Chifley College
Bidwill 7-12 Campus, Dunheved 7-10 Campus, Mt Druitt 7-10 Campus
Senior 11-12 Campus, Shalvey 7-10 Campus

2009 Annual School Report
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 2009 was approximately 2820 students across Years 7-12.
- Total number of staff, including ancillary staff, was 336. 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 64% in 2009.
- Retention rates from Year 10 to Year 11 at the Senior Campus and Bidwill Campus have increased from approximately 70% in 2001 to 80% in 2009.
- Student gender balance across the College is 54% boys, 46% girls.
- Chifley College encompasses an area of significant Aboriginal presence in Western Sydney. Approximately 10% of the Chifley enrolment is Aboriginal students. All campuses participate in the Norta Norta Program.
- Chifley College embraces a multi cultural student population and community, with Pacific Islander students comprising approximately 18% 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 2009. 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 is a multi-campus Secondary College comprising Bidwill (7-12), Dunheved (7-10), Mount Druitt (7-10) Shalvey (7-10) and the Senior Campus (11-12) The College’s educational programs are supported by the Priority Schools Program and Norta Norta Program ensuring the college’s ongoing commitment to professional learning and engaging students in meaningful learning through literacy, numeracy, technology and quality pedagogy.

Our college motto is Learn, Discover and Inspire and the college strives to fulfil this motto in a range of academic, cultural and sporting pursuits. The focus on students’ academic outcomes is evident in each campus’s challenging and relevant educational programs. NAPLAN, School Certificate and High School Certificate results continue to improve. The college enrichment program encompasses a diverse range of activities and interests regional and state sporting, debating, language, musical, artistic, technology, science and agricultural events.

The College has embraced its culturally diverse student population in its performances, welfare programs and leadership opportunities. Chifley College celebrates students’ successes both at the school level and within its broader community. Chifley College remains a dynamic and engaging learning community which creates to social and academic develop of the students. .

I certify that 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.

Cathy Anderson
College Chair

College Council message

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

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

Bronwyn Small
Council President 2009
**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.

Maria Atelj Lofa Tukuafu Samantha Shortland-Foster; Chifley College Council Student Reps

**School context**

Chifley College is a large multi-campus college spread over five sites. Total student enrolment in 2009 was approximately 2820 students.

**Bidwill Campus**

**Dunheved Campus**

**Mt Druitt Campus**

**Senior Campus**

**Shalvey Campus**
Student attendance profile

Bidwill Campus

School Attendance Yr 7-12

2006 2007 2008 2009

[Graph showing attendance trends]

Dunheved Campus

School Attendance Yr 7-12

2006 2007 2008 2009

[Graph showing attendance trends]

Mt Druitt Campus

School Attendance Yr 7-12

2006 2007 2008 2009

[Graph showing attendance trends]

Senior Campus

School Attendance Yr 7-12

2006 2007 2008 2009

[Graph showing attendance trends]

Shalvey Campus

School Attendance Yr 7-12

2006 2007 2008 2009

[Graph showing attendance trends]

Management of non-attendance

All Chifley campuses follow up non and/or poorly attending students through either phone calls or emails to parents and guardians. The campuses work closely with district Home School Liaison personnel when campus based procedures and support programs do not resolve attendance issues.
Retention to Year 12

This graph indicating the percentage of students staying on till the HSC is an aggregation of data from all campuses. 2009 demonstrated an encouraging increase in the percentage of students completing Year 12.

Post-school destinations 2009

80% of Year 10 students from the Year 7-10 campuses moved onto Year 11 at the Senior or Bidwill Campuses, 8% to other schools, 6% to employment and 6% are yet to commit to ongoing education or employment. A survey of 2009 Year 12 students indicated 16% were attending university, 27% TAFE, 20% at private educational colleges, 27% in employment (including apprenticeships and traineeships) and 10% were seeking employment.

60% of Year 12 students at the Senior and Bidwill Campuses undertook vocational or trade training as a component of their HSC course. 95% of Year 12 students attained a HSC or equivalent vocational education qualification.

