

# Chester Hill High School

## Annual Report



2018



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## Introduction

The Annual Report for **2018** is provided to the community of **Chester Hill High School** as an account of the school's operations and achievements throughout the year.

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

Christina Mateus

Acting Principal

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## Message from the Principal

2018 was a great year for Chester Hill High School students. We celebrated many achievements including our IEC's 40th Anniversary. There were some challenges along the way, but these challenges made us stronger and brought us closer as a school community.

The student community continues to grow across all Stages. Our school has become sought after in the community as it provides students with many opportunities and events that challenge, support and guide them to be their best selves.

The Chester Hill Intensive English Centre (IEC) celebrated its 40th Anniversary in great style. The IEC is a place where we welcome, love, respect and support students and their families as they arrive in Australia. This is their first contact with our school. Our teachers have contributed to the successes of all the students from the IEC. They are devoted to meeting the needs of every student and give their time, skills and talents so generously to provide students with a safe haven. Many school celebrations marked this event, including, a special commemorative assembly. Ms Tanya Mihailuk, MP for Bankstown, acknowledged past and present staff members of Chester Hill IEC in State Parliament for their efforts and contributions. A gala dinner was organised to further commemorate and recognise IEC achievements. Special guests included, Mr Jihad Dib, Local Member and Education and Shadow Minister for Education, Mr John Kennedy, Director Educational Leadership, the founding Head Teacher of the IEC, Ms Leah Pereira and previous Principals. This was an unforgettable event with various student cultural performances and an address by an ex-student. These celebrations highlighted the impact that the IEC's learning environment has had on individuals and their families for generations.

As per Chester Hill High School tradition, we celebrated the 22nd Flag Day. This event is always one that brings our community together and epitomises our school ethos and culture. It is a celebration of our differences but also our similarities. It is a time when we reflect on our unity and respect. The theme this year 'Together', chosen to honour the IEC's 40th Anniversary, as well as a key focus in our strategic directions, was showcased in every item. The students were inspiring. They demonstrated what they are capable of when they care and apply themselves to a goal. It was delightful to have so many members of our internal or broader community making overwhelmingly positive comments. Flag Day continues to be an example of how we can work together to bring harmony to our world. We are so proud of our 22 years of Flag Day. The day just keeps improving with age. It continues to be the event of the year and one that all members of the school and the community anticipate eagerly. We aim to continue to celebrate the peace and unity that we experience during Flag Day throughout the year.

Our HSC results were most impressive again in 2018. We are proud of our high achieving students and the incredible results they have reaped. There were 32 students listed as Distinguished Achievers for gaining a Band 6 in an HSC course and 145 students achieved a Band 5 in 26 HSC courses. This is a wonderful result and a testament to the consistent effort, hard work and dedication from all the students and their teachers. There were Band 6 performances in Biology, Business Studies, English, Extension 1 and 2, French Beginners, Mathematics 2U, Extension 1 and 2, Music,

PDHPE, Society and Culture and Visual Arts. Chester Hill High School continues to offer a breadth of curriculum and opportunities for students. This breadth of choice and high-quality teaching is the perfect learning environment for students who are committed and consistent in their dedicated effort. Our achievement were further recognised and highlighted in an article in the Sydney Morning Herald in December 2018, "Schools that punched above their weight in the 2018 HSC".

A number of our students were the proud recipients of external scholarships that will assist and support them in their learning at school and in tertiary educations. The prestigious ABCN Scholarship, Friends of Zeinab scholarships, FACS, Smith Family, Public Education Foundation, Harding Miller and highly competitive three-year tertiary and secondary scholarships that recognise our students' capacity to succeed. Our students were elated to receive this support and will surely continue to achieve great things in the future with this support.

In continuing to prepare our students for the future, 2018 saw the second year of our STEM course implementation. Year 8 participated in the Pump 4 Life project, where students focused on the precious commodity of water around the globe and worked together to look at how to sustain an African village. CHHS continued their partnership with the University of Sydney's STEM Academy and was asked to present to the new batch of schools. We held our inaugural STEM fair showcasing our students' projects and presentations. Furthermore, the Lighthouse Futures team developed an innovative cross-curricular project incorporating the implementation of soft skills and technology. The target group were classes in Years 9 and 10 in the CAPA, English, History and Social Science faculties. Students showcased their creative and innovative projects to the whole school.

Another highlight of 2018 was the opportunity for staff, parents and students to attend 'A night in conversation with Malala' where Malala Yousafzi spoke about her experiences and her purpose to ensure that there is access to education for girls across the globe. Some of our students also had the opportunity to meet Malala, and our School Ambassador, was selected to ask Malala a question, an unforgettable event for all. The purpose of this trip was to provide the students with an opportunity that they otherwise would not have had. It broadened their horizons, deepened their understanding of the challenges many face and it inspired them to make a difference. We were thrilled for our students and know that this was a significant event in their lives.

In addition to all our extra-curricular events, we have continued to upgrade our learning environments. The commercial kitchen is fully operational and Hospitality is being offered in 2019. The office building is fully operational, with the new front of house and school address on Miller Road.

### Message from the school community

Parents were included and actively engaged with the school to plan and support the school's upgrades and their child's learning.

The Community Liaison staff comprising Doris Abouslaibi, Thao Le, Caroline Naw and Siunipa Fifita maintained communication with our families to promote ongoing community engagement and participation. In the IEC, Intensive English Centre, the Student Learning Support Officers, Jaklin Hirmiz, Soudibeh Aliae, Lang Wang, Ammar Morshed, Lyn Chau, Christine Chee and Caroline Naw played a vital role in supporting our new students in the IEC and provided a support system between home and school as well as out of school services available to the families.

In Term One, a Study skills workshop provided us with the opportunity to support our children in their learning and prepared parents and students for the learning expectations of high school. Parents were given advice on study skills and supportive studying environments at home as well as guidance about assessment processes. There was also a presentation on the new PB4L Mantra as part of the PB4L Relaunch. Parents learnt what the Chesos SPIRIT meant.

Parents are extremely positive about the ways in which the school includes and consults us when decisions need to be made that impact our children's learning and the school's planning. Parents participated in the TTFM Surveys.

This year's Flag Day was once again a highlight of our parent community. Parents always support and celebrate the harmony and unity at Chester Hill High School.

Community Forums provided parents with an opportunity to discuss concerns, provide opinions about key issues and discuss the plans for the new office building and other school upgrades.

### Message from the students

The SRC has continued to work hard to raise students' awareness of important causes and issues that affect our community. We have also aimed to continue encouraging a sense of belonging among the student body.

Our initiatives are mainly categorised into 2 groups: Community Awareness and Fundraising and Student Wellbeing.

The awareness campaign which the SRC focused on mostly in 2018 was littering. 'Keep our School Clean' involved creating and presenting information to year groups at Year Meetings to raise students' awareness of the impact their littering, in particular plastic straws, is having on our world. We discussed our initiative with the Deputy Principal Student Leadership and she supported our cause by creating an incentive for students. Students were given a raffle if they were seen by a staff member voluntarily cleaning up the playground. The raffle was for a canteen voucher which was drawn every Monday on Assembly. This was well received by students and did work towards reducing the amount of rubbish in the school.

The SRC supported Earth Hour, Movember (Men's Health), Pink Ribbon Day, Stewart House, The Red Cross Farmer Appeal, National Day Against Bullying, Refugee Week, Harmony Day and Red Shield Appeal to name a few. Harmony Day, Refugee Week, National Day Against Bullying and activities focused on supporting those less fortunate, and creating a sense of belonging and unity for all. We also want to empower students to be active citizens and to support vulnerable members of our community. Cancer research was well supported again with activities coordinated for Pink Ribbon Day and Canteen raising \$1500.

The Valentine's Day and Candy Cane initiatives continue to be a positive way of promoting student wellbeing and encouraging students to develop positive relationships with each other. The proceeds were forwarded to Stewart House to support children in the community. In March, the SRC organised the International Women's Day Assembly which was uplifting and inspirational and raised awareness of women issues and inequality around the globe. We also raised money towards women initiatives for the UN.

The SRC also assisted with the organisations of "Cheso The Voice", our singing competition and participated in Flag Day Celebrations as performers, speakers and flag bearers. We continued with the IEC Reading Program. The SRC members meet with the IEC students at lunch time to support and assist them in developing their reading skills. The IEC and SRC students found that the program is a rewarding experience, which is not only improving the IEC students' literacy skills, but also forging stronger relationships between the two groups.

## School background

### School vision statement

Graduates of Chester Hill High School will be successful learners ready to engage actively in society as productive, problem-solving and ethical citizens. Their social conscience and sense of personal responsibility will promote positive relationships with individuals, groups and the environment.

Students will develop these skills, qualities and perspectives as they are supported through active participation and interaction with a curriculum featuring high challenge and high support. The curriculum will be delivered by expert teachers who participate in ongoing professional learning that is tailored to meet the current and emerging needs of students and the educational landscape. Futures learning, 21st century capabilities and student wellbeing are key drivers of the skills developed, refined and enhanced.

The impact of the high quality teaching and learning experiences delivered at Chester Hill High School will be further enhanced by a mutually respectful partnership with parents and the broader community, building capacity for inclusivity and maximizing the breadth of rich opportunities and experiences available for students during and post school life.

### School context

Chester Hill High School (CHHS) is a comprehensive, co-educational secondary school established in 1962. The CHHS Intensive English Centre (IEC), established in 1978, is an integral part of the school. 80% of students from the IEC transition into the mainstream high school. 85% percent of our student population are identified as possessing language backgrounds other than English. We have approximately 285 refugee or refugee-like students and a growing number of students with an Aboriginal background.

One of the highlights of the school year is our celebration of diversity – Flag Day. The event is shared with our partner primary schools and our broader school community.

The school's allocated funding is used to pursue equity of opportunity for our student community. These funds resource initiatives and programs designed to improve the learning outcomes of the diverse and complex needs of the student cohort. The initiatives and programs also develop student skills and strategies that lead to success and are transferable in all contexts.

Our Positive Behaviour for Learning Program (PB4L) explicitly teaches and promotes the key values of Safety, Pride, Inclusiveness, Respect, Inquisitiveness and Trustworthiness. PB4L is supported by all staff through a positive student reward program acknowledging student achievement.

The CHHS Parent Community Forum meets each term. This forum includes all parents and provides interpreters for our Arabic, Karen and Vietnamese speakers. Our Aboriginal and Pacifica parent groups are also vital supporters of our school activities. Parent groups are consulted and involved in school evaluations, collaborations and decision-making processes.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

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

#### ***Learning Culture: Sustaining and Growing***

All school initiatives and programs are underpinned by a consideration of the diverse wellbeing needs and development of our student community. Flag Day celebrations showcase our unity and diversity while respecting cultural identity across the school and the IEC. Positive relationships amongst staff and students are a priority to ensure that students feel a sense of purpose, belonging and success. The Positive Behaviour for Learning (PB4L) values have been chosen for a relaunch in 2019. Our focus in working towards Excelling is to secure ways in which to develop more comprehensive self-awareness in students across the school community in relation to their wellbeing and the wellbeing of others.

## ***Curriculum: Sustaining and Growing***

Priority areas continue to be literacy, numeracy and ICT. These are integrated into teaching and learning programs across all KLAs. Differentiated professional learning has been undertaken in the areas of data-informed teaching, Visible Learning, 21st Century learning and the planning, implementation and evaluation cycle to support evidence-based pedagogy and whole-school initiatives. The school is committed to providing a breadth of curriculum in order to cater for the needs of our diverse learning community as well as empower them through choice and opportunity.

