Chifley College

Bidwill 7-12 Campus; Dunheved 7-10 Campus; Mt Druitt 7-10 Campus;
Senior 11-12 Campus; Shalvey 7-10 Campus

2010 Annual School Report

NSW Public Schools – Leading the way
Our school at a glance

Chifley College is a multi-campus school comprised of five separate campuses situated on Darug land within the Mt Druitt School Education Group. Enrolments for Dunheved, Mt Druitt and Shalvey campuses are made up of students from Years 7-10; Bidwill Campus enrolments include students from Years 7-12 and the Senior Campus enrolments are from Years 11 and 12 students only. The college motto: Learn, Discover, Inspire reinforces the commitment of the college to develop an environment where staff, students, parents and the community work together to allow students to achieve the best outcomes for all.

- Total school population in Term 1, 2010 was 2,473 students across Years 7-12.

- Of the total college population, 15.8% students identify that they are from Aboriginal or Torres Strait Islander background whilst 27.8% of students are from a language background other than English.

- Overall, across the college, 54% of the students enrolled in Term 1 2010 were male and 46% were female. At both Dunheved and Shalvey campuses, 58% of the students were male.

- Each campus has a Support Unit which caters for the needs of students with diagnosed learning disabilities and/or diagnosed mental health disabilities. Across the college, 11 classes cater for students with Mild Intellectual Disabilities; 7 classes for students with Moderate Disabilities and one class for students within the Autism Spectrum at Shalvey Campus.

- Each campus is supported by DET Equity Programs through Priority Schools Funding with Bidwill, Dunheved, Mt Druitt and Shalvey campuses receiving additional support through the Priority Action Schools’ Program. This support is used by the campuses to ensure that the Office of Schools Priority Areas of Literacy, Numeracy, Student Engagement and Retention, Aboriginal Education and Training, Connected Learning and Teacher Quality are met.

- In 2010, Bidwill, Dunheved, Mt Druitt and Shalvey campuses participated in the Low SES National Partnership program. Programs were developed in each of the campuses to allow each of the 6 Reform areas to be met.

College Chair’s message

Chifley College is a multi-campus Secondary College comprising Bidwill (7-12), Dunheved (7-10), Mount Druitt (7-10) Shalvey (7-10) and the Senior Campus (11-12)

The College’s educational programs are supported by the Equity Program funding with all campuses receiving additional support through Priority School programs, and additionally, Bidwill, Dunheved, Mt Druitt and Shalvey campuses identified as Priority Action Schools and National Partnerships Low SES schools. At each campus, Aboriginal students are supported through the Norta Norta Program.

This additional funding and support ensures the college’s ongoing commitment to professional learning and engaging students in meaningful learning through literacy, numeracy, technology and quality pedagogy.

Our college motto is Learn, Discover and Inspire and the college strives to fulfill this motto in a range of academic, cultural and sporting pursuits.

The focus on students’ academic outcomes is evident in each campus’s challenging and relevant educational programs. NAPLAN, School Certificate and High School Certificate results continue to improve with many students showing above average growth in the areas of Literacy and Numeracy.

The college enrichment program encompasses a diverse range of activities and interests including regional and state sporting, debating, language, musical, artistic, technology, science and agricultural events.
The College has embraced its culturally diverse student population in its performances, welfare programs and leadership opportunities.

Chifley College celebrates students’ successes both at the school level and within its broader community. Chifley College remains a dynamic and engaging learning community which creates opportunities for staff to develop networks across the five campuses and to assist the social and academic development of the students.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Stephen Freeborn
College Chair 2011

College Council message
Chifley College Council functions as the prime community organisation for the five Chifley campuses. All Chifley campuses are represented on Council by their principal, staff, student and community reps and an AECG delegate. The Council operates as a partner with the College Management Group in developing policy regarding student transport, uniforms and other issues of importance to the college community.

The Council acknowledges the co-operative partnership developed between the College and the community and looks forward to continuing working within Chifley College for the benefit of our students and the community.

Bronwyn Small,
College Council President 2010

Student representative’s message
The student representatives of Chifley College are the College Council student delegates who represent the Student Representative Councils which operate in each of the five campuses. At the College Council meetings and at our campus SRC meetings we feel confident to express our ideas on issues that concern and impact on the students of Chifley College. In each of our campuses the SRC advises the Principal on student concerns as well raising funds for organisations such as Stewart House, the Cancer Council, the Leukaemia Foundation and other worthwhile causes.

We feel proud to represent our fellow students on the Chifley College Council and to be part of a College that creates student leadership opportunities and encourages all students to achieve their best.

Odette Mafoe, Kyle Nicholls, Teresa Sio, Tiperia Magalogo – Chifley College Council Student Representatives.

School context

Student information
It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

Bidwill Campus

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
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<tbody>
<tr>
<td>Male</td>
<td>311</td>
<td>307</td>
<td>310</td>
<td>328</td>
<td>306</td>
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<tr>
<td>Female</td>
<td>305</td>
<td>299</td>
<td>293</td>
<td>283</td>
<td>298</td>
</tr>
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</table>

Enrolments are remaining fairly stable over the past five years. This is in spite of the trend of falling enrolments across the district.
Enrolments numbers from 2006 – 2008 were static with numbers between 410 and 405 however from 2009 there has been a reduction with in the total number of enrolments. Data for 2009 and 2010 indicate similar numbers of students with enrolment falling below 400.

Enrolments have remained stable for the past 5 years with the number of Year 11 students averaging 279 based on enrolment figures Term 1 2006-2010. For a similar period Year 12 has averaged 199.

Student Enrolment had a large drop in the number of Year Seven enrolments (from 170+ enrolments in 2009).

Overall student enrolment numbers remain consistent at Mount Druitt Campus Chifley College, though there is a reasonably high turnover of students throughout the year.
Student attendance profile

**Bidwill Campus**

2009 demonstrated a significant increase in attendance rates in comparison to previous years. Although the attendance rates for 2010 were below those for 2009, they were higher than those for 2007 and 2008. Overall, there is still a gap between the school and region / state attendance rates.

**Dunheved Campus**

The school had an attendance rate of 81% in both 2006 and 2007. In 2008 the attendance rate dropped to 79% and remained static for 2009. The attendance in 2010 is similar to 2008 and 2009.

**Mt Druitt Campus**

Mount Druitt Campus attendance rates are below state and region, though they are similar to like schools (especially other Chifley College junior campus).

**Senior Campus**

Year 11 attendance rates are significantly lower than Year 12 with boys’ absences lower than girls. Overall Aboriginal student attendance is below the ALL school percentage. In line with the ALL school data, Aboriginal girls’ attendance rates are lower than boys and considerably lower than ALL school girls.
Management of non-attendance

Each campus acknowledges the importance of attendance at school and a variety of methods are used to address non-attendance of students. These include:

- Developing policies and procedures which clearly articulate the roles and responsibilities of school personnel in addressing the attendance of students.
- Targeting students who display poor attendance and also those who are repeatedly late to school.
- Convening weekly attendance meetings convened to discuss issues of unsatisfactory attendance allowing school personnel to intervene as required.
- Trialling parental contact systems so that parents are made aware early that their student is not at school or has not attended one or more lessons through the day.
- Conducting Attendance Action research project to address truancy and attendance issues.
- Introducing electronic systems to better track attendance at school.
- Referring students who show little or no improvement in attendance to regional personnel i.e. HSLO or ASLO.

Retention to Year 12

Student retention rates at the Senior Campus have improved over the past 5 years and are increasing from 57.5% in 2008, 62.4% in 2009, 65.8% in 2010. The school has encouraged students who have chosen to leave for various reasons in both Years 11 and 12, to re-enrol in the following year and the number of students repeating is increasing.

