Chifley College

Bidwill 7-12 Campus, Dunheved 7-10 Campus, Mt Druitt 7-10 Campus

Senior 11-12 Campus, Shalvey 7-10 Campus

2007 Annual School Report

NSW Public Schools – Leading the way
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 2007 was 2832 students across Years 7-12.

Total number of staff, including ancillary staff, was 327. All teaching staff meet the professional requirements for teaching in NSW public schools.

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 81% in 2007.

Student gender balance across the College is 52% boys, 48% girls.

Chifley College encompasses an area of significant Aboriginal presence in Western Sydney. Approximately 10% of the Chifley enrolment is Aboriginal students.

Chifley College embraces a multi cultural student population and community, with Pacific Islander students comprising approximately 15% 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 2007. 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 for 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.

College Chair’s message

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, cultural, social, 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.

Tony Aldridge
College Chair

College Council message

P&C and/or School 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 an AECG delegate. 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.

Lynda Murphy
Council President 2007

Messages

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 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.

College Council Student Reps 2007

School context

Student enrolment profile
Chifley College is a large multi-campus college spread over five sites. Total student enrolment in 2007 was 2832 students.

Bidwill Campus

Mt Druitt Campus

Senior Campus

Shalvey Campus
**Student attendance profile**

**Bidwill Campus**

**Years 7 to 10 Attendance Rates**

- 2004: 81.0%
- 2005: 82.0%
- 2006: 83.0%
- 2007: 84.0%

**Mt Druitt Campus**

**Years 7 to 10 Attendance Rates**

- 2004: 78.0%
- 2005: 79.0%
- 2006: 80.0%
- 2007: 81.0%

**Senior Campus**

**Years 11 and 12 Attendance Rates**

- 2004: 81.0%
- 2005: 82.0%
- 2006: 83.0%
- 2007: 84.0%

**Dunheved Campus**

**Years 7 to 10 Attendance Rates**

- 2004: 72.0%
- 2005: 74.0%
- 2006: 76.0%
- 2007: 78.0%

**Shalvey Campus**

**Years 11 and 12 Attendance Rates**

- 2004: 91.0%
- 2005: 90.0%
- 2006: 89.0%
- 2007: 88.0%
Retention to Year 12

This graph indicating the percentage of students staying on till the HSC is an aggregation of data from all campuses. 2007 demonstrated a slight decrease in the percentage of students completing Year 12

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 2007 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 Principal(s)</td>
<td>11</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>53</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>173</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>16</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>5</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>3</td>
</tr>
<tr>
<td>Counsellor</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>271</td>
</tr>
</tbody>
</table>

Staff retention

Staff retention has consistently improved in the College over the past five years. In 2007 the retention of staff from 2005 was 93%.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2007 the average daily attendance rate for staff, as determined by the Department, was 95.7%.

Teacher qualifications

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

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<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>11.5</td>
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</table>
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 30/11/2007

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>0.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>0.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>0.00</td>
</tr>
<tr>
<td>Interest</td>
<td>0.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>0.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td>0.00</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
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</tbody>
</table>

### Dunheved Campus 30/11/2007

<table>
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<th>Income</th>
<th>$</th>
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<tbody>
<tr>
<td>Balance brought forward</td>
<td>691 702.71</td>
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<tr>
<td>Global funds</td>
<td>336 120.17</td>
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<tr>
<td>Tied funds</td>
<td>581 729.17</td>
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<tr>
<td>School &amp; community sources</td>
<td>86 192.96</td>
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<tr>
<td>Interest</td>
<td>47 540.20</td>
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<tr>
<td>Trust receipts</td>
<td>56 647.02</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1 799 932.39</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
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<tr>
<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</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 7-9, $33.50 Year 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 2007 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.
Shalvey Campus

Income $  

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
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<tbody>
<tr>
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<tr>
<td>Global funds</td>
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<td>Tied funds</td>
<td>410,245.53</td>
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<td>School &amp; community sources</td>
<td>70,868.16</td>
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<td>Trust receipts</td>
<td>23,279.60</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>1,376,140.16</td>
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Expenditure

