

# 2021 Annual Report

## Chifley College Shalvey Campus



8496

# Introduction

The Annual Report for 2021 is provided to the community of Chifley College Shalvey Campus as an account of the school's operations and achievements throughout the year.

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

## School contact details

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## School vision

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

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

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

## School context

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

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

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

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

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

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

The Strategic Directions for the School Improvement Plan are:

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

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing



## Strategic Direction 1: Student growth and attainment

### Purpose

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

### Initiatives

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

- Student growth through explicit teaching
- Building a high expectations culture

### Resources allocated to this strategic direction

**Socio-economic background:** \$173,534.00

**Low level adjustment for disability:** \$339,532.00

**Integration funding support:** \$196,452.00

**Beginning teacher support:** \$15,970.00

**Per capita:** \$39,488.00

**English language proficiency:** \$49,019.00

**Aboriginal background:** \$11,211.00

### Summary of progress

Throughout 2021, a whole-school focus on explicit teaching was built through professional learning, targeted Literacy and Numeracy interventions, building the capacity of the executive staff and engaging with research such as the CESE What Works Best document. All students engaged in Literacy and Numeracy testing using Best Start, NAPLAN, Check-In Assessment, PAT and SmarterMaths. This enabled staff to differentiate lessons and monitor student progress. The implementation was somewhat delayed by the Learning From Home period during Term 3 and early Term 4, which limited face-to-face teaching time. However, when face-to-face schooling returned there was a strong focus on explicit teaching which resulted in a smoother transition period compared to the 2020 Covid-19 lockdown.

A Head Teacher Learning and Support (Higher Duties) was engaged to coordinate Integration Funding Support and the Positive Behaviour for Learning strategy. Student Learning Support Officers were also engaged in professional learning to support targeted programs and initiatives. A high expectations culture continued to be built, focusing on explicit learning intentions and success criteria. This focus continued during the Learning From Home period, with work packs being organised based on student interest and ability level. Additional Literacy and Numeracy resources were delivered to students who required extra support in these areas. All curriculum programs and registrations were reviewed by the Deputy Principal and Head Teacher Teaching and Learning, focusing on the documentation and teaching and learning adjustments.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Achievement in uplift of 2% or above from the baseline, in the percentage of students achieving in the top 2 bands in NAPLAN Reading.	3.13% of students achieved in the top two bands in NAPLAN <b>reading</b> indicating some progress towards the lower-bound target.
Achievement in uplift of 2.5% or above from the baseline, in the percentage of students achieving in the top 2 bands in NAPLAN Numeracy.	<1% of students achieved in the top two bands in NAPLAN <b>numeracy</b> indicating progress yet to be seen towards the lower-bound target.
Achievement in uplift of 2% or above from the baseline, in the percentage of students achieving expected growth in	28.95% of students achieved expected growth in NAPLAN <b>reading</b> indicating progress yet to be seen towards the lower-bound target.

NAPLAN reading.	
Achievement in uplift of 2% or above from the baseline, in the percentage of students achieving expected growth in NAPLAN Numeracy.	48.57% of students achieved expected growth in NAPLAN <b>numeracy</b> indicating progress yet to be seen towards the lower-bound target.
Achievement in uplift of 3% or above from the baseline, in the percentage of Aboriginal Students achieving in the top 3 bands in NAPLAN Reading.	10% of Aboriginal students achieved in the top three bands in NAPLAN <b>reading</b> indicating some progress towards the lower-bound target.
Achievement in uplift of 3 % or above , from the baseline, in the percentage of Aboriginal students achieving in the top 3 bands in NAPLAN Numeracy	12.5% of Aboriginal students achieved in the top three bands in NAPLAN <b>numeracy</b> indicating achievement of the annual trajectory of the upper-bound target.