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 30/11/2009

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>717 006.38</td>
</tr>
<tr>
<td>Global funds</td>
<td>477 413.96</td>
</tr>
<tr>
<td>Tied funds</td>
<td>492 886.40</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>140 058.11</td>
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<tr>
<td>Interest</td>
<td>30 903.47</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>59 428.11</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>1 917 696.43</strong></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>228 863.71</td>
</tr>
<tr>
<td>Excursions</td>
<td>43 355.25</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>54 203.05</td>
</tr>
<tr>
<td>Library</td>
<td>12 795.10</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>600 025.95</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>16 005.71</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>152 175.60</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>134 207.90</td>
</tr>
<tr>
<td>Maintenance</td>
<td>74 750.66</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>42 665.67</td>
</tr>
<tr>
<td>Capital programs</td>
<td>62 608.47</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>1 421 657.07</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>496 039.36</strong></td>
</tr>
</tbody>
</table>
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 2009

<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>56</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>177</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>278</td>
</tr>
</tbody>
</table>

Indigenous Composition

There is a total of 21 Aboriginal staff working in either teaching or associated support roles across the 5 Chifley Campuses. Each campus has an Aboriginal Education Officer as full time member of staff.

Teacher qualifications 2009

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>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>14</td>
</tr>
</tbody>
</table>

Dunheved Campus 30/11/2009

**Income**

- Balance brought forward: $868,037.12
- Global funds: $316,920.31
- Tied funds: $537,977.64
- School & community sources: $79,639.32
- Interest: $38,362.88
- Trust receipts: $20,248.35
- Canteen: $0.00
- Total income: $1,861,185.62

**Expenditure**

- Teaching & learning:
  - Key learning areas: $57,158.60
  - Excursions: $6,010.86
  - Extracurricular dissections: $23,364.14
- Library: $7,399.19
- Training & development: $2,916.91
- Tied funds: $593,222.24
- Casual relief teachers: $434.64
- Administration & office: $122,272.08
- School-operated canteen: $0.00
- Utilities: $72,609.42
- Maintenance: $68,195.39
- Trust accounts: $23,149.14
- Capital programs: $90,181.08
- Total expenditure: $1,066,913.69
- Balance carried forward: $794,271.93
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.
School performance 2009

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 2009 there have been a number of occasions when this has occurred.

- **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.**
- **120 students from all Chifley campuses participated as exhibitors in a major visual arts exhibition (CAPA Vis Arts Expo) Over 400 parents, community members and students from Chifley partner primary schools attended the exhibition in an event which celebrated the great talent, capabilities and diversity of our students.**
- **Over 40 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 other local community members.**
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 2009 competed individually on a Zone and Area basis. The College also runs combined Sports Gala Days. In 2009 there were many examples of outstanding sporting success by Chifley teams and students.

- Chifley College Open Rugby League Team won the CHS St Marys Cup Colleges Competition and was the Regional Champion in the Arrive Alive Cup, featuring in two nationally televised games.
- The Open Rugby League Team was the Regional Champion in the state wide University Shield competition.
- Chifley College Buckley Shield (15 years) Rugby League Team won the Sydney West competition.
- Chifley Years 7 and 8 Girls Volleyball team won the Sydney West Gala Championships.
- John Tulitu was selected in the State U15s Rugby League team
- Liz Chung Pun was selected in the Open Girls State Rugby Union team and the Samoan All Stars Rugby team.
- Christina Kingsford and Belinda Gordon were selected in the Sydney West Hockey team and Aisea Cocker and Hermasi Felise in the Sydney West Rugby Union team.
- Jason Leota achieved selection in the Mt Druitt District Open Basketball team.

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 Mt Druitt and Dunheved Campuses and the legal fraternity to continue the LEAPS, (Lawyers Encouraging and Assisting Promising Students), Program. 27 students graduated from the scheme at Mt Druitt Campus and 12 from Dunheved. LEAPS graduates have gone on to hold senior leadership roles in both campuses.
- The participation of over 700 students in the College Gifted and Talented seminars, with 42 members of staff facilitating workshops to provide extension activities for creative arts, academic and sport curriculum areas.
- Dunheved Campus students again successfully presented the Dunstock Concert to a large student and community audience.
- Shalvey Campus continued ongoing success for its Agricultural Department as a successful exhibitor at the Royal Easter and Castle Hill Show with medals in both the Carcass and Hoof sections.
- 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 Sydney West Mastermind Competition.
- Mt Druitt Campus students continued their success at the Penrith Show with first prize in the Junior Ceramics section.
- 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.
- Over 80 Year 10 students from Dunheved, Mt Druitt and Shalvey Campuses attended PVET courses at Mt Druitt TAFE as a component of their School certificate course. The students gained TAFE certification in Paint and Panel, CAD, Hair and Beauty, IT, Sign Craft, Welding and Electronics.
- Continued collaboration between UWS (University of Western Sydney) and Chifley College to develop the Fast Forward Program. Fast Forward involves Year 10 students participating in a range of university programs to promote and foster the transition between secondary and tertiary education.
Academic