## ***Assessment and Reporting: Sustaining and Growing***

The school uses consistent practices for assessment to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught. We analyse student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels. We are almost at excelling in this area. Student reports contain information about each student's learning progress and achievement. Parents are presented with clear information on their children's learning and progress.

## ***Student Performance Measure: Sustaining and Growing***

Student value-added results are above the average value added results in similar school groups. Our NAPLAN results remain strong with consideration of the students' EAL/D needs, significant gaps in students' education and disruption to learning for some students in our student community. We use internal as well as external data to assess student progress and achievement against syllabus outcomes.

## ***Effective classroom practice: Sustaining and Growing***

Teachers collaborate across faculties to inform the development of programs and lessons, which meet the specific needs of our students. Teachers are skilled at explicit teaching techniques and use a range of explicit strategies to explain and break down knowledge. Our focus of high challenge/high support teaching strategies is embedded in our teaching programs. This year, there was a particular focus on regular and explicit student feedback. Teachers provide explicit, specific and timely feedback to support improvement in student learning.

## ***Data skills and use: Sustaining and Growing***

Teaching programs are data-informed, primarily focusing on data packages provided by SMART data on NAPLAN and HSC. Professional learning was conducted to equip staff to evaluate student data to inform KLA-specific teaching and learning strategies. CHHS core challenge is to increase parental engagement and empower our parents to further facilitate the best student learning outcomes.

## ***Professional Standards: Sustaining and Growing***

Teachers' PDPs are supported and developed in consultation with the Head Teachers. These are then used to identify the teachers' strengths and professional learning needs, so that they are provided with opportunities to further develop and improve practice and expertise which will lead to improved student learning outcomes. Building capacity for leadership across the school is valued and prioritised. Staff are engaged in leadership roles across the school. The school Teacher Mentor coordinates and supports the accreditation status of all Early Career Teachers (ECT). The school has maintained outstanding working partnerships with external agencies, industry and tertiary providers to diminish the impact of disadvantage and improve educational opportunities for students. Future directions will be to support and assist staff in meeting the maintenance of accreditation requirements.

## ***Learning and development: Sustaining and Growing***

Staff are regularly engaged in professional learning and development at faculty, whole-school and executive levels, as well as externally. Teacher Professional Learning (TPL) is designed and approved in direct response to the school strategic directions. There is whole-school planning around targeted and differentiated professional learning, particularly focusing on literacy and numeracy teaching and learning strategies in all curriculum areas.

## ***Educational Leadership: Sustaining and Growing***

CHHS ensures that syllabus implementation, assessment and reporting processes meet NESA and DoE requirements. We regularly review our teaching practices to ensure quality teaching and learning experiences are available to our students and to challenge and address underperformance.

## ***School Planning, Implementation and Reporting: Sustaining and Growing***

All staff members contribute in the planning, implementation, monitoring of the school plan. Faculties evaluate



milestones and follow processes to ensure that these are implemented effectively for each program or initiative. Staff understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures.

### ***School Resources: Sustaining and Growing***

Resource management processes were further streamlined and significant planning towards the improvement of teaching and learning spaces including the development of a new administration block and kitchens. School resources are managed to maximise learning opportunities for our students. Strategic and considered investment is made in developing and sustaining the expertise of staff to ensure quality of what is delivered to our community.

### ***Management Practices and Processes: Sustaining and Growing***

CHHS makes informed choices about administrative practices and systems to respond to our local needs and be cost effective and supportive. We actively seek and support parental engagement and satisfaction and our constant aim is to respond to community needs by improving our communication and seeking constant feedback from our community to ensure satisfaction.

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

For more information about the School Excellence Framework:

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

## Strategic Direction 1

### Futures Learning

#### Purpose

Students are transformed into productive learners through the delivery of exceptional education including the holistic development of perceptions, values and behaviours that secure and empower post-school futures. The learning experience involves a strategic and complex fusion of remediation and growth in core skills and knowledge as well as extension and enrichment through opportunity and inquiry. Exploration, investigation, creation, analysis and evaluation are embedded and encouraged in all students across all KLAs.

#### Overall summary of progress

Students have continued to perform well academically, in the sporting field and in a variety of extra-curricular activities. We continued to provide a breadth of experiences and opportunities to expose students to alternative learning experiences and allow them to explore and discover new and alternate ways of learning. The holistic approach to wellbeing is key in our students achieving improved learning outcomes. Our results indicate significant value added and outstanding success in some of areas of NAPLAN as well as in the HSC results. The overall results of the HSC have indicated a significant upward trend considering the varied cultural and social background of our student population. A number of key initiatives have led to increased student engagement and improved teaching and learning experiences.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
By 2020, 50% of students demonstrate that they are at or above HSC minimum standards in Literacy and Numeracy prior to commencing Stage 6.	\$10000 spent on upskilling staff in differentiation and literacy and numeracy initiatives.	<p>In 2018, our student results indicate that more than 50% of our students in both Years 7 &amp; 9, have reached and gone beyond the minimum standards in both Literacy and Numeracy.</p> <p>Students in Years 7 &amp; 9 have excelled in Numeracy with around 95% of students achieving at or above minimum standards.</p> <p>Around 87% of our students achieved at or above minimum standards in Reading. In Writing, around 84% in Year 7 and 64% in Year 9 achieved at or above minimum standards. There has been a commitment to developing writing skills.</p> <p>There has been an increase in the number of STEM classes and the popularity of the subject is evident with each class at capacity.</p> <p>Futures Learning initiatives were extremely successful with many faculties and classes participating culminating in a successful showcase of all projects. This initiative will be further developed in 2019 to include every faculty in some capacity.</p>
By 2020, trend data of HSC performance identifies a 25% increase in students achieving Bands 4–6 and <5% of students achieving Bands 1–2 across KLAs .	\$175000 – Senior Learning Center (SLC) staff member and PL opportunities for staff to further develop their knowledge and implementation of current and new syllabus requirements. Staff were provided with faculty release time to develop and implement new syllabus	<p>The partnership between the Transition and Careers Adviser and the staffing of the Senior Learning Center (SLC) have continued to contribute to students improved results. The coordination of resources, the study support and opportunities provided in the SLC have assisted students in being more focused in their studies and better equipped to prepare for the HSC examinations.</p> <p>Overall our HSC results are almost at State average for most of the courses. In 2018, the</p>



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
By 2020, trend data of HSC performance identifies a 25% increase in students achieving Bands 4–6 and <5% of students achieving Bands 1–2 across KLAS .	elements with a focus on EALD and differentiation requirements.	number of students achieving Bands 1 & 2, was constant. On the other hand, there was an improvement in the number of students achieving in the higher bands.  Indicating a slight upward trend.
Attendance rates improve annually to consistently sit at or above state average, reflecting engagement and commitment to learning.	\$22000 – Sentral software, messages and notifications.  HT Admin training	Attendance rates have remained steady since 2017. We have re-introduced the SMS system to immediately communicate with parents regarding student attendance. Students are monitored closely by the HT Admin, DPs and Year Advisers to ensure that patterns are identified and issues dealt with.  The current attendance rates are still below State average by 1.3%. Considering our student population has a regular need to visit overseas relatives and as this is now included in the attendance rates, it inflates our overall rates. Furthermore, we had limited external support from the HSLO in 2018 and our substantive Head Teacher Administration role was filled by two Relieving Head Teachers, making it difficult to ensure consistency in attendance monitoring.

## Next Steps

CHHS will continue to work towards raising our student expectations and results. We will continue to focus on improving our Literacy and Numeracy skills and embedding activities and strategies across the curriculum in units of work. We aim to enrich and support our students while providing them with access to opportunities both at school and externally that will allow them to grow and excel in their learning.

We will target students who could potentially be achieving in the lower bands by providing them with mandatory holiday workshops which will focus on developing their knowledge and skills in each course to assist them in improving their results. We will invest funds into this initiative to ensure that students are reaching their potential. We also need to reeducate students that a Non-ATAR pathway still requires them to perform at an acceptable level.

We will continue to invest on teacher professional learning, in particular looking at students in the middle bands to assist staff in pushing those borderline students to the higher band. Professional learning will also lead to enhanced pedagogy and improve student learning outcomes across all subjects.

## Strategic Direction 2

### Impactful Teaching

#### Purpose

Teachers deliver an evidence-based approach to 'What Works Best' to develop and strengthen expert capacity in impactful pedagogy. This occurs within classrooms, faculties, across KLA's and between the mainstream school and the Intensive English Centre. Successful teaching programs, initiatives and opportunities secure a whole school approach to achieving the best student learning outcomes for the entire student community.

#### Overall summary of progress

Staff at CHHS are effective professionals who strive to deliver the best possible outcomes to our students. They are engaged, connected and invested in their students and they take great pride and responsibility in ensuring that they provide their students with the latest teaching and learning experiences. They are passionate teachers who engage in professional dialogue and learning activities and initiatives to improve teacher quality to drive student success. All professional learning is linked to strategic directions and the emerging needs of our student population. Staff ensure they stay abreast of current trends and are constantly seeking help and support in ensuring these are met.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teacher impact is reflected by a steady upward trend (over three years) in consistent student performance across stages in all KLA's.	\$55000 – staff professional learning  \$25000 – Futures Learning	<p>All members of staff participated in professional development in the areas of differentiation, EAL/D pedagogy, Syllabus Implementation, assessment, Visible Learning and ICT. Staff utilised CESE 'What works best' document to evaluate teaching and learning programs and incorporate explicit and specific feedback to drive improvement. Staff shared and discussed amongst faculties and cross faculties the skills and strategies required to deliver quality pedagogy to the students. Staff were also provided with release time and professional learning on utilising student work samples as part of their assessment practices as well as compliance with NESA standards.</p> <p>EAL/D projects in the Social Science and Science faculties have provided staff with specialised EAL/D pedagogy and support to develop insight in how to support and challenge EALD/ refugees students. This ongoing professional learning has added value to the planning and development of teaching and learning programs not just in those faculties but also in other faculties.</p> <p>Futures Focused learning initiative was a great success with 65% of respondents saying that they were satisfied or very satisfied that the hook event and soft skills events prepared them for the Showcase. 66% of students reported that the workshops were engaging, with 62% stating that the Collaborative group workshop was the most helpful. 60% of respondents said that the workshops could be improved by allocating more time to each session. 24 % of respondents said that the theme of natural and man-made environments significantly impacted their perspective, understanding or awareness of this real-world topic.</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Transferable skills are applied successfully by students in core literacy and numeracy as well as ICT and general capabilities.	\$15000 – training and student support & Futures Learning Initiative	<p>Skills and curriculum content from key learning areas are transferred and allow students to produce a collaborative representation of ideas, methods and expressions. Collaborative efficacy in both teacher and student teams is vital to achieve the final product and the embedded evaluative processes are underpinned by explicit feedback at each stage of design and production, structured throughout to empower student voice, leadership and responsibility.</p> <p>The Futures Learning initiative was used as a model for the school to understand how specific and various technologies can be used meaningfully in different contexts. Students learn to transfer ICT skills across different tasks, to communicate effectively and appropriately with various stakeholders. This includes explicit teaching of negotiating and planning dialogue, peer evaluations, providing and responding to detailed feedback and presenting information and ideas and changing cases in verbal and written communication. Teachers provided students with the skills to make authentic connections between their classroom curriculum and real-world experiences, including vocational contexts and demands in the real world.</p> <p>We aimed to develop teacher skills in how to teach Critical Thinking and how then to measure its application and success in students as a means of demonstrating/tracking growth. Staff are also assisting students in forming, producing and curating creative solutions that form the final product of a rich task responding to an explicit brief.</p>
There is a 3–5% annual turnover of staff as the specific result of merit selection/promotion.	\$8000 – support for staff seeking promotion	<p>2018 saw a number of staff gain permanent and promotion positions with the support of the Executive and Senior Executive. There was a CV writing workshop and a Head Teacher Administration workshop which aimed at upskilling staff to better equip them in applying for positions.</p> <p>There were 2 staff members who gained promotions to Head Teachers. A total of 8 teachers at the high school and IEC gained permanency through merit selection and central appointment. The Principal also gained a position in another school through merit selection.</p>
Staff morale and productivity are high with consistent respect for deadlines and delivery of excellence in pedagogy.	\$10000	<p>Staff morale has slowly improved and staff are happier and more productive due to the implementation of systems and processes that support them in managing student discipline issues and behaviour. Staff, especially ECTs, were encouraged to attend TPL that would assist them with coping with the various demands of teaching.</p> <p>Report deadlines were easier to meet due to the implementation of a drop down menu comments system for each faculty. This has enabled faculties to tailor the comments to their students and their needs while not having to type the entire comment.</p>

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff morale and productivity are high with consistent respect for deadlines and delivery of excellence in pedagogy.		The comments can be adjusted if and when necessary, but the ease of having a comment bank has assisted in ensuring deadlines are met.