## Strategic Direction 2: Wellbeing and engagement

### Purpose

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

### Initiatives

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

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

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$67,272.00

**Socio-economic background:** \$158,315.00

**English language proficiency:** \$22,424.00

**Per capita:** \$3,700.00

**Aboriginal background:** \$229,265.00

**Professional learning:** \$6,568.00

### Summary of progress

An attendance team was established and met regularly throughout 2021 to monitor trends and improve parent communications regarding attendance, wellbeing and engagement. This framework ensures consistent and systematic processes that support regular school attendance and ensure student absences do not impact negatively on learning outcomes. Strong collaboration exists between the school, Aboriginal School Liaison Officer, Aboriginal Education Officer, parents, carers and agencies to support families and increase attendance of Aboriginal students. A program of rewards for students who meet individual attendance targets and goals was developed. In 2022, the Head Teacher Wellbeing will have oversight of attendance and work collaboratively with the Learning and Wellbeing Team and HSLO to ensure consistency in following up attendance concerns.

A school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning **SEF - Classroom management**.

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school **SEF - Behaviour**.

Student behaviour data trends and strategies are analysed and communicated. Data confirms a link between effective classroom management and student performance **What works best - Classroom management**.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Achievement in uplift of 3% or above, from the baseline, in the percentage of students attending 90% of the time or higher	The number of students attending greater than 90% of the time or more has decreased to 38.86%.
Achievement in uplift of 3% or above, from the baseline, in the percentage of students identifying positive relationships and sense in belonging at school on the Tell Them From Me survey	The number of of students reporting positive wellbeing outcomes has increased to 65.54% across the positive wellbeing measures.

Achievement in uplift of 2% from baseline of 21.9% of Aboriginal students attending 90% of the time or higher	The number of Aboriginal students attending greater than 90% of the time or more has increased to 22.7%.
Review procedures for attendance and fractional truancy.	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Learning Culture, Attendance

## Strategic Direction 3: Collaborative practice

### Purpose

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

### Initiatives

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

- Observation and feedback on practice
- Collaborative partnerships

### Resources allocated to this strategic direction

**Professional learning:** \$45,005.00

**Socio-economic background:** \$119,238.00

**Beginning teacher support:** \$789.00

### Summary of progress

All teachers use their expert content knowledge in developing quality teaching and learning programs and are encouraged to share effective evidence-based teaching strategies with peers. Professional Learning Communities support the development of a shared language and understanding of pedagogy within and across schools. These shared understandings support continuity of practice and assist students and teachers throughout transition stages <https://qtacademy.edu.au/>.

- The school works collaboratively with students, parents and external agencies to explore strategies that enhance community and family engagement and promote positive partnerships.
- Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers **SEF - Coaching and mentoring.**
- Effective collaboration is key to sharing successful and innovative evidence informed practices across the teaching profession **What works best - Collaboration.**

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
40% of staff have participated in Quality Teaching Rounds or Instructional Rounds	Delayed initiatives have required this work to be postponed. Four staff were trained in Quality Teaching Rounds in 2021. The limited numbers of available casual staff to release classroom teachers to observe peers has negatively impacted on the implementation of this program. In Term 4, a team of 6 teachers joined with Mt Druitt Network of schools to embark on Curiosity and Powerful Learning, a School Improvement Program with Professor David Hopkins and Australian Council for Educational Leaders ACEL over 2 years. Teachers will engage in professional learning with Professor Hopkins to support high impact teaching and focus on targeted areas through lesson observation and enhanced collaboration.  <a href="https://www.ace1.org.au/ace1/ACELWEB/Leadership_Academy/Curiosity_and_Powerful_Learning.aspx">https://www.ace1.org.au/ace1/ACELWEB/Leadership_Academy/Curiosity_and_Powerful_Learning.aspx</a>
40% staff contribute to colleagues learning through sharing of aspects of practice at faculty / staff / executive meetings or through coach mentor arrangements during the course of the academic year	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Learning and Development, Collaborative Practice and Feedback.