In the National Assessment Program, the results across the Years, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

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

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).
Shalvey Numeracy – NAPLAN Year 9

Bidwill

School Certificate Bidwill Campus

Percentage of students in bands:
Year 9 numeracy

Percentage of students in performance bands:
School Certificate Mathematics

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

Percentage of students in performance bands:
School Certificate Science

Bidwill

Percentage of students in performance bands:
School Certificate Mathematics

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

Percentage of students in performance bands:
School Certificate Science
Bidwill Campus School Certificate relative performance comparison to Year 5 (value-adding)

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

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

Relative growth

School 2009 School Average 2005 - 2009

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

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

**School Certificate Mt Druitt Campus**

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

**Mt Druitt**
Percentage of students in performance bands:
School Certificate Science

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

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

Percentage of students in performance band: Computer Skills
### Minimum standards

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

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

<table>
<thead>
<tr>
<th>Percentage of students in our college achieving at or above the minimum standard in 2009</th>
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</thead>
<tbody>
<tr>
<td><strong>Dunheved Campus</strong></td>
</tr>
<tr>
<td><strong>Percentage of Year 7 students achieving at and above minimum standard</strong></td>
</tr>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

| **Percentage of Year 9 students achieving at and above minimum standard** |
| Reading | 49.4 |
| Writing | 42.5 |
| Spelling | 60.3 |
| Punctuation and grammar | 50.0 |
| Numeracy | 74.4 |

| **Mt Druitt Campus** |
| **Percentage of Year 7 students achieving at and above minimum standard** |
| Reading | 71.2 |
| Writing | 68.0 |
| Spelling | 80.3 |
| Punctuation and grammar | 66.9 |
| Numeracy | 80.1 |

| **Percentage of Year 9 students achieving at and above minimum standard** |
| Reading | 66.0 |
| Writing | 67.1 |
| Spelling | 73.2 |
| Punctuation and grammar | 59.2 |
| Numeracy | 78.0 |

| **Shalvey Campus** |
| **Percentage of Year 7 students achieving at and above minimum standard** |
| Reading | 74.8 |
| Writing | 70.0 |
| Spelling | 83.5 |
| Punctuation and grammar | 70.5 |
| Numeracy | 85.8 |

| **Percentage of Year 9 students achieving at and above minimum standard** |
| Reading | 69.8 |
| Writing | 68.6 |
| Spelling | 80.0 |
| Punctuation and grammar | 54.3 |
| Numeracy | 81.1 |

| **Percentage of Year 9 students achieving at and above minimum standard** |
| Reading | 61.2 |
| Writing | 62.6 |
| Spelling | 74.8 |
| Punctuation and grammar | 60.8 |
| Numeracy | 82.9 |
Significant programs and initiatives

Aboriginal Programs

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 has indicated successes in various areas and the need to develop innovative new strategies in other areas. The participation of Chifley College in the Norta Norta program as a component of the NSW Government’s Child Youth and Family Strategy in 2009 facilitated the development of appropriate community based strategies and the employment of Aboriginal community workers.

Findings and conclusions

- Norta Norta program support has been utilised to collect attendance statics, develop attendance and teaching programs and ILPs (Individual Learning Programs) for Aboriginal students and has resulted in a significant increase in attendance rates.

- Norta Norta support enabled the development and implementation of a wide range of programs targeting attendance, teaching and learning, mentoring and community engagement.

- Dunheved Campus continued to facilitate the teaching of Dharug (the teaching of the Darug language) to Year 7 and 8 students. 30 hours of a 100 hours Board of Studies “Aboriginal Languages K-10” syllabus course have been developed by Darug Songman Richard Green and linguist Amanda Oppliger. Darug community elders continue to be closely involved in the program.

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

- Ongoing 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 continued an Aboriginal Girls’ Dressmaking and Design project (Golden Needles) to design and make “school formal” dresses. 8 of 10 students involved continue to be enrolled in Year 11, Senior Campus.

- All Chifley campuses developed Personalised Learning Plans for Aboriginal students. The partnerships developed between school, home and students were vital to their success.

