Our school at a glance

Chifley College is a large Multi-Campus Secondary College serving the Greater Mt Druitt District of Western Sydney. There has been a consistent increase in the total student enrolment since the establishment of the College in 2000.

Total student population in Term 1 2006 was 2820 students across Years 7-12.

Total number of staff, including ancillary staff, was 325.

The percentage of students from local feeder primary schools enrolling in Year 7 at Chifley College has increased from 52% in 2000 to 62% in 2006.

Retention rates from Year 10 to the completion of Year 12 at the Senior Campus, have increased from approximately 70% in 2000 to 82% in 2006.

Student gender balance across the College is 53% boys, 47% girls.

Chifley College encompasses an area of significant Aboriginal presence in Western Sydney. Approximately 9% of the Chifley enrolment is Aboriginal students.

Chifley College embraces a multi cultural student population and community, with Pacific Islander students comprising approximately 16% of the Chifley student numbers.

Analysis of the Higher School Certificate results at the Senior Campus and Bidwill Campus indicates an ongoing substantial increase in the number of students achieving higher bands from 2002 to 2006. This increase continues to reflect a fundamental positive change in the achievement levels of Chifley College Higher School Certificate students.

School Certificate analysis has indicated an ongoing improvement in student achievement at the 7-10 campuses since 2002. This improvement continues to be apparent in English-literacy, and the “value added” component for mid performing to higher performing students.

The Priority Schools Program provides the philosophical and educational foundation for innovation in curriculum and practice at Chifley College. The program underpins capacity building initiatives in quality teaching, literacy, numeracy, student participation, retention, primary partnerships, and shared educational leadership with our community.

Chifley College, a multi-campus Priority Schools funded Secondary College, comprises Bidwill (7-12), Dunheved (7-10), Mount Druitt (7-10) Shalvey (7-10) and Senior Campuses (11-12). The college is committed to motivating and engaging students in literacy, numeracy, technology and quality pedagogy.

Our college motto is Learn, Discover and Inspire and the college strives to address these aspects in a range of academic, cultural and sporting pursuits. Challenging and relevant educational programs have enabled students to succeed in state literacy and numeracy tests, School Certificate and High School Certificate, regional and state sporting, debating, leadership and performances events.

Opportunities are provided for students to learn and discover new skills and talents; to demonstrate their achievements; to discover opportunities and expertise through their involvement; and to inspire others by their commitment and leadership skills. Chifley College celebrates students’ successes and provides a variety of platforms for students to engage in our learning community.

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

Tim C. Jones
College Chair

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. The Mt Druitt Aboriginal community is represented by two AECG delegates representing the Pemulwuy and Wilmot areas. The Council operates as a partner with the College Management Group in leading on policy issues and in the resolution of particular issues regarding student transport, uniforms and other issues of importance to the parents and 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.

Narelle Eyre
Council President 2006

Student representatives’ 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 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.

Maryanne Barjel and Ben Small
College Council Student Reps 2006

School context

Student enrolment profile
Chifley College is a large multi-campus college spread over five sites. Total student enrolment in 2006 was 2820 students.
Student attendance profile

Bidwill Campus

Years 7 to 10 Attendance Rates

Years 11 and 12 Attendance Rates

Mt Druitt Campus

Semester 1 Attendance Rates

Senior Campus

Semester 1 Attendance Rates

Dunheved Campus

Shalvey Campus
Years 7 to 10 Attendance Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>Region</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>80.0</td>
<td>82.0</td>
<td>84.0</td>
</tr>
<tr>
<td>2004</td>
<td>86.0</td>
<td>88.0</td>
<td>90.0</td>
</tr>
<tr>
<td>2005</td>
<td>92.0</td>
<td>88.0</td>
<td>90.0</td>
</tr>
<tr>
<td>2006</td>
<td>90.0</td>
<td>88.0</td>
<td>90.0</td>
</tr>
</tbody>
</table>

Retention to Year 12

This graph indicating the percentage of students staying on till the HSC is an aggregation of data from all campuses. 2006 demonstrated a significant increase in the percentage of students completing Year 12 to above School Education Group average.

Post-school destinations

The destination of students from Years 10 and 12 was analysed at the completion of the year.

82% of Year 10 students from the Year 7-10 campuses moved onto Year 11 at the Senior Campus, 8% to other schools, 6% to employment and 4% yet to commit to ongoing education or employment.

A survey of 2006 Year 12 students indicated 19% were attending university, 23% TAFE, 3.5% at private educational colleges, 33% in employment (including apprenticeships and traineeships) and 15% were seeking employment.