Funding sources	Impact achieved this year
Refugee Student Support \$338.00	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• This money was included in EAL/D expenditure.</li> <li>• Employment of additional staff for targeted student support</li> </ul> <p><b>The allocation of this funding has resulted in:</b>            The student from a refugee background received support via EAL/D funding and staff.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>            Funding discontinued in 2022.</p>
Integration funding support \$196,452.00	<p>Integration funding support (IFS) allocations support eligible students at Chifley College Shalvey Campus in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student growth through explicit teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Head Teacher Learning and Support engaged to coordinate IFS, risk managements plans, behaviour management plans for targeted students and oversee additional staff to assist students with additional learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in:</b>            Integration funding partially funded employment of Head Teacher Learning and Support (Higher Duties) who coordinated individual learning programs for 15 students oversaw additional 6 SLSOs who supported students' in-class learning, teaching of pro-social skills and provided professional learning to staff in effectively responding to complex behaviours at school. These supports resulted in improved attendance, learning and behaviour as evidenced by decreased negative incidents at school and in the community.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>            a continued focus on evidence-based pedagogy informed by contemporary Trauma-Informed Practice research. In 2022 the school will seek to develop Itinerant Funding Support plans for each student with an assigned SLSO mentor to develop strategies to extend beyond their specifically funded periods of support. The school will also engage with the IFS co-design and pilot program.</p>
Socio-economic background \$1,075,802.00	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Chifley College Shalvey Campus who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>



Socio-economic background

\$1,075,802.00

**including:**

- Improving attendance
- Student growth through explicit teaching
- Building a high expectations culture
- Collaborative partnerships
- Observation and feedback on practice
- Positive Behaviour for Learning
- Other funded activities

**Overview of activities partially or fully funded with this equity loading include:**

- additional staffing to implement in class support to support identified students with additional needs
- supplementation of extra-curricular activities
- engage with external providers, Barnardos, Creating Chances, to support student engagement and retention
- professional development of staff through Quality Teaching Academy to support student learning
- employment of additional staff, Community Liaison Officer and media officer to support engagement and attendance implementation
- providing students without economic support for educational materials, uniform, equipment and other items

**The allocation of this funding has resulted in:**

The provision of quality learning environments which create optimal conditions for learning included;

- Universal, targeted and intensive attendance support strategies reviewed and enhanced. Leading to an increase in the % of students attending 90% of the time towards the lower bound target of 58.30%
- 40 students were provided with a laptop and dongle to access online learning resources during the learning from home period. Employment of additional staff to support literacy and numeracy resulted in 95% of Year 10 students achieving minimum standards and 10% of Aboriginal students achieving top 3 bands towards the lower bound target of 11% in Numeracy.
- Additional staff were employed to reduce class sizes and broaden the curriculum. Increase in the variety of courses and Stage 5 electives, student surveys indicated a greater engagement in elective courses. There is evidence that the school-wide focus on vocabulary has changed teaching practice to be more explicitly focused on the teaching of Tier 2 vocabulary words. Explicit teaching of vocabulary can now be found in Teaching and Learning programs and faculties have begun to adapt their assessment tasks to be more aligned with the focus on Tier 2 vocabulary words. Faculties have reported an improvement in student results from the vocabulary pre and post testing conducted in classes.

The ACER PAT Vocabulary test was delayed due to Covid.

Staff evaluations indicated that teachers felt supported in implementing the Focus on Vocabulary strategy and were able to adapt this in their KLA programs.

Analysis of 2021 NAPLAN data showed that vocabulary is still an area which needs work and support (though the school-wide focus had only been in place a short time when NAPLAN 2021 took place). The results indicate that a broader focus on reading is vital for continued improvements and growth for students. As a result, the focus on vocabulary will continue into 2022 but will be broadened to include the explicit teaching of reading.

Wellbeing- student assistance was provided for students - breakfast and uniform support, additional welfare teachers and a Community Liaison Officer were employed to work with the WHIN nurse and wellbeing team to provide welfare and mental health support for targeted students.

There was an increase in TTFM sense of advocacy at school to 40% which is 2% higher than Similar School Groups and 4% higher than State.

In 2021, wellbeing shifted to 66% towards the lower bound trajectory of 67% and above Similar School Groups.

Student improvement in 2021 was evidenced by:

Numeracy and Reading - Head Teachers worked as Instructional Leaders in literacy and numeracy and provided additional supports for teachers with targeted strategies leading to some improvements in internal / external performance measures.