Retention rates at Bidwill Campus are increasing. For the previous 3 years, 2007 to 2009, the proportion of students moving from Year 10 into Year 11 ranged from 72 to 77%. In 2010, the number of students continuing to Year 11 increased to over 80%. The proportion of students completing Year 12; is still at around 47% but this figure may also increase in future years.

Post-school destinations

A survey was conducted of the Year 12 students at both Bidwill Campus and Senior Campus. At Bidwill Campus, 64% of the students from 2010 responded to the survey and results indicate that 41% have enrolled at TAFE; 22% have enrolled at University; 25% have commenced work; 6% have commenced in either apprenticeships or traineeships and 6% are looking for work.

Of the students 74% who responded to the survey at the Senior Campus, 15% have enrolled at University; 30% have enrolled at TAFE or private college; 23% have commenced work or have traineeships or apprenticeships and 18% are looking for work or are involved in other pursuits. The remaining 14% of students from the Support Unit are involved in the disability support, transition to work program.

Year 12 students undertaking vocational or trade training

Senior Campus offers seven VET courses – Business Services, Construction, Entertainment, Hospitality, Information Technology, Metals & Engineering and Retail.

There is a discernable increasing trend in the number of students enrolled in VET courses with 45% of Year 12 and 43% of Year 11 enrolled in VET in 2010.
At Bidwill Campus, there is an increasing number of students choosing VET subjects in Year 11 and over 50% of Year 12 graduates leave school with a Certificate 2 in one or more framework areas. The main areas of growth are Building and Construction as well as Metals and Engineering.

Reports from Bidwill and Senior Campus indicate that 100% of the students who completed studies in Year 12 students attained the HSC or equivalent vocational educational qualification in 2010.

Staff information

Staff

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

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
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<tr>
<td>Head Teachers</td>
<td>52</td>
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<tr>
<td>Classroom Teachers</td>
<td>170</td>
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<tr>
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<tr>
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<tr>
<td>Counsellor</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>277</td>
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</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

The number of staff members who identify as either Aboriginal or Torres Strait Islander is significant across the college. Each campus has a full time Aboriginal Education Officer, as well as other staff who are in both teaching and non-teaching positions.

- At Dunheved Campus there are 2.5% of the teaching staff 29.6% of the non-teaching staff who identify as Aboriginal.
- At Senior Campus there are two Aboriginal teachers, one of whom is a casual staff member on temporary appointment to the campus.
- At Shalvey campus 11% of total staff identify as Aboriginal.

Staff retention

Staff retention varies across each campus, with some campuses noting that the number of staff leaving the campus has reduced:

- Bidwill Campus has a large number of young and inexperienced teachers and all head teachers are in their first executive appointment.
- At Dunheved Campus just over half (52.5%) of the teaching staff have been at CCDC between 0-5 years; 40% of the staff has been at CCDC for 6-10 years; 2.5% have been at Dunheved between 11-15 years; There are 5% of staff who have been at Dunheved for over 15 years.
- At Shalvey campus 42% of teaching staff have been at the campus for 10 years and longer, 2 transferred in 2009/2010, 11% of permanent staff and 13% of temporary staff are in their first two years of teaching and 10% are likely to retire within the next three years.
- Surveys conducted at Senior Campus indicate that the majority of the staff (59.5%) have been in the school for more than 6 years and 40.5% having been in the school for less than 6 years. For all of those teachers in the school less than 6 years, two were new Head Teachers and two were first or second year teachers.

Teacher qualifications

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

Enter text here

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<th>Qualifications</th>
<th>% of staff</th>
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<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

### Bidwill Campus

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<tr>
<td>Interest</td>
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<tr>
<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
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<table>
<thead>
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<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<tr>
<td>Library</td>
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### Dunheved Campus

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<td>Trust receipts</td>
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<td>Canteen</td>
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<td><strong>Total income</strong></td>
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<table>
<thead>
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<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<tr>
<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Administration &amp; office</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
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<td>Capital programs</td>
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<td><strong>Total expenditure</strong></td>
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<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>725092.93</strong></td>
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Mt Druitt Campus

Date of financial summary: 30/11/2010

Income $  
Balance brought forward 2478829.00
Global funds 401120.00
Tied funds 1003349.00
School & community sources 55437.00
Interest 99009.00
Trust receipts 67095.00
Canteen 0.00
Total income 4104839.00

Expenditure
Teaching & learning  
Key learning areas 50083.00
Excursions 1052.00
Extracurricular dissections 1645.00
Library 24682.00
Training & development 25381.00
Tied funds 485016.00
Casual relief teachers 75650.00
Administration & office 66224.00
School-operated canteen 0.00
Utilities 97052.00
Maintenance 34164.00
Trust accounts 39658.00
Capital programs 17072.00
Total expenditure 917679.00
Balance carried forward 3187160.00

Senior Campus

Date of financial summary: 30/11/2010

Income $  
Balance brought forward 419954.41
Global funds 377580.82
Tied funds 302102.78
School & community sources 119989.25
Interest 20424.15
Trust receipts 40668.63
Canteen 0.00
Total income 1280545.04

Expenditure
Teaching & learning  
Key learning areas 78937.74
Excursions 11061.09
Extracurricular dissections 47058.46
Library 0.00
Training & development 10695.90
Tied funds 302982.47
Casual relief teachers 105641.90
Administration & office 169255.71
School-operated canteen 0.00
Utilities 78022.72
Maintenance 23848.39
Trust accounts 40970.68
Capital programs 74551.26
Total expenditure 943026.32
Balance carried forward 337518.72

Shalvey Campus

Date of financial summary: 30/11/2010

Income $  
Balance brought forward 425143.91
Global funds 347161.93
Tied funds 598237.56
School & community sources 54940.68
Interest 23406.36
Trust receipts 37004.85
Canteen 0.00
Total income 1485895.29

Expenditure
Teaching & learning  
Key learning areas 93734.79
Excursions 15324.10
Extracurricular dissections 26694.84
Library 6557.49
Training & development 2268.52
Tied funds 490460.34
Casual relief teachers 33048.38
Administration & office 93807.86
School-operated canteen 0.00
Utilities 101416.94
Maintenance 51362.48
Trust accounts 70703.03
Capital programs 70703.03
Total expenditure 990556.94
Balance carried forward 495338.35

A full copy of the 2010 financial statement for each campus is tabled at the annual general meetings of the College Council. Further details concerning the statement can be obtained by contacting each individual campus.
School performance 2010

Achievements

Arts

Students enrolled at Chifley College have the opportunity to be involved in a variety activities related to the Arts at school level, within the Chifley College Learning Community and across the Region. Participation in these activities has assisted students to develop their skills and to become confident in their abilities as both performers and artists.

- The 2010 Chifley College CAPA Performance Evening provided the opportunity for over 100 students from across the 5 campuses to entertain 500 community members with 18 separate student acts. The event both showcased the talents of the students and the dedication of the staff in their coordination and organisation of the evening.

- Senior Citizens were entertained by students from each of the 5 campuses at the Annual Senior Citizens Morning Tea held in Term 2. This has become a regular activity in the college which is well received by members of the local community.

- Students from each of the 5 campuses were successful in being chosen for the Sydney West Dance Festival.

- Students from Bidwill and Mt Druitt Campuses were chosen to perform at the District Public Education Week concert.

- Each campus organized events where students were able to showcase their performance talents within the school community. These events included “C Factor” concert at Mt Druitt and “Dunstock” at Dunheved and performances at formal campus activities such as Presentation Assemblies and Graduation Ceremonies.

- Students from two local primary schools were invited to participate in the Mt Druitt Campus primary transition program and students from the Mt. Druitt Campus Vocal Group performed at local primary school formal assemblies.

