2020 Annual Report

Chifley College Shalvey Campus

Chifley College
Shalvey Campus

8496

Introduction

The Annual Report for 2020 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 vision

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 very student is known, valued and cared for as a unique individual. Continuous school improvement is driven by evidence-based practices, a process of collaborative 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 420 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. 30% of students identify as Aboriginal and Torres Strait Islander. Chifley College Shalvey Campus has a Support Unit catering for 43 students, with two 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 with core values of Safe and Respectful Learning.

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 school plan and annual report.

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

Self-assessment using the School Excellence Framework

Elements	2020 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	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

Learning

Purpose

To create purposeful, engaged 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 behaviour data.

Progress towards achieving improvement measures

Process 1:   LEARNING CULTURE

The school will target the development of an effective environment for learning through the leadership and activities of the Wellbeing, Learning and Support and Positive Behaviour for Learning teams.

Evaluation	Funds Expended (Resources)
Positive Behaviour for Learning team in place. Positive behaviour for Learning 'Shine @ Shalvey' launch day. Student rewards including canteen vouchers, prizes and ice blocks for students demonstrating the school expectations as Safe and Respectful, Learners. A whole staff conference focused on resilience, wellbeing and collaborative practice was planned but postponed due to Covid19 restrictions.	Funding provided to support whole school events and activities with the focus for students on the objectives of the PBL team. Whole staff wellbeing conference would have been funded from the school's Professional Learning Allocation and Beginning Teacher funding but events were postponed due to Covid19 restrictions.

Process 2:   DIFFERENTIATION - Transition

The transition team implements a comprehensive series of events to further develop relationships with partner schools and families to support learning in Stage 4.

Evaluation	Funds Expended (Resources)
The Primary Connect transition program while continuing to build relationships with partner schools and families was modified to meet Covid19 restrictions.	Teacher relief and resourcing from RAM Equity loadings.

Process 3:   CURRICULUM Provision - Aboriginal Education, Young Entrepreneurs, Tomorrow's Innovators (YETI)

Curriculum teams design and implement evidence-based curriculum responses to address the needs of specific groups.

Evaluation	Funds Expended (Resources)
Aboriginal boys are supported through Clontarf, a mentor program addressing academic, wellbeing and social skills. Attendance is closely monitored with regular contact made with parents and community. Increased communication leads to strong and positive relationships with families. An Aboriginal girls' leadership program was due to implemented however was placed on hold due to Covid19 restrictions. Students are trained and supported to take up roles as student leaders and	Clontarf Foundation Shalvey Academy for the engagement of male Aboriginal students funded from RAM Equity loadings including RAM Aboriginal background. Creating Chances and PBL resources funded from RAM Equity loadings.

Progress towards achieving improvement measures	
school representatives. Students developed and applied 21st Century skills as they try to solve problems in a real world context in partnership with the Creating Chances program. Rugby in the park was modified to meet Covid19 restrictions.	

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)
Instructional leaders led the development and delivery of professional learning to support teachers in improving Literacy and Numeracy. Literacy and Numeracy resources and processes to address student gaps in learning developed and implemented. Program was modified due to Covid19.	External professional learning opportunities, funded from the school's Professional Learning allocation. Teacher relief from face to face teaching to enable staff to develop resources and implement practices supported by Instructional Leaders.

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)
HT T&L and HT Learning Support trained in Quality Teaching Framework. Quality Teaching Rounds were implemented as high impact professional learning enabling deep conversations about classroom practice. Implementation was modified due to Covid19 restrictions.	RAM Equity to support release time for professional learning and Quality Teaching Rounds to take place.

Process 3:   ACCREDITATION

<table>
<tr><td colspan="2" style="background-color:#c0392b;color:white">Progress towards achieving improvement measures</td></tr>
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Process 3:   School and teacher professional learning plans facilitate teacher accreditation at higher levels.

Evaluation	Funds Expended (Resources)
Teachers seeking accreditation at Highly Accomplished engaged in professional learning and network meetings internal and external to the College. An informal mentor program supported teachers aspiring to the higher levels of accreditation.	RAM Equity to support release time.

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 and ongoing 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)
Staff worked collaboratively with peers in both formal and informal arrangements, peer observations, lesson and program development and online lessons for students working from home due to Covid19 restrictions.	RAM equity to support release time.

