57.6 for the State. The percentage of students at or above expected growth for students from Year 7 to Year 9 was 50.5% compared to 47.2% for SSSG and 66.8% for the State. 91% of students in the Year 7 cohort experienced growth from their Year 7 results.

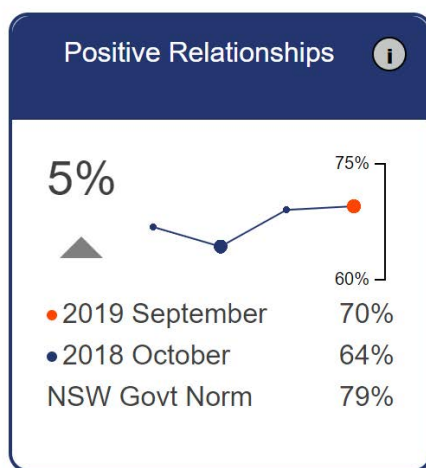
## Parent/caregiver, student, teacher satisfaction

Student data from the Tell Them From Me surveys showed 5% growth in the area of Positive Relationships from 2018 to 2019. Students indicate they have friends at school they can trust and who encourage them to make positive choices.

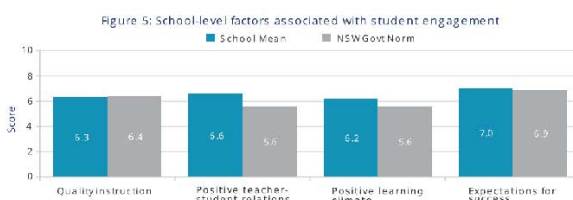
In school level factors associated with student engagement, results from Shalvey Campus students' responses indicated the school was performing at above the NSW Government norm in the areas of Positive teacher–student relations, Positive learning climate and Expectations for success. There had been growth from 2018 to 2019 in Optimism and the extent to which students felt hopeful and had positive expectations for the future.

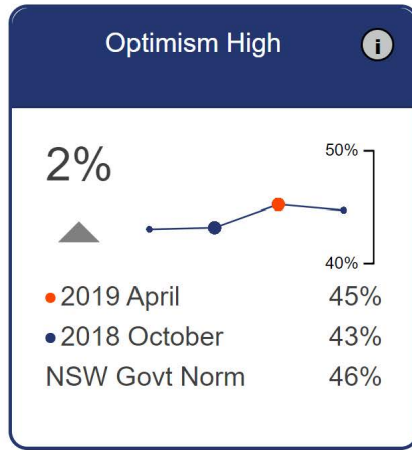
Teacher data from the TTFM surveys indicated growth in Leadership from 2018 to 2019 which placed Shalvey Campus on a par with the NSW Government norm. The highest place value was in the response to 'I work with school leaders to create a safe and orderly school environment', something which the staff of Shalvey Campus strive to achieve.

There was overwhelming agreeance from teachers in response to the question of 'School leaders lead improvement and change'.



Students have friends at school they can trust and who encourage them to make positive choices.



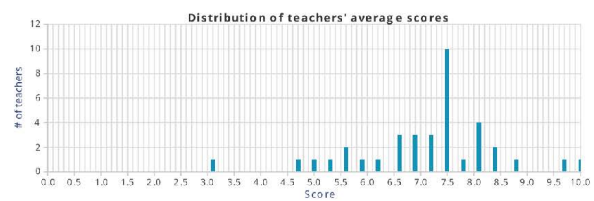


The extent to which students feel hopeful and have positive expectations for the future.



#### Leadership

School Mean (NSW Govt Norm)	Leadership	7.1 (7.1)
School leaders have helped me establish challenging and visible learning goals for students.	6.9	
School leaders have helped me create new learning opportunities for students.	7.0	
School leaders have provided me with useful feedback about my teaching.	7.0	
School leaders have helped me improve my teaching.	6.8	
School leaders have provided guidance for monitoring student progress.	6.8	
I work with school leaders to create a safe and orderly school environment.	7.7	
School leaders have taken time to observe my teaching.	7.3	
School leaders have supported me during stressful times.	7.6	



## 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.

This year Chifley College Shalvey Campus has continued to strengthen its commitment to Aboriginal education. The Clontarf Academy continues to engage and support Aboriginal boys through sport, mentoring, positive relationships and a focus on attendance. Clontarf have embedded themselves into the culture of the campus to support the engagement and attendance of young males to improve retention rates and transition to the workforce and further study.

Celebration and acknowledgement of Aboriginal culture is a high priority and is evidenced by NAIDOC Day celebrations comprising whole school assemblies, dance performances and cultural workshops.

The very successful Shalvey Campus Aboriginal Dance Group was invited to perform at partner primary schools' NAIDOC Day celebrations, the opening of the 'Kimberwalli' Aboriginal Centre for Excellence and other community NAIDOC events. They were also invited to partner with a nearby high school and local primary school and perform at the Department of Education 'Pulse' creative and performing arts showcase held at the Sydney Opera House.

### Anti-Racism Policy

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

### Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.

In 2019, Chifley College Shalvey Campus supported students from 25 countries with a language background other than English, representing 31.8% of the student population. The majority of these being from a Pacific Island background.

NAIDOC Day, Harmony Day and Multicultural Day have been events held in 2019 that brought the school and community together to engage in activities aimed at celebrating diversity. These events are supported by teaching and learning programs that develop understanding of community harmony. The school community is accepting of individual and cultural differences and that diversity is a key ingredient in what makes our school a safe place.