### Next Steps

CHHS staff need to embrace and embark on more professional learning opportunities to pursue innovative practices and initiatives. We need to continue adopting a futures–focused pedagogy and learning environments need to reflect the shifts in current trends. We need to prepare students with the soft skills needed to embark towards corporate and industry sectors where our students will be adaptable, contributing and ready to take on those challenges.

More professional learning is also needed on 21st century skills and pedagogy to ensure student success and engagement in class. We need to ensure that the school is supporting families and students in ensuring that students have access to latest technology and equity in that access. Staff need to support students in the transfer of these skills and educate students in the importance of the identification of these skills.

## Strategic Direction 3

### Communities Connecting

#### Purpose

Community members and stakeholders respond positively to further developing, growing and thriving partnerships. In preparing students for post-school life, partnerships with all our key stakeholders are initiated, developed and sustained to support and secure student opportunities for successful learning outcomes.

#### Overall summary of progress

CHHS has continued its partnerships with our school community and our Community of Schools. We have increased our involvement and interaction with the wider community on a local and State level in a range of areas. We have created a number of initiatives to showcase and collaborate with our Community of Schools which have resulted in collaborative planning and professional learning opportunities.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A sustained and refined coordination of partnerships with external stakeholders in programs and initiatives that provide tailored opportunities for a diverse and complex student cohort.	\$35000 – ongoing costs for excursions and staff cover	<p>Students were provided with a number of leadership and mentoring opportunities with external partners. The success of the Helmsman Project, which has been running in the school for the past 6 years, is evidence of this success.</p> <p>This year a number of initiatives to target and support our student cohort have been developed and implemented. Initiatives such as the Staying Cool Program, the Girls and Boys boxing groups, IEC reading groups, the Fishing Club, the Volleyball Club are some of the new initiatives with a focus on student wellbeing but also developing students leadership and mentoring skills and opportunities. These activities teach students the importance of goal setting and achievement. They have been successful due to the commitment of the staff and students alike.</p> <p>The Staying Cool program was offered to both boys and girls in the junior years and addressed issues with regulating emotions and dealing with anger. Students learnt how to self-regulate during difficult situations and on how to deal with their anger. Nearly all students in the program had a reduction in their incidents involving aggression. Some were offered additional support through a Personalised Pathway plan so that an individual support plan could be devised.</p> <p>Of notable mention is our Volleyball Club, open to boys and girls of all ages. This club was created as a social space for students to play in a team sport, learn skills, exercise and form solid friendships. They had opportunities to participate in tournaments, grade sport, inter-school competitions and representative teams. In Representative Volleyball, 5 male students made it to the Zone representative team, 1 student (Raphael Frias) was selected for SSW regional representative team and 1 student (Ryan Truong) selected as regional team reserve. Raphael played</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A sustained and refined coordination of partnerships with external stakeholders in programs and initiatives that provide tailored opportunities for a diverse and complex student cohort.		for SSW and also selected for City vs Country game at State Championships, named MVP for the SSW regional team and selected for the State representative team and he also won the SSW Blues award for Volleyball for 2018. In the Open Boys State Knockout competition, we finished second in the SSW region and we competed at the State Knockout Championships and finished 10th among the top 16 schools in NSW. In the SVNSW Schools Cup, we entered two boys teams U15s and U17s, the U17s team were undefeated until the final and won silver medals.
Continuity of learning in core skills (Literacy and Numeracy) is reflected in a 25% increase in students achieving minimum standards by 2020.	\$15000	<p>A number of faculty initiatives have been implemented to focus on the continuity and development of literacy and numeracy skills. There are a large number of students still achieving below the minimum standards and the aim of these initiatives is to support the skill development to ensure that these students are pushed to the next level. This has included professional learning on data use and analysis as well as a focus on differentiation and EAL/D pedagogy to support the lower achieving students.</p> <p>Staff have also focused on PLASPs and meeting the requirements of the NCCD collection of data to ensure that all students are supported in their skills development.</p>
Active consideration of student progress and academic reports, including attendance at Parent-Teacher nights and Parent Forums resulting in a 50% increase by 2020.	\$5500 – catering for parent forums, translation and interpreting and communication	<p>We continued reducing the language barriers by providing parents with access to information via the CLOs both verbally and in writing. We also utilised social media to reach parents and we used our Sentral system to send SMS and other notifications inviting families to the school.</p> <p>There continues to be a lack of commitment from our parents to attend school functions especially Parent Teacher nights and Community Forums. We have purchased a new digital sign to communicate with parents as they collect or drop off their children. At the end of 2018 we also introduced the Parent Portal on Sentral for parents to gain immediate access to their child's report and attendance information.</p>

## Next Steps

We will continue to implement initiatives that include and consult our parents and our school community. There is an ongoing commitment to further engage our parents in an ongoing partnership with our school to improve the learning outcomes of the students but also to gain insight into parents' needs. Reports have been made more accessible to parents and parents will shortly have access to their child's attendance as well as push notifications of school events.

We aim to continue our Community of Schools (CoS) initiatives with our local Primary Schools. Programs such as, the Student Leadership Conference, the CoS Concert, Flag Day and other performances, Year 5 Taster Lessons and Open Day, are a highlight for both staff and students at our CoS. These opportunities forge relationships with the staff and students and assist students and families in their transition into high school.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Aboriginal background loading (\$ 15000.00)</p> <p>Aboriginal education funding was utilised to individualise support programs for our Aboriginal students. This funding was further enhanced by additional funding from RAM Equity to employ a support teacher 3 days per week to support students in the class and with cultural and external opportunities and initiatives.</p> <p>To assist students in meeting learning outcomes, release time was provided for Learning Support staff to engage with parents and guardians as well as to work collaboratively with targeted students to assist them in meeting learning and assessment requirements</p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$15 000.00)</li> </ul>	<p>Our Aboriginal students were provided with individualised support and opportunities in 2018 through the employment of the Aboriginal support teacher. Their role is to support the students in class and assist them with meeting subject deadlines as well as provide them with opportunities to participate in extra-curricular and cultural activities.</p> <p>Each student was guided through the goals identified in their PLPs. These goals included, increased attendance and engagement at school and in class, increased performance opportunities for the Aboriginal dance groups as a result of exposure and success at Flag Day.</p> <p>Aboriginal students' representation in the annual Flag Day continued to be a sustained and valued initiative, which showcased our Aboriginal students' talents while celebrating and sharing their Aboriginal culture. 100% of our Aboriginal students participated in the performance, with further subsequent performances requested across the local Primary schools as well. This increased student confidence and engagement across their mainstream classes.</p> <p>One of our Year 9 students, Jaydn Smith, received the 2018 Aboriginal Student Achievement Award for Outstanding Attendance at the AECG Awards night. This event was attended by the student's family, Mr John Kennedy, the Director Educational Leadership and Ms C Mateus, the Deputy Principal.</p>
<b>English language proficiency</b>	<p>\$48756</p> <p>Additional Staff Member employed to support students' language acquisition.</p> <p>Release time for action research, programming and specialised professional learning for staff was funded</p> <p>EAL/D progressions training for all EAL/D staff</p> <p>Investigating and Increased EAL/D in Secondary Science</p> <p>Communicative Strategies &amp; Increased use of EAL/D pedagogy</p> <p>Pilot Project on the EAL/D progressions</p>	<p>Specialist EAL/D teachers have worked in collaboration with individual teachers from core KLAs to design and implement lessons that are specific to the needs of EAL/D students.</p> <p>The school conducted an action research project on programming and specialised professional learning for staff in the Social Sciences and Science faculties. This was an ongoing initiative which was additionally funded by a grant from Sydney University.</p> <p>This action research focused on strategies to improve learning outcomes for EAL/D learners who are refugees in Year 8 Science, identifying the language and cultural demands of 'working scientifically', the use of EAL/D student data to scaffold teaching and assessment in Year 8 Science and focused on pedagogy that supports English language and literacy development through science content. This was an extremely successful initiative which we aim to duplicate with another faculty in 2019.</p> <p>All EAL/D staff were provided with training on</p>

<p><b>English language proficiency</b></p>	<p>\$48756</p> <p>Additional Staff Member employed to support students' language acquisition.</p> <p>Release time for action research, programming and specialised professional learning for staff was funded</p> <p>EAL/D progressions training for all EAL/D staff</p> <p>Investigating and Increased EAL/D in Secondary Science</p> <p>Communicative Strategies &amp; Increased use of EAL/D pedagogy</p> <p>Pilot Project on the EAL/D progressions</p>	<p>the EAL/D progressions. The EAL/D staff also presented some professional learning workshops to all staff at staff meetings on Communicative Strategies &amp; the use of EAL/D pedagogy to improve student outcomes.</p> <p>An additional part-time teacher was employed to provide additional in-class support to EAL/D students. This support was provided across all subjects due to the increased class sizes and the specialised need of our EAL/D students.</p>
<p><b>Low level adjustment for disability</b></p>	<p>\$48000 SLSO support, specialised technology and adjustments to provision accessibility</p> <p>\$5000 TPL and release time focusing on differentiation, NCCD and curriculum adjustments.</p>	<p>Students with a disability have had resources allocated to further enhance and support their achievement of outcomes. This funding has made a significant impact on their social and academic development. The low level adjustment for disability provided additional funds to employ an SLSO to support students in the classroom and also to purchase specialised technology for targeted students in order to facilitate their access to the curriculum.</p>
<p><b>Socio-economic background</b></p>	<p>Subsidisation of competition tests, excursions, leadership trips and extracurricular activities.</p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$ 25000.00)</li> <li>• Technology</li> <li>• Senior Learning Centre</li> <li>• Homework Centre</li> <li>• Student Assistance</li> <li>• Excursion and Engagement Initiatives Support</li> <li>• G&amp;T Initiatives</li> <li>• Scholarships</li> <li>• Socio-economic background (\$25 000.00)</li> </ul>	<p>In order to achieve equity for our students, our community requires additional programs, interventions and resources to be provided.</p> <p>Consequently there was an intensive approach to addressing inequity which was made possible by the RAM funding model. The funding was used to support student need and provide students with additional support teachers and systems that would ensure equity of opportunity and achievement.</p> <p>A commitment was made to engage in opportunities that would promote equity of access and opportunity to use technology tools for all students at Chester Hill High School. We purchased additional laptops and class sets of Ipads. This hardware provided staff and students with laptops in the classrooms as each block has a laptop trolley on each of the levels. This additional technology has made it more accessible for students to work collaboratively and independently in the classroom.</p> <p>Specialist staff were paid to oversee the tutoring of targeted student groups at the Homework Centre, three times per week. In</p>

<p><b>Socio-economic background</b></p>	<p>Subsidisation of competition tests, excursions, leadership trips and extracurricular activities.</p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$ 25000.00)</li> <li>• Technology</li> <li>• Senior Learning Centre</li> <li>• Homework Centre</li> <li>• Student Assistance</li> <li>• Excursion and Engagement Initiatives Support</li> <li>• G&amp;T Initiatives</li> <li>• Scholarships</li> <li>• Socio-economic background (\$25 000.00)</li> </ul>	<p>this manner, students' needs were identified and individualised and targeted approaches were implemented to assist these students in completing homework and assessments. In addition to mainstream assistance, specialist focus homework help groups were established for refugee and refugee-like students, Aboriginal students, students with additional needs.</p> <p>Funding operations of the Senior Learning Centre to ensure a qualified teacher coordinator is present to oversee Year 12 support has been extremely successful. Year 12 students are in a designated and fully resourced location during their study periods.</p> <p>In 2018, a considerable amount of scholarship funding was secured for our students, a great effort from a range of supporting staff.</p> <p>We also supported a number of students and their families with financial assistance in meeting uniform and other school related costs. We subsidised many excursions, in particular bus costs to keep overall excursion cost down for families. GAT students were encouraged and financially supported to participate in external university competitions.</p>
<p><b>Support for beginning teachers</b></p>	<p>Beginning Teachers Funding (\$95, 208)</p> <p>Beginning Teacher Support Funding was used to ensure that Beginning and Early Career Teachers settled into teaching effectively.</p> <p>Teachers were provided with:</p> <ul style="list-style-type: none"> <li>– a Teacher Mentor to facilitate lesson observation, accreditation guidance meetings and ECT induction sessions</li> <li>– Professional learning opportunities that reflected their pedagogical and curriculum needs, PDP goals and whole school strategic directions</li> <li>– Release time for Head Teachers and Expert Teachers to observe lessons and provide feedback</li> <li>– Whole or half days release for BTs and ECTs to complete accreditation, gain momentum in reflecting and developing</li> </ul>	<p>Early Career and Beginning Teachers continued to be supported at all levels within the school.</p> <p>The release from class of the EC Teacher Mentor who oversees and supports the teachers' induction and accreditation processes is vital in utilising these funds to support the Beginning teachers.</p> <p>Professional Learning was provided to all beginning teachers, whether they attracted additional funds or not, to support them in their development and assisting them in their establishment into the teaching profession.</p> <p>Pre-existing induction workshops were sustained as part of the school's Beginning Teacher Support Program and were used to welcome, familiarise and develop any staff who were commencing at the school.</p> <p>Teachers followed the Beginning Teachers Support Program guidelines in planning and preparing for their release time. This was discussed with the supervising Head Teacher and the Teacher Mentor.</p> <p>Targeted support to individual Beginning Teachers manifested in meetings, planning and lesson observation rounds which targeted areas of need or specific challenges.</p> <p>Additional to the regular program of workshops, a Professional Development Conference was conducted in Term 4 entitled 'Refugee Support and EAL/D Pedagogy'. This</p>

<p><b>Support for beginning teachers</b></p>	<p>their practice and achieving accreditation.</p> <ul style="list-style-type: none"> <li>• (\$0.00)</li> </ul>	<p>featured expert facilitation targeting the development of Beginning Teacher skills in addressing the specific needs of a significant proportion of the Chester Hill High School student population.</p> <p>The success of the Beginning Teachers Support Program at CHHS has been affirmed with the retention of beginning teachers in an ongoing capacity as temporarily engaged staff.</p> <p>The selection of 6 beginning teachers for Year Adviser positions (50% of YA), and the achievement of permanent positions via merit selection for 2 Temporarily Engaged Beginning Teachers is a testament to that success.</p>
<p><b>Targeted student support for refugees and new arrivals</b></p>	<p>Socio-economic background (\$2000.00)</p> <p>The school's commitment to serving the needs of our community is continued in the allocations of specific resources to support refugees and new arrivals.</p> <p>A Refugee Transition Program (RTP) teacher was employed using RAM Equity funding. This teacher's role is to individualise academic and wellbeing support for this target group across KLAS and with community stakeholders.</p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$2 000.00)</li> </ul>	<p>The RTP teacher explicitly targets refugee, refugee-like and new arrivals that transition from the IEC or externally into mainstream high school. The refugee student cohort is made up of 36% from Afghanistan, 20% Syria, 20% Iraq, 18% Thailand (Karen).</p> <p>This teacher worked collaboratively with the Relieving HT IEC to develop tailored programs to support students newly enrolled into the high school. We ran the Welcome Program to assist students transitioning from the IEC. A Refugee Transition Team meeting was held each term to profile incoming students and identify needs and support required. The team included members from the Senior Executive, Intensive English Executive, Learning Support, EAL/D and Wellbeing Team. The RTP teacher presented at staff meetings to raise awareness of these students' specific needs.</p> <p>Mentoring programs and Homework Centre secure equity of opportunity and resources.</p> <p>In weeks 9/10 each term, we held a celebration of success morning tea to showcase areas of achievement and feedback on their experiences. Students were surveyed to identify areas of language development, relationships with peers and teachers and classwork and assessments. This information was shared anonymously with other students to build on a shared experience of the transition journey and allowed an opportunity to encourage students.</p> <p>The Careers Adviser and Transition Officer worked collaboratively with the Refugee Transition Officer to establish links and match complimentary opportunities offered by external stakeholders for our students. Meetings were conducted with each Year 12 student pursuing tertiary education to identify appropriate scholarships and other post-school opportunities.</p> <p>In 2018, our School Ambassador was a</p>

<p><b>Targeted student support for refugees and new arrivals</b></p>	<p>Socio-economic background (\$2000.00)</p> <p>The school's commitment to serving the needs of our community is continued in the allocations of specific resources to support refugees and new arrivals.</p> <p>A Refugee Transition Program (RTP) teacher was employed using RAM Equity funding. This teacher's role is to individualise academic and wellbeing support for this target group across KLAS and with community stakeholders.</p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$2 000.00)</li> </ul>	<p>refugee student, she achieved an ATAR over 90. Many of our refugee and refugee-like students achieved outstanding results in the HSC.</p> <p>27 refugee students were supported in applying for scholarships, including, Youth Off the Streets, FACS and relationships were forged with Auburn Diversity Services at the school. 21 Students applied for the Friends of Zainab Scholarships and 4 were awarded the scholarship. Students attended the Public Education Scholarship Presentation Ceremony in Sydney's Town Hall. One Year 7 student, out of four applicants, was successful in obtaining a scholarship from Settlement Services International.</p> <p>2 students participated in the UTS Summer School program. The feedback on this experience was extremely positive.</p> <p>10 students from the high school joined 10 students from the IEC in a coaching skills and future pathways program called Creating Chances.</p> <p>Refugee Week Celebrations promoted positive attitudes towards refugees, #withrefugees. In addition, four staff members participated in Act for Peace's Ration Challenge, raising around \$6000. This raised awareness of the struggles still facing many refugees around the world.</p> <p>Efforts were made through the RTP Teacher to alleviate the financial stress being faced by some families from a refugee background by ensuring these families were assisted financially.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	627	607	655	668
Girls	588	605	625	601

CHHS enrolment rates continue to increase as demand for the holistic approach our school offers its student community sustains its popularity. There is a definite trend in gender imbalance at present. The causes for this trend are difficult to evaluate.

### Student attendance profile

School				
Year	2015	2016	2017	2018
7	91.3	91.6	90.2	91.1
8	91.9	91	88.8	88.4
9	89.7	88.9	87.3	85.9
10	88	87.7	84.3	88.1
11	88.5	87.7	84.3	83.5
12	90.7	88.8	89.6	86.8
All Years	89.9	89.2	87.2	87.1
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

### Management of non-attendance

There continues to be a slight decrease in overall school attendance from 2016 to 2018. This is partly due to the Extended Leave Policy, which counts overseas travel as an absence. At CHHS, many of our families take extended leave to visit relatives and family members throughout the term.

The Head Teacher Administration is responsible for attendance monitoring as a significant part of their role. They generate a fortnightly report of students whose attendance are below the recommended 85%, "below

85% attendance reports" for each year group. These are distributed to the Year Advisers and Executive. Students are monitored regularly for attendance concerns and once attendance issues are identified, students are placed on Attendance Cards. Student lateness is immediately monitored by the HT Admin, the Front Office Administration staff as students swipe in with their ID Cards. Students of concern are referred to the HT Administration at the first instance who ascertains the reasons for the lateness, and if necessary, issues them with a detention. Further lateness is then referred to the Deputy Principals, who work to resolve issues and contact parents and Year Advisers if the need arises.

The staff identify patterns of poor attendance during Roll Call and fill out a slip which is placed in the Year Advisers' pigeon holes. The school's Wellbeing Team is highly involved in promoting positive attendance and managing poor attendance. The Year Advisers contact parents and caregivers regarding student attendance and wellbeing issues via phone calls. Our School Counsellors are instrumental in the cases where specific wellbeing issues are of concern. Chronic cases are followed up by the Head Teacher Administration who issues Warning letters home and organises interviews with the student and family. If no improvement is made, the student and family is referred to the Home School Liaison Officer Program for more intervention. Often, the HSLO and HT Administration put students on a 2 week Attendance Improvement Plan. Referrals to the Home School Liaison Officer was difficult in 2018 due to a lack of a permanent HSLO in the position. At times, we did not have a HSLO supporting the school at all.

The school has a number of interventions to support student engagement and encourage attendance. These interventions and programs achieved some positive results. Such initiatives and programs are, The Helmsman Project, IMC Sky High, Links to Learning, Get Connected, Job Club and iTrack. These programs target a range of students from Years 8 to 11. The school has expanded its partnerships with external stakeholders and strengthened existing ones. They include: Aspire UNSW, UTS Sky High, The University of Sydney Compass, Western Sydney University Fast Forward and the Rahnoma Initiative offered by the Lebanese Muslim Association. All these programs are managed by specialised staff such as the Refugee Student Support Teacher, the Aboriginal Student Support Teacher, the Transition Adviser, the Careers Adviser and the International Student Coordinator. These teachers are in constant communication with one another, with the students' families and classroom teachers and external agencies to secure the best support for our students.

Year 12 students have been timetabled into the Senior Learning Centre and its resources during their study periods. As a result, there has been an improvement in Year 12 attendance.

Regular Learning Support Team Meetings are held and attended by the Wellbeing team and other specialised staff to identify students' needs and also discuss attendance issues. There is a high correlation of



students with learning support needs and poor attendance as they progress through high school. Our school strategy is to check attendance at PLASP meetings involving the parents/caregiver and student. This often results in greater student satisfaction at school and improved attendance.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0.49	0
Employment	0.83	1.47	3
TAFE entry	5.76	7.3	8.6
University Entry	0	0	47.3
Other	0	0	17
Unknown	1.09	0	10.6

Our Year 12 cohort comprised of 175 students.

47.3% received an offer of enrolment to attend university. Courses included Commerce, Actuarial Studies, Marine Biology, Psychology, Business and Marketing, Business and IT, Education, Engineering, Science, Arts, Construction Management, Health Science, Medical Science, Criminology and Policing.

The two most popular universities of choice amongst our graduates were Western Sydney University and The University of Sydney. With other popular institutions being Macquarie University, UNSW and UTS.

Our students took full advantage of pathway programs offered by the universities the most popular being WSU College offered at various campuses and UTS InSearch, Ultimo.

8.6% successfully enrolled in a TAFE course. Students enrolled in a wide selection of different courses at TAFE. The most popular were Automotive, Electrical and Architectural Drafting. Students who had the opportunity to undertake external vocational education courses in senior school continued in their area of study with TAFE. These courses were in Automotive, Beauty and Child Studies.

The private colleges included: JMC Academy, ACAP, ACPE and Coder Academy. Students selecting these institutions for their specialised courses.

### Year 12 students undertaking vocational or trade training

As part of the VET curriculum offerings in 2018, CHHS

delivered Business Services, Construction, Retail Services and was preparing to offer Hospitality Commercial Cookery in 2019.

Many students chose to use their VET studies as a transition from school into their careers. Some students found that the value of completing their VET course gave them the ability to make informed choices about their future careers and this was supported with the school having a full-time Transition Adviser available as well as a Careers Adviser to assist with these options. The data suggests that many students found the benefits of starting a VET course at school as part of a pattern of study suited many. Thirty four of the sixty five students who commenced VET courses in Year 11, completed the course in Year 12. Significantly, many students who chose a VET course were transitioned from school using their VET course experiences into their post school careers.

A number of students elected to study one or more VET or EVET courses in 2018. Within this cohort, students selected from the following VET options:

- Construction
- Business Services
- Retail Services
- Human Services– Delivered by NSW Health

From the students who sat for the optional HSC Examinations, a number of students performed at their best in the VET courses. Students who sat the optional HSC Examinations achieved Band 4s or 5s and for some, their highest marks were in a VET course.

- Construction – 1xBand 5 and 3 top marks for students.
- Business Services – 6xBand 4s
- Retail Services – 6xBand 4s

On completion of the HSC in 2018, most students achieved a statement of attainment towards a Certificate II in the relevant industry course.

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

All 175 students enrolled in Year 12 attained the HSC, with many students, including Refugee students, achieving notable ATAR results.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	12
Classroom Teacher(s)	56.6
Learning and Support Teacher(s)	2.9
Teacher Librarian	1.4
Teacher ESL	5.2
School Counsellor	2.6
School Administration and Support Staff	24.97
Other Positions	27.6

\*Full Time Equivalent

Chester Hill High School's workforce composition is as diverse as the student population.

The staff at CHHS are from a range of ethnic origins, spiritual beliefs and life experiences. This wealth of culture makes our school a dynamic and effective example of multiculturalism which is underpinned by the values of Public Education. 0.5 % of our workforce composition is of Aboriginal background.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	63

### Professional learning and teacher accreditation

The school is committed to providing staff with every possible opportunity to further their professional development and assist all staff in achieving and maintaining Accreditation.

Differentiated professional learning has been undertaken in a number of areas to build staff capacity and develop skills and teacher quality. The areas of data-informed teaching, Visible Learning, 21st Century learning and the planning, implementation and evaluation cycle to support evidence-based pedagogy

and whole-school initiatives.

Professional learning was conducted to equip staff to evaluate student data to inform KLA-specific teaching and learning strategies. Teaching programs are data-informed, primarily focusing on data packages provided by SMART data on NAPLAN and HSC.

CHHS has continued its partnerships with our Community of Schools, which created a number of opportunities for professional learning opportunities.

Staff regularly engaged in professional learning and development at faculty, whole-school and executive levels, as well as externally. TPL is designed and approved in direct response to the school strategic directions. There is whole-school planning around targeted and differentiated professional learning, particularly focusing on literacy and numeracy teaching and learning strategies in all curriculum areas.

All members of staff participated in professional development in the areas of differentiation, EAL/D pedagogy, syllabus implementation, assessment, visible learning and ICT. Staff utilised CESE 'What works best' document to evaluate teaching and learning programs and incorporate explicit and specific feedback to drive improvement. Staff shared and discussed amongst faculties and cross faculties the skills and strategies required to deliver quality pedagogy to the students. Staff were also provided with release time and professional learning on utilising student work samples as part of their assessment practices as well as compliance with NESA standards.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	3,554,443
<b>Revenue</b>	17,537,087
Appropriation	16,586,011
Sale of Goods and Services	277,006
Grants and Contributions	455,620
Gain and Loss	0
Other Revenue	194,643
Investment Income	23,807
<b>Expenses</b>	-14,505,702
Recurrent Expenses	-14,505,702
Employee Related	-12,942,063
Operating Expenses	-1,563,639
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	3,031,385
<b>Balance Carried Forward</b>	6,585,827

The large sum available at the end of 2018 was due to the saving of funds to further improve the school's teaching and learning environment.

Chester Hill High School had a new office built at the front of the school. The old office area moved in Week 10 of Term 4.

The school has additional unexpended funds due to the fact that we had been told that there would be no additional funds to refurbish D block, the vacated office area, and the school would have to fund these refurbishments. A large sum has been kept aside for the refurbishment of this area into new learning spaces.

The school is currently very short on classroom spaces and it is hoped that the money put aside can be used to redevelop the old office area into classrooms and other variations of learning spaces.

The school is in desperate need of a library that reflects the size of the school. The only solution to this is a single level building on the grounds that combines a research and wellbeing facility. The school has also been keeping some money aside for the library

upgrade that might be possible with the new office transition.

The upstairs library needs to be refurbished into a technology/multi-media centre and funds have also been set aside for this to occur.

At present there is a gym, new canteen and refurbished change rooms in the works and funds have been kept aside for these upgrades.

In keeping with our school philosophy and context, student assistance was provided to families who demonstrated need in the form of subsidised expenses, payment of learning charges, excursions, uniform and in specialised cases, additional resources.

Parents are asked for voluntary contributions but sensitivity to the needs of our community has resulted in sustained focus on drawing funds for specific learning charges only. Parents and students are fully informed about elective choices and their cost. Payment plans are available for all families who apply. Our uniform shop is not for profit. Student uniform is sold at cost to reduce financial impact on our families and has been very successful in ensuring that students are properly equipped to promote a sense of pride in school identification and promote our school in the broader community.

We will continue to improve the school facilities that will directly impact positively on student learning experiences. In preparation for refurbishment of the current office block into futures learning spaces, funds have been earmarked to support the process.

A technology refurbishment plan was also established aiming to update facilities over the next three years. Staff were also provided with budget templates promoting a new avenue for individuals and teams to make proposals, building capacity for leadership and ownership of school improvement.

In support of the Vocational Education Program, funds were expended to facilitate the establishment of retail and business service spaces in order for students to develop real world skills as part of their learning and assessment. We are committed to supporting VET Education as it promises vocational support for students in the immediate and post-school future.

## Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	9,908,896
Base Per Capita	276,769
Base Location	0
Other Base	9,632,127
<b>Equity Total</b>	2,363,109
Equity Aboriginal	9,044
Equity Socio economic	1,300,000
Equity Language	590,144
Equity Disability	463,921
<b>Targeted Total</b>	98,759
<b>Other Total</b>	3,046,479
<b>Grand Total</b>	15,417,243

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

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

## School performance

### NAPLAN

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

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018, Year 7 students continued to perform strongly

in Spelling, with 43.9% in the top 3 bands. 53% of students achieved in the middle 2 bands.

In Year 7, Grammar and Punctuation, 14% of students achieved in the top 2 bands (8,9). This was an increase of 2.1% when compared to the 2017 results.

86.5% of Year 7 students achieved at or above the national minimum standards in Reading with 62% achieving above the minimum standards, bands 6, 7, 8, 9.

Year 7 Writing results remained relatively steady with 7.6% of students achieving in the top 2 bands, similar results to that of SSSG. 83% of Year 7 students achieved at or above the minimum standards with a total of 24% achieving in the top 3 bands.

In 2018, in Year 9 Grammar and Punctuation, the percentage of students in the bottom 3 bands (5,6,7) was 68.8% compared to the school average 2016–2018 of 72.5%. This represents 3.7% less students in the bottom 3 bands in 2018, a positive shift. 31.1% of students achieved in the top 3 bands (8,9,10) in 2018, compared to the 2016–2018 school average of 26.9%. This is a significant improvement of 4.2% in the top 3 bands for Grammar and Punctuation. 11.5% of students achieved in Band 9 in 2018, compared to the three year average of 7.6%, a significant and positive result for 2018.

In 2018, 73.78% of students achieved results in the bottom 3 bands (5,6,7) in Year 9 Reading, compared to the 2016–2018 average of 71.9%. In the top 3 bands (8,9,10), in 2018 26.2% of students were represented. This compares to the school average 2016–2018 of 27.6%. On a positive note, there was a 2% decline in the number of Band 5 results in 2018.

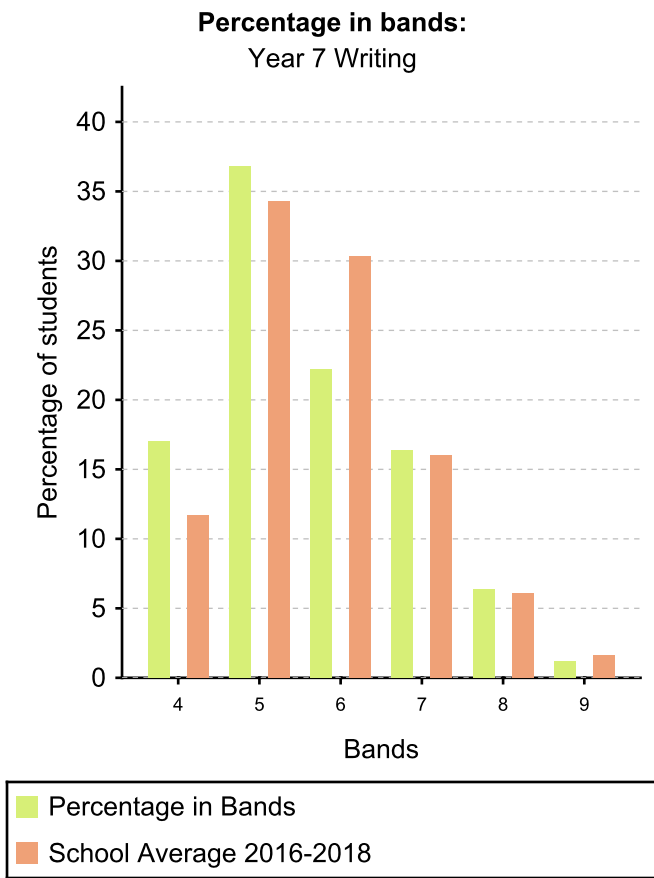
In 2018, the percentage of students in the bottom 3 bands (5,6,7) for Year 9 Spelling was 70.4%, which is an increase from 62.6%, the average for 2016–2018. This represents a 7.8% increase of students in the bottom 3 bands. This corresponds with the statistics for the top 3 bands (8,9,10). In 2018, 29.48% of students achieved in these bands, compared to the 2016–2018 average of 36.2%. This represents a 6.72% decline in the number of students in the top 3 bands. The percentage of Band 10 results remained steady on approximately 2%.

In 2018, the percentage of students in the bottom 3 bands (5,6,7) for Year 9 Writing was 73.6%. The average for 2016–2018 in these bottom bands was 75.6%. This represents a slight but favourable decrease of 2% in the number of students in these bottom bands. This corresponds with the number of students in the top 3 bands (8,9,10), with 18.1% in 2018, compared to the school average of 21.2% in 2016–2018. The number of students in Band 9 and 10 remained steady at around 5.5%.

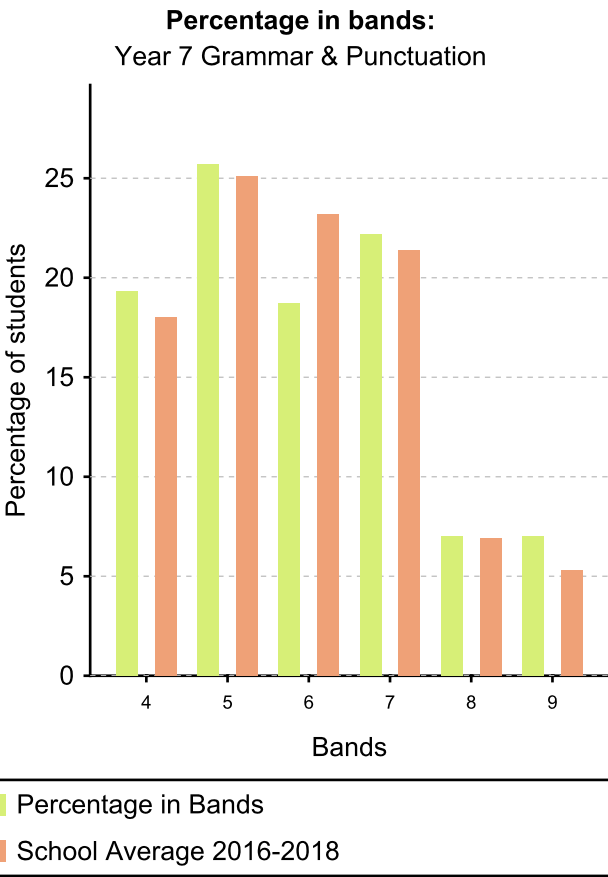
Years 7 and 9 NAPLAN success can be attributed to initiatives including early testing in Year 7 to identify student skill levels. There has also been high levels of in-class support, sequencing of topics across KLAS, ongoing analysis of NAPLAN results and increased

whole school awareness of the importance of extended writing.

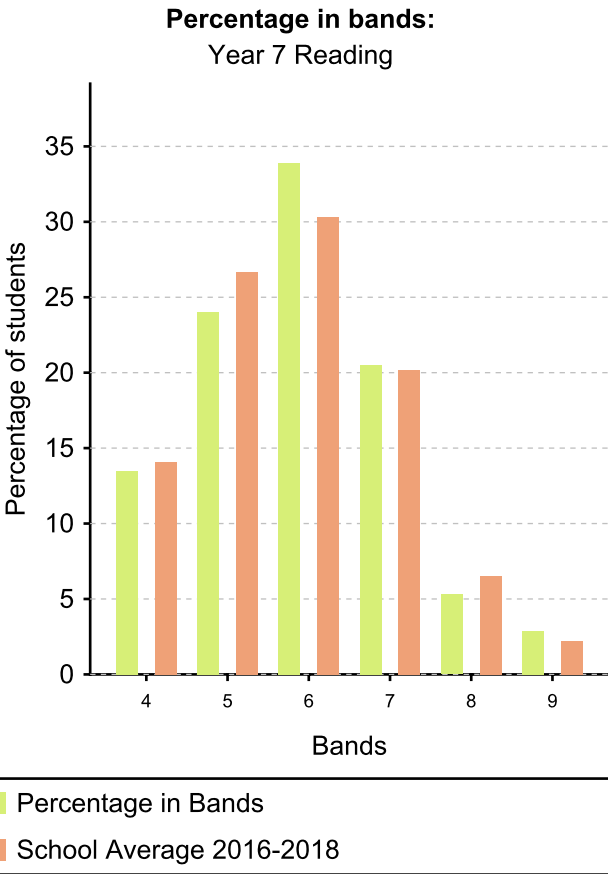
In 2018, we conducted professional learning in Visible Learning and the value of effective and timely feedback to support students' literacy skills development.



Band	4	5	6	7	8	9
Percentage of students	17.0	36.8	22.2	16.4	6.4	1.2
School avg 2016-2018	11.7	34.3	30.3	16	6.1	1.6

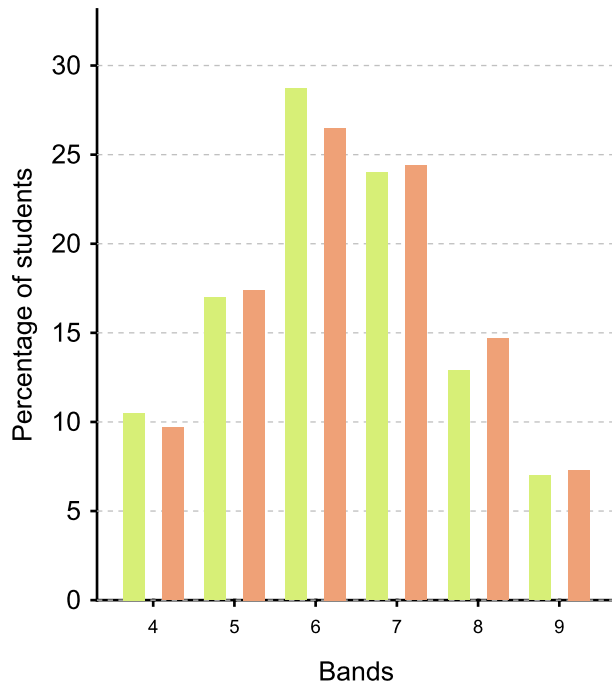


Band	4	5	6	7	8	9
Percentage of students	19.3	25.7	18.7	22.2	7.0	7.0
School avg 2016-2018	18	25.1	23.2	21.4	6.9	5.3



Band	4	5	6	7	8	9
Percentage of students	13.5	24.0	33.9	20.5	5.3	2.9
School avg 2016-2018	14.1	26.7	30.3	20.2	6.5	2.2

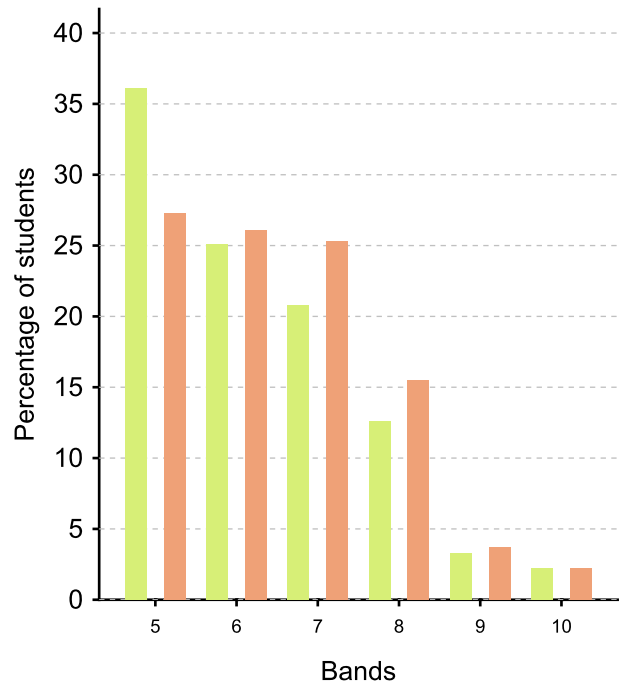
**Percentage in bands:**  
Year 7 Spelling



Percentage in Bands  
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	10.5	17.0	28.7	24.0	12.9	7.0
School avg 2016-2018	9.7	17.4	26.5	24.4	14.7	7.3

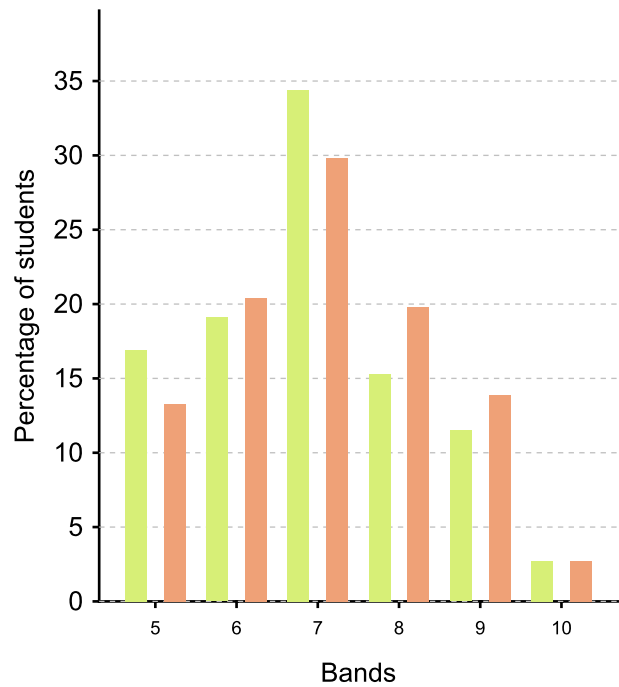
**Percentage in bands:**  
Year 9 Writing



Percentage in Bands  
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	36.1	25.1	20.8	12.6	3.3	2.2
School avg 2016-2018	27.3	26.1	25.3	15.5	3.7	2.2

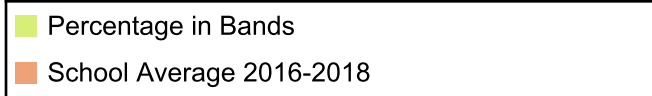
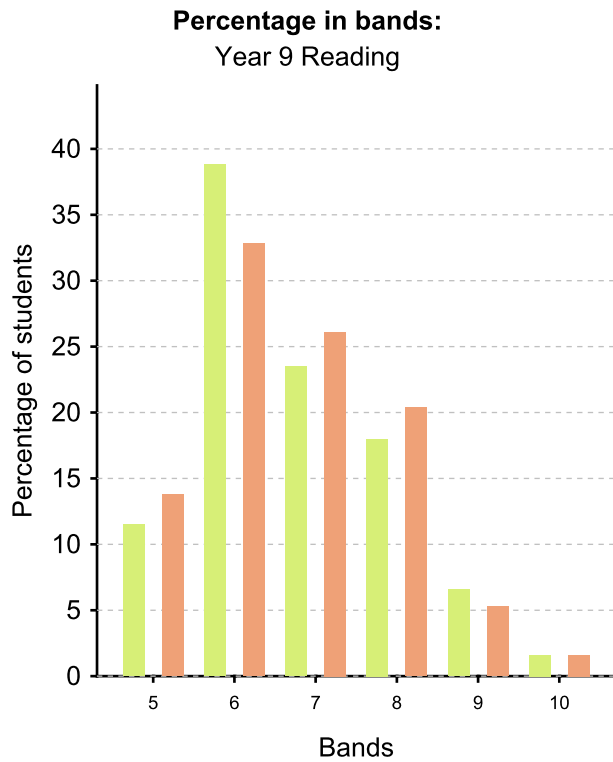
**Percentage in bands:**  
Year 9 Spelling



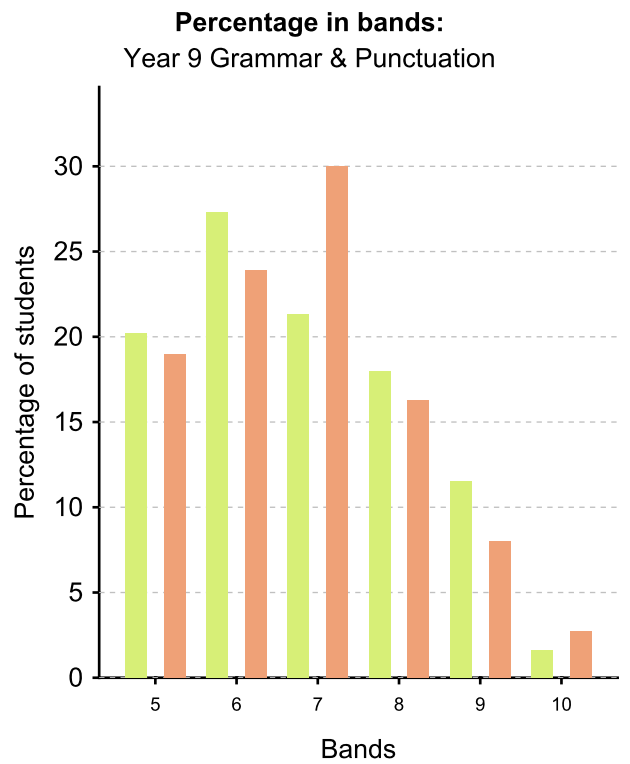
Percentage in Bands  
School Average 2016-2018



Band	5	6	7	8	9	10
Percentage of students	16.9	19.1	34.4	15.3	11.5	2.7
School avg 2016-2018	13.3	20.4	29.8	19.8	13.9	2.7



Band	5	6	7	8	9	10
Percentage of students	11.5	38.8	23.5	18.0	6.6	1.6
School avg 2016-2018	13.8	32.8	26.1	20.4	5.3	1.6



Band	5	6	7	8	9	10
Percentage of students	20.2	27.3	21.3	18.0	11.5	1.6
School avg 2016-2018	19	23.9	30	16.3	8	2.7

In 2018, 95.9% of students in Year 7 achieved at or above minimum standards. The percentage of Year 7 students in the top 2 bands (8,9) in Numeracy was not as high when compared to the previous years. The percentage of students in the bottom 2 bands (4,5) increased, indicating that a more targeted approach is needed in 2019 to tackle the numeracy needs for students in Years 7 & 9.

The overall results of Year 7 Numeracy, indicated that CHHS is performing at or above the SSSG results in Bands 8 & 9.

65% of Year 9 students made higher than expected growth in Numeracy. The same year group in 2016, when they were in Year 7, had 91.5% of students at or above NMS – by 2018 the same cohort is at 96.2%.

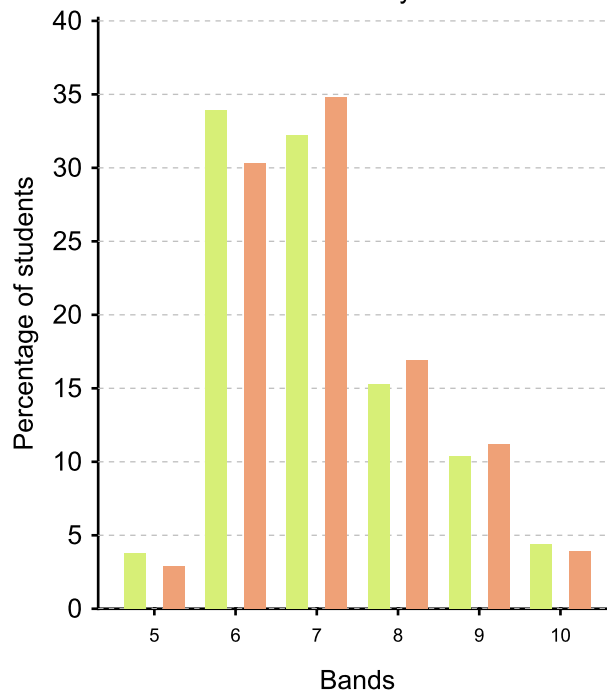
There were only 7 students in Band 5 and no students in Band 4 or 3, indicating that the majority of our students are at or above the minimum standards.

CHHS outperformed SSSG in Bands 9 & 10 in Numeracy.

There has been an ongoing commitment to the use of Mathematics by all students both at school and as part of regular home revision.

### Percentage in bands:

#### Year 9 Numeracy

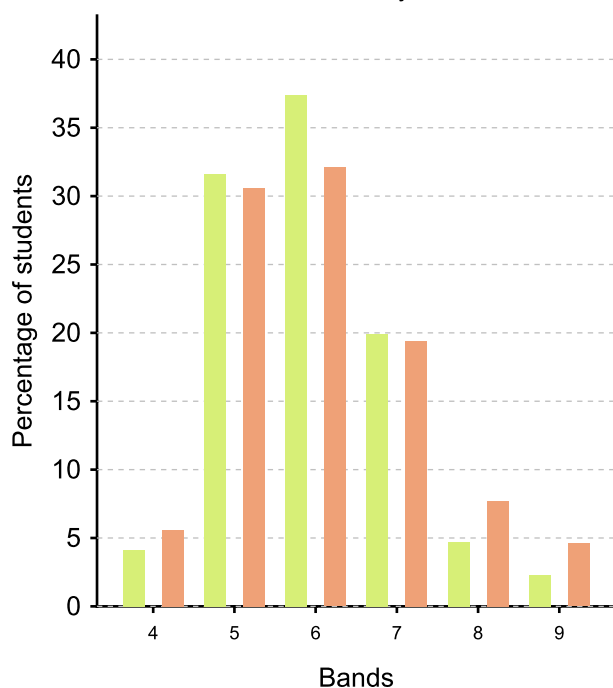


Percentage in Bands  
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	3.8	33.9	32.2	15.3	10.4	4.4
School avg 2016-2018	2.9	30.3	34.8	16.9	11.2	3.9

### Percentage in bands:

#### Year 7 Numeracy



Percentage in Bands  
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	4.1	31.6	37.4	19.9	4.7	2.3
School avg 2016-2018	5.6	30.6	32.1	19.4	7.7	4.6

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

A total of four Aboriginal students sat the Year 9 NAPLAN Numeracy test. One student in Year 9 performed in the middle two bands in Numeracy and the other three in the lower 2 bands. 5 Year 7 students sat the Numeracy test, with 60% in the middle two bands and 40% in the lower two bands.

In Year 9, 25% of students achieved in the middle bands in writing and reading, with 75% achieving in the middle bands in grammar and punctuation, with nil students achieving in the top 2 bands in any of the literacy tests.

5 Aboriginal students sat the Year 7 Grammar and Punctuation, 40% of students achieving in the top 2 bands (8,9), compared to nil in 2016 and 2017. 20% of Aboriginal students achieved in the top 2 bands in writing in Year 7.

## Higher School Certificate (HSC)

In 2018, 171 students were examined in 35 subjects and 8 languages at Saturday School and School of Languages. Of these 171 students, 23 students elected to follow a non-ATAR pathway. Notable ATAR results were 97.15, 95.75, 94.9, 93.95, 92.9 and 91.5.

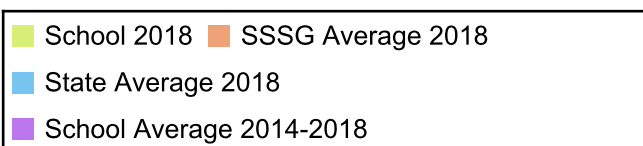
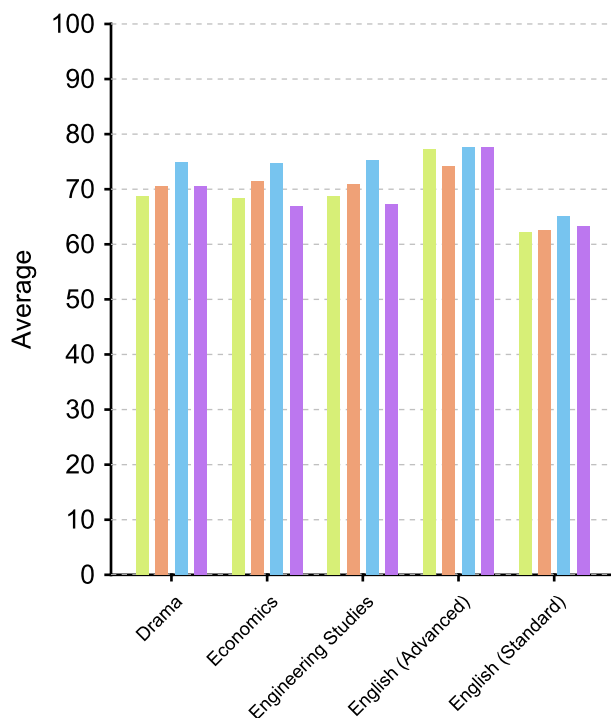
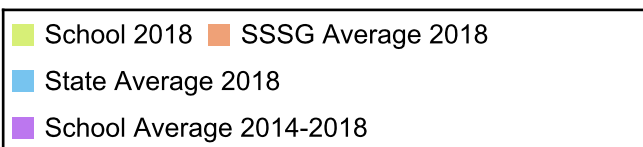
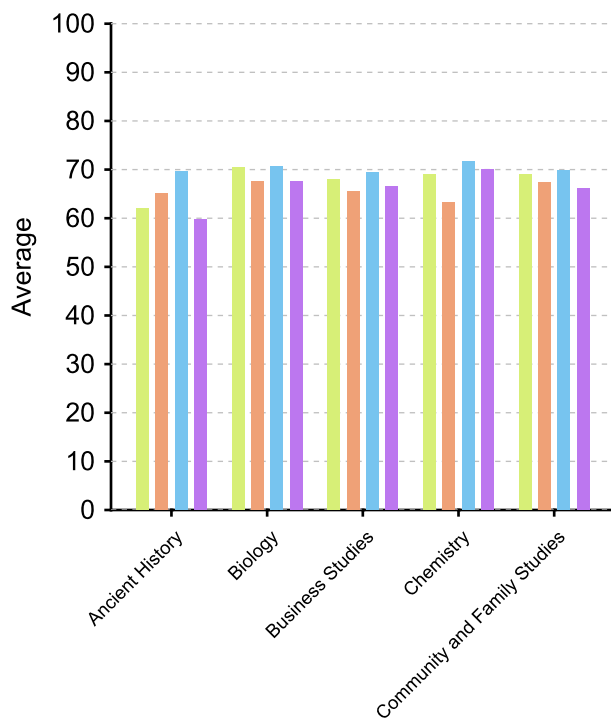
There were 23 Band 6s and 124 Band 5s, and extension subjects 9 in E4 and 21 in E3. The best performing subjects were Biology, Business Studies, English Advanced, English Extension 1, English Extension 2, French Beginners, Mathematics, Mathematics Extension 1, Mathematics Extension 2, Music 1, Personal Development, Health and Physical Education, Senior Science, Society and Culture, Visual Arts.

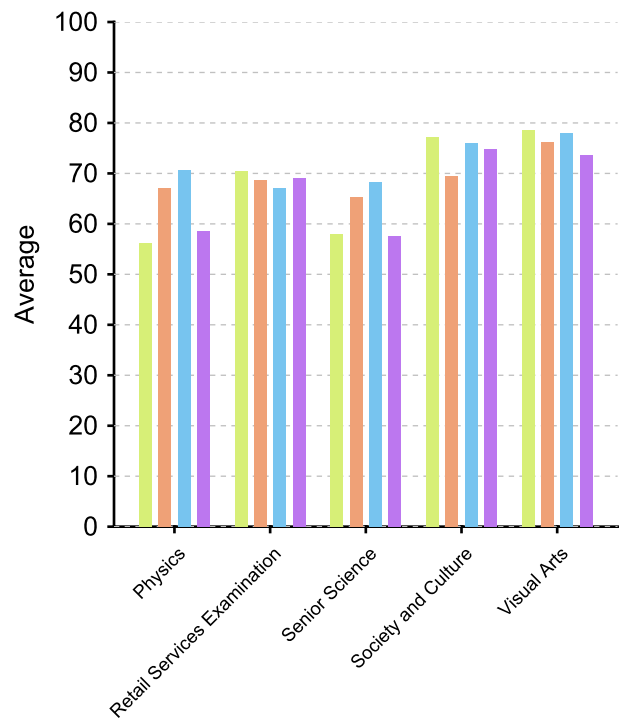
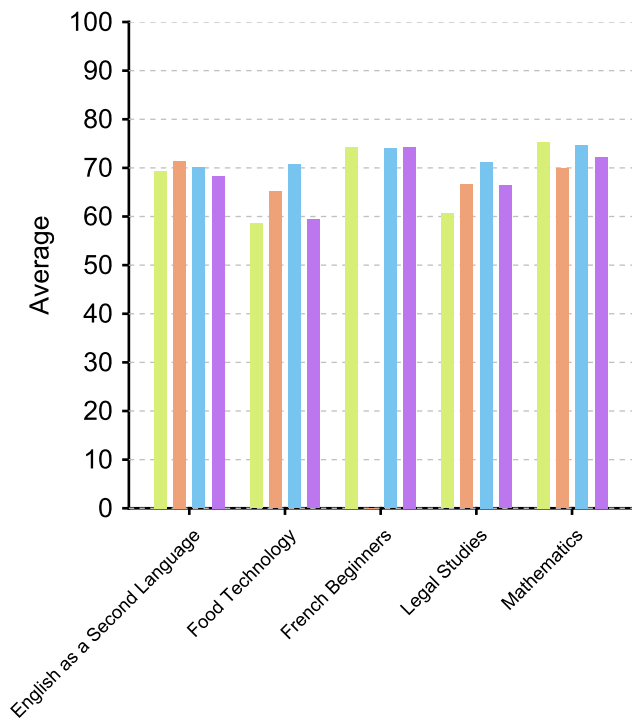
Of notable mention were English Advanced, French Beginners and Retail Services which achieved average results equal to the State Average. Other courses also achieved average results exceeding the SSSG average, these include Biology, Business Studies, Chemistry, English Standard, Legal Studies, Mathematics, Mathematics Extension 1 Music and Society and Culture.

The school was identified by the Sydney Morning Herald as "punching above its weight" and we featured in an article commending Chester Hill High School on our excellent HSC achievements.

One of our refugee students achieved 88% in English Advanced, a challenging ATAR course that requires higher order thinking and sophisticated skills in analysis and writing. Her marks were a reflection of her hard work and dedication and the outstanding investment of her teachers.

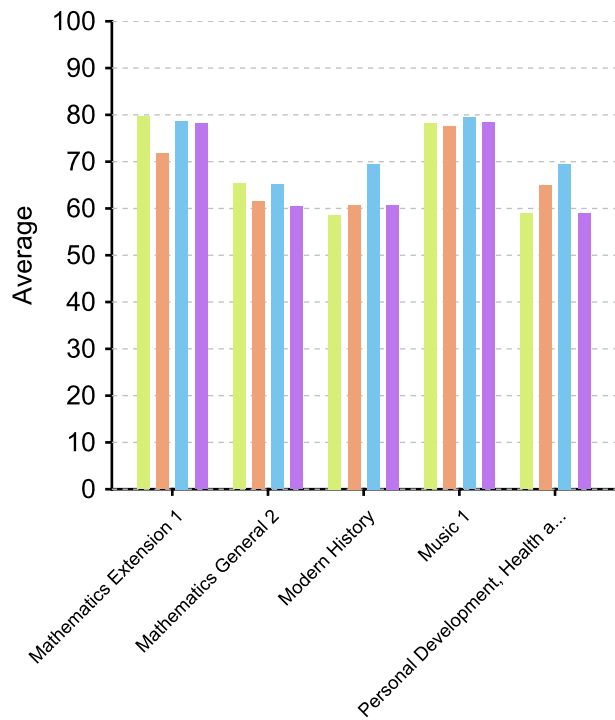
Success in the HSC can be attributed to our accessible curriculum options, a strong welfare focus to support students' learning, use of external support systems, such as university and online tutorial opportunities, use of support teachers, Senior Learning Center, structured support in the completion of assessment requirements, highly qualified and dedicated teachers and a strong careers and transition team to support students in making appropriate academic and post-school decisions.





■ School 2018 
 ■ SSSG Average 2018  
■ State Average 2018  
■ School Average 2014-2018

■ School 2018 
 ■ SSSG Average 2018  
■ State Average 2018  
■ School Average 2014-2018



■ School 2018 
 ■ SSSG Average 2018  
■ State Average 2018  
■ School Average 2014-2018

Subject	School 2018	SSSG	State	School Average 2014-2018
Ancient History	62.1	65.1	69.5	59.8
Biology	70.4	67.5	70.7	67.6
Business Studies	68.0	65.6	69.3	66.5
Chemistry	69.0	63.2	71.8	70.1
Community and Family Studies	68.9	67.4	69.9	66.1
Drama	68.8	70.5	74.8	70.5
Economics	68.4	71.4	74.7	67.0
Engineering Studies	68.8	70.8	75.3	67.2
English (Advanced)	77.3	74.1	77.5	77.6
English (Standard)	62.1	62.5	65.0	63.3
English as a Second Language	69.4	71.4	70.1	68.3
Food Technology	58.6	65.1	70.7	59.4
French Beginners	74.3	0.0	74.0	74.3
Legal Studies	60.6	66.6	71.2	66.4

Mathematics	75.3	69.9	74.8	72.3
Mathematics Extension 1	79.7	71.7	78.7	78.1
Mathematics General 2	65.3	61.5	65.1	60.4
Modern History	58.6	60.8	69.5	60.8
Music 1	78.2	77.5	79.5	78.4
Personal Development, Health and Physical Education	58.9	65.0	69.5	58.9
Physics	56.2	67.0	70.6	58.6
Retail Services Examination	70.4	68.6	67.0	69.0
Senior Science	58.0	65.4	68.2	57.6
Society and Culture	77.2	69.6	76.1	74.8
Visual Arts	78.5	76.2	78.0	73.6

## Parent/caregiver, student, teacher satisfaction

The TTFM survey was conducted twice throughout 2018 to ascertain student, staff and parent satisfaction with the school.

The data indicated that we need to focus on improving student interactions and respectful behaviour and increase parental involvement and engagement in the school.

The majority of parents surveyed indicated satisfaction with the school and its teachers and reported feeling welcome and informed about school changes and processes.

Students expressed concern about a number of issues including, class sizes, mental health, the need for more wellbeing initiatives and opportunities, increased use of ICT and more excursions and activities for the average class.

60% of teachers indicated that they still felt satisfaction in their vocation despite the challenging behaviour of students. However, staff indicated that there is a trend of disrespectful behaviour coming through and we as a school need to address these issues in a more consistent and coordinated approach. It was indicated that there has been an increase in the number of students who were not conducting themselves appropriately and that this was taking its toll on not only the learning but also the teaching.

80% of parents expressed satisfaction with the school and the way it was catering for their child's needs. A small percentage of parents expressed a desire for marks out of 100 to be incorporated in the reports.

In 2019, the school's focus will be on relaunching PB4L with an aim to establish consistency of practice across the school and a common language of respect and expectations to be used by staff and students. We aim to reconnect with students by designing more engaging learning activities that are supported by explicit and regular feedback.



## Policy requirements

### Aboriginal education

Aboriginal education at CHHS was heavily supplemented by RAM Equity funding. The Aboriginal teacher was employed 3 days per week to support students and increase student achievement and success. Students were also involved in a variety of cultural and career pathway experiences including Aboriginal dance performances at local community events.

The additional funds provided students with a breadth of opportunity. Students were provided with tailored, individualised interviews to establish PLPs. There was in-class support, one on one tuition and homework and assessment support to ensure equality of opportunity for our Aboriginal students. Data analysis of student samples, NAPLAN results, assessment responses and parent contributions provided insight into students' needs and areas needing further development. Our Aboriginal teacher liaised with staff and external partners to promote and secure a broad ranging of cultural, academic, performance, and vocational opportunities. Students were also provided access to the Macquarie University Health Program for students from Years 7 to 10.

Aboriginal students once again participated in the performances on Flag Day. They were also often invited to perform at other schools in and out of our region. While the priority was always securing consistent engagement in learning, the school recognised that the performance requests were an opportunity to promote understanding of Aboriginal culture across schools.

A number of students of Aboriginal background were recognised for their achievements in 2018. Harmony Wilton, by the Zonta Club, for her outstanding achievement in Year 10. Jaydn Smith received the 2018 Aboriginal Student Achievement Award for Outstanding Attendance at the AECG Awards night.

Aboriginal students were also provided with access to subject specific tutoring by our experienced staff. They participated in mentoring programs with UNSW undergraduates, MTC (a local youth work organisation), Kari workshops to support transition into senior school, NRL S2W initiative, Macquarie University camp, UNSW Indigenous Winter School and a breadth of sporting and community service opportunities.

The school also held two Aboriginal cultural performances for all students in Years 7 and 10.



### Multicultural and anti-racism education

Multicultural and anti-racism education is a prime focus at Chester Hill High School. In addition to reflecting DoE policy in our curriculum and social programs, our school's vision, values and philosophy is underpinned by securing a nurturing and inclusive environment for our diverse learning community. CHHS is the second home for all our students and their families. We take this commitment to welcome and inclusivity very seriously because our school community needs to be a sanctuary at all times. For many of our refugee and refugee-like students, we work tirelessly to heal past trauma and so our school must model and promote inclusive and respectful behaviour. This is supported by all our staff and our annually elected Anti Racism Officer.

Chester Hill High School is renowned for its multicultural education that is embedded throughout the school's hidden curriculum and showcased in its annual celebration of Flag Day. In its 22nd year, Flag Day focused on unity with the theme "Together".

The success of Flag Day has been built upon the foundations of student leadership and responsibility. While the major event is supported by the entire staff, each performance item is driven by students in its entirety. As such, it is an incredible evidence set reflecting the interdependent relationship incorporating planning, designing, student engagement and wellbeing, collaborative efficacy, cross curricular content, skill building, positive behaviour for learning and student voice and leadership.