In 2021, the school's strongest area of growth for Year 9 in NAPLAN was

<p>Socio-economic background</p> <p>\$1,075,802.00</p>	<p>spelling which correlated with the schoolwide focus on Vocabulary 2020-2021. The strongest area for growth in Year 7 NAPLAN was Numeracy which linked to a renewed school focus on Numeracy throughout 2020-2021.</p> <p>The greatest lift in student outcomes was seen in the lowest performing students in all areas assessed in NAPLAN. This was true for both Year 7 and Year 9. A focus area for 2022 will be to scale up Literacy and Numeracy strategies to target lifting the middle and higher performing students towards the higher bands.</p> <p>Year 7 average scaled growth was above Similar School Groups and State for Reading and average scaled growth was above Similar School Groups for Writing and Numeracy. Year 9 average scaled growth was above Similar School Groups and State for Spelling and Numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>In 2022, we will continue to engage the Department's Literacy and Numeracy Strategy Advisors (LANSAs) to assist in planning the next phase of the school's Literacy and Numeracy strategy. The Head Teachers coordinating Numeracy and Literacy will continue to work with staff providing professional learning and explicit strategies such as planned literacy and numeracy lessons and targeted resources to support lifting student outcomes to progress towards achieving the annual targets. The school will engage additional teaching and non-teaching staff with a Student Support Officer also to be employed to focus on improving wellbeing supports for students.</p>
<p>Aboriginal background</p> <p>\$240,476.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Chifley College Shalvey Campus. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal Education</li> <li>• Building a high expectations culture</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the Personalised Learning Pathway (PLP) process</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Aboriginal background funding supported targeted students with cultural support on the SLSO timetable and assisted with a range of return to school plans following suspensions. The AEO and Clontarf engaged with the local Aboriginal community during the learning from home period.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Limitations existed in 2021 to complete cultural events due to the extended learning from home period. In 2022 there will be a focus on increasing support for Aboriginal girls to complement the Clontarf program for Aboriginal boys. In 2022 the school Aboriginal Education Team will engage with the community in developing the Reconciliation Action Plan.</p>
<p>English language proficiency</p> <p>\$71,443.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Chifley College Shalvey Campus.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>

<p>English language proficiency</p> <p>\$71,443.00</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Improving attendance</li> <li>• Student growth through explicit teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Students have been supported by the EAL/D teacher and support staff to help them acquire skills in reading, writing and speaking English. In-class support from SLSOs work with identified students to help them access and engage with the curriculum.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Continue to refine the program of supports and adjustments for English language learners. Students are assessed at language proficiency on enrollment and appropriate interventions planned to support their development of language proficiency.</p>
<p>Low level adjustment for disability</p> <p>\$406,804.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Chifley College Shalvey Campus in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Building a high expectations culture</li> <li>• Improving attendance</li> <li>• Student growth through explicit teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• employment of a Head Teacher Learning and Support to oversee curriculum adjustments, student plans and provide support for students with disabilities.</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  students being provided with curriculum adjustments and individualised learning plans, enabling students with additional learning needs to access the curriculum. All Year 7 and 8 students completed individualised goals for reading based on NAPLAN and Check-In results. Year 8 classes also completed goals to improve their writing. This enabled teachers to tailor tasks to students' individual learning needs.  LaSTs worked with small groups of students to provide intensive Literacy and Numeracy support, resulting in at or above expected growth in NAPLAN Writing and Numeracy for 70% of targeted students. The greatest lift in student outcomes was seen in the lowest performing students in all areas assessed in NAPLAN. This was true for both Year 7 and Year 9. A focus area for 2022 will be to scale up Literacy and Numeracy strategies to target lifting the middle and higher performing students towards the higher bands. Students were provided with adjusted work during the remote learning period, enabling students with low Literacy and Numeracy levels to engage in stage-appropriate work. There was a significant increase in engagement from these students after receiving the adjusted work.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  In 2022, the Learning and Support Team will continue to develop learning</p>