- Dunheved Campus further developed the community based Aboriginal Learning Team and the 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 Officer.

- Shalvey and Dunheved campuses selected Aboriginal students, as school leaders: Tai Lovett as captain at Shalvey and Aaron Wallace as vice captain at Dunheved.

- Nicole Lowe, Senior Campus was awarded the Academic Achievement Scholarship and two other Indigenous Support scholarships.

- Jantel Murphy, Senior Campus was awarded the Jim Anderson Scholarship to support further study.

- All Chifley 7-10 campuses instigated an “In Class Tuition Program” for targeted Aboriginal students to raise literacy and numeracy levels.

Future directions

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

- Continue the development of Personalised Learning Plans to support parents, students and staff in achieving educational goals.

- Continue 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 18% 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

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.

Our achievements include:

- Analysis of the 2009 School Certificate and Higher School Certificate results indicates that Chifley College has reduced the difference between Chifley student results and the Region results.
- The Senior Campus upper band HSC results demonstrated a significant positive value added result.
- The average Higher School Certificate upper Band (Bands 4,5,6) difference of previous years has been significantly reduced from 12% (2005-2008) to approximately 3%.
- Shalvey Campus attained a significant increase in the number of students moving from elementary and proficient levels in School Certificate English (2005 -08) to high levels in 2009.
- Mt Druitt Campus achieved a significant value added result for the Australian History Civics and Citizenship School Certificate course
- School Certificate English results indicate the difference between Chifley College and the Region all Band average has been significantly reduced.

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.

Our achievements include:

- There has been a 10% increase in the number of students attaining a high achievement Year 7 literacy level across campuses 2005-2009
- The number of students in all campuses moving from middle range literacy levels to higher levels has increased by 9%.
- There has been an average 6% decline, 2005-2009, across all campuses in the number of students in the lower achievement levels for literacy.

Target 3. Increase the percentage of students enrolling into Year 7 at Chifley College to 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.

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% to 61.5% in 2006 and 2007 62.5% in 2008 and 63% in 2009
- In 2009 80% of students from Chifley 7-10 campuses enrolled in Year 11 at either the Senior or Bidwill Campus.
Target 4. Improve the difference between the campus figures for attendance and the Region figures for attendance in accordance with the State Plan.

Our achievements include

- Mt Druitt and Dunheved Campuses maintained their Year 7-10 attendance rate compared to 2008
- Bidwill Campus improved its Years 7-12 attendance rate by 4% compared to 2008.
- The year 7-10 attendance rate at Shalvey Campus improved by 2% compared to 2008.

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 2009 our college carried out evaluations of College Enrichment Programs, College Literacy and Numeracy Programs and the TAS KLA area.

Educational and management practice

College Enrichment Programs

Background

In 2009 the College Management Group evaluated the range of College Enrichment programs. These programs are offered across all campuses and are organised and facilitated by staff from one or more campus. Students from the appropriate cohort(s) of each campus participate in the activities. The evaluation demonstrated a wide range of college enrichment and extension activities in a comprehensive range of curriculum areas. The educational and social advantages available to Chifley students through the implementation of a college structure and organisation for enrichment activities became apparent when the evaluation revealed the range of college programs offered to Chifley students.

Findings and conclusions

- The role of the CDT (College Development Team) with representatives from each campus and the College DP as Executive Officer was pivotal in coordinating and promoting college enrichment and extension programs. All college extension activities are managed through the one college team under the supervision and direction of the CMG.
- A comprehensive range of college extension activities and enrichment learning activities was offered in 2009 including a talented writers’ workshop, Computer Assisted Design workshops for timber, science learning workshops with Tim Flannery at Macquarie University and visits to the ANSTO facility at Lucas Heights, sports management courses at Sydney Olympic Park, Food Technology cooking workshops to prepare Thai cuisine, “Brainiest Campus” competitions in History and Geography, Sculpture workshops with prominent Indigenous artists and computer workshops to develop skills in film and media software.
- Over 700 students from all campuses participated in either one or more college enrichment activity during the year. Student evaluations indicated a high level of satisfaction with the range and content of the enrichment activities.
- Over 120 students from all campuses participated in the Chifley Visual Arts Exhibition which was viewed by students from Partner Primary Schools and community members while on display for five consecutive days at the Senior Campus.
- Chifley College maintained its strong support for the Mt Druitt community and provided extension activities for talented music and dance students with the annual Senior Citizens’ morning tea and concert. 75 students from all campuses were involved in either catering or performing at this important community event held at Dunheved Campus.
- Over 400 students represented Chifley College in sporting events in Rugby League, Touch Rugby Union, Volleyball, soccer and cricket. Many students achieved recognition and success at Regional, CHS and State levels.
- The college further developed its links with UWS (University of Western Sydney) with over 100 Year 10 students from all campuses participating in the Fast Forward Program to encourage students to consider university options at the completion of the HSC.

Future directions

- Continuation of the college program to further promote and expand the range of enrichment and extension activities for all Chifley students.
- Further develop the KLA based implementation strategy for developing college enrichment activities with Enrichment Programs being a mandated development area for all College KLA meetings.
- Continue to promote and publicise college enrichment and extension program and activities at local, regional and state levels as well as DET senior management.
Quality Literacy and Numeracy Programs

Background
In 2009 Chifley College continued the policy of developing quality literacy and numeracy programs in all campuses. Each campus further developed literacy and numeracy strategies that focus on enhancing teaching practice and student learning. College staff has been involved in training and development activities that enhance competencies in the explicit teaching of literacy and numeracy.

Findings and conclusions
- An analysis of the results for NAPLAN tests has indicated an improvement in some areas and a need for further College wide program evaluation and development in other areas.
- There has been a 5% increase in the number of students attaining a higher bands Year 7 reading and writing levels at Bidwill, Dunheved, Mt Druitt, and Shalvey Campuses 2005-2009.
- There has been an average 5% decline, 2005-2009, across all campuses in the number of students in the lower bands for literacy.
- All Chifley Campuses participated in a Literacy Conference facilitated and led by the Teaching and Learning KLA group to share and develop strategies to enhance student literacy outcomes.

Future directions
- Continuation of campus training and development programs for staff to enable them to embed specific literacy and numeracy strategies into teaching programs.
- The participation by 43 staff from all campuses in training for the Reading to Learn Program facilitated by Sydney University.
- Further development of Staff Professional Learning Teams to encourage professional dialogue regarding literacy and numeracy strategies and to implement the Reading to Learn Program.
- The ongoing development of programs which outline definitive literacy and numeracy strategies for each subject and stage.
- The modelling of successful student learning within campuses and across the College as examples of achievement and personal success.
- The audit and evaluation of all campus literacy and numeracy programs by the College Teaching and Learning KLA group to determine and promote college best practice programs and procedures.
- The implementation of the College Literacy Plan to enable each campus best practice to be implemented across the college.

Curriculum

Technological and Applied Studies (TAS) KLA

Background
During 2009 the Chifley College Management Group instigated an evaluation of campus and college TAS KLA programs to assess the quality and nature of programs offered within the Chifley community. This evaluation indicated that each campus conducted a specific range of programs and practical learning activities complemented by an extensive range of college enrichment and extension activities TAS KLA staff throughout the college have participated in a range of collaborative professional development activities particularly in the classroom use of digital technology that focuses on enhancing the quality of classroom teaching and maximising the practical and technological learning of students.

Findings and conclusions
- During 2009 Chifley College TAS KLA staff facilitated the participation of Chifley students in a wide range of college enrichment activities including Chef Master Classes, Timber Challenge, Advanced Computing Skills training through the Power House Museum, film media production using professional computing programs and software and extension CAD (Computer Assisted Drawing).
A very active and peer organised professional development and training program enabled TAS KLA staff to meet regularly to develop campus and college programs in priority areas of standardisation of Risk Assessment procedures for practical courses and development of staff expertise in TAS curriculum computing software. TAS Head Teachers regularly collaborated at College Head Teacher Planning Days in evaluating a wide range of technology programs, teaching and learning pedagogy and developing assessment tools for implementation in campus teaching programs and practice.

The TAS KLA staff were very active contributors to campus and college programs in a wide range of areas, including Boys' Education programs and the college Visual Arts Expo.

Future directions

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

- Expand level of staff professional learning and training in use of Laptops for Learning programs and software and in curriculum extension software including Google Sketch Up.

- Further development of the TAS component of the College Enrichment program to include extension activities in the areas of aerodynamic design and construction, CAD (Computer Assisted Design) and Building Construction techniques.

- Evaluate existing TAS 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.