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 school events has improved. The Media Officer was important in ensuring information was current and maintaining positive community engagement during Covid19.	Employment of full time Media Officer (Clerk 3/4) from RAM Equity loadings.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Total 2020 allocation: $220,385 Employment of AEO 1.0 as referenced in the Equity Loadings Aboriginal background staffing $76,277 Employment of one SLSO part time to support Aboriginal education $39,865 Employment of a teacher 0.3 to support the RFF for the co-ordinator of the Aboriginal Education team $32,815 Funding of Clontarf Foundation Shalvey Academy to support the education and wellbeing of young Aboriginal male students $69,000 **Funding Sources:** • Aboriginal background loading ($220 385.00)	AEO continues to maintain regular contact with and support Aboriginal students and their families. Part of the Aboriginal Education team working on the development of individual PLPs. SLSO invaluable in supporting Aboriginal students in the classrooms. Consideration being given to engaging an additional male Aboriginal SLSO. COVID-19 impacted on the operations of the Aboriginal Education team this year and its ability to directly work with students during their time of remote learning. However, Aboriginal Educational team co-ordinator oversees the development and ongoing management of student PLPs. Clontarf Academy continues to focus on the engagement of our male Aboriginal students by maintaining relationships with students and their families, monitoring attendance and providing additional opportunities such as White Card training.
English language proficiency	Total 2020 allocation $64,825 Employment of an SLSO 1.0 $66441 topped up from Equity Loadings Socio-economic background **Funding Sources:** • English language proficiency ($64 825.00)	Engagement of a School Learning Support Officer to assist with personalised learning and supporting identified students in the classroom.
Low level adjustment for disability	Total 2020 allocation $399,691 Employment of 2.6 teachers as referenced in Equity Loadings Low Level Adjustment for Disability $284,398 Employment of a part time SLSO $12,800 Employment of an additional classroom teacher 0.8 $87,507 **Funding Sources:** • Low level adjustment for disability ($399 691.00)	Programs across the school have been reviewed with a focus on differentiation and adjustments for disability. Feedback has been provided to staff and suggestions made for improvement. There is an increased number of teaching for inclusion plans available for staff to support adjustments to learning programs.
Socio-economic background	Total 2020 allocation $9 49,663 including the	This key initiative supports funding for the employment of 1.4 teachers. This has

Socio-economic background	employment of 1.4 teachers as referenced in Equity loadings Socio-economic background $153,138 Employment of 0.2 additional teacher Employment of 3 additional Head Teachers - higher duties Employment of a Media Officer Employment of a Business Manager Employment of a full time Community Liaison Officer from Term 2 Employment of additional SASS staff - part time SLSO, 0.5 GA, 1 part time SAO for Admin support and 1 part time SAO for Technology support. Clontarf Foundation Shalvey Academy for Aboriginal male students - 15% contribution Extra curricula expenses to support student outcomes - Creating Chances program $16,000 Technology purchases (laptops, iPads, Surface Pros, 3D printers, data upgrades) $68,250 Computer software costs (for Attendance and Wellbeing data, whole school student software licences for Maths, Science and TAS and student iPads) $28,270 Equipment, furniture and resources to support student learning $21,100 **Funding Sources:** • Socio-economic background ($949 663.00)	allowed the release of expert staff to support Literacy, Numeracy and student engagement through explicit teaching. The engagement of 3 additional Head Teachers (higher duties) in the areas of Administration, Technology and Wellbeing continues to enhance the skills of leaders within the school so that a depth of leadership is evident and ongoing. These appointments to the leadership team ensure accountability and ongoing improvement and recognise the value of school transformation. The ongoing engagement of a Media Officer continues to improve community engagement through social media platforms. Parents and community members are able to obtain information and have questions answered via these platforms. Relationships fostered. Employment of a full time Business Manager in overseeing school budgeting, H&S, Compliance, Project management, Procurement and Asset Management has freed the Principal and other Senior Executive from many administrative tasks and allowed them to concentrate on the business of teaching and learning. With approximately 31% of the school student population of Pacific Islander background, there was an identified need to appoint a Community Liaison Officer to predominantly support our Pasifika students and their families. The CLO has proved worthwhile in building relationships and working with the school community to improve social, emotional, health and educational outcomes for these students. Part time additional SLSO support continues to be provided to support students in the classroom. Student based program 'Creating Chances' is about building students resilience and inspiring them to succeed post school. One of the outcomes is that students will contribute positively in their community. The program is also designed to build confidence using sport to explore students personal development attributes. Considerable expenditure in the areas of technology, software and furniture has enabled students and staff to have access to outstanding resources including laptops, iPads, 3D printers and Interactive whiteboards.
Support for beginning teachers	N/A	Chifley College Shalvey Campus did not receive any Beginning Teacher funding in 2020.
Flexible funding for wellbeing services	N/A	Chifley College Shalvey Campus does not receive Flexible funding for wellbeing services.

Integration funding support	Total 2020 allocation $140,824 Employment of a Head Teacher 0.6 Employment of the equivalent of 2.7 School Learning Support Officers (1 full time and 4 part time) **Funding Sources:** • Integration funding support ($140 824.00)	Employment of Head Teacher Behaviour, Learning and Support 0.6 to develop programs to support teachers to understand how to effectively manage the complex needs of identified students. This role included completion of Risk Management and Individual Education Plans. The Head Teacher authors Access Requests, applications for supplementary funding to support students with additional needs within the regular classroom setting and provides input into meetings with teachers, students and parents informing return from suspension plans. Engagement of 1 full time and 4 part time School Learning Support Officers to assist with personalised learning and supporting funded students with identified learning needs in the classroom.
Literacy and numeracy	N/A	Chifley College Shalvey Campus did not receive Literacy and Numeracy funding in 2020.
Professional learning	Total 2020 allocation $45,795 **Funding Sources:** • Professional learning ($45 795.00)	The impact of COVID-19 on external professional learning opportunities for both teaching and non-teaching staff in 2020 was significant. The direction of professional development for staff changed following the introduction of remote learning for students. Staff focussed on expanding their knowledge and use of technology platforms and the creation of online lessons to engage students while learning from home. Most professional learning was conducted online and via zoom/video conferencing.
Targeted support for refugees	Total 2020 allocation $856 Purchase of technology resources **Funding Sources:** • Targeted support for refugees and new arrivals ($856.00)	Funds were used for the purchase of ipads to allow students to access software programs to assist with identified literacy and numeracy goals.

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	168	171	201	211
Girls	145	152	181	198

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
7	88.9	89.9	84.4	85.1
8	86.8	85.3	84.5	80.7
9	80.8	84.3	82.3	85.4
10	82.4	80.7	76.9	76.3
All Years	84.4	85.3	82.3	82.1
State DoE				
Year	**2017**	**2018**	**2019**	**2020**
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
All Years	89.9	88.7	88.2	89.8

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. 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.

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	2	N/A	N/A
Employment	2	N/A	N/A
TAFE entry	0	N/A	N/A
University Entry	0	N/A	N/A
Other	90	N/A	N/A
Unknown	6	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 2020.

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)	23.76
Learning and Support Teacher(s)	2.6
Teacher Librarian	1
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2020 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 **Actual** ($)
Opening Balance	692,714
Revenue	7,883,948
Appropriation	7,830,598
Sale of Goods and Services	29,585
Grants and contributions	21,934
Investment income	612
Other revenue	1,219
Expenses	-7,459,098
Employee related	-6,359,361
Operating expenses	-1,099,737
Surplus / deficit for the year	424,850
Closing Balance	1,117,564

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.

	2020 **Approved SBA** ($)
Targeted Total	50,076
Equity Total	1,634,564
Equity - Aboriginal	220,385
Equity - Socio-economic	949,663
Equity - Language	64,825
Equity - Disability	399,691
Base Total	4,754,728
Base - Per Capita	98,905
Base - Location	0
Base - Other	4,655,824
Other Total	994,779
Grand Total	7,434,147

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

School performance - NAPLAN

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

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

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Student data from the Tell Them From Me surveys showed 3% growth in the area of Positive Relationships and a 5% growth in Sense of Belonging from 2019 to 2020. 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 Effective learning time, Relevance, Rigour, Advocacy at School, Positive teacher-student relations, Positive learning climate and Expectations for success. Advocacy outside of school was significantly higher than the NSW Government norm.

Teacher data from the TTFM surveys indicated that School leaders lead improvement and change and communicate the strategic vision with staff. Data further indicated strong responses in teachers discussing learning goals with students, establishing clear expectations of classroom behaviour and using differentiated teaching strategies.

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 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.