<p>Low level adjustment for disability</p> <p>\$406,804.00</p>	<p>plans for individual students and class groups and will work collaboratively with teachers to ensure appropriate adjustments are in place for students with disabilities. The team will monitor attendance, engagement and achievement of learning outcomes. Continued Professional Learning will take place on making and recording adjustments for students with disabilities and/or additional learning needs.</p>
<p>COVID ILSP</p> <p>\$182,521.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition.</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy.</li> <li>• employing staff to provide online tuition to student groups in literacy/numeracy.</li> <li>• development of resources and planning of small group tuition.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Targeted groups of students receiving intensive support in Literacy and Numeracy focus areas. 53 students received small group intervention through the program in 2021. Plans were created for these students to support teachers in meeting their needs in the classroom as well as through withdrawal. Educational paraprofessionals trained in using Scout and Plan2 in order to track the progress of students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>To continue to seek additional staff to employ in the program in 2022. Collect and share positive data to show evidence of improvement in students' learning outcomes. Streamline lesson planning and alignment with 2022 Literacy and Numeracy lessons. Increase number of Numeracy groups.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	171	201	211	205
Girls	152	181	198	184

## Student attendance profile

School				
Year	2018	2019	2020	2021
7	89.9	84.4	85.1	83.4
8	85.3	84.5	80.7	78.8
9	84.3	82.3	85.4	74.8
10	80.7	76.9	76.3	73.4
All Years	85.3	82.3	82.1	77.5
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
All Years	88.7	88.2	89.8	86.2

## Attendance

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 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## 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	4	NA	NA
Employment	1	NA	NA
TAFE entry	0	NA	NA
University Entry	2	NA	NA
Other	65	NA	NA
Unknown	0	NA	NA

As Chifley College Shalvey Campus is a 7-10 campus, the majority of our year 10 students go on to study Stage 6 at Chifley College Senior Campus, as identified in the 'other' category in the table above.

### Year 12 students undertaking vocational or trade training

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0% of Year 12 students at Chifley College Shalvey Campus undertook vocational education and training in 2021.



# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	1
Head Teacher(s)	8
Classroom Teacher(s)	24.1
Learning and Support Teacher(s)	2.6
Teacher Librarian	1
Teacher ESL	0.2
School Counsellor	2
School Administration and Support Staff	12.38
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school

and departmental priorities.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
<b>Opening Balance</b>	1,117,564
<b>Revenue</b>	8,594,920
Appropriation	8,530,631
Sale of Goods and Services	24,880
Grants and contributions	39,166
Investment income	243
<b>Expenses</b>	-8,309,749
Employee related	-7,009,121
Operating expenses	-1,300,629
<b>Surplus / deficit for the year</b>	285,171
<b>Closing Balance</b>	1,402,735

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

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	215,696
<b>Equity Total</b>	1,794,517
Equity - Aboriginal	240,477
Equity - Socio-economic	1,075,799
Equity - Language	71,442
Equity - Disability	406,799
<b>Base Total</b>	4,977,671
Base - Per Capita	109,942
Base - Location	0
Base - Other	4,867,730
<b>Other Total</b>	1,297,214
<b>Grand Total</b>	8,285,099

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

In 2021, the majority of parents engaged with the school's online social media platforms to access information and seek help. In an online survey of Parents and Caregivers, 64% of responses identified the communication from school with home throughout lockdown was excellent. Parents described that it was easy to get support for their child when they were having difficulty learning at home. Online activities during learning from home included; Google classroom for each subject, wellbeing lessons and fun activities such as community Kahoot competitions, NAIDOC and Multicultural Day celebrations. All of this was aimed to keep students and families connected and engaged with the school.

58% of parents had accessed extra supports such as food hampers, health advice from the school wellbeing nurse or technical equipment or extra work packs during the lockdown period. 95% of parents said the school provided clear information about the changes to Covid19 restrictions.

As a result of the proactive communications between staff, parents and students, relationships between school and home were strengthened and students felt connected when they returned to face-to-face learning.

Teaching and non-teaching staff have reported positive engagement with the whole staff wellbeing interventions such as the annual staff wellbeing conference. Teachers demonstrated a high level of engagement in targeted professional learning to support their implementation of the identified focus areas within the school plan.

The school leadership team worked with the Student Representative Council to identify ways to harness student voice in planning and decision-making, increasing student representation on school teams and committees.



Food Hamper delivery





Western Sydney Giants show community support during lockdown.



Staff and community Kahoot

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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