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<tr>
<td>Key learning areas</td>
<td>100,853.59</td>
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<tr>
<td>Excursions</td>
<td>30,594.51</td>
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<tr>
<td>Extracurricular dissections</td>
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<td>Library</td>
<td>9,097.07</td>
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<tr>
<td>Training &amp; development</td>
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<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
<td>98,324.42</td>
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<td>School-operated canteen</td>
<td>0.00</td>
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<td>Utilities</td>
<td>67,676.96</td>
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<td>Maintenance</td>
<td>37,978.90</td>
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<td>Trust accounts</td>
<td>21,433.45</td>
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<tr>
<td>Capital programs</td>
<td>18,378.65</td>
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<tr>
<td>Total expenditure</td>
<td>855,219.71</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>520,920.45</td>
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</table>

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.

Over 120 original student works of art were displayed at the College CAPA Art Exhibition. The exhibition was viewed by over 700 students fro partner primary schools and a significant number of community members.

Over 45 students from all Chifley Campuses performed musical items at a Senior Citizens’ Morning Tea organised by the Chifley College Council using funds provided by the Premier’s Department. The event was attended by 60 senior citizens as well as local political leaders.

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 2007 competed individually on a Zone and Area basis. The College also runs combined Sports Gala Days. In 2007 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.

- Jacob Lansdowne and Shivone McPhie represented Sydney West at CHS Athletics.

School performance 2007

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 2007 there have been a number of occasions when this has occurred.

The College again entered the Quit For Life Rock Eisteddfod in 2007 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 placing second in the State Premier Division following a highly acclaimed presentation at the Sydney Entertainment Centre.

Over 25 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.
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 over a number of years.

The participation of over 360 students in the College Gifted and Talented seminars, with 32 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.

MtDruitt Campus students,xxxxxxx, were awarded First Place for Visual Arts at the Penrith Show.

The continuation of After School Home Work Centres at Mt Druitt Campus and Shalvey Campus to support student learning through the provision of structured, professionally staffed learning centres.

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

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**Percentage of students in achievement levels:**

**Year 7 Literacy (ELLA)**

- Low
- Elementary
- Proficient
- High

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**Bidwill Campus**

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**Percentage of students in achievement levels:**

**Year 7 Numeracy (SNAP)**

- Low
- Elementary
- Proficient
- High

---

**Bidwill Campus**
Dunheved Campus

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

Achievement level

Mt Druitt Campus

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

Achievement level

Dunheved Campus

Percentage of students in achievement levels:
Year 7 Numeracy (SNAP)

Achievement level

Mt Druitt Campus

Percentage of students in achievement levels:
Year 7 Numeracy (SNAP)

Achievement level
Bidwill Campus

Percentage of students in performance bands: School Certificate Science

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>20</td>
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<td>2</td>
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<tr>
<td>3</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>4</td>
<td>80</td>
<td>90</td>
</tr>
<tr>
<td>5</td>
<td>100</td>
<td>110</td>
</tr>
</tbody>
</table>

Bidwill Campus

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

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<tr>
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<tr>
<td>1</td>
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<td>70</td>
<td>80</td>
</tr>
<tr>
<td>5</td>
<td>90</td>
<td>100</td>
</tr>
</tbody>
</table>

Bidwill Campus

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

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Relative growth</th>
<th>School 2007</th>
<th>School Average 2003 - 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>-0.5</td>
<td>-4.0</td>
<td>-2.0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>-1.0</td>
<td>-3.0</td>
<td>-1.0</td>
</tr>
<tr>
<td>Science</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Australian History, Civics and Citizenship</td>
<td>1.0</td>
<td>2.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Australian Geography, Civics and Citizenship</td>
<td>-2.0</td>
<td>-3.0</td>
<td>-2.0</td>
</tr>
<tr>
<td>Computer Science</td>
<td>-3.0</td>
<td>-4.0</td>
<td>-3.0</td>
</tr>
</tbody>
</table>

Bidwill Campus

Higher School Certificate Bidwill Campus

<table>
<thead>
<tr>
<th>Subject</th>
<th>School 2007</th>
<th>School 2003 - 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (Standard)</td>
<td>60</td>
<td>50</td>
</tr>
<tr>
<td>Modern History</td>
<td>70</td>
<td>60</td>
</tr>
<tr>
<td>Music 1</td>
<td>80</td>
<td>70</td>
</tr>
</tbody>
</table>
Bidwill Campus

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

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

-5.0 -4.0 -3.0 -2.0 -1.0 0.0 1.0 2.0 3.0
Low Middle High

School Certificate Dunheved Campus

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

Performance band

School, 2007
School average 2003-2007

Dunheved Campus

Percentage of students in performance bands:
School Certificate Mathematics

Percentage of students
Performance band

School Average 2003 - 2007
Percentage in band 2007

Dunheved Campus

Percentage of students in performance bands:
School Certificate Science

Performance band

School Average 2003 - 2007
Percentage in band 2007
Dunheved Campus

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

- Percentage in band 2007
- School Average 2003 - 2007

School Certificate Mt Druitt Campus

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

- Percentage in band 2007
- School Average 2003 - 2007

Dunheved Campus

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

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

- School 2007
- School Average 2003 - 2007

Mt Druitt Campus

Percentage of students in performance bands:
School Certificate Mathematics

- Percentage in band 2007
- School Average 2003 - 2007
Mt Druitt Campus

Percentage of students in performance bands: School Certificate Science

- Percentage of students in band 2007
- School Average 2003 - 2007

Mt Druitt Campus

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

- Percentage of students in band 2007
- School Average 2003 - 2007

Mt Druitt Campus

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

- School 2007
- School Average 2003 - 2007

Shalvey Campus School Certificate

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

- Percentage of students in band 2007
- School Average 2003 - 2007
Shalvey Campus

Percentage of students in performance bands: School Certificate Mathematics

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

Shalvey Campus

Percentage of students in performance bands: School Certificate Science

Shalvey Campus

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

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 2006 and 2007**

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<tbody>
<tr>
<td>Bidwill Campus</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
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* 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 2007 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 statistics, 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 further developed 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.

Two Bidwill Campus Aboriginal students, xxxxxxx, participated in the Regional Aboriginal Leadership Program.

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

Dunheved Campus further developed the 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 expanded the community use of the 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.

Future directions

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.

Multicultural education

Chifley College embraces a multi cultural student population and community, with Pacific Islander students comprising approximately 15% 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 2007 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 2007 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 8% 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 12%(2002-2006) to approximately 5%.

School Certificate English results indicate the difference between Chifley College and the Region all Band average has been significantly 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
Mt Druitt Campus maintained its Year 7-10 attendance rate compared to 2006
Senior Campus Years 11-12 all students increased by over 8%, 2004-2007.
The year 7-10 attendance rate in other campuses declined slightly compared to 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 2007 our college carried out evaluations of College Management practices and Literacy and Numeracy programs, as well as conducting an evaluation of the HSIE KLA curriculum area.

Educational and management practice
College Management Practices

Background
In 2007 the Chifley Management Group resolved to evaluate College management practices and structures across the five Chifley sites. This evaluation was undertaken through the utilization of DET School Management Evaluation Surveys which were completed by all staff as well as a random selection of students and parents in all campuses. Data processing of this survey was undertaken by Senior Campus Business Studies students as a component of their HSC coursework. A further two “College Management and Operations” surveys specifically designed for Chifley College were completed by all teaching staff. Analysis of the survey data by the College Self Evaluation Committee indicated a positive acknowledgement and understanding by our community of the ethos and operations of our college, well as areas for further development and promotion.

Findings and conclusions
A significant majority, 83%, of students, staff and parents across all campuses believed that the college structure created more educational opportunities for students.

A clear majority of the college community, 73%, stated that College Management was continually looking at ways to improve its performance.

Students, 67% across all sites, believed that student leadership was encouraged and that opportunities were provided at campus and college level through student leadership and gifted and talented programs.

A significant number of staff, 35%, believed that the communication and promotion of campus policies and procedures could be better facilitated at college level.

An overwhelming majority of students, staff and parents, 85%, believed that the college provided enhanced opportunities for cross campus sporting and creative arts activities.

Future directions
Continuation of the College programs to further develop student leadership, creative arts, sporting and gifted and talented programs to enhance educational outcomes for students.

