



2022 Annual Report

Chifley College Shalvey Campus



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Introduction

The Annual Report for 2022 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.

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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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
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	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Low level adjustment for disability: \$298,795.00

Socio-economic background: \$104,286.00

English language proficiency: \$58,267.00

Professional learning: \$3,505.00

Summary of progress

Throughout 2022, a whole-school focus on explicit teaching was built through professional learning, targeted Literacy and Numeracy interventions, building the capacity of staff by engaging with research and Professional Learning informed by the CESE What Works Best documents. All students engaged in Literacy and Numeracy testing using Best Start, NAPLAN, Check-In Assessment, and SmarterMaths. This enabled staff to differentiate lessons and monitor student progress. School Learning Support Officers were 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. 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 quality of assessment tasks. NAPLAN results showed positive upward trends in Reading, Writing, Grammar/Punctuation and Numeracy. Year 9 students performed above SSSG in Reading, Writing, and Grammar/Punctuation. To improve skills in Numeracy whole school Professional Learning was delivered throughout 2022 where teachers across various KLAS identified numeracy skills within their KLAS and codesigned activities to enhance students' numeracy skills. The Numeracy team met fortnightly and worked collaboratively in analysis of NAPLAN and Check in Assessment data, designing numeracy activities through Universal Resources Hub. The team members also engaged in Leading Secondary Numeracy Course where our team reflected on our numeracy growth within the school and understood strategies to sustain change and identified the high impact professional learning in 2023 that will further build staff capacity. Year 9 Aboriginal students achieved above State average in Reading and Writing and above SSSG in all Domains.

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 6.5% or above from the baseline, in the percentage of students achieving in the top 2 bands in NAPLAN Numeracy.	In 2022, 1.39% of Year 9 students achieved in the top 2 bands for NAPLAN Numeracy. This represents an increase of 0.68% from the baseline of 0.71%.
Achievement in uplift of 3.5% or above, from the baseline, in the percentage of students achieving expected growth in NAPLAN Numeracy.	Student achievement data is unavailable for this progress measure in 2022 with the absence of comparison data from the cancellation of NAPLAN.
Achievement in uplift of 5.5% or above from the baseline, in the percentage of students achieving in the top 2 bands in	In 2022, 5.48% of Year 9 students achieved in the top 2 bands for NAPLAN Reading. This is the highest percentage of students in the top 2 bands for Reading since prior to 2010, and represents an increase of 2.78% from, the

NAPLAN Reading.	baseline of 2.7%
Achievement in uplift of 4% or above, from the baseline, in the percentage of students achieving expected growth in NAPLAN reading.	Student achievement data is unavailable for this progress measure in 2022 with the absence of comparison data from the cancellation of NAPLAN.
Achievement in uplift of 8.1 % or above from the baseline, in the percentage of Aboriginal Students achieving in the top 3 bands in NAPLAN Reading.	In 2022, 5.26% of Year 9 Aboriginal students achieved in the top 3 bands for NAPLAN Reading. This represents a decrease of 1.88% from the baseline of 7.14%.
Achievement in uplift of 8.2 % or above from the baseline, in the percentage of Aboriginal Students achieving in the top 3 bands in NAPLAN Numeracy.	In 2022, 6.25% of Year 9 Aboriginal students achieved in the top 2 bands for NAPLAN Numeracy. This represents an increase of 3.62% from the baseline of 2.63%.

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

Socio-economic background: \$220,230.00

Professional learning: \$18,771.00

Aboriginal background: \$240,777.00

Summary of progress

Improving attendance. The attendance team; Head Teacher Wellbeing, Home School Liaison Officer (HSLO), Deputy Principal, Attendance Coordinator and SAO (Attendance) oversaw attendance by meeting weekly. The team discussed data trends, student referrals and monitored interventions. Minutes were uploaded for staff to refer to. Students on the caseload were referred to the Wellbeing Team and Learning and Support Teams as appropriate. School actions included phone calls, texts, emails and letters home as per the school Attendance Procedure. The Aboriginal School Liaison Officer (ASLO) attended some onsite meetings with students and parents/carers to support students' re-engagement at school. The Aboriginal Education Officer (AEO), School Support Officer (SSO) and Clontarf staff attended meetings for complex case discussions and planning. Attendance meeting minutes included follow up actions for Year Advisers, liaising with Child Wellbeing Unit (CWU) Field Officers. The Head Teacher Wellbeing managed Educational Neglect reports via e-form. The relieving Learning and Wellbeing Advisor, attended student attendance interviews for Non-Attendance Interview Program (NIPS). Attendance Improvement Plans and Secretary Conferences supported high-risk students and their families helping them to reengage with school. The Home School Liaison Officer (HSLO) and school staff collaborated with staff from the partner primary schools where siblings were also an attendance concern to support the whole family as a unit. A fortnightly raffle at the whole school assembly rewarded students with 100% attendance each fortnight. Positive letters were sent home for students with increased attendance.

Positive Behaviour for Learning The Positive Behaviour for Learning team is representative of the school and met fortnightly throughout 2022 to plan and monitor interventions at the Universal level. The team focused on improving the use of student data, developing proactive systems and behaviour management practices which now reflect a significant reduction in student behaviour violations. Term 1 2022 suspension data reflected a trend of sustained improvement with the lowest suspension rate for Term 1 for over 10 years.

Aboriginal Education In 2022, the school worked with the Safeguarding Kids Together Team to establish an Aboriginal Education Team and Action Plan. Monthly meetings were held with whole school representation. Our Reconciliation Action Plan journey began with registering with Narragunnawali and establishing a working committee that included staff, students and community members. Female Aboriginal students commenced an Oral History Project working with the local Aunties, Baabayn Elders. The Aboriginal Girls' enrichment program offered targeted mentoring and support through health, fitness and nutrition activities linked to positive behaviours and rewards with incursions and excursions linked to positive attendance and behaviour. The Pirru Thangkuray program was funded by the NSW Aboriginal Education Consultative Group (AECG) focused on cultural program of support for Aboriginal girls. All staff collaborated with Clontarf in the provision of supports for Aboriginal boys. Our Aboriginal dance group performed at the NSW Public Schools PULSE ALIVE showcase and NAIDOC events at school and in the community. An Aboriginal Education Officer (AEO) was appointed in Term 3 after a merit selection process. Aboriginal Retention to the HSC program was overseen by the Careers Adviser, Head Teacher Careers and the Educational Pathways Program (EPP) staff.

Trauma Informed Practice All teaching and non-teaching staff engaged with evidence-informed professional learning to learn about the impact of trauma on the developing child and the implications for schools. The school adopted educational practices aimed to maximise students' engagement and increase their success at school. This encompassed teachers adopting consistent lesson structures, routines and procedures to enhance lesson predictability for students, with explicit teaching of our universal expectations for behaviour. Social-emotional programs assisted students' in the

acquisition of skills in self-regulation and stamina which enhanced their sense of belonging at school, promoted attendance and overall academic success.

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 4% or above, from the baseline, in the percentage of students attending 90% of the time or higher.	In 2022, 20% of students enrolled were at or above 90% attendance which was 5.3% above Statistically Similar School Groups (SSSG) but below the baseline target. 25.4% of students demonstrated improved attendance, 12.6% of students attended 85-90% of the time.
Achievement in uplift of 7.6% 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.	In 2022, there was no uplift against this target. However in TTFM, the school was slightly above Statistically Similar School Groups (SSSG) in Advocacy at school. Students' Expectations for Success was 70% positive and matched SSSG. Students' Sense of Belonging was 8% above SSSG.
Achievement in uplift of 3% from baseline of 21.9% of Aboriginal students attending 90% of the time or higher	25% of Aboriginal students' demonstrated improved attendance in 2022. 6.6% of Aboriginal students demonstrated attendance consistent with the previous year.
Implement, monitor and evaluate systems, data and procedures for attendance monitoring.	The school continued to strengthen relationships, working in partnership with families, the Department and external agencies to monitor and improve school systems for monitoring student attendance and communicating with families. The attendance team implemented updated systems for attendance monitoring and reporting procedures which were co-developed with the Safeguarding Kids Together team.

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: \$29,729.00

Socio-economic background: \$744.00

Summary of progress

In addition to the ongoing program of professional learning about evidence-based teaching for high impact learning, all teaching and non-teaching staff engaged in a series of instructional rounds as part of the Curiosity and Powerful Learning program. This resulted in increased professional dialogue about the quality of teaching and its impact on learning across the school. Collaborative partnerships were strengthened with both our high schools and primary partners through sharing examples of practice and giving supportive feedback for improvement. Staff regularly engaged in collaborative analysis of student NAPLAN and Best Start data and by sharing observations and experience increased knowledge and skills and built confidence and expertise.

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
60% of staff have participated in Quality Teaching Rounds or Instructional Rounds	60% of staff participated in Curiosity and Powerful Learning observations. Feedback reflected this was a positive process for participants working in professional learning communities. Collaborative partnerships will be further expanded in 2023, with the relaunch of Quality Teaching Rounds in association with the University of Newcastle.
60% of 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	The school continued to develop collaborative partnerships in 2023, both within the school, Network and in partnership with participating schools across the region. Curiosity and Powerful Learning team developed the school's Theory of Action. As part of the CPL program professional learning communities conducted a series of lesson observations with the focus on Explicit Teaching, Learning Intentions and Success Criteria with more than 60% of staff sharing aspects of practice at faculty / staff / executive meetings or through coach mentor arrangements during the course of the academic year.