Staff information

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>Principals</td>
<td>5</td>
</tr>
<tr>
<td>Deputy Principals</td>
<td>11</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>53</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>171</td>
</tr>
<tr>
<td>Teachers of Mild Intellectual Disabilities</td>
<td>16</td>
</tr>
<tr>
<td>Teacher Librarians</td>
<td>5</td>
</tr>
<tr>
<td>Teachers of ESL</td>
<td>3</td>
</tr>
<tr>
<td>Counsellors</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>269</td>
</tr>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Bidwill Campus</th>
<th>30/11/2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>578 673.12</td>
</tr>
<tr>
<td>Global funds</td>
<td>402 488.86</td>
</tr>
<tr>
<td>Tied funds</td>
<td>665 538.37</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>135 627.12</td>
</tr>
<tr>
<td>Interest</td>
<td>42 578.88</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>51 918.83</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1 876 825.18</td>
</tr>
</tbody>
</table>

Expenditure

- Teaching & learning:
  - Key learning areas: 114 190.08
  - Excursions: 11 211.07
  - Extracurricular dissections: 33 629.94
- Library: 14 139.67
- Training & development: 12 603.00
- Tied funds: 381 807.12
- Casual relief teachers: 4 426.49
- Administration & office: 183 036.34
- School-operated canteen: 0.00
- Utilities: 111 549.15
- Maintenance: 55 540.04
- Trust accounts: 54 389.29
- Capital programs: 17 906.70

Total expenditure: $994 428.89

Balance carried forward: $882 396.29
Dunheved Campus 30/11/2006

Income

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>450,178.87</td>
</tr>
<tr>
<td>Global funds</td>
<td>329,637.26</td>
</tr>
<tr>
<td>Tied funds</td>
<td>589,241.70</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>70,146.57</td>
</tr>
<tr>
<td>Interest</td>
<td>30,256.31</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>29,071.60</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>1,498,532.31</strong></td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>16,540.54</td>
</tr>
<tr>
<td>Excursions</td>
<td>6,489.21</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>23,893.51</td>
</tr>
<tr>
<td>Library</td>
<td>1,219.61</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>3,357.19</td>
</tr>
<tr>
<td>Tied funds</td>
<td>404,625.30</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>7,222.79</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>175,406.15</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>69,025.70</td>
</tr>
<tr>
<td>Maintenance</td>
<td>69,104.39</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>29,945.21</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>806,829.60</strong></td>
</tr>
<tr>
<td>Balance carried forward</td>
<td><strong>691,702.71</strong></td>
</tr>
</tbody>
</table>

Shalvey Campus 30/11/2006

Income

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>416,843.49</td>
</tr>
<tr>
<td>Global funds</td>
<td>303,850.43</td>
</tr>
<tr>
<td>Tied funds</td>
<td>336,740.42</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>47,457.73</td>
</tr>
<tr>
<td>Interest</td>
<td>24,735.18</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>18,782.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>1,148,409.75</strong></td>
</tr>
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</table>

Expenditure

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>82,134.18</td>
</tr>
<tr>
<td>Excursions</td>
<td>17,151.10</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>11,331.42</td>
</tr>
<tr>
<td>Library</td>
<td>9,574.98</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>417.26</td>
</tr>
<tr>
<td>Tied funds</td>
<td>258,747.55</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>27,795.05</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>93,464.25</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>75,543.80</td>
</tr>
<tr>
<td>Maintenance</td>
<td>72,253.55</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>11,367.16</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>659,780.30</strong></td>
</tr>
<tr>
<td>Balance carried forward</td>
<td><strong>488,629.45</strong></td>
</tr>
</tbody>
</table>

Voluntary School Contributions

Voluntary School Contributions for each campus are set in consultation with School Council and/or the parent body.

**Bidwill Campus:** there are no set voluntary school contributions; subject fees where applicable.

**Dunheved Campus:** Voluntary contributions $20 Years 7-10; subject fees where applicable.

**Mt Druitt Campus:** Voluntary contributions $27 Years 7-8, $33.50 Years 9-10; subject fees where applicable.

**Senior Campus:** Voluntary contributions $50 Years 11-12; subject fees where applicable.

**Shalvey Campus:** Voluntary contributions $25 Years 7-9, $35 Year 10; subject fees where applicable.

A full copy of each campus 2006 financial statement is tabled at the annual general meetings of the Campus Council and/or the parent body. Further details concerning the statement can be obtained by contacting the relevant campus.

Staff retention

Staff retention has consistently improved in the College over the past five years. In 2006 the retention of staff from 2005 was 92%.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2006 the average daily attendance rate for staff, across all Chifley campuses, was 95.9%.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>99</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>9.5</td>
</tr>
</tbody>
</table>

Bidwill Campus:

Voluntary contributions $20 Years 7-10; subject fees where applicable.

Mt Druitt Campus:

Voluntary contributions $27 Years 7-8, $33.50 Years 9-10; subject fees where applicable.

Senior Campus:

Voluntary contributions $50 Years 11-12; subject fees where applicable.

Shalvey Campus:

Voluntary contributions $25 Years 7-9, $35 Year 10; subject fees where applicable.
Mt Druitt Campus 30/11/2006

Income $  
Balance brought forward 1,237,506.92  
Global funds 377,532.92  
Tied funds 1,121,981.46  
School & community sources 66,946.68  
Interest 79,982.66  
Trust receipts 42,694.39  
Canteen 0.00  
Total income 2,926,645.03

Expenditure
Teaching & learning  
Key learning areas 26,559.13  
Excursions 1,593.00  
Extracurricular dissections 7,393.51  
Library 2,837.41  
Training & development 22,864.36  
Tied funds 705,663.50  
Casual relief teachers 0.00  
Administration & office 78,853.17  
School-operated canteen 0.00  
Utilities 72,351.12  
Maintenance 69,963.31  
Trust accounts 41,024.59  
Capital programs 159,145.75  
Total expenditure 1,188,048.85  
Balance carried forward 1,738,596.18

Senior Campus 30/11/2006

Income $  
Balance brought forward 319,772.22  
Global funds 353,761.52  
Tied funds 263,989.25  
School & community sources 113,257.34  
Interest 19,935.11  
Trust receipts 298,149.47  
Canteen 0.00  
Total income 1,368,864.91

Expenditure
Teaching & learning  
Key learning areas 116,791.29  
Excursions 8,237.41  
Extracurricular dissections 17,022.40  
Library 9,109.18  
Training & development 1,194.25  
Tied funds 279,033.19  
Casual relief teachers 56,889.63  
Administration & office 181,596.32  
School-operated canteen 0.00  
Utilities 60,026.84  
Maintenance 15,372.03  
Trust accounts 182,500.20  
Capital programs 11,939.64  
Total expenditure 938,866.11  
Balance carried forward 429,998.80

Achievements

The Arts
Chifley College has a unique opportunity to use the combined talents of students from five campuses in developing excellence within the arts. In 2006 there have been a number of occasions when this has occurred.

The College again entered the Quit For Life Rock Eisteddfod in 2006 as a combined effort of staff, parents and students across the College. The College was again successful in qualifying for the State finals, culminating in a highly acclaimed presentation at the Sydney Entertainment Centre.

Over 20 students were invited to participate in the Schools Spectacular performance at the Entertainment Centre.

Chifley students and staff facilitated and hosted at Shalvey Campus a Western Sydney Regional Creative Arts developmental program, Smart Artz, for 100 talented Primary school students from the entire Sydney metropolitan and Blue Mountains areas, accompanied by a substantial number of parents and community members.

Dunheved Campus All Years Bands music students performed and recorded original songs which have been successfully entered in National music competitions.

Mt Druitt Campus CAPA staff continued the celebration of Harmony Day through the participation of Year 7 & 8 students in Art workshops, highlighted by images of painted hands to symbolise reconciliation with the Aboriginal community.

Sport
Sport continues to provide all students with collaborative opportunities to demonstrate leadership, sportsmanship and teamwork. As well as entering combined teams, each campus in 2006 competed individually on a Zone and Area basis. The College also runs combined Sports Gala Days. In 2006 there were many examples of outstanding sporting success by Chifley teams and students.

The Chifley 14s Buckley Shield Rugby League Team played in the final at Marathon Stadium Newcastle of this prestigious statewide competition.

The Chifley 14s Rugby League Team also played in the final of the State K.O. Championship.
The Chifley 15s Rugby League team played in the final and won the Panther Shield. The Chifley Open League Team won the District Arrive Alive competition for the sixth consecutive year. Guy Kelly was selected in the U15s Sydney West Rugby League Team. Nancy Toulapapa and Ruti Faatoafe were selected in the Sydney West Open Girls Rugby Union Team. Sharney Portelli gained Special Zone recognition for participation in Zone Softball, Regional Athletics and Regional Carnival. Brad Miliken represented Australia at Baseball at the Pan Pacific Games in Taiwan.

**Other**

Chifley College provides its students with the knowledge, understanding, skills and values for productive rewarding lives. Student achievements throughout the College were varied and include:

- Ongoing collaboration between Chifley College Mt Druitt Campus and the legal fraternity to continue the LEAPS, (Lawyers Encouraging and Assisting Promising Students), Program. This program has received national awards for its success in 2004 and 2005.
- The participation of over 230 students in the College Gifted and Talented seminars, with 25 members of staff facilitating workshops to provide extension activities for creative arts, academic and sport curriculum areas.
- Distinctions and Credits for students in the Westpac Mathematics Competition.
- Dunheved Campus being judged as winner of the “Best Overall School Exhibitor” at the Penrith Show.
- Shalvey Campus continued ongoing success for its Agricultural Department as a successful exhibitor at the Royal Easter Show and other Agricultural competitions.
- The continuation of the successful visits by Japanese students to the Senior Campus, further developing the cultural and educational links between Chifley College and international educational institutions.
- The maintenance of regular links with local primary schools regarding the performing and creative arts, including photography workshops, combined primary and secondary performances, attendance at each others performances and sharing of facilities.
- The successful participation of a College team in the Western Sydney Mastermind Competition.

Campus to support student learning through the provision of structured, professionally staffed learning centres.

Lauren Trevarthen was selected as a Western Sydney representative on the State SRC (Student Representative Council).

The Senior Campus received $4000 in community donations for student scholarships.

**Academic**

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

### Bidwill Campus

#### Percentage of students in achievement levels: Year 7 Literacy (ELLA)

<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Percentage in level 2006</th>
<th>School average 2002 - 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>10%</td>
<td>5%</td>
</tr>
<tr>
<td>Elementary</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Proficient</td>
<td>50%</td>
<td>40%</td>
</tr>
<tr>
<td>High</td>
<td>20%</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Bidwill Campus**
Percentage of students in achievement levels:

Year 7 Numeracy (SNAP)

Dunheved Campus

Percentage of students in achievement levels:

Year 7 Literacy (ELLA)

Mt Druitt Campus

Dunheved Campus
Mt Druitt Campus

Shalvey Campus

Shalvey Campus

School Certificate Bidwill Campus
Bidwill Campus

Percentage of students in performance bands:
School Certificate Mathematics

Percentage in band 2006
School Average 2002 - 2006

Percentage of students in performance bands:
School Certificate Science

Percentage in band 2006
School Average 2002 - 2006

Percentage of students in performance bands:
School Certificate Mathematics

Percentage in band 2006
School Average 2002 - 2006

Percentage of students in performance bands:
School Certificate Science

Percentage in band 2006
School Average 2002 - 2006

Bidwill Campus

School Certificate relative performance comparison to Year 5 (value-adding)

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

Relative growth

School 2006
School Average 2002- 2006

Higher School Certificate Bidwill Campus
Bidwill Campus

Higher School Certificate relative performance comparison to School Certificate (value-adding)

Dunheved Campus

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

Percentage of students in performance bands:
School Certificate Mathematics

School Certificate Dunheved Campus

Dunheved Campus
Dunheved Campus

School Certificate Mt Druitt Campus

School Certificate Mt Druitt Campus relative performance comparison to Year 5 (value-adding)
Mt Druitt Campus

Percentage of students in performance bands: School Certificate Mathematics

Percentage of students in performance bands: School Certificate Science

Percentage of students in performance bands: Australian History, Civics and Citizenship

Mt Druitt Campus

School Certificate relative performance comparison to Year 5 (value-adding)

Shalvey Campus School Certificate
School Certificate relative performance comparison to Year 5 (value-adding)

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

-9.0
-8.0
-7.0
-6.0
-5.0
-4.0
-3.0
-2.0
-1.0
0.0

English
Mathematics
Science
Australian History, Civics and Citizenship
Australian Geography, Civics and Citizenship
Computer Studies

Relative growth

School 2006
School Average 2002-2006

Senior Campus Higher School Certificate

Senior Campus

School 2006
School Average 2002-2006

Senior Campus

School 2006
School Average 2002-2006

Senior Campus

School 2006
School Average 2002-2006

Senior Campus

School 2006
School Average 2002-2006

Senior Campus
Higher School Certificate relative performance comparison to School Certificate (value-adding)

Average HSC Relative Performance from Year 10 (value-added)

National benchmarks

The Commonwealth Government sets minimum desirable standards for reading, writing and numeracy at particular ages. These are referred to as national benchmarks.

The performance of the students in our school in the Year 7 English Language and Literacy Assessment (ELLA) and the Year 7 Secondary Numeracy Assessment Program (SNAP) is compared to these benchmarks. The percentages of our students achieving at or above these benchmarks are reported below.

Percentage of Year 7 students in our college achieving benchmarks in 2005 and 2006

Bidwill Campus

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>51.2</td>
<td>*</td>
<td>42.4</td>
<td>*</td>
</tr>
<tr>
<td>Writing</td>
<td>67.4</td>
<td>*</td>
<td>75.3</td>
<td>*</td>
</tr>
<tr>
<td>Numeracy</td>
<td>25.0</td>
<td>*</td>
<td>25.0</td>
<td>*</td>
</tr>
</tbody>
</table>

* National benchmarks were not available at the time of printing this report.