- Bidwill campus students were invited and participated in the Opera Ed project, run by Opera Australia; culminating with students attending the Opera after attending a series of opera workshops.

- Students from Senior campus and Shalvey Campus participated in the 2010 “Bring it On” dance festival.

Sport

Sport at Chifley College continues to play an important part in developing the culture of teamwork and encouraging students to strive to perform at their personal best. Students from across the college are encouraged to participate in sporting activities and have been given the opportunity to represent their Campus, the College, Zone and District.

- All Year 7 students from Bidwill, Dunheved, Mt Druitt and Shalvey campuses participated in sport Gala Days, aimed to build collegial spirit and foster effective relationships between each campus.

- The Chifley College Open Rugby League team were state champions in the Australian Rugby League Cup; quarter finalists in the University Shield and won the CHS St Marys Rugby League Club for the third year in succession.

- The combined Under 14 Chifley College Rugby League team were regional winners in the Buckley Shield competition for the third year in a row.

- 3 players from the Open Rugby League team were chosen for the state trials at Myuna Bay and Michael Compton was chosen to represent Penrith Panthers Rugby League in the National 20’s competition.
• Ethan Dhu from Bidwill Campus represented Zone in swimming, Cross country, Athletics. He was placed 2nd in the Sydney West Athletics, 4th at CHS and 2nd in All Schools Athletics Championship in the Walk event. He was selected for the state team to represent NSW at National Athletics Championship which were held at Melbourne in December, where he came 2nd.

• Edwin Marques represented Bidwill Campus at Zone X country and athletics and was chosen in the Sydney West team for both events. At Sydney West Athletics he came 2nd in 100m and 2nd in Pentathlon. He also represented Sydney West at the CHS Athletics.

• Ruth Vaafusuaga represented Bidwill at Zone cross country, Athletics and Touch Football championships last year and was placed 1st at Zone Cross country and represented Zone at Sydney West. She also represented Zone at Sydney West Athletics.

• Renee Hebden from Bidwill was selected for the U15 NSW training squad for Cricket. She also represented the NSW city team that won 2/0 playing the NSW Country team. She was also been selected for the Sydney West Girls Cricket team.

• Mathew Hendriks, Monique Donovan and Joe Sage from Dunheved Campus were age champions at the Zone Athletics Carnival in their respective age groups.

Other

Chifley College is a dynamic and progressive learning community which is committed to developing an environment where students can secure basic skills and develop their potential to contribute to society as effective citizens. In each campus, students are drawn from diverse cultural and linguistic backgrounds and evaluation of enrolment data has also highlighted the mobility of the student population. Each campus has a highly effective Support Unit catering for the needs of students with diagnosed Intellectual and Emotional Disabilities. The college motto- Learn Discover Inspire- underpins all programs and activities, encouraging students to accept their responsibility as learners and seek ways to develop their potential.

• 30 students from Mt Druitt Campus and 10 students from Dunheved Campus once again participated in the LEAPS program, a workplace mentoring program designed to encourage students to set career and life goals, and empower them to effectively deal with challenges and opportunities they will encounter in their future lives.

• Each campus has a highly effective Student Representative Council which provides students with the opportunity to develop both leadership skills and the ability to work as part of a team under the supervision of staff.

• Students and staff from the Senior Campus formed a team to participate in the Relay for Life held at Penrith in May, successfully raising money for cancer research.

• In 2010 Stage 5 TVET returned to a program specifically targeting engagement and retention (based on the new leaving age for school) to encourage students to participate in other learning opportunities. Students „at risk“ of disengaging school early participated in vocational education that is more relevant to them leading to the successful completion of the School Certificate.
• Dunheved Campus and Mt Druitt TAFE achieved recognition for the outstanding program and partnership by gaining a state “Schools First Impact” award to assist with the further development and enhancement of the program.

• Students from the Senior Campus volunteered to assist with the running of the International Wheelchair Tennis Tournament at Homebush.
Student achievement in 2010

Academic

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.

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

Bidwill Campus

Literacy – NAPLAN Year 7

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<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State</th>
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<td>Percentage in band 2010</td>
<td>21.7</td>
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<td>School average 2008 - 2010</td>
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<tr>
<td>State average 2010</td>
<td>6.7</td>
<td>17.0</td>
<td>23.0</td>
</tr>
</tbody>
</table>

- Whist there are a significant number of students are in the lower three bands and a small group of students achieving on the top bands, SMART data indicates that the majority of students demonstrated growth.

Numeracy – NAPLAN Year 7

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average mark, 2010</td>
<td>462.9</td>
<td>495.0</td>
<td>542.2</td>
</tr>
<tr>
<td>Band Number in band 2010</td>
<td>21</td>
<td>44</td>
<td>25</td>
</tr>
<tr>
<td>Percentage in band 2010</td>
<td>21.2</td>
<td>44.4</td>
<td>25.3</td>
</tr>
<tr>
<td>School average 2008 - 2010</td>
<td>16.8</td>
<td>42.3</td>
<td>27.6</td>
</tr>
<tr>
<td>SSG average 2010</td>
<td>12.8</td>
<td>31.6</td>
<td>29.1</td>
</tr>
<tr>
<td>State average 2010</td>
<td>5.2</td>
<td>17.9</td>
<td>25.9</td>
</tr>
</tbody>
</table>

- Although 70% of students achieved band 5 or lower, growth is evident in the majority of students, with most demonstrating above expected growth.
- The number of students achieving in the top three bands has decreased when compared with the school average.
Literacy – NAPLAN Year 9

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>Band</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in band 2010</td>
<td></td>
<td>39</td>
<td>46</td>
<td>20</td>
<td>9</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Percentage in band 2010</td>
<td></td>
<td>33.6</td>
<td>39.7</td>
<td>17.2</td>
<td>7.8</td>
<td>0.9</td>
<td>0.9</td>
</tr>
<tr>
<td>School average 2008 - 2010</td>
<td></td>
<td>28.3</td>
<td>39.2</td>
<td>21.9</td>
<td>9.0</td>
<td>1.3</td>
<td>0.3</td>
</tr>
<tr>
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<td></td>
<td>23.4</td>
<td>31.1</td>
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<td>14.6</td>
<td>7.1</td>
<td>1.2</td>
</tr>
<tr>
<td>State average 2010</td>
<td></td>
<td>11.3</td>
<td>22.8</td>
<td>23.6</td>
<td>21.5</td>
<td>15.5</td>
<td>5.3</td>
</tr>
</tbody>
</table>

- Students are over represented in the lower three bands with 81% of those students in either Band 5 or 6.
- There has been a minimal decrease in the percentage of students in Bands 8 to 9.
- Growth is evident in the majority of students.

Numeracy – NAPLAN Year 9

<table>
<thead>
<tr>
<th>Band</th>
<th>Number in band 2010</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>32</td>
<td>41</td>
<td>30</td>
<td>9</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Percentage in band 2010</td>
<td></td>
<td>27.4</td>
<td>35.0</td>
<td>25.6</td>
<td>7.7</td>
<td>1.7</td>
<td>2.6</td>
</tr>
<tr>
<td>School average 2008 - 2010</td>
<td></td>
<td>22.2</td>
<td>38.3</td>
<td>24.8</td>
<td>11.4</td>
<td>1.7</td>
<td>1.7</td>
</tr>
<tr>
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<td></td>
<td>16.3</td>
<td>31.5</td>
<td>29.6</td>
<td>15.6</td>
<td>5.4</td>
<td>1.7</td>
</tr>
<tr>
<td>State average 2010</td>
<td></td>
<td>7.6</td>
<td>20.0</td>
<td>28.2</td>
<td>21.2</td>
<td>10.8</td>
<td>12.1</td>
</tr>
</tbody>
</table>

- Students are over represented in the lower three bands and under represented in top bands.
- There has been an increase in the percentage of students in Bands 5 to 7 when compared with the campus average 2008-2010.
- Growth is evident in the majority of students.
### Dunheved Campus

#### Literacy – NAPLAN Year 7

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average mark, 2010</td>
<td>517.6</td>
<td>539.6</td>
<td>570.6</td>
</tr>
</tbody>
</table>

- Students are over represented in the lower three bands with 52% of these students achieving in Bands 5 or 6.
- There was a slight increase in the percentage of students achieving Bands 7 to 9 when compared with campus Average 2008 – 2010.
- The majority of students have demonstrated growth.

#### Numeracy – NAPLAN Year 7

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average mark, 2010</td>
<td>460.9</td>
<td>492.5</td>
<td>542.2</td>
</tr>
</tbody>
</table>

- Results indicate that, students are over represented in lower bands, with few showing results in upper bands.
- Student results indicate that the closest results to state in Band 6.
- The majority of students have demonstrated growth.
Literacy – NAPLAN Year 9

<table>
<thead>
<tr>
<th>Skill Band</th>
<th>School</th>
<th>SSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average mark, 2010</td>
<td>483.3</td>
<td>531.0</td>
<td>567.7</td>
</tr>
</tbody>
</table>

- When compared with Campus Average from 2008 to 2010, there was a significant increase in students achieving results in Band 5 and a decrease in students achieving Bands 7 and above.
- No students achieved results in Bands 9 on 10, however the majority of students demonstrated some growth.

Numeracy – NAPLAN Year 9

<table>
<thead>
<tr>
<th>Skill Band</th>
<th>School</th>
<th>SSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average mark, 2010</td>
<td>495.9</td>
<td>538.5</td>
<td>583.7</td>
</tr>
</tbody>
</table>

- Students are over represented in the lower three bands and under represented in top bands.
- Although there was a significant decrease in the number of students achieving Bands 7 and over, most students demonstrated some growth.
Mt Druitt Campus

**Literacy – NAPLAN Year 7**

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average mark, 2010</td>
<td>457.5</td>
<td>493.5</td>
<td>537.7</td>
</tr>
<tr>
<td>Band</td>
<td>Number in band 2010</td>
<td>Percentage in band 2010</td>
<td>School average 2008 - 2010</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>37</td>
<td>59</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>28.0</td>
<td>44.7</td>
<td>19.7</td>
</tr>
<tr>
<td></td>
<td>20.9</td>
<td>38.0</td>
<td>24.4</td>
</tr>
<tr>
<td></td>
<td>17.2</td>
<td>29.2</td>
<td>24.8</td>
</tr>
<tr>
<td></td>
<td>6.7</td>
<td>17.0</td>
<td>23.0</td>
</tr>
</tbody>
</table>

- Students are over represented in the lower three bands, with only a small group of students achieving on the top bands.
- Growth was evident in the majority of students with a significant number achieving above expected growth.

**Numeracy – NAPLAN Year 7**

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
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</tr>
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<tbody>
<tr>
<td>Average mark, 2010</td>
<td>463.9</td>
<td>490.9</td>
<td>542.2</td>
</tr>
<tr>
<td>Band</td>
<td>Number in band 2010</td>
<td>Percentage in band 2010</td>
<td>School average 2008 - 2010</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>36</td>
<td>53</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>27.7</td>
<td>40.8</td>
<td>19.2</td>
</tr>
<tr>
<td></td>
<td>18.4</td>
<td>42.4</td>
<td>22.9</td>
</tr>
<tr>
<td></td>
<td>14.3</td>
<td>32.6</td>
<td>27.9</td>
</tr>
<tr>
<td></td>
<td>5.2</td>
<td>17.9</td>
<td>25.9</td>
</tr>
</tbody>
</table>

- Similar results to SSG in Bands 5, 6 and 7,
- Although students over represented in Band 4, analysis of SMART data reveal that the percentage of students in that band with little growth is minimal.
Literacy – NAPLAN Year 9

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average mark, 2010</td>
<td>507.0</td>
<td>527.8</td>
<td>567.7</td>
</tr>
<tr>
<td>Number in band 2010</td>
<td>50</td>
<td>46</td>
<td>24</td>
</tr>
<tr>
<td>Percentage in band 2010</td>
<td>36.2</td>
<td>33.3</td>
<td>24.7</td>
</tr>
<tr>
<td>School average 2008 - 2010</td>
<td>28.9</td>
<td>36.3</td>
<td>23.7</td>
</tr>
<tr>
<td>SSG average 2010</td>
<td>26.5</td>
<td>30.7</td>
<td>20.1</td>
</tr>
<tr>
<td>State average 2010</td>
<td>11.3</td>
<td>22.8</td>
<td>23.6</td>
</tr>
</tbody>
</table>

- There is an increase in the number of students in Bands 8 and 9 when compared with the Campus 2008-2010 average.
- Students overrepresented in Bands 5 and 6 however, the majority of students have demonstrated growth.

Numeracy – NAPLAN Year 9

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Average mark, 2010</td>
<td>521.8</td>
<td>535.1</td>
<td>583.7</td>
</tr>
<tr>
<td>Number in band 2010</td>
<td>33</td>
<td>54</td>
<td>27</td>
</tr>
<tr>
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<td>24.1</td>
<td>39.4</td>
<td>19.7</td>
</tr>
<tr>
<td>School average 2008 - 2010</td>
<td>22.6</td>
<td>40.6</td>
<td>22.4</td>
</tr>
<tr>
<td>SSG average 2010</td>
<td>17.8</td>
<td>33.6</td>
<td>28.3</td>
</tr>
<tr>
<td>State average 2010</td>
<td>7.6</td>
<td>20.0</td>
<td>28.2</td>
</tr>
</tbody>
</table>

- Although students are over represented in the lower three bands and under represented in top bands, there are a significant number of students who have demonstrated above expected growth.
- There has been an increase in the percentage of students in Bands 5 to 7 when compared with the campus average 2008-2010.
Literacy – NAPLAN Year 7

<table>
<thead>
<tr>
<th>Band</th>
<th>Number in band 2010</th>
<th>Percentage in band 2010</th>
<th>School average 2008 - 2010</th>
<th>SSG average 2010</th>
<th>State average 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>19</td>
<td>23.5</td>
<td>18.5</td>
<td>17.0</td>
<td>6.7</td>
</tr>
<tr>
<td>5</td>
<td>31</td>
<td>38.3</td>
<td>34.4</td>
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</tr>
<tr>
<td>6</td>
<td>22</td>
<td>27.2</td>
<td>29.6</td>
<td>24.4</td>
<td>23.0</td>
</tr>
<tr>
<td>7</td>
<td>5</td>
<td>6.2</td>
<td>11.5</td>
<td>16.5</td>
<td>24.3</td>
</tr>
<tr>
<td>8</td>
<td>3</td>
<td>3.7</td>
<td>5.2</td>
<td>9.4</td>
<td>18.8</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
<td>1.2</td>
<td>0.7</td>
<td>2.8</td>
<td>10.2</td>
</tr>
</tbody>
</table>

- The majority of students have demonstrated growth with a significant number achieving above expected growth.
- Students are over represented in the lower three bands, with only a small group of students achieving in the upper bands.

Numeracy – NAPLAN Year 7

<table>
<thead>
<tr>
<th>Band</th>
<th>Number in band 2010</th>
<th>Percentage in band 2010</th>
<th>School average 2008 - 2010</th>
<th>SSG average 2010</th>
<th>State average 2010</th>
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<tbody>
<tr>
<td></td>
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<td>33.8</td>
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<td>2</td>
<td>2.6</td>
<td>3.5</td>
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<td>13.1</td>
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<td>9</td>
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<td>0.0</td>
<td>0.4</td>
<td>2.9</td>
<td>14.3</td>
</tr>
</tbody>
</table>

- The majority of students achieved in the bottom three bands, with the 70% of those students achieving band 5 or lower.
- The number of students achieving in the top three bands has decreased when compared with the school average.
- There are few students who have had negative growth and significant number who have achieved above expected growth.
Literacy – NAPLAN Year 9

<table>
<thead>
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<td>20.5</td>
</tr>
<tr>
<td>Number in band</td>
<td>11.3</td>
<td>22.8</td>
<td>23.6</td>
</tr>
</tbody>
</table>

- Students are over represented in the lower three bands with 81% of those students in either Band 5 or 6.
- There has been a minimal decrease in the percentage of students in Bands 8 to 9.

Numeracy – NAPLAN Year 9

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<tr>
<td>State average 2010</td>
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<td>33.7</td>
<td>28.4</td>
</tr>
<tr>
<td>Number in band</td>
<td>7.6</td>
<td>20.0</td>
<td>28.2</td>
</tr>
</tbody>
</table>

- Students are over represented in the lower three bands and under represented in top bands.
- There has been an increase in the percentage of students in Bands 5 to 7 when compared with the campus average 2008-2010.
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our college in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Bidwill Campus

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

A significant number of students in Year 7 have achieved results at or above the minimum standard.

Students in Year 7 performed best in writing with 86% achieving results at or above the minimum standard.

Fewer Year 9 students have achieved results at or above the minimum standard.

Students in Year 9 have achieved best in spelling.

Dunheved Campus

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above minimum standard</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Students in Year 7 have performed best in Spelling.

Almost half of the students in Year 7 are below the minimum standard in Punctuation and grammar.

Overall, almost half of the Year 9 students achieved results below the minimum standard.
Mt Druitt Campus

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
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<tr>
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<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

- Year 7 students performed best in writing with over 79% of students achieving results at or above the minimum standard.
- Fewer students in Year 7 achieved minimum standard in Punctuation and Grammar.
- The overall performance for Year 9 was below that of year 7.
- Year 9 students performed best in Punctuation and grammar with over 80% achieving at or above minimum standard.

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

- Year 7 students performed best in writing and spelling.
- 43% of Year 7 students were below the minimum standard in Punctuation and Grammar.
- Students in Year 9 performed best in Punctuation and Grammar with over 80% achieving at or above minimum standard.
- Over ¾ of Year 9 students have achieved at or above minimum standard in Numeracy.

Shalvey Campus

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above minimum standard</th>
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<td>Reading</td>
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<td>Writing</td>
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<td>Spelling</td>
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<td>Punctuation and grammar</td>
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<td>Numeracy</td>
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- Year 7 students performed best in writing and spelling.
- 43% of Year 7 students were below the minimum standard in Punctuation and Grammar.
- Students in Year 9 performed best in Punctuation and Grammar with over 80% achieving at or above minimum standard.
- Over ¾ of Year 9 students have achieved at or above minimum standard in Numeracy.
School Certificate

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

BidwillCampus

- There has been an increase in the number of students in Bands 3 and 4 in English Literacy, Science and Mathematics when compared with the School Average from 2005 – 2010.
- There were no Band 1 students in English Literacy and a significant decrease in the number of Band 1 students in Mathematics.
Dunheved Campus

Percentage of students in performance bands:
School Certificate English-literacy

Percentage of students in performance bands:
School Certificate Mathematics

School Certificate: Relative growth from Year 5 (value-added)
There has been an increase in the number of students in Bands 3 and 4 in English Literacy, Bands 4 and 5 in Mathematics and Bands 3 and 5 in Science when compared with the 2006 - 2010 school average.

There has been an increase in the number of students achieving results in the Highly Competent band when compared with the school average from 2006 – 2010.
There has been a decrease in the number of students in Bands 3 to 6 and a decrease in the number of students in Bands 1 and 2 in Mathematics.

There has been an increase in the number of students in Bands 3 to 5 in Science when compared with the school average results from 2006 – 2010.
Shalvey Campus

Percentage of students in performance band: Computer Skills

School Certificate: Relative growth from Year 5 (value-added)

Percentage of students in performance bands:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage in Band 2010</th>
<th>School Average 2006 - 2010</th>
<th>SSG average 2010</th>
<th>State average 2010</th>
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<td>Computer skills</td>
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Percentage of students in performance bands:

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<td>School Certificate English-literacy</td>
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<td>School Certificate Mathematics</td>
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</table>
There has been an increase in the number of students in Bands 3 – 5 in English, Mathematics and Science and a decrease in the number of students in Bands 1 and 2 when compared with 2006 – 2010 School Average.
Higher School Certificate and relative performance comparison to School Certificate (value-adding)

Bidwill Campus

- Analysis of results using the above data and the SMART data available reveals that in all subjects the overall trend is that there has been an increase in the average result in the majority of subjects.
- The average result for students in Mathematics was above the state average.
Analysis of results using the above data and the SMART data available reveals that in all subjects the overall trend is that there has been an increase in the average result in the majority of subjects. The average result for students in Engineering Studies was above the state average and more than double the average for 2009.
Significant programs and initiatives

Aboriginal education

Chifley College is situated on Darug land within the Mt Druitt Education Group. In celebration of our Aboriginal heritage, the college acknowledges the traditional custodians of the Land and continues to respect the wisdom and leadership of the elders both past and present.

The number of students who identify as Aboriginal and Torres Strait Islander is significant, making up 15.8% of the total student population in Chifley College. The percentage of students in each campus ranges from 9% of students at Senior Campus to 23% of students at Dunheved Campus.

Chifley College is committed to the implementation of the Aboriginal Education and Training Policy through:

- Developing Personalised Learning Plans for all Aboriginal students and improving partnerships between home and school.
- Implementing the Norta Norta program across each of the five campuses to provide ongoing support for students in the areas of literacy and numeracy.
- Aboriginal Education Officers in all campuses provided support for students and their families in all campuses.
- Dunheved Campus piloting the “Diz footprints” program in association with local community members. The program aimed to develop literacy and numeracy skills in Year 9 Aboriginal boys as well as providing training in culture and Aboriginal ways of thinking and doing.
- Completing the Dharug “Little Fellas” dictionary as part of the ongoing revitalization of the Darug language program at Dunheved Campus.
- Developing Stage 4 Combined Outcome Groups Units of work at Dunheved with an emphasis on embedding Aboriginal studies in the programs.
- Shalvey Campus participated in detours and destinations shop-front theatre for young people program where some students participated in and performed at the Sydney Opera House and others were given the opportunity to participate in a work experience program for Aboriginal students.
- Students from a number of campuses participated in programs facilitated by groups such as Mimali and Learning Ground.
- Year 9 and 10 students from Shalvey campus successfully completed the Young Mob Public Speaking and Leadership program, participating in a state camp and excursions designed to raise their awareness of the struggles for Aboriginal rights.

Multicultural Education

Chifley College embraces a multicultural student population and community, comprising approximately 27.8% of students from language backgrounds other than English and with the majority of those students originating from the Pacific Islands or New Zealand. Additional funding support available to each campus through Equity Programs and National Partnerships make it possible for all campuses employ Community Liaison Officers to support students and their families, some of whom are from Pacific Island backgrounds.

Each Chifley campus has a trained Anti-Racism Contact Officer (ARCO) to mediate in issues of racial concern.

Respect and responsibility

Each of the five Chifley College campuses has an established Code of Behavior which promotes respect for the rights and dignity of others and at the same time aims to develop personal responsibility within students. The welfare policies and programs all campuses embrace the principles of Positive Behaviour for Learning.

A significant number of staff in the college are trained in Choice Theory/Reality Therapy or Applied Control Theory. Both of these encourage students to make choices which will have positive consequences and accept responsibility for their actions.
Each campus has a Learning Support Team which provides on going case management support for students.

**National Partnership Programs**

In 2010 Bidwill, Dunheved, Mt Druitt and Shalvey Campuses introduced a number of programs specifically related to the Low SES National Partnership Reforms. These programs have included:

**Reform 1:**
**Incentives to attract high-performing teachers and principals**
- Establishing new Acting Deputy Principal position to specifically lead the campus in teacher leadership at Mt Druitt Campus.
- Maintaining a Deputy Principal Quality Teaching at Dunheved Campus.
- Appointing staff in Acting Head Teacher positions in at Dunheved and Shalvey Campuses in Teaching and Learning, Retention and Engagement and Welfare.

**Reform 2:**
**Adoption of best practice performance management and staffing arrangements that articulate a clear role for principals**
- Engaging the services of a critical friend at Dunheved Campus to work with executive members as a mentor and leadership consultant.
- Employing additional staff at Mt Druitt Campus to reduce loads of core teachers to enable them to address the literacy and numeracy needs of students.

**Reform 3:**
**School operational arrangements that encourage innovation and flexibility**
- Employing additional staff at Bidwill campus to provide relief for staff in the implementation of Reading to Learn across the curriculum.
- Embedding release from face to face teaching to provide time for staff to participate in professional learning within the timetable at Shalvey Campus.
- Employing a teacher as a part time Community Liaison Officer at Mt Druitt Campus.
- Employing a Business Manager at Mt Druitt Campus to best cater for the numerous tasks related to running a school accessing National Partnership Funding support.

**Reform 4:**
**Providing innovative and tailored learning opportunities**
- Ongoing training of staff in Reading to Learn pedagogy at Bidwill, Dunheved, Mt Druitt and Shalvey Campuses.
- Developing and Implementing COGs units in Stage 4 at Dunheved Campus.
- Employing additional staff to reduce the load on core subject teachers to address the literacy and numeracy needs of students.
- Increased focus on educational delivery of lessons by using connected learning at Shalvey Campus and increasing the number of Interactive White Boards in the classroom at Bidwill.

**Reform 5:**
**Strengthen school accountability:**
- Forming a school accountability team at Bidwill Campus to review data, publish results, set targets and evaluate performance.
- Dunheved and Shalvey Campuses further developing partnerships with Primary Schools through participation in the Luxford Learning Community and maintaining the communication with partner primary schools.
- Staff at Dunheved Campus becoming fully conversant with the use of SMART data to inform their teaching,
- Employing a business manager at Mt Druitt Campus.
Reform 6:
External partnerships with parents, other schools, businesses and communities and the provision of access to extended services (including through brokering arrangements)

- Employing additional Community Liaison Officers and School Learning Support Officers at a number of campuses.
- Supporting the revitalization of the Dharug Language program at Dunheved Campus.
- Providing opportunities for members of the community to be involved activities through developing workshops, holding information sessions and celebrating special achievements of students at formal occasions at all campuses.

Connected learning
Connected Learning has been integrated across the curriculum in each of the five campuses. The innovative use of interactive technologies, wider access to information and communication technologies and the ongoing professional learning of staff have been achieved by:

- Ongoing professional development of staff through participation in DET, college and school based in service, particularly on the use and implementation of programs relating the DER in schools and use of the connected classrooms in each campus.
- An increase in the number of classrooms which have access to Interactive Whiteboards in all campuses.
- The ongoing program of installing data projectors in classrooms to enable easy access to this technology in both Dunheved and Senior Campus. All classrooms at Mt Druitt Campus have data projectors installed.
- Staff at Dunheved Campus developing a “lighthouse” project in the use of the DER laptops across the curriculum.
- The continued development of specific classes in ICT in Stage 5 to ensure that all students have access to information and are able to develop skills required for the School Certificate Computing Studies test.

Progress on 2010 targets

Target 1
Reduce the difference by 25% in each band in both College School Certificate and Higher School Certificate results and the Region average in accordance with the State Plan.

Our achievements include:

- At Shalvey campus, the average mark in School Certificate English Literacy and Mathematics are similar to those of students in Same School Groups.
- The School Certificate results at Mt Druitt campus reveal the average mark in the Australian History, Civics and Citizenship is above that of Same School Groups and in Australian Geography, Civics and Citizenship is similar to those in Same School Groups.
- In Computing Skills, students at Dunheved Campus scored average results similar to students in Same School Groups.
- Students at Bidwill Campus scored higher average marks in HSC Ancient History and Visual Art when compared with results in Same School Groups.
- The average results for students at Senior Campus in English Standard and General Mathematics are similar to state average and above state average in Industrial Technology.
Target 2
Halve the gap between college and state numeracy and literacy results in the National Assessment Program (NAP) from Year 7-9, each year between 2009 and 2011.

- At Bidwill campus, the Year 9 growth rate in Numeracy was very close to that of the state (School 38.8 – State 39.1) with 42% of students achieving above state average growth and there has been a pleasing decrease in students in Year 9 Number achieving Band 6 from 52% in 2008 to 28% in 2010 and increase in Band 7 from 21% to 34%.
- Chifley College Dunheved Campus was recognised by the Region as having significant improvement in both Literacy and Numeracy resulting in the award of a WSR Certificate of Merit for Outstanding Growth in Numeracy. Similar growth was evident in Literacy.
- There has been an increase in the number of students from Mt Druitt campus in Bands 9 and 10 in Year 9 Numeracy.
- The average percentage of students at proficiency level in Literacy and Numeracy at Shalvey Campus has increased in Year 7.

Target 3.
Achieve and maintain the percentage of students enrolling for Year 11 at the Senior Campus and Bidwill Campus at 80% of students who attend Chifley 7-10 campuses. Achieve and maintain the percentage of student completing the HSC at Senior and Bidwill Campus of 75% of students who enrolled in Year 11

- 76% of the students who enrolled at Senior Campus in 2010 were from other Chifley campuses and at Bidwill Campus, retention rates are increasing. For the previous 3 years, 2007 to 2009, the proportion of students moving from Year 10 into Year 11 ranged from 72 to 77% and in 2010, this figure went up to over 80% for the first time.
- The proportion of students who move from Year 10 at Bidwill Campus and graduate at the end of Year 12 is 47% and 59% at Senior Campus.

Target 4.
Improve the difference between the campus figures for attendance and the Region figures for attendance in accordance with the State Plan.

- The attendance rate at Shalvey Campus has remained static from 2009 to 2010. The attendance rate for the Year 8 cohort has increased 5% and Year 10 by 2.4%.
- At Bidwill, Dunheved and Mt Druitt campuses, the highest rate of attendance is recorded by Year 7 students.
- Attendance at Senior Campus has increased when compared with 2009.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of College Programs, College Literacy and Numeracy and Creative and Performing Arts KLA area:

Educational and management practice
Background
Chifley College is a dynamic Learning Community which provides both students and staff opportunities to develop in a well resourced environment.

In 2010 the College Management Group evaluated the range of College programs offered across all campuses and are organised and facilitated by staff from one or more campus. The evaluation demonstrated a wide range of activities for students and staff in college enrichment and extension.

The educational and social advantages available to Chifley students, the number of staff engaging in activities to promote professional dialogue through the implementation of a college structure and organisation are apparent.
The evaluation revealed the range of college programs offered to both Chifley students and staff.

Findings and conclusions

- The role of the CDT (College Development Team) with representatives from each campus and the College DP as Executive Officer was pivotal in coordinating and promoting college enrichment and extension programs. All college extension activities are managed through the one college team under the supervision and direction of the CMG.

- A comprehensive range of college extension activities and enrichment learning activities was offered in 2010 including a talented writers' workshop, Computer Assisted Design workshops for timber, science learning workshops, sports management courses at Sydney Olympic Park, Food Technology cooking workshops to prepare Thai cuisine, “Brainiest Campus” competitions in History and Geography.

- Over 700 students from all campuses participated in either one or more college enrichment activity during the year. Student evaluations indicated a high level of satisfaction with the range and content of the enrichment activities.

- Over 100 students from all campuses participated in the Chifley Performing Arts Showcase attended by over 500 family and community members.

- Chifley College maintained its strong support for the Mt Druitt community and provided extension activities for talented music and dance students with the annual Senior Citizens’ morning tea and concert. 75 students from all campuses were involved in either catering or performing at this important community event held at Senior Campus

- Over 400 students represented Chifley College in sporting events in Rugby League, Touch Rugby Union, Volleyball, soccer and cricket. Many students achieved recognition and success at Regional, CHS and State levels.

- The college continued to develop its links with tertiary institutions such as UWS (University of Western Sydney) and Macquarie University with students over 100 Year 10 students participating in the UWS Fast Forward Program to encourage students to consider university options at the completion of the HSC and the Science Expo.

- College KLA networks continued to develop under the leadership of KLA Head Teachers and key staff members focusing on implementation of quality teaching and learning across the college and the development of meaningful programs for both students and staff.

Future directions

- Continuation of the college program to further promote and expand the range of enrichment and extension activities for all Chifley students.

- Further develop the KLA based implementation strategy for developing college enrichment activities with Enrichment Programs being a mandated development area for all College KLA meetings.

- Continue to promote and publicise college enrichment and extension program and activities at local, regional and state levels as well as DET senior management.

Quality Literacy and Numeracy Programs

Background

In 2010 Chifley College continued the policy of developing quality literacy and numeracy programs in all campuses. Each campus further developed literacy and numeracy strategies that focus on enhancing teaching practice and student learning. College staff has been involved in training and development activities that enhance competencies in the explicit teaching of literacy and numeracy.

Findings and conclusions

- An analysis of the results for NAPLAN tests has indicated that the majority of students have experienced growth in all areas of Reading, Writing, Language Conventions and Numeracy. A significant number of students form each campus achieved growth which was above the expected growth for the state.

- Staff from all Chifley Campuses participated in Professional development in the Reading to Learn pedagogy led by Dr David Rose form
Sydney University and with the assistance of WSR personnel.

Future directions

- Continuation of campus training and development programs for staff to enable them to embed specific literacy and numeracy strategies into teaching programs.
- Continue to offer training of staff from all campuses in training for the Reading to Learn Program facilitated by Sydney University.
- The ongoing development of programs which outline definitive literacy and numeracy strategies for each subject and stage.
- The modelling of successful student learning within campuses and across the College as examples of achievement and personal success.
- The audit and evaluation of all campus literacy and numeracy programs by the College Teaching and Learning KLA group to determine and promote college best practice programs and procedures.
- The implementation of the College Literacy Plan to enable each campus best practice to be implemented across the college.

Findings and conclusions

- During 2010 Chifley College CAPA KLA staff facilitated the participation of Chifley students in a wide range of college enrichment activities.
- Creative and Performing Arts plays an important part in the curriculum of each campus. The CAPA KLA offers an extensive and comprehensive range of curriculum and subject choices. All students in Stage 4 complete mandatory study of both Music and Visual Art and in Stage 5 are given the opportunity to choose elective subjects within the CAPA KLA. Stage 6 subjects offered to students include Dance, Drama, Music 1 and Visual Art at both Bidwill and Senior Campus as well as VET Entertainment at Senior Campus.
- A very active and peer organised professional development and training program enabled CAPA KLA staff to meet regularly to develop campus and college programs.
- CAPA Head Teachers regularly collaborated at College Head Teacher Planning Days in evaluating a wide range of technology programs, teaching and learning pedagogy and developing assessment tools for implementation in campus teaching programs and practice.
- The major project for the CAPA KLA staff during 2010 was the planning and organisation of the Performing Arts Showcase which was held at Rooty Hill RSL. Students from each campus were chosen to perform at the Biennial event which drew a capacity crowd of family and community members.
- Each campus actively seeks ways to promote the CAPA KLA, campus and college to the wider community through their participation in events such as in-school assemblies, presentation events, the Sydney West dance festival and Public Education concerts and Education Week activities.

Curriculum

Background

During 2010 the Chifley College Management Group instigated an evaluation of campus and college CAPA KLA programs to assess the quality and nature of programs offered within the Chifley community. This evaluation indicated that each campus conducted a specific range of programs and practical learning activities complemented by an extensive range of college enrichment and extension activities.

CAPA KLA staff throughout the college have participated in a range of collaborative professional development activities that focus on enhancing the quality of classroom teaching and maximising the practical and technological learning of students.

Future directions

- Continuation of College Head Teacher Planning Days and KLA meeting times to enable CAPA KLA, and other Head Teachers, time and opportunity to plan college activities and develop campus teaching programs to embed appropriate teaching pedagogy into
classroom and practical programs and to further develop assessment procedures for specific CAPA KLA curriculum areas.

- Expand level of staff professional learning and training in use of technology in the classroom, specifically the use of DER laptops in Stage 5 and Stage 6.
- Further development of the CAPA component of the College Enrichment program and across all campuses and expose students to quality work and performances by organising excursions to events such as Art Express and Encore.
- Evaluate existing CAPA KLA campus programs and policies to determine best practice methodology to implement Aboriginal perspectives into teaching programs and appropriate pedagogy to enhance the learning outcomes of Aboriginal students.

Other evaluations

As part of the Low SES National Partnerships program, it was a requirement for each campus to conduct a Situational Analysis. As continuing schools, teams at Bidwill, Dunheved, Mt Druitt and Shalvey Campuses evaluated the success of programs which had run in 2010 and made recommendations for the future. Senior Campus team members were able to identify specific areas for development.

Some of the findings include:

- At Shalvey Campus, through National partnerships the target has been reviewed from overall literacy to the 5 areas and 35% of students are achieving Band 7 or higher in Reading and Writing and 44% in Spelling, Grammar and Punctuation.
- Further training is required and an evaluation process needs to be established for individualised learning and curriculum differentiation, literacy strategies, SMART 2, deep analysis of items, assessment and Quality Teaching.
- Bidwill Campus reports that 38% of the Aboriginal students had attendance of over 85% so far during the 2010 school year. There are a number of students whose attendance was outstanding, with over 95% attendance.
- Overall average attendance for the Aboriginal Students is 73% and will continue to be an area where school based intervention will be implemented.
- At Mt Druitt Campus, a teacher was employed as Parent Liaison on two days per week. The target was to improve overall communication from the school to the school community including parents of our students and feeder primary schools (parents of our future students) the target was met in some ways through some parent attendance at school events increasing. The program had a positive impact upon the school’s relationship with parents and other schools.
- A curriculum specialist at Mt Druitt was appointed as Deputy Principal Curriculum to audit all faculty teaching and learning programs. Data shows 100% of faculties have worked with DP curriculum to ensure that programs meet board requirements. The improved teaching programs have a significant impact on the quality of lesson delivery, content delivery and skills delivery.
- Bidwill Campus employed three temporary teachers to support the professional learning programs in place in the school, both R2L and beginning teachers. There has been positive feedback for the opportunities these positions have given for the continued professional development of staff.
- Three temporary teachers were employed in the school to support the professional learning programs in place in the school, both R2L and beginning teachers. There has been positive feedback for the opportunities these positions have given for the continued professional development of staff.
- A School Accountability Team has been formed at Bidwill Campus which is made up of senior executive, Head Teacher T&L and Reading 2 Learn Coordinator. The School Accountability Team has analysed the school’s NAPLAN data and has overseen the development of the Situational Analysis.
- Dunheved Campus employed a critical friend to support quality teaching in the school to ensure that all programs are compliant and aligned with DET and BOS policies and procedures and that the Quality Teaching and Learning framework are incorporated. The curriculum for stage 4 has been reviewed and
a COGS program with inclusive topics on Aboriginal culture has been developed.

- A Year 7 program was developed at Dunheved Campus which has a strong social literacy and pastoral care emphasis, supported by the Head Teacher – Welfare (School Counsellor). The Kickstart program has been implemented in 2010 to incorporate Year Adviser program, PD/H/PE and sport. Two Year Advisers appointed for Year 7 to support the implementation of the program.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school. As part of the National Partnership Low SES program, all campuses were able to collect extensive data from parents, students and staff. This data was collected using a variety of techniques including online surveys, discussion groups and individual interviews.

Their responses are presented below.

Parents:

- Overwhelmingly parents felt that each campus and the college encourage the students to be responsible members of the community.

- Parents felt that each campus identified students and developed specific and structured programs designed to meet their individual learning needs.

- Parents agreed strongly that information about campus and college programs and activities is regularly communicated, and teachers and families work in partnership to support student learning.

- Parents agreed that they are encouraged to be involved in their child’s learning and where the needs of families are considered when organising campus and college activities such as meetings.

- Overall parents are pleased with the college and in general they believe that the main priority of each campus is the students and doing what is necessary to provide them with a quality education.

Students:

- Overwhelmingly, students indicated that they needed strong literacy and numeracy skills to succeed in all subjects and that their teachers provide them with opportunities to develop these necessary skills.

- They are confident in the expertise and knowledge of the teachers and believe that the teachers do want the best for them and will help them to achieve positive outcomes from school.

- Students believe that they are encouraged to do their best and that each campus is continually seeking ways to ensure that this is possible.

- Most students indicated that they feel appreciated and proud to be part of the college and their individual campus.

Staff:

- Staff believes that school leaders play an important role in each of the campuses and that they are encouraged by leaders to implement change processes which result in improved student learning outcomes and that school leaders model commitment to school improvement and build relationships based on trust, collegiality and mutual respect.

- Staff acknowledges the importance of the role they play in addressing the needs of the students they teach in each of the campuses and recognise that many students are from both socio-economic and socio-educational disadvantaged backgrounds.

- All staff understands the level of importance in developing the Literacy and Numeracy skills of the students and accepts their responsibility in this.
• Staff recognise the importance accessing both in-school and external diagnostic data and providing quality feedback to students as a means of improving the outcomes for students.
• Staff recognise both the importance of Professional Learning and that the school is proactive in supporting their needs in this area. They also indicate their willingness to participate in varied Professional Learning activities to improve their skills as teachers.

Professional Learning

There is a strong culture of professional learning within each campus and across the college. Staff are able to access professional learning through whole staff meetings, School Development days, KLA network meetings, Head Teacher meetings, and both DET and private provider developed programs. There has been an increase in the number of staff who have been able to access online learning opportunities, reducing the time out of school.

• At Mt Druitt Campus the focus was on providing opportunities for all staff to access and attend teaching and learning workshops. Which resulted in these Professional Learning experiences being accessed in a variety of ways including school based conferences, workshops whereby staff could collegially share knowledge in an area of expertise through Thursday morning workshops and also a wide range of courses which have been offered outside of school.

• There is a continued involvement in the Reading to Learn program, with staff from each of the 5 campuses participating in training during 2010.
• Collaborative professional learning with Luxford Learning Community focused on Science Curriculum, Australian Curriculum, National partnerships, SEMP and Environmental Education, writing strategies and general sharing of resources and practices.
• All executive staff from Senior Campus participated in the Team Leadership for School Improvement program.
• In a number of campuses, there was a focus on providing opportunities for staff to attend professional workshops which would enhance the use of technology in the classroom to lead to better engagement of students.
• Effective induction and development programs were implemented at each campus with beginning teachers.

School Development 2009 – 2011

Targets for 2011

Target 1

Reduce the difference by 25% in each band in both College School Certificate and Higher School Certificate results and the Region average in accordance with the State Plan.

Strategies to achieve this target include:
• Developing a culture of high expectations for both staff and students.
• Effective teaching and learning practices responsive to students’ learning needs.
• Assessment procedures that follow BOS guidelines.

Our success will be measured by:
• Improved School Certificate and Higher School Certificate results.
• Number of staff participating in training and development programs to ensure ongoing pedagogical change.

Target 2

Halve the gap between college and state numeracy and literacy results in the National Assessment Program (NAP) from Year 7-9, each year between 2009 and 2011.

Strategies to achieve this target include:
• SMART data analysis by staff to identify areas for improvement for individual students.
• Literacy and numeracy embedded into all teaching programs.
• Ongoing professional learning for staff in strategies for improving literacy and numeracy.

Our success will be measured by:
• Improved student results in all areas of NAPLAN
• Number of staff participating in professional learning programs.
• Staff demonstrating more confidence in the use of SMART data.
Target 3.

Achieve and maintain the percentage of students enrolling for Year 11 at the Senior Campus and Bidwill Campus at 80% of students who attend Chifley 7-10 campuses. Achieve and maintain the percentage of student completing the HSC at Senior and Bidwill Campus of 75% of students who enrolled in Year 11.

Strategies to achieve this target include:

- Improved transition programs to assist students in making appropriate subject choices.
- Ongoing Careers Adviser support in Stage 5 to prepare students for Senior school.
- Accelerated Year 10 class at Senior Campus.
- Effective TAFE links.

Our success will be measured by:

- Increased number of students enrolling at senior Campus and continuing at Bidwill Campus in Year 11.
- Increase in the number of students who continue from Year 11 and are awarded HSC or equivalent.

Target 4.

Improve the difference between the campus figures for attendance and the Region figures for attendance in accordance with the State Plan.

Strategies to achieve this target include:

- Each campus implementing clear policies and procedures to address the issue of non-attendance.
- Programs within campuses to facilitate regular contact with parents and carers.
- Continued roll out of electronic systems to monitor and track attendance across each campus.
- Use of Regional support personnel particularly Home School Liaison Officer and Aboriginal Liaison Officer.

Our success will be measured by:

- Improved attendance figures for all year groups.

- Number of contact calls to parents regarding student attendance.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Steve Freeborn, Principal Senior Campus
College Chair, 2011
Mark Burnard, Principal Bidwill campus
Tim Jones, Principal Dunheved Campus
Cathy Anderson, Principal Mt Druitt Campus
Tony Aldridge, Principal Shalvey Campus
Mrs Bronwyn Small, President College Council
Mrs Lynda Murphy, Parent Representative
Mrs Dianne Burrell, AECG Representative
Odette Maufoe, Kyle Nicholls, Teresa Sio, Tiperia Magalogo – Chifley College Council Student Representatives.

Joyce Berry, College Deputy Principal

School contact information

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Web: www.chifcolsnr-h.schools.nsw.edu.au/
School Code: 402
Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:
Chifley College

“Learn, Discover and Inspire”

STATEMENT OF BELIEFS

At Chifley College we value:

- Cultural diversity and reconciliation with the indigenous community
- Community partnerships where parents’ role in learning is acknowledged
- High expectations for all and the achievement of personal excellence
- Curriculum patterns which support student needs and aspirations
- The explicit teaching of literacy, numeracy, technology and creative arts
- Ongoing learning by students, staff and community
- A unity of purpose, a clear sense of direction and collaborative planning
- Quality relationships between students, teachers and parents
- Reasonable and fair discipline that fosters resilience in our students
- Safe, happy and stimulating learning environments
- Student responsibility for engagement in learning and positive behaviour
- Inspirational teaching and the importance of teacher professional development