Funding sources	Impact achieved this year
Refugee Student Support \$832.00	<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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing for targeted interventions to support student learning • intensive English language and learning support to increase educational outcomes for students <p>The allocation of this funding has resulted in the following impact: Identified students were supported with uniform and materials to engage in learning. Students requiring EAL/D support received additional support. Picture books from students' cultural backgrounds were purchased.</p> <p>After evaluation, the next steps to support our students will be: Continue to identify and support students who are refugees.</p>
Integration funding support \$218,236.00	<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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students • implementation of targeted programs to differentiate teaching and learning programs • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: Staff at CCSC engaged in the 2022 IFS Disability Funding Reform co-design process which focused on identifying student need based on a functional learning gap. The result was an increase in identification of students with additional learning needs and a contribution towards the funding reform. The school SLSO timetable was more accurately aligned to IFS funding and refinements made to increase student support on excursions and during exams/assessments. Students with IFS reported increased academic and social engagement resulting in improved attendance and learning. Staff were provided support to identify students with IFS in Stage 5 in order to provide proactive and reactive support around assessment tasks. The result was a reduction in N-Award Warnings for students with IFS and increased understanding from staff about providing the appropriate adjustments.</p> <p>After evaluation, the next steps to support our students will be: Updating IFS plans and conducting reviews for 2023.</p>
Socio-economic background \$1,026,629.00	<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>Funds have been targeted to provide additional support to students</p>

<p>Socio-economic background</p> <p>\$1,026,629.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student growth through explicit teaching • Building a high expectations culture • Improving attendance • Positive Behaviour for Learning • Collaborative partnerships • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement in class support to support identified students with additional needs • supplementation of extra-curricular activities • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff, Community Liaison Officer and media officer to support engagement and attendance implementation • 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 <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • Universal, targeted and intensive attendance support strategies reviewed and enhanced. • Additional staff were employed to reduce class sizes and broaden the curriculum. Increase in the variety of courses and Stage 5 electives, student surveys indicated a greater engagement in elective courses. * Targeted Literacy and Numeracy lessons led to a significant improvement in NAPLAN results compared with previous years. Unfortunately we were unable to track individual student growth as this cohort did not sit NAPLAN in 2020. * Analysis of 2022 NAPLAN data showed that reading is still an area which needs work and support. As a result, the focus on reading will continue into 2023. * 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. <p>Student improvement in 2022 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 improvements in internal / external performance measures.</p> <p>After evaluation, the next steps to support our students will be: In 2023, we will continue to develop 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.</p>
<p>Aboriginal background</p> <p>\$240,777.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Aboriginal Education <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Aboriginal background</p> <p>\$240,777.00</p>	<ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (AEO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: The school's Aboriginal Education strategy was highly successful in 2022. Many events were held where Aboriginal Histories and Cultures were taught and celebrated by all staff and student. The Aboriginal Dance groups performed at a large number of events at school and in the local and wider community to great acclaim. A wide number of workshops were held to teach all students about Aboriginal culture and most notably on our NAIDOC Day celebrations, Multicultural Day and other special events. The school engaged the Pirru Thangkuray cultural education program (funded by the AECG) where students are taught specific skills and cultural practices. The school embarked on a Reconciliation Action plan and Aboriginal Education plan in consultation with Department and community.</p> <p>After evaluation, the next steps to support our students will be: In 2023 there will be a continued focus on improving the outcomes of Aboriginal students in line with the Premier's Priorities and Department's Retention to the HSC initiatives. Employment of Aboriginal SLSOs to work with the AEO and teachers to support identified Aboriginal students in classes and to liaise with families regarding students' attendance, engagement and achievement of goals.</p>
<p>English language proficiency</p> <p>\$58,267.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student growth through explicit teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact: English language proficiency equity loading provided support for students at all four phases of English language learning at Chifley College Shalvey Campus. EAL/D support was provided to students and professional learning was conducted which enabled teachers to understand the individual needs of students and adapt programs and lessons to meet the individual needs of these students.</p> <p>After evaluation, the next steps to support our students will be: In 2023, there will be a continued focus on evidence-based teaching practices including the explicit teaching of Literacy and Numeracy skills which have demonstrated a high impact on students' learning.</p>
<p>Low level adjustment for disability</p> <p>\$414,087.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student growth through explicit teaching • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build

<p>Low level adjustment for disability</p> <p>\$414,087.00</p>	<p>capability in meeting the literacy needs of identified students</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: Low-level adjustment for disability equity loading provided support for students at Chifley College Shalvey Campus in mainstream classes who have an identified disability or additional learning and support needs.</p> <p>After evaluation, the next steps to support our students will be: To further expand the impact from provision of additional supports for students, the school will continue to employ additional School Learning and Support Officers and additional teachers which will enable explicit teaching of targeted focus skills and programs.</p>
<p>Professional learning</p> <p>\$52,005.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Chifley College Shalvey Campus.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student growth through explicit teaching • Positive Behaviour for Learning • Observation and feedback on practice • Collaborative partnerships • Aboriginal Education <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Teachers had the opportunity to engage with professional learning within their subject area and to improve pedagogical practices. Staff also attended conferences such as the Leadership and Wellbeing conferences. <p>The allocation of this funding has resulted in the following impact: All staff engaged in high impact evidence-based professional learning to improve practice. This included both teaching and non-teaching staff participating in Trauma Informed approaches to educational systems, procedures and overall practice to ensure staff have the understanding of how to meet the needs of students with additional needs and complexities.</p> <p>After evaluation, the next steps to support our students will be: In 2023, professional learning funds will continue to focus on implementation of evidence-based practices including, Trauma-informed educational approaches, coaching and proactively responding to students' behaviour, building the capacity of staff to increase the academic and social-emotional skills of students.</p>
<p>COVID ILSP</p> <p>\$132,130.00</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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data • providing targeted, explicit instruction for student groups in literacy/numeracy • employing/releasing staff to coordinate the program

COVID ILSP

\$132,130.00

The allocation of this funding has resulted in the following impact:

In 2022, small groups of students engaged in the Covid ISLP tuition program developed by the Head Teacher of Teaching and Learning and led by temporary teachers, paraprofessionals and School Learning and Support Officers. Intensive small group tuition met students 'point of need' in literacy and/or numeracy as identified through Best Start, NAPLAN, Check-In Assessment, NMS testing and LaST assessment. Learning and Support Teacher LaST assisted with the implementation of the program.

Engagement of additional classroom teacher provided small group tuition for students identified in need of literacy and numeracy support and supervise Educational Paraprofessionals and meet curriculum requirements.

Additional SLSOs/Paraprofessionals (Numeracy), CILSP coordinator were engaged to implement the program informed by Literacy/Numeracy student assessment data through testing, staff referrals to the Learning and Support Team. The program was evaluated for effectiveness, implementation and impact on student progress.

After evaluation, the next steps to support our students will be:

Chifley College will continue this program in 2023. Students demonstrated strong growth in skills after participating in the program which allowed staff to give individualised attention and tuition which accommodated the specific needs of each learner.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	201	211	205	198
Girls	181	198	184	189

Student attendance profile

School				
Year	2019	2020	2021	2022
7	84.4	85.1	83.4	77.0
8	84.5	80.7	78.8	76.0
9	82.3	85.4	74.8	67.5
10	76.9	76.3	73.4	67.2
All Years	82.3	82.1	77.5	71.5
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
All Years	88.2	89.8	86.2	81.7

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

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

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

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	0	0
Employment	1	0	0
TAFE entry	9	0	0
University Entry	0	0	0
Other	80	0	0
Unknown	5	0	0

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	8
Classroom Teacher(s)	24.57
Learning and Support Teacher(s)	2.6
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	11.98
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	909,168
Revenue	9,752,528
Appropriation	9,679,460
Sale of Goods and Services	30,167
Grants and contributions	37,927
Investment income	2,723
Other revenue	2,250
Expenses	-9,418,838
Employee related	-7,482,569
Operating expenses	-1,936,269
Surplus / deficit for the year	333,689
Closing Balance	1,242,858

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.

	2022 SBAR Adjustments (\$)
Targeted Total	299,787
Equity Total	1,787,763
Equity - Aboriginal	245,061
Equity - Socio-economic	1,066,629
Equity - Language	58,267
Equity - Disability	417,806
Base Total	5,223,789
Base - Per Capita	108,288
Base - Location	0
Base - Other	5,115,500
Other Total	1,267,931
Grand Total	8,579,269

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.

Parent/caregiver, student, teacher satisfaction

In 2022, the school was very pleased to be able to welcome parents and caregivers back on site. A series of meetings and events were held with teachers, parents and student representatives to discuss the school, our activities and our improvement plans. These included "Coffee and Cake" meetings, Parent Teacher meetings, student showcases and Personalised Learning Pathway events. Community consultation was sought with Aboriginal elders and external agencies for advice and support to inform the school embarking on the creation of a Reconciliation Action Plan.



Reconciliation Action Plan meeting





SAS Recognition week.



Personalised Learning Pathway meetings

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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