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

PSP support has enabled all campuses to develop programs and provide training and development courses for staff resulting in significant growth in reading levels for Year 9 students and ongoing literacy and numeracy improvements 2007-2009. The following data from Shalvey Campus is indicative of the college pattern.

Overall growth in reading Year 9

<table>
<thead>
<tr>
<th></th>
<th>All Chifley</th>
<th>All State</th>
<th>Boys Chifley</th>
<th>Boys State</th>
<th>Girls Chifley</th>
<th>Girls State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>44.6</td>
<td>42.1</td>
<td>43</td>
<td>40.9</td>
<td>46.5</td>
<td>43.3</td>
</tr>
<tr>
<td>2009</td>
<td>44.6</td>
<td>42.1</td>
<td>43</td>
<td>40.9</td>
<td>46.5</td>
<td>43.3</td>
</tr>
</tbody>
</table>

Literacy Growth 7 – 9 2009
PSP Campus Evaluations also indicate:

- 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.
- The development of a college approach through the Teaching and Learning KLA group to developing and implementing literacy strategies and related staff professional training following the College Literacy Conference.
- 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 continuation of programs that support effective transition between secondary educators, TAFE, and Universities.
- The implementation of positive behaviour programs providing the social support to improve 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.
- The training of over 40 staff from all KLA groups through the Reading to Learn Program to implement highly evaluated literacy support strategies and programs in all 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 and enhanced Literacy and Numeracy results in all 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.
- To continue staff training and implementation of the Reading to Learn Program across all campuses.
- The appointment of specific Literacy and Welfare support executive and teaching staff through PSP and National Partnership involvement.
- 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.
Parent, student, and teacher satisfaction

In 2009 the college sought the opinions of parents, students and teachers about the college.

Parents were surveyed from across the college regarding their satisfaction level with their campus and the college. Results from this survey were analysed along with results from an extensive student survey conducted and reported on in the previous year. Several broad conclusions could be drawn from the surveys and associated meetings. As in previous years, parents and 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. Parents and 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 2008-2010. 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.

Parent and 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 continued to believe 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 continue to 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, Regional Teaching and Learning courses and College Learning Seminars on teaching pedagogy. Over 40 members of staff participated in literacy strategies training facilitated through the University of Sydney and the Reading to Learn Program. A significant number of teaching and executive staff participated in Regional Executive Leadership courses during the year.

An average amount of $795 was spent on professional learning activities for each Chifley staff member in 2009.

School development 2009 – 2011

Targets for 2010

Target 1

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

Strategies to achieve this target include

- Sound outcome based programs
- Effective teaching and learning practices responsive to students’ learning need
- Assessment procedures that follow BOS guidelines
- Program to assist in a culture of high expectation including Homework Centre, tutors mentors

Our success will be measured by:

- Improved School Certificate and Higher School Certificate results.
- Number of staff participating in training and development programs to ensure ongoing pedagogical change.

Target 2

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

Strategies to achieve this target include

- School plans and include pre- post testing
- Smart data analysis
- Tracking student learning Programs

Our success will be measured by:

- Improved National Assessment results 2008-2010
- Number of staff participating in training and development programs.
Target 3.

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

Strategies to achieve this target include
- Induction programs
- Monitoring programs
- Mentoring Programs
- Careers Advisers support
- Effective TAFE links

Our success will be measured by:
- Number of Year 11 enrolments in Senior and Bidwill Year 11 from 7-10 campuses
- Number of Year 11 completing studies in Year 12 at Chifley

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.
- Effective welfare programs
- Interagency support
- Support programs for students with attendance issues including links to learning, counsellor programs
- Use Region resources where available, particularly the use of Home School Liaison Officers.

Our success will be measured by:
- Improved attendance figures for all year groups.
- Number of contact calls to parents regarding student attendance.
- Increased number of students participating in support programs to enhance attendance.

Chifley College

“Learn, Discover and Inspire”

STATEMENT OF BELIEFS

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

Ms Cathy Anderson, College Chair, Principal Mt Druitt Campus
Mr Tony Aldridge, Principal Shalvey Campus
Mr Mark Burnard, Principal Bidwill Campus
Mr Steve Freeborn, Principal Senior Campus
Mr Tim C. Jones, Principal Dunheved campus
Ms Dianne Burrell, AECG Rep
Mrs Bronwyn Small, Parent/ Community Rep
Maria Atelj Lofa Tukuafu, Samantha Shortland-Foster; Student Reps
Mr Phillip Braham, College Deputy Principal

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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: