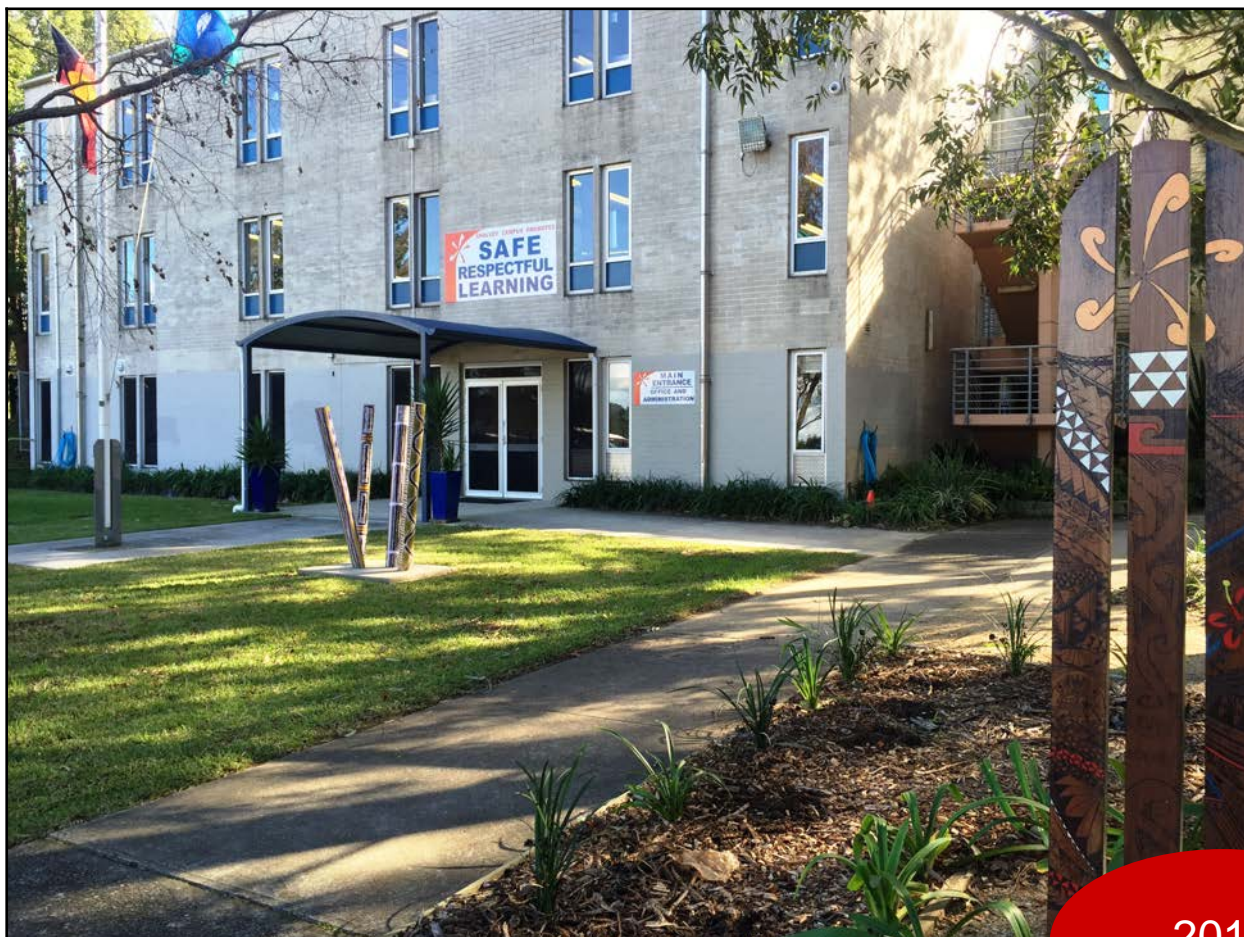


# Chifley College Shalvey Campus Annual Report



2017



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## Introduction

The Annual Report for **2017** is provided to the community of **Chifley College Shalvey Campus** as an account of the school's operations and achievements throughout the year.

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

Janet Harding

Principal

### School contact details

Chifley College Shalvey Campus

Noumea St

Shalvey, 2770

[www.shalvey-h.schools.nsw.edu.au](http://www.shalvey-h.schools.nsw.edu.au)

[shalvey-h.School@det.nsw.edu.au](mailto:shalvey-h.School@det.nsw.edu.au)

9628 9161

## School background

### School vision statement

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

### School context

Chifley College Shalvey Campus is a 7–10 comprehensive campus of the Chifley Collegiate, situated in Mount Druitt. There are 351 students attending Shalvey Campus with 21% of the school population are ESL (majority Pacific Nations) and 26% of students are ATSI. CCSC has a support unit catering for 43 students with one ASD (Autism Spectrum Disorder class) and with two Mild Intellectual Disability classes. The teaching staff consists of a balanced mix of highly experienced, mid–career and early career staff from a range of cultural backgrounds. The campus is regarded as a stable and caring school recognised recently for its innovative leadership in the development of general capabilities across the school linked with the new Australian curriculum.

The school is situated in an area comprising of public and private housing. The school FOEI (family occupation and education index) for 2016 is 190 and this places the school as one of the highest in terms of educational need. Thus the school faces significant educational challenges associated with adequately addressing the intersections of disadvantage experienced by the community. This has led to the incorporation of innovative programs for Teaching and Learning through the development of skills in Teamwork, Cooperation, Self Management and Sense of Responsibility to provide a holistic approach to education and improved life outcomes for our students.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

#### Learning

#### Sustaining and growing

There has been a strong inclusive culture developed within the school, a result of the implementation and embedding of a range of strategies in General Capabilities and wellbeing. A significant change in the approach to learning by students and parents is evident in surveys which indicate that, for students, interest, motivation and intellectual engagement are higher than in similar schools. The reduction by 50% in 2017 from 2015 & 2016 of suspensions is also a strong indicator that there is improved commitment to learning and building of positive relationships between staff and students. This is supported by the whole school approach of feedback to students fostered by a broad curriculum, which includes partnerships with TAFE and universities. Innovative practices of entrepreneurial education has been the highlight at TAFE where students have developed their own business projects. The adult environment of TAFE delivered curriculum has enhanced the transition of students to senior studies.

School based curriculum delivery included Project Based Learning introduced in all subject areas to develop self–knowledge skills of all students at all levels. This evidence based teaching practice has enabled students to be innovative, developing increased community links through engaging an authentic audience.

#### Teaching

#### Delivering

A review of teaching and learning programs, completed in 2017, indicated that differentiation, literacy and numeracy were being delivered. The introduction of a policy of lesson structures developed by teachers after collaboration and professional learning around best practice guided teachers and students to more effective classroom practice. The introduction of class profiles developed by teams of teachers informed learning goals for teaching and learning. Professional learning of analysis of student data enabled better use of a variety of forms of data. The learning support team led delivery of professional learning of functional behaviour to better enable teachers to work together to improve teaching and learning through the teams structure. This was one reason for the reduction of negative referrals and 50% reduction in suspensions in 2017 from 2015–2016.

The school engaged in a formalised series of collaboration and feedback for teachers. This was led by Head Teachers but did allow teachers to observe a range of colleagues across the school, observing any number of strategies employed in classrooms. Through collaboration in the classroom, teachers were able to evaluate their teaching methods and focus on improvements targeting increased levels of student performance. Intensive support was provided to students in the Teaching and Learning Hub where individual plans for literacy, numeracy and personal/social capabilities were developed. Increased numbers of the student population engaged in this process throughout the year. Engagement of a Head Teacher Teaching and Learning provided leadership in this process with direct collaborative support to teachers in classrooms. Teachers also engaged in filming their own lessons, sharing with colleagues and supervisors. Evaluation feedback through *Tell Them From Me* and biannual feedback processes indicated that this was a significant factor in changing teaching practices in classrooms to better engage students.

Expertise within the staff was identified to provide professional learning for staff from this school and staff from other schools. A teacher mentor was employed to provide formal support for teachers in their beginning years of teaching. Executive staff engaged in mentoring and coaching strategies and, while all beginning teachers reported high levels of satisfaction, Head Teachers and staff made positive comments through the school's evaluation process of the value of the mentoring and the professional learning undertaken to support constructive feedback.

## **LEADING**

### **Sustaining and growing**

The school has ensured opportunities for leadership for both teachers and students. The SRC was redefined with a new coordinator and responsibility areas or portfolios for students. A school Executive Leadership Program was implemented with success in areas of succession planning to increase leadership capacity. This has been evident in the increase of 15% of the number of staff building productive relationships with external agencies in a variety of ways such as WSU and Fast Forward and Sydney University and Youth Frontiers. The school is recognised as excellent and responsive through TTFM by its community also evidenced by the ever-growing number of contacts on school's social media sites.

In the area of school resources, the school operates at excelling. A long-term financial plan is developed in consultation with community and integrated within the scope of the school plan about staffing, procurement of assets and professional learning. In 2017, the school achieved its long-term goal of being able to fund a double covered outdoor learning area to be built in 2018. Updating technology to ensure availability in all areas of the school continues.

Planning, implementation and reporting is evident in the work of school planning teams who use the milestones as a reporting tool to indicate implementation of the school plan. There is evidence of the school operating at delivering level in some areas however the increasing support from the community of the school's high expectations for improving student learning and the monitoring and review processes are indicators of sustaining and growing. There is broad understanding of school expectations as can be evidenced by the review of the school's Positive Behaviour for Learning practices and engagement in and use of Marvin Marshall staircase and monitoring booklets. In addition, the school excels in the delivery of evidence-based strategies that are innovative to address ongoing improvements in student outcomes through introduction of entrepreneurial programs and project based learning.

Management practices and processes is at sustaining and growing with a range of community consultation opportunities.. Feedback is responded to in the form of altered policy and procedure and changes to school practice as in the development of Creating a Safer School program and additional Wellbeing programs.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

Learning For Life

### Purpose

Teaching and Learning is innovative, adaptive and focussed on enabling all students to reach their potential and maximise their opportunities.

**Curriculum is differentiated and includes opportunities for learning outside traditional classroom boundaries.**

### Overall summary of progress

Chifley College Shalvey Campus has moved from the Department of Education supported online test to a commercial testing tool called the PAT. Training and trials were successfully carried out in preparation for 2018. Registers, programs and student work samples show improved literacy and numeracy support for students. Trends in literacy performance have been stable for the last three years.

In first Semester all Teaching and Learning faculty staff members were trained in the use of a new (Probe2) assessment and are targeting specific students referred by the Learning Support Team. Probe2 assessment results are linked to the literacy continuum when providing advice to teachers. Running Record training has commenced.

Strong growth in the lower bands in writing in Year 9 has been a highlight. 50% of students in Year 9 have growth in writing greater than expected. Chifley College Shalvey Campus continues to deliver a high level of value added outcomes for our students in NAPLAN. Our performance is above the state average and in the top third of all schools.

Teachers are implementing a range of mathematical reasoning activities in Stage 4 classes twice per cycle.

Teaching and learning programs contain specific personal and social skills which are evaluated during and at the completion of each program. School suspensions have decreased in 2017 from 69 in Semester 1 to 31 in Semester 2. A range of assessment tools/activities have been developed to assist in monitoring student progress and reporting in 2018.

Aboriginal student tutorial support is implemented and student PLP's have been developed that include a strong reference to literacy and numeracy.

Project based learning culminated in an expo that all students participated in. Projects ranged from Mathematics kite design to film making, visual design and 3 dimensional models.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students at or above the expected stage of development as measured by  Personal / Social continuum's., 10%  Literacy, 5%  Numeracy 5%	3.4 additional teachers SLSO's funded by Low SES Equity	The percentage of year 9 students above the national minimum standard in reading has improved 2% from 39% to 41% across the three year period of the plan.  The percentage of year 9 students above the national minimum standard in numeracy has improved by 3% from 42% to 45% .  In the three years covered by the plan the proportion of students achieving higher than expected growth has varied as follows:  Numeracy has improved by 4%, 48% – 52%.
NAPLAN results demonstrate improved student achievement in	Additional 3.4 teachers SLSO's funded by Low SES	Strong growth in the lower bands in writing in year 9 has been a highlight. 50% of students in year 9

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
writing value added.	Equity	have greater than expected growth in writing. This is an improvement of 4%.
Improvement in the Tell Then from Me data of 0.5.		See Strategic direction 2
Increase the percentage of students in the top two bands in NAPLAN. (Premiers Priority)  Year 9 =2% in 2016	Head Teacher teaching and learning through Low SES Equity Funding.	Trends in literacy performance have been stable for the last three years. There here has been no change in overall performance against this measure. HT teacher TL mentors Executive to support collaboration for improved pedagogy.
Staff response on Project Based Learning questionnaire indicates greater confidence.	Small funding allocations to Faculties for resorces from Low SES funding grants.	Subsequent to the first whole school project based learning program and expo teachers and students reported a clearer understanding of this process and are now able to define the difference between the completed project and the process of project development. 100% staff now feel confident in their ability to develop programs.
Increase in number of students who achieve personal learning goals.	Aboriginal education funding SLSO employment  English Language Proficiency Funding – Teacher and SLSO employment	Student engagement is evident through an increase in positive reports of pro-learning classroom behaviours. There has been a decrease of 25% in anti learning behaviours across 2016–17.

## Next Steps

In 2018 students in year 7 and 9 will receive intensive support in Term 1 as preparation for NAPLAN. Class profiles including baseline data on numeracy and literacy will be developed for all classes. A whole school focus on writing will begin. Students will receive explicit instruction on text analysis and development. The school will continue to develop its capacity to collect and analyse data through the Learning Support Team and the Teaching and Learning faculty.

Data related to student progress against the Personal and Social Capabilities will continue to inform classroom practice. Strengthened feedback processes will allow students to develop their own plans for improvement.

Project based Learning programs will be integrated with the year 10 entrepreneurial education project to create a sequence leading to independent project development.



## Strategic Direction 2

### Professional Practice

#### Purpose

To build a culture of ongoing shared innovation and improvement through professional learning for staff.

**To develop leadership capacity of staff and students to ensure quality learning experiences that prepares them for the future.**

#### Overall summary of progress

Head Teachers provide a review of collaboration activities in their KLA's. Executive have engaged staff in a range of strategies to improve collaborative practice. These include classroom observations by peers, classroom tours and filming of specific strategies. Staff and executive reported improved levels of collegiality and the ability to use a wider range of classroom strategies.

Chifley College Shalvey continues to be a centre of innovation in programming for Personal and Social Capabilities. The school has developed a unique programming and assessment tool to plot student development against continuums from the ACARA support documents. Students are provided with feedback on their progress and are involved in developing class and individual plans for improved performance.

Plans are being developed for ongoing collaboration in 2018. A Year 7 Head Teacher is appointed and a small group of teachers identified to form a teaching team to cater the teaching and learning needs of all year 7 students. A staff-room has been allocated to support collaboration and to enable planning on cross curricular units of work.

Transition activities have been delivered by the 2018 team.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Use of General Capabilities, Literacy, Numeracy continuum's to inform teaching and learning as evidenced in programming.	Teachers and SLSO's employed through Low SES equity funding.	Work on the literacy continuum has been interrupted by the introduction of new Learning Progressions in Literacy. New methods of displaying and tracking student progress are under development Learning and support staff still report results to staff in terms of the literacy continuum and continue to set individual targets using this tool.
All staff have Professional Development Plans.  Average movement of staff against the Teaching standards.	Mentor Teacher funded through Beginning Teacher grants	Professional Development Plans are negotiated with all staff by supervisors. Plans make specific reference to Department targets and School plan targets. They also include references to school plan priorities and individual teacher registration requirements.  Teaching standard plotting is still under development with the support of the mentor HT. Beginning teachers have accreditation plans and are mapped against the NESA Teaching Standards.
Active Accreditation planning/buy in	Nil	Professional Learning has been provided to all staff and the school actively provided a mix of opportunities that support staff requirements for both Accredited and School Based training hours. Over 50% of teaching staff in 2017 received more than 5 hours of QTC registered training. Staff logged over 1000 combined hours of training. This included approximately 850 hours of school based training and over 200 hours of accredited training.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increase in Tell Them From Me drivers Collaboration of 1.0.</p> <p>Teaching strategies 0.5</p> <p>Leadership of 1.0</p> <p>Increase in TTFM Student learning drivers</p> <p>Relevance: 0.5</p> <p>Rigour: 0.5</p>	<p>Nil</p>	<p>Teacher Collaboration as recorded by TTFM has experienced a 0.3 point growth.</p> <p>TTFM reports a 0.2 growth in the leadership profile.</p> <p>Student perception of Curriculum Relevance is at 66% on the TTFM scale and is 6% higher than the equivalent 2016 score.</p> <p>Student perceptions of the Rigor of classroom instruction has remained steady at 66% across 2017, 6% higher than similar schools.</p>
<p>Staff confidence in delivering PBL survey. 5 point pre-post measure.</p>	<p>TPL funds</p>	<p>Staff were asked to describe their confidence level and moved from an average of developing my understanding to confidently on a five point scale across five aspects of project based learning program delivery. Scale included the statement,</p> <p>I can deliver PBL:</p> <p>1. Not Yet 2. Developing my understanding 3. With Help 4. Confidently 5. Very confidently</p>
<p>Collaborative Practice, plan evaluations.</p> <p>Movement against SEF measures.</p>	<p>Supported by relief to HT's through employment of additional teachers, LOw SES equity funding.</p>	<p>In the SEF (School Excellence Framework) element of Learning and Development in the theme Collaborative Practice the school has moved from Delivering to Sustaining and Growing through the active leadership of Head Teachers and their implementation of faculty plans.</p>

## Next Steps

In 2018 the Year 7 team will commence operation under the leadership of the Year 7 Head Teacher.

All teaching staff will be registered with NESAs and will be actively plotting their accreditation training and professional development. The demand for accredited hours of training will increase in 2018.

Project Based learning Programs will focus on years 7, 8 and 9. The YETI (Young Entrepreneurs Tomorrow's Innovators) program at Mount Druitt TAFE will provide a culminating experience for students as they develop as Project Based Learners.





## Strategic Direction 3

### Leading a Community

#### Purpose

To form a community based on connections that foster the development of inclusive practices that can sustain strong partnerships.

**Partnerships will provide opportunities for students to contribute to community in ways that develop their own personal capacity.**

**Students will develop their sense of Civics and Citizenship, an appreciation of Difference and Diversity and Enterprising behaviours.**

**Students will be able to plan for their future through an understanding of meaningful post-school pathways.**

#### Overall summary of progress

Data collected by Media Officer shows 376 Facebook "likes" throughout 2017 – average of one like every day of the year. There has been a record number of articles published in local print media for CCSC. The visible footprint of Chifley College Shalvey Campus on Social Media and in the local print media continues to grow.

A highly successful Year Ten Entrepreneurial Learning Program was conducted at Mount Druitt TAFE with the assistance of the Creating Chances organisation in 2017. After an initial five week program of team building with the Creating Chances organisation, teams were formed of eight to ten students who worked with TAFE staff to develop business enterprises. After ten weeks of product development, marketing and financial planning, students conducted their business and developed a report. With this report they presented their project and learning journey to a board.

Student achievement in the Personal and Social capability skill sets have allowed off campus programs to succeed and enhanced the public perception of our students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100 % of Student stage 6 subject selections are informed by Personalised Education Plan.	Low SES Equity funding 0.2 teacher and 0.2 SLSO	All year 10 students developed plans for further education and training as part of their futures education program and their work in the simulated workplace program at TAFE. (Yes Teams 2017, YETI in 2018)
Student negative Sentral entries are reduced by 10% from 2016 levels.	Additional SLSO's, Low SES Equity funding	In 2017 student student engagement in learning and school harmony improved as evidenced by a 26% reduction in negative student behaviours.
Positive movement on the Teamwork, Collaboration and Resilience GC continuums	Teams structure supported by additional teachers funded through Low SES Equity funding.	Stage 4 teachers plotted class performance against these elements of the Personal and Social skill sets and recorded growth of 2 or more years across the cohort.
Increase in TTFM indicators: Participation in extra Curricula activities Students with positive relationships Students with high levels of optimism Students with high levels of	Teams structure supported by additional teachers funded through Low SES Equity funding.	Students with positive relationships has remained steady 70% on TTFM.  Levels of students with high levels of optimism have fallen slightly from 40% to 35%  The measure of students with high levels of happiness has fallen in semester two in 2017 from 40% to 32 % but on average remains at 40% 5% above similar schools.  Students report high levels of support in school.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
happiness Advocacy at school advocacy outside school		TTFM shows that student perception of advocacy for them in school is at 66% consistently which is 10% above the level achieved by similar schools.  Students believe they are strongly supported outside school with 57% saying that they have advocates supporting them. This score is about 5% above like schools.

## Next Steps

75 students are enrolled in the 2018 YETI program. Negotiations with Senior Executive at Mt Druitt TAFE for the delivery of an extended program in 2018 has commenced after the successful YES Teams Project this year.

Stage 4 staff are continuing to develop strategies to address the Personal and Social Capabilities from the ACARA General Capabilities. Performance of stage 5 students will be plotted against the Creativity and Critical thinking continuum's.

The school will continue to expand its social media presence. Facebook, Twitter and Instagram will continue to provide information on the achievements and activities of the school.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Total 2017 allocation: \$135,078</p> <p>\$65509 Employment of AEO</p> <p>\$46,908 – Employment of 1 Aboriginal SLSO and 3 other SLSO's</p>	<p>The Aboriginal Education Officer supported 85 Aboriginal students who participated in events on a weekly basis in 5 different programs. Milestone events such as NAIDOC day were attended by Local elders and many Aboriginal families. Aboriginal students represented their school and community through programs such as Clontarf, World Vision, Young Mob and Deadly dreaming. Aboriginal students Literacy Performance continues to exceed that of the broader school student population. Aboriginal students have filled leadership positions in the school.</p> <p>A strong Clontarf program supports the attendance and engagement of 45 Aboriginal boys.</p> <p>An Aboriginal SLSO has been employed who has mentored students in the process of public art projects. This support has resulted in improved attendance and engagement of individual students.</p>
<b>English language proficiency</b>	<p>\$41936 – employment of teacher</p>	<p>requiring intense assistance are developed and include specific differentiated strategies for class EALD support for students is led by a trained EALD teacher. This teacher works within the teaching and learning faculty. Support for students with EALD needs is coordinated by the school learning support team. The EALD teacher is supported by the Head Teacher Teaching and Learning and by the Learning and Support teachers and School Learning and Support Officers. Individual plans for students are developed and provided for all classroom teachers to use. The EALD teacher works in the classroom to model effective practice and provide intensive support to students. Students progress is assessed against the EALD Learning Progressions and aligned with NAPLAN bands.</p>
<b>Low level adjustment for disability</b>	<p>Total 2017 allocation: \$375,610</p> <p>\$284,407 – 2.8 staffing</p> <p>\$91,203 – employment SLSO's</p>	<p>Programs across the school have been reviewed with a focus on adjustments for disability. Feedback has been given to staff regarding their programs and suggestions for improvement, including the incorporation of the new programming template which provides explicit examples of differentiation. Adjustment is also evident in the increased number of Teaching for Inclusion Plans available on SENTRAL and attached to teachers' registrations of programs. New systems have been put in place to support students, including a new structure for the Teaching and Learning Hub, new process and feedback cycle for the Learning Support Team and permanent LaST. In order to build on this in 2018, the communication between the Learning Support Team and general school community needs to be strengthened so that all staff are aware of the support</p>

<p><b>Low level adjustment for disability</b></p>	<p>Total 2017 allocation: \$375,610</p> <p>\$284,407 – 2.8 staffing</p> <p>\$91,203 – employment SLSO's</p>	<p>available.</p>
<p><b>Socio–economic background</b></p>	<p>Total 2017 allocation: \$791,733</p> <p>\$142,204 – Employment of 1.4 additional classroom teachers</p> <p>\$204,441 Employment of 2 temp teachers – teams &amp; wellbeing</p> <p>\$62,008 Employment Media officer</p> <p>\$55,000 allocated to Clontarf Foundation for Aboriginal Boys</p> <p>\$28,227 – Employment Community Liaison Officer</p> <p>\$87,400 – employment SLSO's</p> <p>\$59,859 – employment additional SASS</p> <p>\$11,237 – employment additional Year Advisers and Head Teachers designated higher duties</p>	<p>Funds from this Key Initiative supported the employment of 3.4 teachers. The employment of these teachers allowed the release of expert staff to support literacy, numeracy and student engagement. All three of these key areas were supported through strategies that gave teachers opportunities to collaborate. Through collaboration in the classroom, teachers were able to evaluate their teaching methods and focus on improvements targeting increased levels of student performance. Additionally intensive support was provided to students in the Teaching and Learning hub where individual plans for literacy, numeracy and personal /social capabilities are developed. Additional SLSO's have supported students in the TL Hub and in classrooms. A Head Teacher Teaching and Learning who has provided leadership and coordination capacity for this faculty has also been employed.</p> <p>The Media Officer has improved community access to school information through social media. The school has 1500 friends on Facebook. There are 200 families (approximately) in the school community. Community awareness of school events has improved as hits on instagram have continued to rise.</p> <p>The Community Liaison Officer has established strong links with the Pacific Islander Community.</p>
<p><b>Support for beginning teachers</b></p>	<p>total 2017 funds received: \$70990</p> <p>\$37374 – Short Term Relief</p> <p>\$10,400 – Mentor teacher</p> <p>\$990 – Course Fees</p>	<p>All beginning teachers completed their accreditation. Each teacher was provided with a reduce workload and partnered with a mentor teacher of some years experience. Lesson observations and feedback was provided by the mentor. Videos were part of the collaborative practice process. Some variation in individual teacher support requirements were made and most teachers developed a unit of work including differentiation. SMART data analysis informed their planning. Part way through the year a Head Teacher mentor was employed to work with the beginning teachers. Training in writing a supervisor's report was provided and one out of the three supervising teachers completed their report. One of the beginning teachers submitted their accreditation documentation to the Principal. The other two supervising teachers will have their reports written well in advance of the beginning teachers' accreditation dates.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	206	195	189	168
Girls	178	173	161	145

Enrolments have decreased by 17% across the three year plan period. This is partially due to local demographics and competition from non-government schools.

Chifley College Shalvey Campus has addressed falling enrolments through an intensive transition program. Primary schools are visited by a transition team including a transition support teacher and a year advisor. CCSC student leadership teams work with primary school students, school coaching teams support team development in primary schools and teachers visit classrooms to support specialist lesson delivery.

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	87.1	85.2	88.6	88.9
8	84.1	79.8	84.7	86.8
9	82.7	79.7	81.4	80.8
10	77.4	72.7	78.8	82.4
All Years	82.9	79.1	83.1	84.4
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
All Years	90.5	90	90	89.9

### Management of non-attendance

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

Non – attendance is addressed through the activities of a teacher led monitoring process. The attendance support teacher monitors attendance daily with the

support of the school administration team. A continuous cycle of interviews are held. Actions resulting from these interviews include phone calls home, referral to the school Learning Support Team, individual attendance plans and referral to the Home School Liaison Team.

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

Whole school attendance rates have improved by 5% since 2015.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	1	0	0
TAFE entry	2	0	0
University Entry	0	0	0
Other	0	0	0
Unknown	0	0	0

Chifley College Shalvey Campus is a 7 – 10 Campus. Annually only a small percentage of students seek employment or training outside school.

Sixty nine of ninety two students enrolled in Chifley College Senior Campus. Of the remaining 22, one student enrolled in Chifley College Bidwill Campus, 4 students enrolled in other high schools, one student has moved interstate, two have enrolled in TAFE. The destination of eleven students is unknown. Three students have moved into the workforce.

### Year 12 students undertaking vocational or trade training

Chifley College Shalvey Campus is 7–10 Campus. Data on student school exit destinations can be found in the Annual report provided by Chifley College Senior Campus.

### Year 12 students attaining HSC or equivalent vocational education qualification

Chifley College Shalvey Campus is 7–10 Campus. Data on student attain attendance can be found in the Annual report provided by Chifley College Senior Campus.

## Workforce information

## Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	1
Head Teacher(s)	8
Classroom Teacher(s)	19.21
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	2.8
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	10.58
Other Positions	1

\*Full Time Equivalent

Five members of staff identify as Aboriginal. One Aboriginal Education Aide and four School Learning support Officers. Additionally the school contributes to the employment of two Clontarf program employees.

## Teacher qualifications

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

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	55

## Professional learning and teacher accreditation

Professional Development Plans are negotiated with all staff by supervisors. Plans make specific reference to Department targets and school plan targets. They also include references to school plan priorities and individual teacher registration requirements.

Teaching standard plotting is still under development.

Professional Learning has been provided to all staff and the school actively provided a mix of opportunities that support staff requirements for both Accredited and School Based training hours. Over 50% of teaching staff in 2017 received more than 5 hours of QTC registered training. Staff logged over 1000 combined hours of training. This included approximately 850

hours of school based training and over 200 hours of accredited training.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Of the balance carried forward figure, \$400,000 has been set aside for the construction of a large covered outdoor learning area over the basketball courts. Funds have been accumulated and saved over the past three years. \$300,000 is from school and community funds and \$100,000 from consolidated funds.

32 new desk top computers have been purchased to upgrade aging technology in the school's computer labs at a cost of \$16,922.. \$7982 was spent on the purchase of a class set of 20 ipads.

\$31,113 was spent on the purchase of new classroom furniture in the support unit.

<b>Receipts</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>842,257</b>
Global funds	275,948
Tied funds	519,988
School & community sources	45,139
Interest	8,429
Trust receipts	13,018
Canteen	0
<b>Total Receipts</b>	<b>862,521</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	36,785
Excursions	3,667
Extracurricular dissections	19,080
Library	1,480
Training & Development	0
Tied Funds Payments	676,207
Short Term Relief	4,439
Administration & Office	62,349
Canteen Payments	0
Utilities	76,661
Maintenance	66,506
Trust Payments	23,313
Capital Programs	0
<b>Total Payments</b>	<b>970,488</b>
<b>Balance carried forward</b>	<b>734,290</b>

	<b>2017 Actual (\$)</b>
<b>Opening Balance</b>	0
<b>Revenue</b>	1,447,389
Appropriation	1,413,928
Sale of Goods and Services	9,927
Grants and Contributions	22,500
Gain and Loss	0
Other Revenue	0
Investment Income	1,033
<b>Expenses</b>	-565,228
Recurrent Expenses	-565,228
Employee Related	-319,683
Operating Expenses	-245,545
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	882,161
<b>Balance Carried Forward</b>	882,161

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

### Financial summary equity funding

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



	2017 <b>Actual</b> (\$)
<b>Base Total</b>	3,325,351
Base Per Capita	57,958
Base Location	0
Other Base	3,267,393
<b>Equity Total</b>	1,344,627
Equity Aboriginal	135,078
Equity Socio economic	791,733
Equity Language	42,207
Equity Disability	375,610
<b>Targeted Total</b>	699,938
<b>Other Total</b>	864,058
<b>Grand Total</b>	6,233,974

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

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

## School performance

### NAPLAN

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

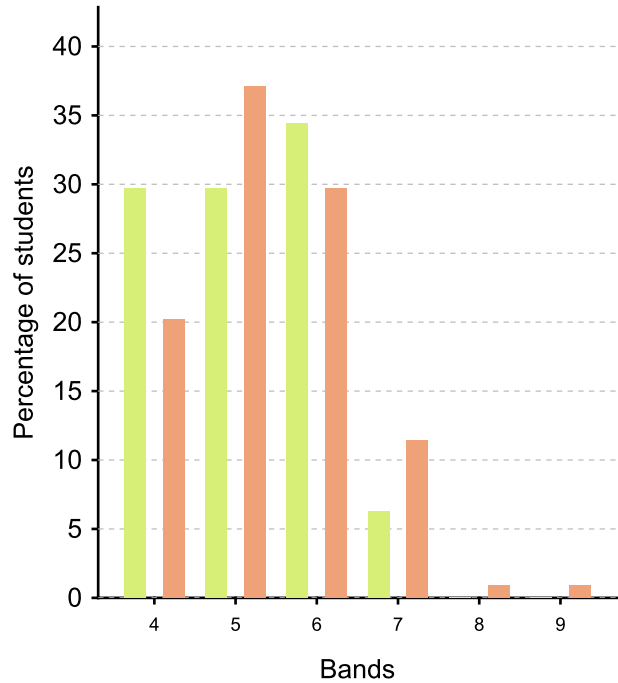
During the 2015–17 plan period Chifley College Shalvey Campus has sought to develop practices that are driven by collaboration, expert mentoring and data driven decision making to support improved student performance measures in NAPLAN. This period of time has witnessed the development of a high functioning Teaching and Learning Faculty that is providing professional support across all KLA's. This support is driven by analysis of NAPLAN data and internal testing. Support for explicitly targeted elements of literacy and numeracy is integrated into teaching and learning programs across all KLA's and is supported by the Support Teachers' Learning.

Students requiring additional support have individual plans developed by the Teaching and Learning Faculty through the guidance of the Learning and Support teachers. There has been an increase in the number of students working with an individual plan, coached by teachers and implemented throughout each course.

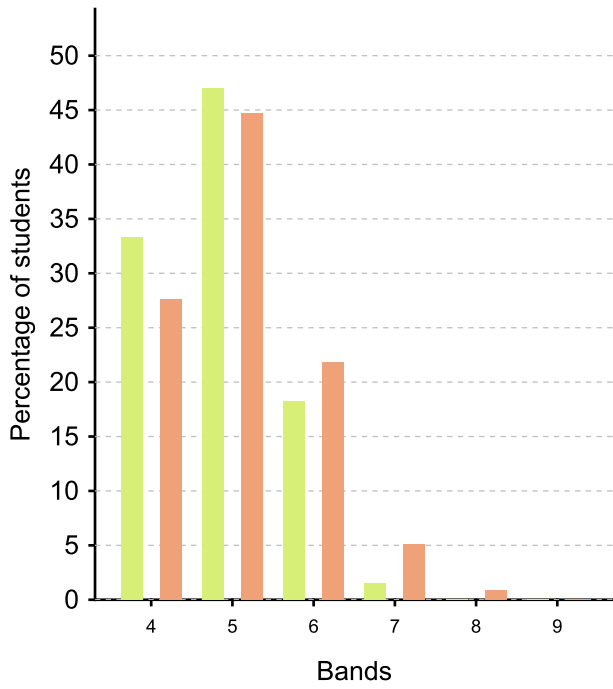
Across the period of the 2015–17 plan literacy levels have remained stable in terms of performance in bands. Variations in mean performance have been modest. Fluctuations in individual year group and discreet bands has varied but the overall pattern has been of a gradual shift toward band 5 in Year 7 and band 6 in Year 9, both above the National Minimum Standards.

Growth and value added of our students remains strong in the lower bands, however growth in upper bands is a challenge to be addressed in 2018.

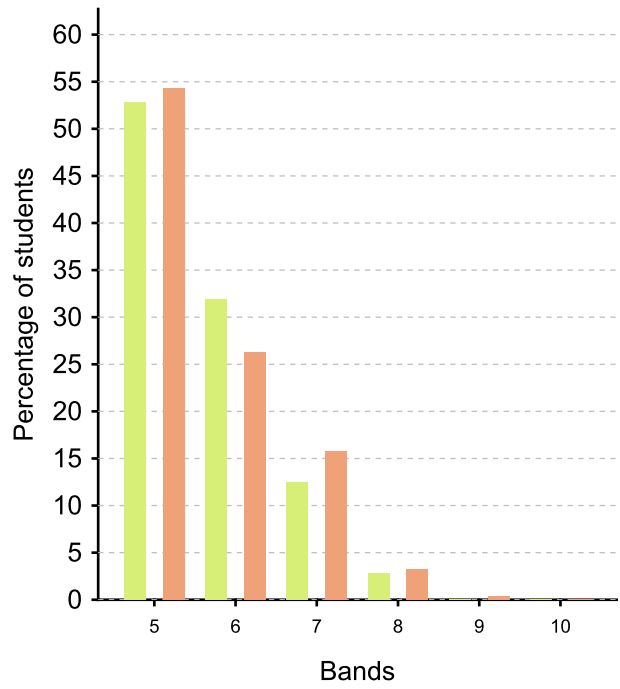
**Percentage in bands:**  
Year 7 Reading



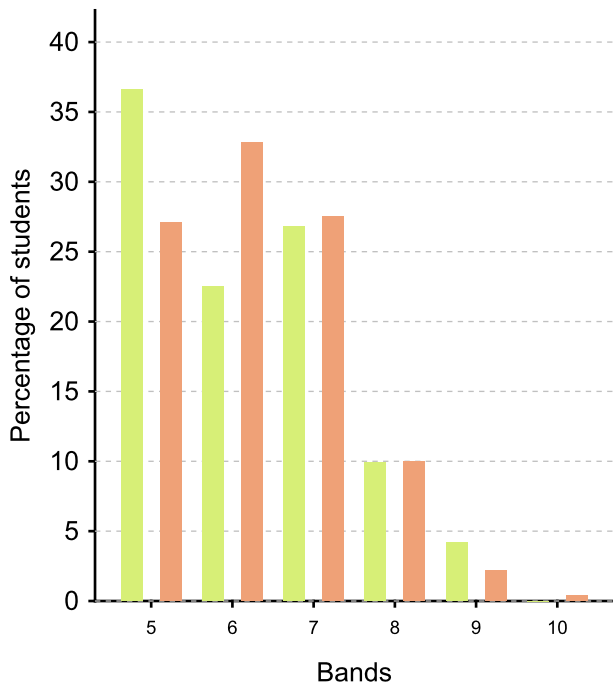
**Percentage in bands:**  
Year 7 Writing



**Percentage in bands:**  
Year 9 Writing

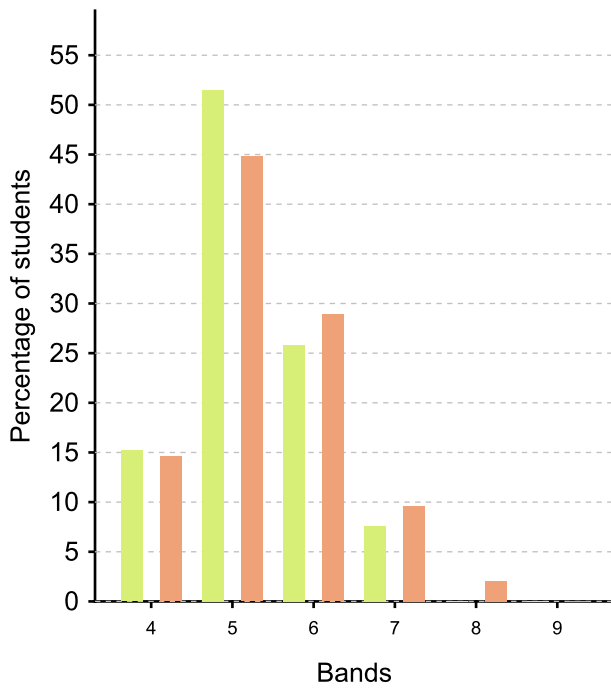


**Percentage in bands:**  
Year 9 Reading

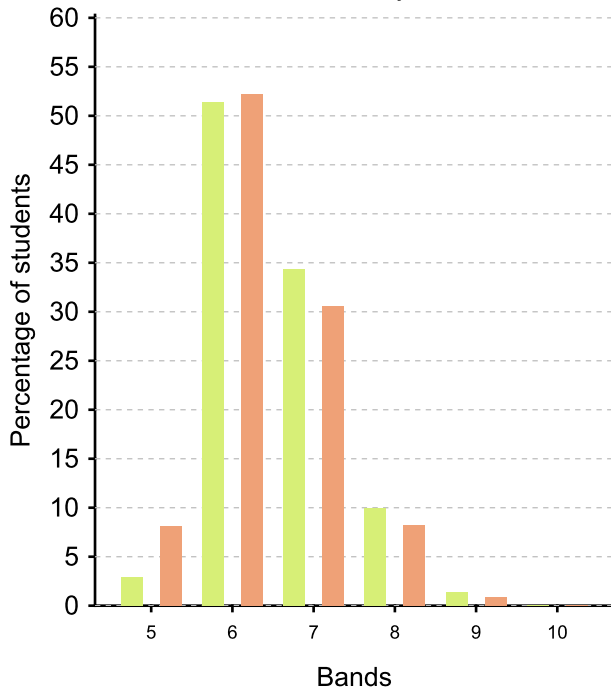


The number of students performing above the National Minimum Standard (NMS) in Year 9 has improved by 3.5% over the three year period of the plan. In Year 7 results have been fluctuating. In 2017 33% of students were performing above National Minimum Standard. In the last two years the percentage of students with above expected growth in Year 9 has been 50% and in Year 7, this has fallen from 40% to 27%. A focus on Year 7 numeracy will remain a priority into 2018.

**Percentage in bands:**  
Year 7 Numeracy



**Percentage in bands:**  
Year 9 Numeracy



*education outcomes* for students in the top two NAPLAN bands.

Aboriginal students performed in the top two bands in 2017. In Year 9 the number of students in the top two bands were in Spelling (15%) and Grammar and Punctuation (5%). In Year 7 students were in the top two bands in Numeracy – Data and Measurement (6.3%).



## Parent/caregiver, student, teacher satisfaction

Parents and Caregivers have indicated that they have a very positive view of the school. In the Tell Them From Me survey they indicated that they felt strongly that the school supported their students' learning and that the school was inclusive accepting that teachers help students who are learning at a slower pace or who have specific needs. These two areas were shown to be well above the state norm. The most outstanding aspect from this survey and other internal measures that is supported by other views from parents and community is that people feel welcome when they visit the school either to speak with the teachers and particularly the administrative staff. Parent indicated that the information they receive from the school is clear and well written to ensure they understand it and this is also indicated by the series of comments on a range of social media sites that are tracked by the school. In all parents agree that the school has a good reputation in the community.

While teachers overall in Tell Them From Me survey indicate that we are on par with reported indicators with NSW Norms, individual elements have been rated well above the norm. Teachers have indicated, like parents and students, that clear expectations are established across the school with high expectations for learning. This is also indicated through walkthroughs and in evaluation of classroom observations. Teachers also reported that they use a wide range of strategies in the classroom to better engage students and to

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

*Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal*

accommodate a wide range of learning needs, in particular using school supplied technology devices. The most significant indicator of the positive approach to teaching and learning supported in the Tell Them From Me survey and internal measures is in the area of overcoming obstacles to learning. Most teachers reported high levels of collaboration by talking to other teachers about strategies that increase student engagement. Project Based learning was highly rated as was Yes Teams and entrepreneurial enterprise programs.

The most significant data for the school is that the student are happy at school with 82% reporting this. This has been an increase particularly in Year 10. This can be attributed to greater value in their learning and relevance to their everyday learning. The Year 10 exit survey also indicated that the students had built positive student-teacher relations. This is one of the areas that was a significant element in the 2015-2017 plan. While there remains a higher than norm element of bullying in the Tell Them From Me survey, this is countered by a general reduction of 10% in internal surveys of incidents of bullying in the school with the introduction of Creating a Safer Shalvey program of lessons, activities and celebrations. Students also reported that our school has a positive learning climate where more than 66% of students can identify someone at school who encourages them and who they can turn to for advice, a greater % than for advocacy for them outside of school and significantly higher than the NSW norm of 47%. This is significant and is supported by the increasing numbers of students who participate in a wide range of extra curricular activities and events at school.

## Policy requirements

### Aboriginal education

Students participated in the World Vision Young Mob Leadership program (20 students), two Young Mob camps (9 Year 9 students and then 10 Stage 5 students), Sydney University experience Day (15 Year 7 and 8 students) and Deadly Dreaming Dance (10 students from across all years).

World Vision Young Mob supports cultural identity and school engagement. Students demonstrated improved resilience and a greater willingness to engage in the classroom. the Young Mob students led workshops on NAIDOC Day and Multicultural Day. Two camps provided opportunities for students to interact with Aboriginal Communities in NSW and the Northern Territory. Year Ten students travelled to Catherine and spent a week living in a traditional community.

Year 7 and 8 Aboriginal students attended Sydney University to experience university life for a day. They engaged in workshops including health and nutrition, design, visual arts and sports science. Students now report that university is a realistic option and are now aware of scholarship opportunities.

The Deadly Dreaming dance group trained for a term to develop a performance based on local cultural dances

and several community performances were delivered as well as at our our school's NAIDOC celebrations. The student leader of this group was also the School Captain in 2017 and was awarded a NSW Nanga Mai award for her contribution to student engagement.

Clontarf has provided support for attendance and engagement through a framework based on basketball and rugby league training. This process is supported by a program of camps and Clontarf dinners. Students were taken on three camps during second semester. An average of 15 students participated in the intensive training group run by Clontarf before school.

A highlight of the Year was NAIDOC Day in which all students, staff and community members engaged. A local elder delivered a Welcome to Country and performed a smoking ceremony. A local Indigenous student sang the National anthem in Aboriginal language at a whole school assembly and students were entertained by a performer called Didgeribone. Later in the day all students participated in classroom lessons centred around the theme for 2017 "Our Languages Matter" as well as engaging in 2 workshops. The workshops available included boomerang throwing, indigenous arts and crafts and a local elder, Rita Wright, delivered a talk about her experiences growing up in the local community. The day was capped off with a free lunch for all and a staff versus students oztag match for the "Jackie Brooks Cup." The winning team was presented with medals by Jackie's son Jay Brooks.



### Multicultural and anti-racism education

The school supports both a Multicultural Education Coordinator and a Anti-Racism Contact Officer.

Chifley College Shalvey Campus supports students from 22 different countries. Approximately 50% of students have a Pacific Island background. Approximately 28% of students are of Aboriginal descent.

Naidoc Day, Harmony Day and Multicultural Day have been events that have brought the school and community together to engage in activities aimed at celebrating diversity. These celebrations have been supported by teaching and learning programs that

develop understandings of community harmony.

highlight of their entire education.

Lessons on anti-racism were presented to the whole school on 17th March 2017 during the anti-bullying day celebrated at the school. These lessons were developed in part with the help of the CASS team (Creating a Safer Shalvey). Anti racism perspectives are included in the lessons on anti bullying. These lessons were developed by the CASS team. and the lessons were evaluated by students with 70% saying they were highly effective.

Two referrals regarding racism were made to the ARCO in 2017. They were resolved through mediation. Any act of racism is managed according to DoE policy under the guidance of the Anti Racism Contact Officer.

## Other school programs

### YES TEAMS Project

During 2017 Chifley College Shalvey Campus conducted an entrepreneurial education program in partnership with Mount Druitt TAFE and the Creating Chances Organisation. The program was called YES Teams. Young Entrepreneurs, Strong Teams.

The program consisted of a five week team building preparation phase conducted by Creating Chances. This was followed by a ten week workshop phase at TAFE, where students developed skills and created a product that could be marketed locally. The third phase was a five week period during which students implemented their business plan. Finally a report was delivered to a board who provided feedback and advice to the students.

Students were able to develop business enterprises in the fields of three D printing, sign writing, hospitality/catering, car care, fashion design, metal fabrication, coaching / mentoring and sheet metal work. Over the period of the ten week workshop phase students worked with industry experts alongside adult TAFE students. Students were able to develop a team structure that included specific roles for managers, marketers and manufacturing. All teams succeeded in delivering a product, setting up an advertising campaign to sell this product and thus generating an income. All products were delivered at an industry standard and complied with any regulations related to health and safety.

The reports presented by students included the story of their business plans, their marketing strategies and their financial management systems. Each team presented to a small group of school and TAFE staff who provided feedback to students on ways that they might use their experience to achieve their personal goals.

This experience in the practical application of entrepreneurial skills provided students with an opportunity to make much more informed decisions concerning future training and education. Many students described the YES Teams experience as the