Mt Druitt Campus

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>60.0</td>
<td>*</td>
<td>59.1</td>
<td>*</td>
</tr>
<tr>
<td>Writing</td>
<td>79.3</td>
<td>*</td>
<td>71.4</td>
<td>*</td>
</tr>
<tr>
<td>Numeracy</td>
<td>40.0</td>
<td>*</td>
<td>29.2</td>
<td>*</td>
</tr>
</tbody>
</table>

* National benchmarks were not available at the time of printing this report.

Shalvey Campus

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>55.5</td>
<td>*</td>
<td>46.9</td>
<td>*</td>
</tr>
<tr>
<td>Writing</td>
<td>69.8</td>
<td>*</td>
<td>69.4</td>
<td>*</td>
</tr>
<tr>
<td>Numeracy</td>
<td>25.9</td>
<td>*</td>
<td>29.3</td>
<td>*</td>
</tr>
</tbody>
</table>

* National benchmarks were not available at the time of printing this report.

Significant programs and initiatives

Aboriginal Programs and Youth Excel

Background

Chifley College draws its student population from the Mt Druitt district of Western Sydney, an area of significant Aboriginal presence in the Sydney region. This area is the traditional land of the Darug people. The Chifley Aboriginal community is represented on the Chifley College Council through the local AECG (Aboriginal Education Consultative Group). Chifley College has developed a range of programs to implement the two main focus areas of the Aboriginal Education Policy; firstly, programs to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia and, secondly, programs to improve the learning outcomes for Aboriginal students. Analysis of the programs developed to achieve the objectives of the Aboriginal Education Policy and the NSW
Aboriginal Education and Training Strategy 2006-2008 has indicated success in various areas and the need to develop innovative new strategies in other areas. The participation of Chifley College in the Youth Excel program as a component of the NSW Government’s Child Youth and Family Strategy in 2006 facilitated the development of appropriate community based strategies and the employment of Aboriginal community workers.

Findings and conclusions
The employment of Aboriginal youth workers through Youth Excel funding to collect attendance statics, develop attendance and Teaching and Learning programs and ILPs (Individual Learning Programs) for Aboriginal students has resulted in a significant increase in attendance rates.

Dunheved Campus instigated the teaching of the Dharug language to all Year 7 and 8 students. Local Aboriginal community workers assisted in the delivery of this language program, which has won a national award for educational leadership and curriculum innovation.

The Senior Campus and Bidwill Campus both run Aboriginal Studies as an HSC course, accessed by both Aboriginal and non-Aboriginal students.

Awareness training for staff at Mt Druitt Campus of the specific learning needs of Aboriginal students has resulted in a reduced rate of referrals for Aboriginal students.

Shalvey Campus instigated an Aboriginal Girls’ Dressmaking and Design project to design and make “school formal” dresses. 8 of 11 students involved continue to be enrolled in Year 11, Senior Campus.

Bidwill Campus Aboriginal student attendance rate increased from 68% to 73% due to Youth Excel support.

Dunheved Campus established a community based Aboriginal Learning Team and an Aboriginal ‘Cultural Room’ to support all Aboriginal initiatives within the school and to promote community access.

Aboriginal students in all campuses are supported through the provision of an Aboriginal Education Assistant.

The Senior Campus opened an Aboriginal Community Room named the “Sue Leary Learning Centre” in memory of the prominent Chifley and Mt Druitt Aboriginal community leader who passed away in 2006.

Continuation of strategies at all campuses to work with the Aboriginal community to develop community mentors for Aboriginal students.

The introduction of Personalised Learning Plans to support parents, students and staff in achieving educational goals.

Continue, through Youth Excel support, the utilisation of Aboriginal community support workers to work across the College to maximise attendance, retention rates and participation in learning.

Increase involvement of indigenous parent/community members in educational decision making and the educational process.

Investigate, through consultation with the AECG and support of Youth Excel, alternative programs and curriculum options within Chifley College for Aboriginal students identified as at risk of not progressing into Stage 5 (Years 9 and 10) and Stage 6 (Years 11 and 12.)

Multicultural Education
Chifley College embraces a multi-cultural student population and community, with Pacific Islander students comprising approximately 16% of the Chifley student numbers. All campuses make use of Pacific Islander Liaison Officers to support Islander students and to engage the Pacific Islander community in campus and college activities.

College staff participated in professional learning seminars conducted by the Liaison Officers during the year to develop an understanding of the differing cultural perspectives of the Pacific Islander groups.

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

Respect and Responsibility
Chifley College has developed a number of programs to further develop the concepts of care, integrity, fairness cooperation and respect in our students. Each campus SRC group has a nominated charity which is supported on an ongoing basis through student fund raising activities. Chifley performing arts students regularly perform at community concerts for Mt Druitt Senior Citizen groups and community organisations.

Central to the function of each campus SRC is the development of student leadership opportunities through participation in district and regional student leadership programs.

Progress on 2006 targets
Target 1. Reduce the difference by 25% in each band between College School Certificate and Higher School Certificate and the Region average.

Our achievements include:

Analysis of the 2006 School Certificate and Higher School Certificate results indicates that Chifley College has reduced the difference between Chifley student results and the Region results.

The average 10% difference of previous years across all Bands of the Higher School Certificate has been reduced.

The average Higher School Certificate upper Band (Bands 4,5,6) difference of previous years has been significantly reduced from 14% (2002-2005) to approximately 6%.

School Certificate English results indicate the difference between Chifley College and the Region all Band average has been significantly reduced, while the difference for Mathematics and Science has been slightly reduced.

Target 2. Increase the percentage of students enrolling into Year 7 at Chifley College to 70% of students who attend a feeder primary school and live in the local area.

Our achievements include:

In 2002 52.3% of eligible students enrolled into the College as Year 7 students. In 2003 this figure increased to 57.9%, in 2004 to 59.3% in 2005 to 60.2% and to 61.5% in 2006.

Target 3. Improve the difference between the campus figures for attendance and the Region figures for attendance.

Our achievements include

Bidwill Campus Years 7-10 attendance increased by 2.2% 2005-2006.

Dunheved Campus 7-10 attendance increased by 4.2% 2005-2006.

Senior Campus Years 11-12 all students increased by over 7%, 2004-2006.

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 2006 our college continued ongoing evaluations of our Teaching and Learning practices and Literacy and Numeracy programs, as well as conducting an evaluation of the Science KLA curriculum area.

Educational and management practice

Quality Teaching and Learning

Background

In 2006 the Chifley Management Group resolved to continue the ongoing evaluation of the teaching and learning environment across the five Chifley sites following the establishment of benchmarks in 2004. This evaluation was undertaken through the utilization of the DET Quality Learning Environment and Intellectual Quality Surveys, which were completed by a random selection of students in all campuses. An evaluation, based on the 2004 and 2005 benchmarks, of the completed surveys indicated an enhanced student perception of a positive learning environment.

Findings and conclusions

Students across all campuses, 87%, of those surveyed, believed that their teachers had high expectations of achievement and encouraged them to continually attain higher academic standards. (78%, 2004 benchmark)

A clear majority of students, 77%, stated that they were usually given work that they enjoyed and made learning relevant. This figure was consistent across all campuses. (72%, 2004 benchmark for relevant work)

Students, 63% across all sites, believed that their learning was enhanced through peer tutoring and student interaction. This was a significant increase on the 45% of students who said they did not have opportunities to further their learning through peer student interaction in 2004.

A significant majority of students, 82% from all campuses, believed that their teachers clearly explained what they were going to learn and why they were going to learn specific topics.

A consistent majority of students, 76% across all campuses, believed that their teachers consistently built and developed a series of lessons to develop better student understanding of topics studied.

An overwhelming majority of students, 85%, believed that everyone in their class was usually treated fairly and consistently and
encouraged to participate in the learning process.

**Future directions**

Continuation of the Campuses and College Training and Development programs to further develop staff understanding and skills in teaching and learning pedagogy.

The ongoing examination and development of student programs to enhance understanding of and confidence in the utilisation of peer tutoring and student interaction as a valuable student learning strategy.

Ongoing development of programs, and support of individual students, through campus Learning Support Teams to ensure that all students have the appropriate welfare and school community support for learning when they attend class.

### Quality Literacy and Numeracy Programs

**Background**

In 2006 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 have been involved in training and development activities that enhance competencies in the explicit teaching of literacy and numeracy.

**Findings and conclusions**

Results for ELLA and SNAP tests have been encouraging for students in all campuses, building on the benchmarks set in 2004 and 2005.

There has been a 8% increase in the number of students attaining a high achievement literacy level at Dunheved, Mt Druitt, Bidwill and Shalvey Campuses 2002-2006.

Bidwill Campus demonstrated a 5% increase in students achieving proficient level numeracy 2002-2006.

Dunheved Campus students attained a significant increase in the number of students at the high level for numeracy 200-2006.

There has been an average 6% decline, 2002-2006, across all campuses in the number of students in the low achievement level for literacy.

**Future directions**

Continuation of campus training and development programs for staff to enable them to embed specific literacy and numeracy strategies into teaching programs.

Further development of Staff Professional Learning Teams to encourage professional dialogue regarding literacy and numeracy strategies and implementation of quality learning models.

The ongoing development of programs which specify 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.

### Curriculum

**Science Key Learning Area Campus and College Programs**

**Background**

During 2006 the Chifley College Management Group instigated an evaluation of campus and college Science KLA programs to assess the quality and nature of Science programs offered within the Chifley community. This evaluation indicated that each campus conducted a specific and unique range of programs and activities, complemented by regular college Gifted and talented seminars and Senior Science demonstration lessons. Science 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 standardising the procedures for classroom experiments in the 7-10 sites.

**Findings and conclusions**

During 2006 Chifley College Science KLA staff facilitated the participation of Chifley students in a range of college activities including demonstration lessons at the Senior Campus for Stage 5 students to encourage the participation in HSC Science curriculum options and workshops conducted by the CSIRO and Taronga Park educational staff at both the Senior Campus and Bidwill Campus.

A very active and peer organised professional development and training program enabled Science KLA staff to met regularly to develop campus and college programs in priority areas of standardisation of Risk Assessment procedures for classroom experiments and development of environmental programs. The Science Head Teachers regularly collaborated at College Head Teacher Planning Days in evaluating a wide range of teaching and learning pedagogy for implementation in campus teaching programs and practice.
Science KLA staff actively participated in the College Gifted and Talented program, developing and offering extension activities in areas of environmental education, developing sustainable worm farming practices and excursions to Lucas Heights Nuclear facility and Powerhouse Museum. Over 200 students and other community members participated in these and other Gifted and Talented seminars.

The College Science KLAs offer a comprehensive curriculum including General Science Years 7-10, Life Skills Science Years 7-10, Agriculture, Stages 4,5,6, Years11-12 Biology, Chemistry, Physics, Senior Science and Life Skills Science.

**Future directions**

Continuation of the College Head Teacher Planning Days and KLA meeting times to enable Science KLA, and other Head Teachers, time and opportunity to plan college activities and develop campus teaching programs to embed appropriate teaching pedagogy into classroom programs and to further develop O.H.S. training and Risk Assessment procedures for classroom experiments.

Continued development of sample demonstration lessons at the Senior Campus to encourage and promote enrolment in Stage 6 HSC Science curriculum options.

Further development of the science component of College Gifted and Talented program to include extension activities in the areas of environmental education and sustainable energy options.

Evaluate existing Science 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.

The consolidation and expansion of existing Science KLA links with external agencies and institutions, including The Powerhouse and Australian Museums, Taronga Park Zoo, the CSIRO and Blacktown and Penrith Councils’ Environmental Project Officers.

The Priority Schools Program provides the philosophical and educational foundation for innovation in curriculum and practice at Chifley College. Issues of social justice and equity are addressed specifically in management planning documentation in each campus. The program underpins capacity building initiatives in quality teaching, literacy, numeracy, student participation, retention, primary partnerships, and shared educational leadership with our community. College improvement is evident in the enhancement of organisation capacity through flexible and creative staffing and the creation of effective learning communities across the college.

**Findings and conclusions**

The establishment of formal learning communities across local primary and secondary schools focusing on middle schooling research, best practice, and the collection of data.

The development of curriculum that provides for diversity, opportunity, and excellence.

A cultural renaissance across college based on the relationship between classroom practice and matters of engagement, entitlement and expectations.

A commitment to programs that enhance the acquisition of explicit literacy and numeracy strategies, and data driven processes to identify, track and remediate students at risk.

The introduction of programs that support effective transition between secondary educators, TAFE, and Universities.

The implementation of positive behaviour programs providing the social support inherent in improving attendance, managing behaviour, and enhancing the opportunity to focus on learning.

The ongoing commitment to effective integration of special education students into mainstream education,

The development of an expert teaching profession committed to high standards and accountability.

A Variety of teaching structures were developed in various campuses to evaluate and develop non subject specific literacy teaching programs and materials. This led to enhanced teaching models and improved student outcomes for literacy and numeracy, as reported above.

Faculty Groups continued the strategic direction of training staff in appropriate literacy and numeracy teaching skills through the executive leadership program established in various campuses.

**Other evaluations**

**Priority Schools Program – PSP**
Future Directions

All Chifley College Campuses in 2006 continued to provide programs funded through the NSW Government’s Community Solutions Program. Each Campus operated a “Chifley Centre” multi-agency office, staffed by specialist teachers, offering an educational and welfare referral service for students and their families. Community Solutions support enabled the establishment of the Gateways Program, which focussed on mentoring in the Aboriginal and Pacific Islander communities and facilitated an accredited training module for parents, community members and Year 11 &12 students at TAFE to maximise participation in learning and increase retention rates. Community Solutions funding also enabled Chifley College to employ two Youth Outreach counsellors to provide support for students at risk of not completing school and their families.

Findings and Conclusions

The Chifley Centres provided a valuable referral service for members of the Chifley community, with over 370 students and/or their families seeking advice as to how they could receive support from both Government and other sector providers.

Chifley Centre co-ordinators established working links with over 32 external agencies.

The mentoring programs successfully motivated a number of students to participate in learning and remain at school.

The Youth Outreach counsellors offered substantial individual support to a number of at risk students. The alternate educational programs developed engaged students to remain at school who would have otherwise left without any formal certification.

Future Directions

The Chifley Centres will continue to operate as referral agencies with management of each campus office continuing to be undertaken by the local principal.

The Mentoring program will continue to investigate methods to provide necessary community training both within the campuses and external providers such as TAFE.

The Youth Outreach counsellors will continue to provide individual support for at risk students. They will be based at Mt Druitt DET Office to provide consistent support for all Chifley campuses.

Links with external agencies be further developed and expanded to provide a comprehensive

Community Solutions Program.

Background
referral service for students, families and community members with specific welfare, counselling and training needs.

Parent, student, and teacher satisfaction

In 2006 the school sought the opinions of parents, students and teachers about the school. A range of students in all campuses completed the School Satisfaction Survey, as reported in the Teaching and Learning Evaluation section in this report. As well as the detailed analysis to further evaluate and develop the College Teaching and Learning environment, several broad conclusions could be drawn from the surveys.

Students believed that their teachers had high expectations of student achievement and consistently encouraged all students to attain their potential. Most students also stated that they enjoyed school and felt that there was a genuine attempt to engage them in the learning process. Students also believed that each campus had support systems in place if they were at risk of not succeeding at school.

Chifley staff and community representatives engaged in a structured process to identify the strengths and areas of development during the development of the College Strategic Plan 2007-2009. Staff believed that the College emphasised, through ongoing training and development programs, the importance of the teaching and learning process as the key factor in enhancing student outcomes. Staff believed that an ongoing strategy by the College and the DET to promote the positive achievements of Chifley students and the community was necessary for students to feel an ongoing sense of achievement.

Community members similarly believed that the College supported the students and the community through continually emphasising the importance of learning as well as providing a wide range of assistance for both students and families at risk. The parent and community members also believed that negative media presentations of the community, with resulting negative perceptions, were a threat to the successful operation of the College and that the College needed to further promote the many positive College achievements as widely as possible.

Professional learning

All members of Chifley College teaching and ancillary staff participated in professional learning activities during the year. These activities included Campus Development Days, College KLA meetings, College HT Planning Days and College Learning Seminars on teaching pedagogy and numeracy and literacy teaching strategies. A significant number of teaching and executive staff participated in Regional Executive Leadership courses during the year.

An approximate average amount of $720 was spent on professional learning activities for each Chifley staff member in 2006

College Development 2006-2008

The Chifley College Management Plan provides information regarding the programs and activities developed by the College to implement the School Plans of each of the five Chifley campuses. The plan was developed through a community, staff and student consultative process and reflects the operations and aspirations of the entire Chifley community. The plan may be viewed at each of the Chifley Campuses.

Targets for 2007

Target 1. Reduce the difference by 25% in each band between College School Certificate and Higher School Certificate and the Region average.

Strategies to achieve this target include:

Ensuring outcome based programming and teaching

Ensuring pedagogical improvement through training staff in evaluation using productive pedagogy research and training and development programs.

Developing a College culture of high expectations for both staff and students.

Emphasising assessment and reporting based on state wide standards

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. Increase the percentage of students enrolling into Year 7 at Chifley College to 70% of students who attend a feeder primary school and live in the local area.

Strategies to achieve this target include:
Developing and publicising the quality teaching and learning environment in all campuses by focusing on improving school culture, pedagogical change and raising expectations of achievement.

Improving and publicising the range of student services to meet individual needs.

Developing an ongoing and sustainable transition process that focuses on a learning continuum.

Our success will be measured by:

- Number of Year 7 enrolments from feeder primary schools.
- Increased amount of school community members actively involved in Year 6-7.

**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.

Mr Tim. C. Jones College Chair,
Principal Dunheved Campus
Ms Cathy Anderson, Principal Mt Druitt Campus
Mr Mark Burnard , Principal Bidwill Campus
Mr Steve Freeborn, Principal Senior Campus
Mr Tony Aldridge, Principal Shalvey Campus
Ms Shirley Blacklaws, AECG Rep
Ms Lynda Murphy, Parent / Community Rep
Ben Small, Mary Anne Barjel, Student Reps
Mr Phillip Braham, College Deputy Principal

Quality teaching principles are utilised for positive learning experiences.

Have available support strategies for students who are finding it difficult to attend lessons.

Regularly contact parents and caregivers if students are absent.

Use Region resources where available, particularly the use of Home School Liaison Officers.

Our success will be measured by:

- Improved attendance figures for all forms.
- Number of contact calls to parents regarding student attendance.
- Increased number of students participating in support programs to enhance attendance.

**School contact information**

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Email: Dunheved-h.school@det.nsw.edu.au
School Code: 402

**Target 3. Improve the difference between the campus figures for attendance and the Region figures for attendance.**

Strategies to achieve this target include:

- Keeping accurate class rolls.