Develop a College “Campus Achievement Program” where campus staff teams conduct rotating seminars at all the Chifley sites promoting and communicating the significant achievements of each campus.

Ongoing development of staff and community college training and development programs, seminars and workshops to further promote the College as an active and continually self evaluating Learning Community.

Quality Literacy and Numeracy Programs

Background
In 2007 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 ELLA and SNAP tests has been indicated an improvement in some areas and a need for further College wide program evaluation and development in other areas.

There has been a 8% increase in the number of students attaining a high achievement Year 8 literacy level at Dunheved, Mt Druitt, and Shalvey Campuses 2003-2007.

Dunheved Campus attained a significant increase in the number of students moving from elementary and proficient levels in Year 7 numeracy and literacy to high levels in Year 8, 2003-2007.

There has been an average 7% decline, 2003-2007, across all campuses in the number of students in the low achievement level for literacy.

Shalvey Campus attained a significant increase in the number of students in the high achievement level for both Year 7 and 8 literacy and numeracy, 2003-2007.

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.

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.

Curriculum
Human Society and its Environment 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.

Other evaluations

Priority Schools Program – PSP

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.

Future Directions

To build further on the college commitment to quality teaching and learning that has already resulted in a new pedagogical culture evidenced in sound Higher School Certificate, School Certificate, ELLA and SNAP results in some campuses.

To build on existing structures in enhancing the quality of home, school and community partnerships by supporting our “learning communities” initiatives, providing opportunities for shared leadership with our parent community, and developing further links with TAFE, other agencies and community organisations.

To maintain a professional commitment to enhancements in classroom practice, school organisation and college culture by an inclusive process of college strategic planning, a total college commitment to the “Quality Teaching and Learning” agenda, and
by a willingness to research and implement innovative curriculum and pedagogy.

The continuation of programs to develop executive leadership is considered pivotal in promoting a culture of strategic planning based on ongoing evaluation techniques.

The ongoing celebration and recognition of student success and achievement through recognition ceremonies and parent/community student awards assemblies is imperative to continually raise student learning outcomes.

The ongoing utilisation of specialist staff in all areas needs to be monitored and assessed through formal evaluation of identified targets in all teaching, student welfare and home/school areas.

- The ongoing utilisation of specialist staff in all areas needs to be monitored and assessed through formal evaluation of identified targets in all teaching, student welfare and home/school areas.

**Community Solutions Program.**

**Background**

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

**Parent, student, and teacher satisfaction**

In 2007 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.

As in previous years, 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, Semester One College Development Day, 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 $760 was spent on professional learning activities for each Chifley staff member in 2007.

**College Development 2006-2008**

The Chifley College Strategic Plan 2007-2009 and the College Management Plan 2008 provide information regarding the programs and activities developed by the College to implement the School Plans of each of the five Chifley campuses. The plans were developed through a community, staff and student consultative process and reflects the operations and aspirations of the entire Chifley community. The plans may be viewed at each of the Chifley Campuses.

**Targets for 2008**

**Target 1**

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

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.

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 2008 and 2010.**

Strategies to achieve this target include:

- Evaluation of all camp literacy and numeracy programs to develop a College Best Practice program.
- Development of the College Training and Development program to include emphasis on student literacy and numeracy skills development.
- Developing a College culture of high expectations for both staff and students.
Our success will be measured by:

- Improved National Assessment results 2008-2010
- Number of staff participating in training and development programs to develop College based literacy and numeracy programs.

Target 3. Achieve and maintain the percentage of local students enrolling into Year 7 at Chifley College at 70% of students who attend a partner primary school and live in the local area. Achieve and maintain the percentage of students enrolling for Year 11 at the Senior Campus and Bidwill Campus at 70% of students who attend Chifley 7-10 campuses.

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.
- Number of Year 11 enrolments in Senior and Bidwill Year 11 from 7-10 campuses.

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:

- Keeping accurate class rolls.
- 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.

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.

School contact information

Enter School name
Enter School address
Ph: Enter here
Fax: Enter here
Email: Enter here
Web: Enter here
School Code: Enter here

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: