

Cecil Hills High School

Annual Report



2018



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Introduction

The Annual Report for **2018** is provided to the community of Cecil Hills 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 and the benefit to all students from the expenditure of resources, including equity funding.

Mark Sutton

Principal

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Message from the Principal

It is my honour to report on the achievements of Cecil Hills High School in 2018. Our school has had another very successful year. We foster an excellent reputation in the local community and continued our tradition of outstanding academic success in the Higher School Certificate in 2018. Across the school, 47 x Band 6 results (a mark over 90%) were achieved which represents a significant achievement. Our staff are all familiar with the *NESA Results Analysis Package* and this was used extensively at the start of 2018 to deliver professional learning to teachers on methods for analysing HSC performance data. The highest ATAR recorded for 2018 was 98.50 which demonstrates that students who attend Cecil Hills High School are capable of achieving at the highest level and have access to the best educational opportunities.

Our school motto, "we believe in success", is exhibited in our strong academic achievement. Cecil Hills High School is expert at delivering public education and our results demonstrate this fact. We are proud of the holistic and well-rounded education that students receive at this school. Cecil Hills High School will continue to strive for excellence in 2019, as we are mid-way through our new three-year plan, to ensure that students in this area of Sydney can attend their local public high school and receive the best possible education.

Our unofficial school motto is "students working *with* their teachers". Our welfare, extra-curricular and sports programs develop leadership, resilience and responsibility in students and encourage staff and students to work together in partnership. Cecil Hills High School has a unique learning culture with high levels of trust between staff, students and parents. I look forward to seeing these partnerships deepen and strengthen as we move forward.

There were a number of important milestones in 2018. We implemented our new Year 8 electives which are based on the work of NSW Department of Education's *Futures Learning Unit* and principles of project-based learning. School-designed courses including cake decorating, survival skills, street art, entertainment productions and lego-robotics provided a more engaging and relevant curriculum to students. Students were taught our 'CECIL' skills, namely, communication, engagement, collaboration, innovation and leadership, to help them on their way to being 21st century and lifelong learners.

In 2018, a major initiative was the implementation of 'FOCUS' which is our Positive Behaviour for Learning program. The school values of being respectful, responsible and successful helped guide students towards self-reflective and positive decisions. Teachers spent the year embedding the language of FOCUS in their interactions with students. Students were taught mini-FOCUS lessons on Monday mornings and our CHAMP system was revamped to align to our core values. We hope to build on FOCUS in 2019 by looking more closely at school data.

Our ongoing curriculum restructure continued in 2018 with the mandatory Stage 4 LOTE course moved to Year 7, along with mandatory Music and Visual Arts, to ensure that Year 7 students enjoy a range of subjects in their first year of high school. In addition, preparation occurred for a number of changes to be implemented in 2019 to reduce the number of

courses and teachers for students by compressing some aspects of the junior curriculum in support of the first element of the *Australian Professional Standard for Teachers*, 'know students and how they learn'.

It was announced in the State Budget that our school was to be considered for an upgrade to its core facilities, including additional permanent teaching spaces. A significant number of meetings and pre-planning occurred in Term 4, 2018, with a proposal to be submitted in early 2019. The school upgrade is not confirmed at this stage but we are hopeful it will allow our school to cater for our increased student enrolments. Our initial meetings with builders, architects, planners and educational consultants have focused on the educational vision for Cecil Hills High School, including our blue sky thinking in relation to learning spaces, staff collaboration and the playground.

In 2018, Cecil Hills High School was recognised by the NSW Department of Education's *Centre for Education Statistics and Evaluation* as a model school for effective student wellbeing practice. Our school was the subject of a major case study which will help other schools learn from our expertise in this area. One of the department's priorities is that every student is known, valued and cared for in our schools and we are proud to have been highlighted as a centre of excellence for student wellbeing.

In 2018, we reorganised our approach to roll call by implementing our 'Connect' program. This is a grade-based roll call program where teachers will have the same Connect group from Year 7 to Year 12 to ensure that students have a significant person at school who is able to help them connect, succeed and thrive. As we are big school, getting bigger, it is important for students to have an additional source of welfare support at school who helps guide them through the high school experience from beginning to end, other than their year adviser. In the first year of implementation, Connect teachers spent 2018 getting to know their students and they will play a more active role in the area of student support in the future.

Our school has a highly committed staff and creates a positive learning environment where academic success and student wellbeing are at the forefront of decision-making. We have one of the best student welfare teams in any NSW public school. It is led effectively by our Head Teacher – Welfare and consists of our three deputy principals, year advisers, senior coordinators, SRC teachers and school counsellors. The welfare team thanks Mr Paul Hickey and Ms Fleur Farah who expertly guided and mentored the Year 12 class of 2018. We welcome Mr Andrew Faga and Ms Vivian Phan who are the new year advisers for Year 7 in 2019. As a school, we select our year advisers for the following year very early and Ms Dragana Celic and Ms Nikolina Cupac will work with Year 6 in 2019 in preparation for Year 7 (2020).

Finally, I would like to thank Ms Jane Carter, who has expertly written this year's annual report. In a busy school such as Cecil Hills High School with innumerable programs, initiatives, projects, courses, excursions, incursions, sporting fixtures, creative arts endeavours and leadership activities to summarise, I am indebted to her for her expertise in writing this annual report.

It is a privilege to lead Cecil Hills High School. I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development. I look forward to building upon our successes from 2018 into 2019 and beyond.

School background

School vision statement

We believe in success and aim for excellence in learning, teaching and leading. Our students achieve at least a year's worth of progress from every year of schooling. Our diverse learners are respectful, responsible and successful and connect with their teachers to succeed and thrive. They focus on positive behaviour for learning principles and form productive relationships to work with their teachers. Our teachers use flexible, future-focused and innovative teaching practices to develop 21st century learners. They differentiate and have a core focus on literacy, numeracy and technology in learning and assessment. Our leaders inspire and influence change as instructional leaders and collaborate with those beyond the classroom wall. They build leadership skills in themselves and others to ensure our school operates in a framework of excellence.

School context

Cecil Hills High School is a comprehensive coeducational high school in a high-growth area in south-west Sydney. Our enrolment of 1413 students (Year 7 to Year 12) includes 83% of students from a non-English speaking background. Our school proudly has a support unit. We are the school of choice in the local community and we foster an excellent reputation for quality teaching and learning, excellent discipline, a productive learning environment and high uniform standards. Our school has a history of outstanding academic success and high expectations in all curriculum areas. Our school has a highly committed staff and an environment where academic success and student wellbeing are at the forefront of decision-making. The school is experiencing significant enrolment growth at present and this is expected to continue into the future. We have written and introduced our own Year 8 electives courses based on project-based learning. The proposed Western Sydney Airport is in the school's drawing area and will provide significant employment and training links for our school when constructed. Our school and its community proudly celebrated twenty years of excellence in public education in 2016.

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.

The school executive reviewed the descriptors attached to all fourteen elements of the School Excellence Framework, discussed the aspects of each and then considered evidence including internal and external data to make informed judgments about the school's place against each of the fourteen elements. The following judgements were made:

Learning SEF Results:

- Learning Culture: sustaining and growing
- Wellbeing: excelling
- Curriculum: sustaining and growing
- Assessment: sustaining and growing
- Reporting: sustaining and growing
- Student Performance Measures: delivering

In the learning domain, most of the on-balance judgements fall within the sustaining and growing level. There is a high expectations culture with strong systems to support learning, including attendance monitoring and behaviour. A highlight of the school is the effectiveness of its planned approach to student wellbeing in which every student interacts with an identified staff member to help them fulfil their potential. The school effectively blends the traditional and more innovative aspects of its curriculum in a differentiated manner with increasing subject choices for students which suit their needs and interests. The school has an organised approach to summative assessment and has increased its use of formative assessment in recent years. Parents are provided with clear information on their child's progress and goals for future learning. The school achieves strong results in the HSC and there are areas for improvement in Year 7 and Year 9 NAPLAN.

Teaching SEF Results:

- Effective Classroom Practice: sustaining and growing
- Data Skills and Use: delivering
- Professional Standards: sustaining and growing
- Learning and Development: sustaining and growing

In the teaching domain, most of the on-balance judgements fall within the sustaining and growing level. There is a focus on quality explicit teaching and feedback for students through an emphasis on learning intentions and success criteria. The school's FOCUS program (based on the principles of Positive Behaviour for Learning) provides a positive school-wide approach to classroom management. An area for development in the school is its use of data to inform teaching and learning. Whilst there is a clear use of the NESA Results Analysis Package to analyse HSC results, there is a need for a more consistent effort to translate this data into improved approaches to teaching and learning. There is a coordinated whole school approach to teacher accreditation and professional learning through use of head teacher mentors for beginning teachers and staff training for all teachers. The school regularly provides professional learning at the school, faculty and team levels to develop teacher expertise and encourage innovative practices, as evidenced in our Year 8 elective courses.

Leading SEF Results:

- Educational Leadership: sustaining and growing
- School Planning, Implementation and Reporting: sustaining and growing

- School Resources: sustaining and growing
- Management Practices and Processes: sustaining and growing

In the leading domain, most of the on-balance judgements fall within the sustaining and growing level. Professional learning in the school has a leadership focus, particularly within the executive, and there is a strong pipeline of leaders for both formal and informal leadership roles. The performance and development process is implemented in a collaborative manner with a focus on continuous improvement for teachers. The school plan has been created to align with the School Excellence Framework and is driven at both the faculty and team level with teachers having a clear understanding of the role their team plays in furthering the goals in at least one strategic direction. In terms of staff deployment, the school has experimented with new and additional roles including school administrative support and an additional senior executive member to ensure that key leaders have a focus on teaching and learning rather than administrative tasks. The school has a strong connection with its local community and seeks feedback to improve its performance.

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.

External Validation and Next Steps

In addition, the external validation process has helped the school identify a number of areas which will assist the implementation of the 2018–2020 school plan and future school plans, self-assessments and external validation processes.

Overall, there is a need for the school to develop further expertise in ways to measure impact in relation to new programs and changes at the school, including a clearer method of establishing baseline data, reviewing the implementation phase and deciding on clearer success criteria. This will be supported by a clearer understanding of the qualitative and quantitative data sources that will be used to measure impact and report on success from the outset.

We will achieve this through:

- building on the team-based approach to milestones through more regular monitoring of milestones at the senior executive level
- establishing internal processes to take information recorded in the school-based Google drive milestone document and translate this into the SPaRO software to collect and organise data more effectively and efficiently
- continuing to use the 2018–2020 Google team drive as a repository for all important documents across the domains of learning, teaching and leading
- working with head teachers and team leaders on developing skills in effective evaluative practices
- ensuring that in a big school, getting bigger, we are able to communicate the work of every team to every staff member so that everyone is working towards the same strategic directions in the same way and that it positively impacts on every classroom
- creating more authentic ways to conduct the annual self-assessment against the School Excellence Framework to provide a focus on evidence and impact, including more perspectives of parents

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

LEARNING: Respectful, responsible and successful learners

Purpose

To empower students to thrive in a safe and inclusive learning environment that promotes the intellectual, physical, social, emotional and moral development and wellbeing of students, ensuring pro-social behaviours and social cohesion of the school community.

Overall summary of progress

Strategic Direction #1 was led by the school's FOCUS team, Diversity team and Connect team. The school implemented the FOCUS (Positive Behaviour for Learning) program in 2017 and this was embedded in 2018. The school developed a whole school roll call program called Connect. The school started to provide a focus on student diversity through events such as Harmony Day, an Aboriginal roll call group and support for refugee students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the amount and frequency of students demonstrating pro-social behaviours.	\$4500	FOCUS (Positive Behaviour for Learning) lessons were written and delivered on Monday mornings during Connect. Staff training was provided on Positive Behaviour for Learning theory.
Increase opportunities for students of all cultures and backgrounds to positively connect with one another.	\$2500	Harmony Day was celebrated for the first time in 2018. Two refugee support teachers were appointed to work with refugee students.
Increase student ownership, engagement and connection with their learning and wellbeing.	\$10,000	Year 8 elective courses utilise the C.E.C.I.L. skills and have enhanced student engagement. CESE Case Study demonstrated strong levels of wellbeing amongst students primarily due to the role of year advisers.

Next Steps

- Continue to embed FOCUS approaches into the everyday classroom practice of teachers.
- Expand support for refugee and EAL/D students, including staff training in these areas.
- Revamp the Quality Teaching Rounds program to provide higher levels of student engagement and connection with their learning.

Strategic Direction 2

TEACHING: Flexible, future-focused and innovative teaching practices

Purpose

To initiate flexible, future-focused and innovative teaching practices for a growing and diverse school, preparing students to keep pace in a competitive, technology-driven future, where accelerating rates of change will be the norm.

Overall summary of progress

Strategic Direction #2 was led by the school's Technology team, Literacy and Numeracy team, Assessment and Differentiation team and Innovation team. These teams have started to change the pedagogical focus of the school, especially through the use of technology and C.E.C.I.L skills in our Year 8 innovation electives and other courses.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase opportunities for students to connect their learning with real world experiences.	\$10,000	<p>The Year 8 electives have provided students with the opportunity to connect with authentic, real life learning.</p> <p>Staff professional learning on the Quality Teaching Framework, in particular, assessment, contributed to faculty reflection on the suitability and significance of assessment tasks.</p>
Improve value-added growth of students, particularly in literacy and numeracy.	\$5,000	<p>The use of WordFlyers, Focus on Reading strategies and QuickSmart Literacy have contributed to an improvement in student growth in literacy.</p> <p>For Year 9 reading, 26% of students had below expected or negative growth in this domain and this is an area for development.</p>
Improve the proportion of students in the top two NAPLAN bands.	\$5,000	<p>The use of the online platform WordFlyers has seen a positive increase in the field of writing.</p> <p>Numeracy will be targeted through the implementation of QuickSmart Numeracy.</p>
Increase the amount and frequency of students adhering to the BYOD program, as well as the use of Moodle and Turnitin to positively engage in learning.	\$15,000	<p>A Connect app was developed to help teachers record information such as the number of students bringing their BYOD device each so that this data can be tracked in the future.</p> <p>Moodle has been used as the school's official learning platform but some staff and students prefer to use Google Classroom.</p>

Next Steps

- Implement a more rigorous process for checking assessment tasks to ensure they align to the Quality Teaching Framework and are coded to focus on significance.
- Commence staff training on QuickSmart Numeracy to complement the existing QuickSmart Literacy program and revisit Focus on Reading strategies to further embed in teaching programs.
- Support the Technology team in providing professional learning for Moodle and Turnitin, with a focus on improving the quality of assessment and facilities for using school data.

Strategic Direction 3

LEADING: Leaders as community change agents

Purpose

To heighten the significance of community through the development of leaders as change agents who inspire, motivate, affirm and also challenge and extend the practice and pedagogy of both teachers and students, positively impacting the community.

Overall summary of progress

Strategic Direction #3 was led by the school's Primary School Links team, Community Engagement team, Staff Wellbeing team, School Administration team and Executive team. The teams responsible for this strategic direction underwent a series of changes during the year, resulting in two teams being combined (primary school links and community engagement), one team removed (school administration) and one team changed into a committee (staff wellbeing).

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the amount and frequency of parents/carers and community members who regularly engage in school events and news.	\$2000	There has been an increase the number of parents attending P&C meetings, subject selection evenings and readership of the school newsletter. There is a need to obtain more parent data through the Tell Them From Me survey.
Increase staff morale and their willingness and ability to take on various leadership roles.	\$3000	There has been a strong field of applicants for leadership or other whole school roles that are advertised in August each year and at other times under the school's EOI process. At our school, 8 out of 9 faculties experienced new syllabus implementation and planning which resulted in a significant amount of additional work for staff.
Increase the consistent use of school procedures and processes.	n/a	School procedures have been developed or refined in areas including behaviour management, N-awards, truancy and lateness. There is a need to focus on the implementation of these consistent procedures and continued the update of our staff handbook.

Next Steps

- In line with data from the Tell Them From Me parent survey, there is a need to find more ways to help parents to help their children with their learning at home.
- Continue with the BUILD program and Inspiring Aspirings program to support leadership development in the middle executive and those interested in executive experience.
- Finalise the new staff handbook and other procedures and ensure they are followed consistently.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$11,569	<p>All identified Aboriginal students have a devised Personalised Learning Pathway (PLP) designed to maximise engagement in learning and the school community. Teaching staff have access to the individual PLPs to help the students achieve their goals at school.</p> <p>Identified Aboriginal Students have the opportunity to engage in the Australian Indigenous Mentoring Experience (AIME) program delivered on school grounds and at the University of Wollongong, Liverpool campus. The program encourages students to complete Year 12, offer additional assistance, increase school attendance and engagement.</p> <p>A breakfast club was established this year, providing students with cereal, yoghurt and fruit every Wednesday morning. This initiative encouraged students to eat healthy and to develop an awareness of the importance of a balanced diet.</p>
English language proficiency	\$47,589	<p>The English as an Additional Language or Dialect (EAL/D) team is instrumental in the success of meeting the diverse needs of our cultural and linguistic LBOTE students. 2018 witnessed the continued journey towards the development of a school that understands the needs of contemporary learning for our 83.4% students with a Language Background Other Than English (LBOTE).</p> <p>The EAL/D team operates as an integral part of the whole school curriculum, ensuring the development and implementation of effective modes of program delivery and teaching strategies. Identification, assessment, tracking and reporting on EAL/D students is completed using the EAL/D Learning Progressions and all data collected is recorded in ERN.</p> <p>In our EAL/D classes, the teaching and learning experiences are differentiated to meet the needs of our diverse learners. These EALD classes create a positive, intellectually stimulating climate for our EALD students.</p> <p>Interpreting and translation services are accessed as part of this planned whole school approach to communicate with parents of non-English speaking backgrounds and this thorough and frequent communication with parents and caregivers has developed a culture of inclusivity across the whole school community.</p> <p>This year welcomed the establishment of the Safety, Trust, Attachment, Responsibility and Skills. (S.T.A.R.S) Connect Class to further support the needs of our EAL/D students from</p>

English language proficiency	\$47,589	<p>diverse cultural backgrounds. S.T.A.R.S provides a safe and trusting environment by fostering respectful relationships between peers and staff alike.</p> <p>In 2018 the EAL/D staff engaged in a significant amount of professional learning in preparation for future-focused and innovative EALD teaching practices that meet the varied needs of our LBOTE students. Staff work closely with Year Advisers, classroom teachers, parents and interpreters, and this has supported our EALD students in achieving the best results possible for each individual learner. The pleasing results of our EAL/D students are a testament to the hard work of both the EAL/D team and the students themselves.</p>
Low level adjustment for disability	\$141,077	<p>The development and review of Personalised Learning and Support Plans for identified students was completed through consultation with parents and teachers.</p> <p>School Learning Support Officers provided students with in-class support across subject areas which increased student engagement, participation and achievement of syllabus outcomes.</p> <p>Additional Learning and Support Teacher allocation provided extra support to students and teachers in Stage 4.</p> <p>Professional development for staff focussed on awareness of disabilities and learning adjustments.</p> <p>Continuation of smaller, intensive literacy and numeracy classes in Year 7 and Year 8.</p>
Quality Teaching, Successful Students (QTSS)	n/a	n/a
Socio-economic background	\$722,287	<p>The school has created an English Fundamentals and Mathematics Fundamentals program which operates in Year 7 and Year 8. Students identified as being in need of additional learning support are taught English and Mathematics in small groups with a focus on key literacy and numeracy skills while continuing with normal English and Mathematics curriculum work. The school has witnessed a reduction in the number of D and E grades in Year 7 and Year 8 as a result of this program. Students 'graduate' from this program when specific levels of achievement are met and then return to their mainstream class.</p> <p>Technology has been a key focus with the installation of Interactive Whiteboards (IWBs) and professional learning on Moodle and Google Apps for staff members. This has supported our implementation of the Bring Your Own Device (BYOD) program with Moodle chosen as the learning platform to integrate technology in classroom practice.</p>

<p>Socio-economic background</p>	<p>\$722,287</p>	<p>Students have shown a strong desire to support BYOD and our management of learning program encourages students to take responsibility for their learning and organisation. The school employs a Technical Support Officer to manage these programs.</p> <p>The school is utilising QuickSmart and WordFlyers to improve literacy and numeracy skills in junior students.</p> <p>The school has been able to provide year-on-year increases to faculty budgets to ensure that best possible resources are available to students and that faculties are given additional funds to make decisions directly related to teaching and learning in their KLAs.</p> <p>The school has been able to provide executive release time to all head teachers to enable them to conduct a thorough PDP and lesson observation process which has the benefit of improving teaching and learning across the school.</p> <p>The school has employed an additional (3rd) deputy principal to ensure that the strong approaches to student welfare and discipline are utilised and that students have a better opportunity to be known, valued and cared for.</p>
<p>Support for beginning teachers</p>	<p>\$146,559</p>	<p>2018 saw the second year of the <i>Cecil Hills High School – School Based Induction Program</i> take place. As part of this program we targeted 15 beginning teachers within their first two years of teaching and developed a customised and flexible program based on the need of our clientele. The program included:</p> <p>Observations: This process took on a number of formats in 2018. It included the process of mentor staff observing the beginning teachers in their classroom; peer observations of both senior experienced staff and other beginning teachers and; small group observations. During the mentor and peer observations, the <i>Australian Teaching Standards</i> were used to identify both areas of strengths and areas for growth and improvement. Within the group observation sessions, the <i>Quality Teaching Framework</i> was used to code lessons and provide valuable feedback to the Beginning Teachers on the domains of Intellectual Quality, Quality Learning Environment and Significance within their lesson. All observation sessions were followed up with one on one feedback sessions, which provided opportunity for the beginning teachers to reflect and set goals for their future practices.</p> <p>Reflection and Evaluation – This was a key component of the Beginning Teacher Program in 2018. The Beginning Teachers</p>

Support for beginning teachers	\$146,559	<p>were encouraged to reflect and evaluate at the conclusion of observations, Teacher Professional Learning days, and lessons taught. This process allowed for the beginning teachers to consider their strengths as well as their areas of growth and improvement in all facets of the teaching profession.</p> <p>Conference: In 2018 the annual Beginning Teacher Conference was held at Club Marconi in September. The conference was a customised Professional Learning, whole day event, which focused on Behaviour Management strategies, differentiation and formative assessment tools for the classroom and wellbeing. Ian Luscombe from <i>BehavAbility</i> delivered an insightful and hands on workshop that allowed beginning teachers to consider all types of potential scenarios in the classroom and strategies to build a positive behaviour for learning environment. This conference also gave the beginning teachers of CHHS the chance to network, work collaboratively in building resources for the classroom and establish strong collegial ties.</p> <p>Beginning Teacher Team – The establishment of this team in 2018 has allowed for the Beginning Teachers to meet on a regular basis and target areas of focus. Run by the Mentors, these meetings address elements such as mandatory reporting, behaviour management, reports, reflection and observation as they are required to be addressed. It is a positive element that has been added to the program and it will continue in 2019.</p> <p>Graduates: In total more than 50% of the 2018 cohort graduated from the CHHS Beginning Teacher Program, with two teachers targeted in permanent positions. The remaining will continue the program in 2019.</p>
Targeted student support for refugees and new arrivals	\$5,967	<p>The school's coordinated whole school response for supporting the individual needs of our new arrivals and refugee students fosters a positive and constantly evolving wellbeing culture.</p> <p>The continuous work of the EAL/D staff alongside the Regional Refugee Support Leader, School's Enrolment Officer and parents has played an instrumental role in the profound understanding of the issues relating to the wellbeing and prior learning experiences of our new arrivals. In addition, the completion of the Refugee Readiness Audit and the Annual EAL/D Survey has resulted in a constant culture of reflection of our Refugee/EAL/D practices and policies. Interpreting and translation services are integrated into the school's newsletters to ensure effective communication between refugee parents/carers and the school.</p>

<p>Targeted student support for refugees and new arrivals</p>	<p>\$5,967</p>	<p>The differentiated, engaging and challenging EAL/D program has resulted in a positive, intellectually stimulating climate and has created a culture of inclusivity within our EAL/D classes. The identified need to address their literacy and English language acquisition is further supported by the "After School Refugee Homework Support Program" organised by the two Refugee Coordinators with the assistance of teachers across all faculties.</p> <p>In 2018 the school's signature creation of the S.T.A.R.S Connect class goes to the heart of our mission of service and engagement for our new arrivals and students from refugee backgrounds. The class aims to address their academic, social, emotional and welfare needs faced by individual students. This enables students to feel that school is a place of security and most importantly promotes a sense of continuity in their lives.</p> <p>Refugee Week – Term 2– 2018 – A number of our refugee students attended <i>Tree of Life</i> a 90 minute performance by refugee survivors at the <i>Casula Powerhouse Arts Centre</i>. The week continued at school with our S.T.A.R.S refugees and new arrivals greeted with a healthy breakfast, engaging cultural activities and the distribution of the Bilingual Dictionary.</p> <p>Term 4 saw our newly arrived students provided with the opportunity to visit Luna Park. All travel and entry tickets were paid by the school as an initiative to help our refugees to experience a day of adventure in the city.</p> <p>Moving forward, we as a school will continue to build on our personalised approaches to refugees and new migrants based on our core values of respect, responsible and successful learners which will definitely encourage our students from refugee backgrounds to settle positively into high school, make friends and connect with the broader Australian community.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	618	638	677	692
Girls	580	619	642	651

Student attendance profile

School				
Year	2015	2016	2017	2018
7	95	94.9	93.6	93
8	93	93.4	92.9	92
9	94	91.4	92.5	91.4
10	91.6	91.2	86.9	90
11	93.4	92.5	91.8	87.3
12	93.8	92.5	92.3	92.8
All Years	93.5	92.7	91.7	91.1
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

Non-attendance is followed up daily by front office staff. Students are required to justify their absences and any truancy, which is limited, is dealt with quickly.

Year Advisers monitor the attendance of their grade regularly during the term and provide welfare interventions for students whose attendance is at risk of becoming unsatisfactory. This can involve other departmental staff such as the Home School Liaison Officer or a Principal Monitoring Program for senior students.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0.5	2.2
Employment	0.9	12.8	10.04
TAFE entry	0.45	3.2	7.22
University Entry	0	0	33.33
Other	3.21	4.28	2.77
Unknown	0	0.53	44.44

Year 12 students undertaking vocational or trade training

In 2018, 30.5% of the Year 12 cohort and 32.6% of the Year 11 cohort had undertaken VET as part of their HSC studies. VET courses were either delivered at school, through Technical and Further Education (TAFE) or Registered Training Organisations (RTO).

Twenty Year 12 students and twenty seven Year 11 students undertook the Hospitality school delivered VET course. Thirteen Year 12 students undertook the Business Services school delivered VET course. Thirteen students undertook the Construction school delivered VET course. Eleven Cecil Hills High School staff members are currently trained to deliver school delivered VET courses.

A total of twenty five students (sixteen Year 12 students and nine Year 11 students) undertook TAFE Vocational Education Training (TVET) courses at the Miller, Liverpool and Campbelltown colleges on Monday, Tuesday, Wednesday and Friday afternoons. The range of courses undertaken included Animal Studies, Automotive (Mechanical Light Vehicle), Beauty Therapy (Makeup), Business Services, Community Services (Introduction Child Studies), Construction (Carpentry), Electrotechnology (Career Start), Hair Dressing, Plumbing and Tourism (Travel).

Two Year 11 students undertook the Design Fundamentals EVET course specialising in Fashion Visualisation and delivered during school holiday blocks by the Whitehouse Institute of Design, Australia. Five Year 12 student and two Year 11 students undertook the Health Services Assistance EVET course which was delivered by NSW Health (South Western Sydney). One Year 12 student completed a School Based Traineeship (SBT) in in Retail Services with (YUM KFC) and one Year 11 student completed a School Based Traineeship (SBT) in Real Estate – Business Services. Two Year 11 students commenced a School Based Apprenticeship (SBA) in both Electrotechnology and Construction Cabinet making. 187 Year 10 students participated in a compulsory work experience in Term 4.

During Term 1, Year 11 students undertaking a VET framework course participated in expert-led presentations and an online Work Ready Program to prepare them for their mandatory work placements. The program involved a variety of activities related to employer expectations, workplace communication, employee rights and responsibilities, legal issues and Workplace Health and Safety requirements.

Students undertaking the school VET course, Hospitality, participated in work placements with the assistance of South West Connect in a variety of businesses within the local area and Sydney CBD. Hospitality work placements included: Fabrica by Madera – Warwick Farm, Gemelle Ristorante Italiano, Greenfield Village Centre, Holiday Inn Warwick Farm, Liverpool Catholic Club, Mantra Paramatta, Pullman Hyde Park, Reflections Kindergarten, Rima's Childcare Centre, Sydney South West Private Hospital, Village Lane Caf  ; and Wine Co and Il Vivo Italian Restaurant.

Students undertaking the school VET course, Business Services participated in work placements with the assistance of South West Connect in a variety of businesses within the local area and Sydney CBD. Business Services work placements included: All Care Physiotherapy, AMES Australia, Cecil Hills Childcare Centre, Greenspan Financial Services, Inspire Community Services – Youth Hub, Liverpool Girls High School, MTC Australia, Rosary Village Hostel, RP Taxation and Navitas – Liverpool.

Students undertaking the school VET course, Construction participated in work placements with the assistance of South West Connect in a variety of businesses within the local area and Sydney CBD. Construction work placements included, but not limited to: A1 Finishes, Alutec Windows, Danjosh Constructions, Degree Constructions, Doriguzzi Carpentry, Hawksview Homes Constructions and INZ Kitchens.

In 2018, a student was a finalist for the VET 'Student of the Year' award. The Year 12 student was studying the VET Framework of Hospitality, Commercial Cookery.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2018, 170 students attained a Higher School Certificate at Cecil Hills High School. Some students who commenced Year 12 were provided with careers support and transitioned to apprenticeships.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	14
Classroom Teacher(s)	71.2
Learning and Support Teacher(s)	2.2
Teacher Librarian	1.4
Teacher ESL	1.2
School Counsellor	2
School Administration and Support Staff	19.97
Other Positions	1.2

*Full Time Equivalent

In 2018, Cecil Hills High School had one teacher who identified as indigenous.

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	7

Professional learning and teacher accreditation

In 2018, a key focus of professional learning for teachers was based on the NSW Quality Teaching Framework. The annual school conference used this resource to focus on assessment. This led to a schoolwide understanding of the coding process to enhance the intellectual quality and significance of formal assessment tasks.

Two Beginning Teacher Mentors supported new teachers through the accreditation process.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	1,658,911
Revenue	15,692,940
Appropriation	14,787,807
Sale of Goods and Services	150,188
Grants and Contributions	720,662
Gain and Loss	0
Other Revenue	18,188
Investment Income	16,095
Expenses	-15,087,393
Recurrent Expenses	-15,087,393
Employee Related	-13,648,821
Operating Expenses	-1,438,572
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	605,547
Balance Carried Forward	2,264,458

In 2018, Cecil Hills High School formed a finance committee which was responsible for making recommendations to the senior executive in relation to the allocation of financial resources, primarily with regard to faculty budgets.

The school continued to employ additional School Administrative and Support Staff to assist with the continued rollout of the LMBR program, including SAP Finance. School purchases were overseen by a small team including the Principal and School Administrative Managers to help facilitate compliance with financial policy requirements.

Over a number of years, the school had been saving funds for the creation of a Covered Outdoor Learning Area. In the NSW Budget, it was announced that Cecil Hills High School will receive an upgrade, consisting of an additional 23 permanent classrooms and an upgrade to core facilities. For this reason, the savings program for the COLA was reassessed and will be under review until there is clarity in relation to the upgrade of Cecil Hills High School.

Available funds will be used to employ additional staff to support QuickSmart, increase the allocation of faculty budgets, provide additional executive release time to support teaching and learning and plan for future-focused classrooms in our newly upgraded school.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	11,333,048
Base Per Capita	261,861
Base Location	0
Other Base	11,071,187
Equity Total	1,276,506
Equity Aboriginal	11,569
Equity Socio economic	722,287
Equity Language	172,525
Equity Disability	370,125
Targeted Total	1,347,288
Other Total	300,879
Grand Total	14,257,721

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.

Year 7 Literacy

In reading, Year 7 showed an average growth 42.3 points of compared to the state growth of 40.9 points. 19% of students achieved the top two bands.

In spelling, Year 7 showed an average growth of 57.4 points compared to the state growth of 51.2 points. 45% of students achieved the top two bands.

In grammar and punctuation, Year 7 showed an average growth of 29.8 points compared to the state growth of 36.9 points. 32% of students achieved the top two bands.

In writing, Year 7 showed an average growth of 42.0 points compared to the state growth of 34.8 points. 17% of students achieved the top two bands.

Year 9 Literacy

In reading, Year 9 showed an average growth 54.1 points of compared to the state growth of 44.6 points. 10% of students achieved the top two bands.

In spelling, Year 9 showed an average growth of 35.9 points compared to the state growth of 38.5 points. 23% of students achieved the top two bands.

In grammar and punctuation, Year 9 showed an average growth of 51.4 points compared to the state growth of 38.4 points. 20% of students achieved the top two bands.

In writing, Year 9 showed an average growth of 53.9 points compared to the state growth of 34.3 points. 15% of students achieved the top two bands.

Year 7 Numeracy

Year 7 showed an average growth of 67 points compared to the state growth of 54.2 points. 27% of

students achieved in the top two bands.

Year 9 Numeracy

Year 9 showed an average growth of 50.4 compared to the state growth of 47 points. 23% of students achieved in the top two bands.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Premier's Priorities: Improving education results and State Priorities:

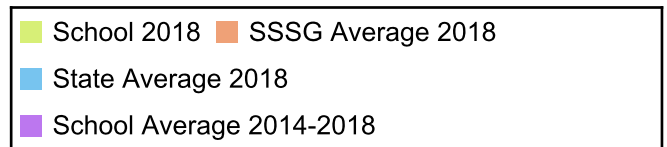
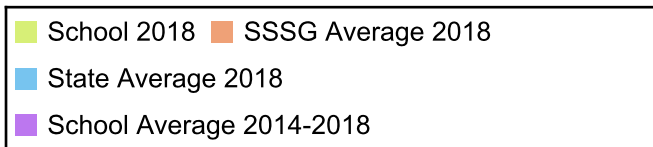
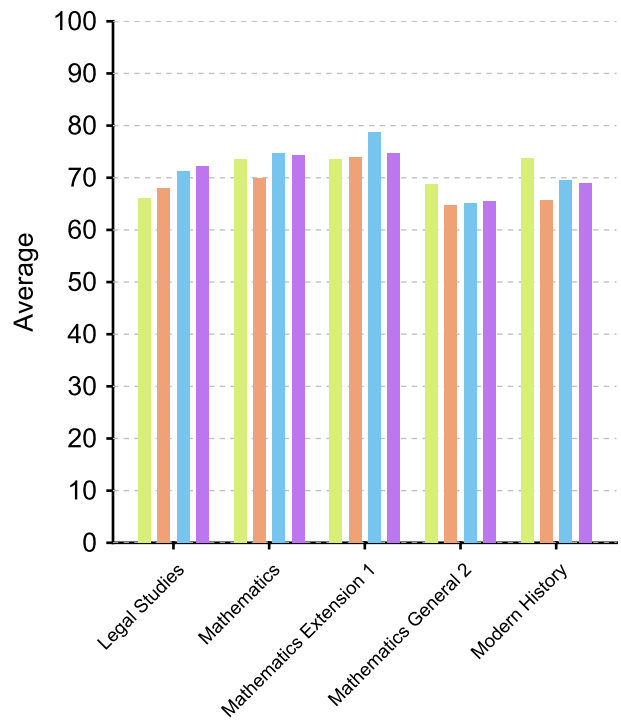
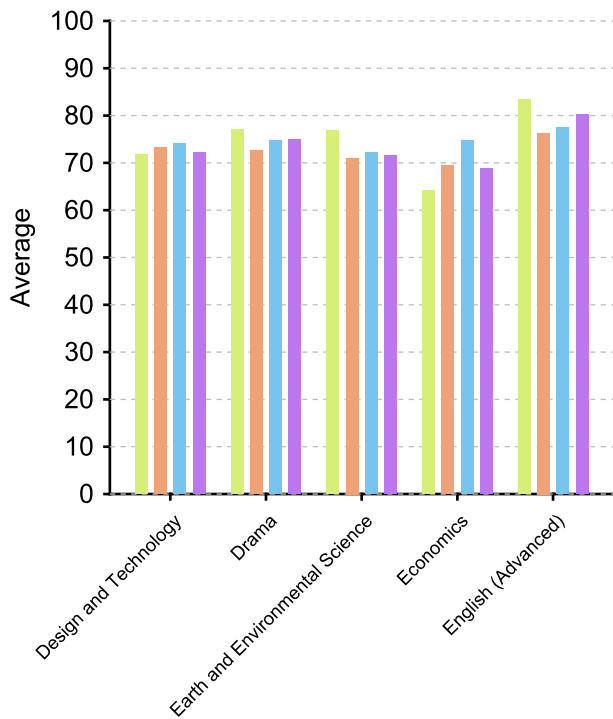
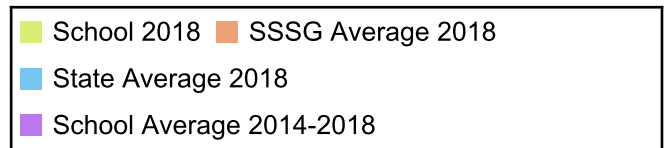
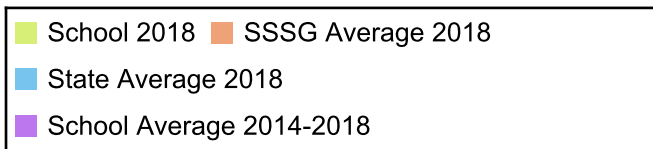
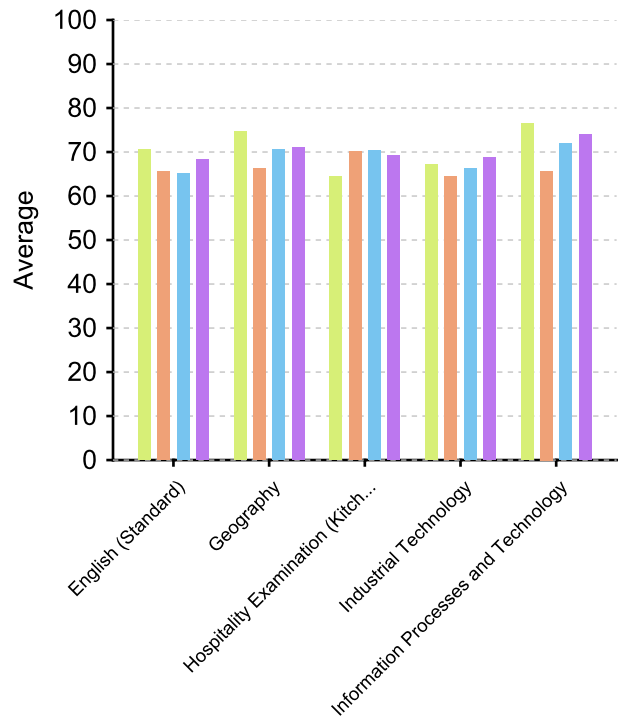
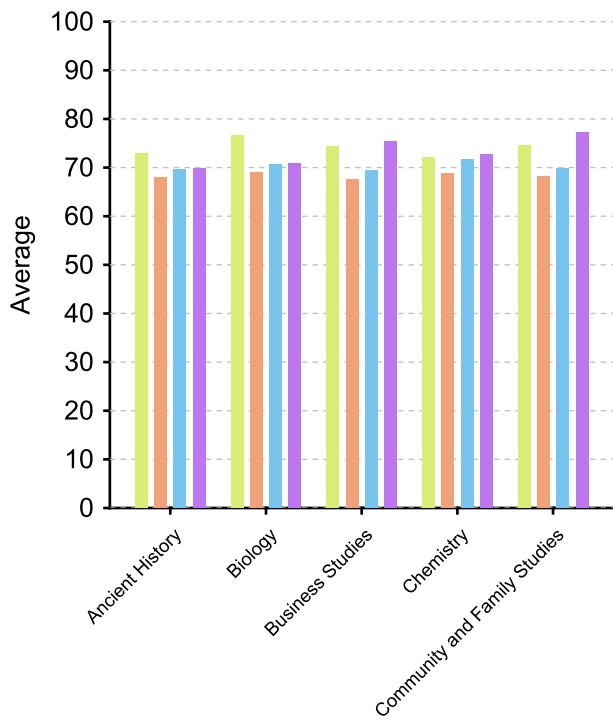
Overall 19.81% of students achieved results in the top two NAPLAN bands for Reading and Numeracy. The school has implemented both Literacy and Numeracy programs in order to see an increase in these results.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The school congratulates all of our teaching staff and students on another set of excellent HSC results. We are very proud of the achievements of the graduating Year 12 class. In 2018, students at Cecil Hills High School received 47 x Band 6 results (a mark over 90%). In addition, our students received 266 x Band 5 results (a mark between 80% and 89%). Our highest performing courses were Biology, Business Services, Business Studies, Community and Family Studies, Earth and Environmental Science, English (Standard), English (Advanced), Information Processes and Technology, Physics, Senior Science and Society and Culture.

The top ATAR for this cohort was 98.50 and two students were placed on the HSC All Round Achievers List for attaining Band 6 results in at least 10 units of study.

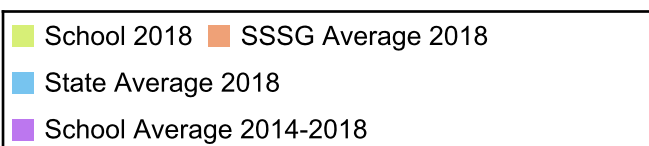
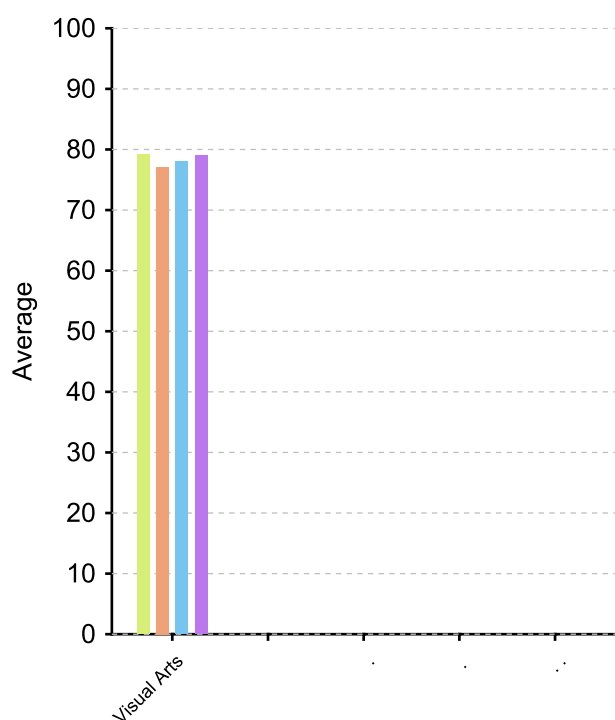
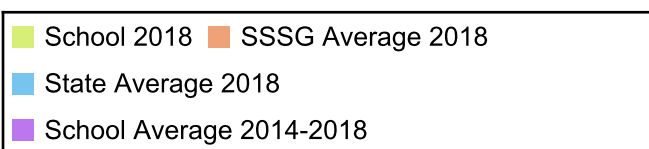
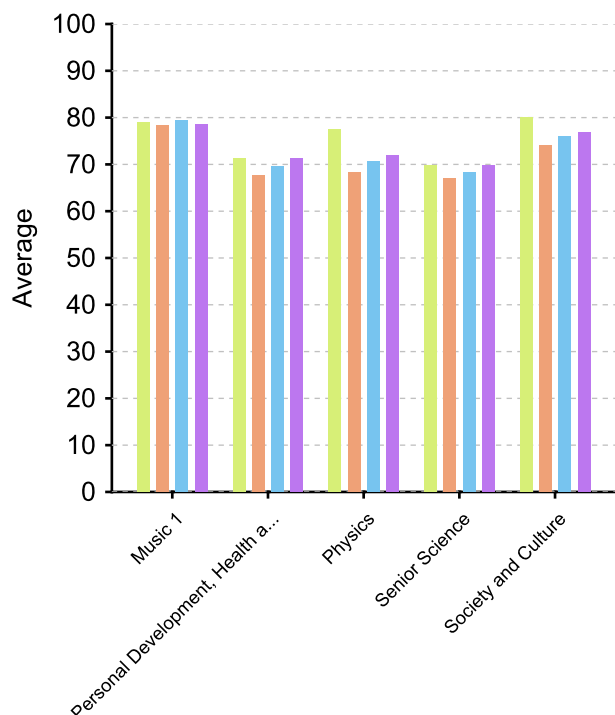


Parent/caregiver, student, teacher satisfaction

In 2018, the school sought the opinions of students, parents and community members using the Tell Them From Me student and parent survey. It should be noted that only seven parents completed this survey and there is a need to find avenues to ensure a wider sample is measured in the future. Our school is incredibly well-supported by the community and we must find ways to encourage higher levels of survey participation. The responses of students and parents are summarised below.

Overall, students at Cecil Hills High School generally scored higher than the state average across most measures from the survey. For example, 72% of students at our school reported a positive sense of belonging compared with the state average of 66%. Students at our school experienced the typical decline in the value attributed to schooling outcomes that exists in the state trend data with 87% of Year 7 students reporting that education benefits them which drops to just 57% in Year 12. This is consistent with state trends. Our students reported only half the truancy rate when compared with the state average. In terms of homework, 69% of our students reported positive homework behaviours compared with the state average of 54%. Students rated effective classroom learning time as 7.0 out of 10 compared with the state average of 6.3 out of 10. Measures incorporating relevance and rigour were also higher than the state average. Measures relating to a positive learning climate and expectations for success were higher than the state average as well. Importantly, when asked to respond to whether they felt proud of their school, only 14% of students disagreed with this proposition.

In terms of parent satisfaction with the school, areas in which the school was rated particularly higher than the state average included parents feeling welcome at school, parents feeling it is an inclusive school and parents supporting learning at home. Overall, an area for development with parents is to find better ways to inform them of their child's social and emotional development.



Policy requirements

Aboriginal education

In 2018, Aboriginal Education programs and initiatives continued to support engagement, growth and development amongst identified Aboriginal students. Cecil Hills High School has three year 12 students, one year 11 student, one year 10 student, three year 9 students, two year 8 students and two year 7 students, totalling eleven identified Aboriginal students.

At Cecil Hills High School, we continually recognise the Darug people as the traditional custodians of the land during year meetings, whole school assemblies, Harmony day, celebrating and embracing NAIDOC week and the raising and lowering of the Aboriginal flag each day. Aboriginal students either complete the Acknowledgment of Country in front of the assembly or are filmed saying the Acknowledgement of Country prior to the assembly.

All Aboriginal students and the Aboriginal Education Coordinator (AEC) devise a Personalised Learning Pathway (PLP) to assist individual student learning, engagement, setting goals and a to develop sense of achievement. Data is gathered from a variety of sources such as; reports, NAPLAN results, staff feedback and Sentral entries. A one on one informal interview is completed with each identified Aboriginal student with questions based around academic goals and personal interests, students are required to set short and long term goals. Teachers have access to students' PLPs to enable staff to better assist the students in the classroom along with providing them with the information to develop a strong rapport with their students.

There are a number of extracurricular opportunities for identified Aboriginal students to be involved in. These include the Australian Indigenous Mentoring Experience (AIME), additional support sessions, tutoring, breakfast club and a rewards day at the end of the year.

AIME is designed to build leadership skills, encourage and assist students to complete Year 12, gain apprenticeships, work, enrol in courses, TAFE and university. They offer programs for students in Years 7 – 12, with a strong emphasis on students in Years 9 – 12. The Year 9 program encourages students to step outside their comfort zone, Year 10 focuses on building leadership skills, team work and senior years of high school, Year 11 focuses on helping students on organisational and time management skills required for the HSC and Year 12 looks at 'where to next?' after high school. AIME allows students to interact with other Aboriginal students from schools Liverpool/Fairfield region and develop a sense of belonging.

AIME really focusses on building students leadership skills and encouraging the importance education, they recognise leaders within the school and they act as a student mentor at an end of year celebration. They are given awards and formally recognised for their efforts at the AIME sessions.

Morning Connect, known as YARN has been established for students in Year 7 – 9. During this time, rolls are marked each morning, diaries and devices are checked, daily and weekly notices are read, students develop organisational skills, feel a sense of belonging and build positive relationships.

During 2018 a Year 11 student had the opportunity to be involved in the Liverpool debutant ball. They attended dancing sessions and had a dress and make up provided.

The Breakfast Club was initiated in 2018 to encourage students to eat healthy and gain an understanding about the importance of breakfast. This was offered every Wednesday morning during Terms 2 and 3, where students had the choice between cereals, yoghurt, fruit, toast and juice. This proved to be a successful initiative with students coming each week it was offered.

A reward day was offered to Aboriginal students, this was initiated to encourage Aboriginal students to be successful, responsible and respectful at school. Five students were offered the chance to attend Luna Park for the day as a reward of their efforts throughout the year. These students were chosen by respective deputies, looking at Sentral data and reports.

Senior students had many opportunities to attend Open University days for Indigenous students, which allowed them to seek alternative pathways and scholarships into University.

Aboriginal students at Cecil Hills High School have many opportunities provided to them to ensure they succeed at school and beyond.

Multicultural and anti-racism education

Cecil Hills High School continues in its commitment to implement the Department of Education's principles of multiculturalism to further grow as an inclusive, harmonious and constructive learning environment for the diverse students within the school community. The school's ongoing multicultural focus enables students to expand their respect and understanding of the differences between people and cultures in our broader society.

Multicultural education is developed across the school in the curriculum and teaching programs of courses in all stages. Inclusive teaching practices across Key Learning Areas encourages the acknowledgement, appreciation and celebration of the cultural background of all students and staff. This enables students to develop their understanding, skills and views in relation to empathy towards different races and ethnic groups which exist in and out of the school community. The school maintains its dedication to maintaining a strong community culture based upon cultural understanding, tolerance and respect.

Italian language classes are taught to all students in Year 7 and elective classes were offered to students in Stages 5 and 6. Students have been encouraged and

supported in studying background languages and other languages through the Department of Education's Saturday School of Community Languages and the New South Wales School of Languages. Various subjects, such as Society and Culture and International Studies, develop programs with the specific focus of cross-cultural understanding.

The school maintains up to date student data to complete reporting requirements and provide learning programs that meet the needs of its students who come from a wide range of backgrounds, including language backgrounds other than English. The school's annual English as an Additional Language or Dialect (EAL/D) Survey, exhibits a continual rise in the percentage of students from language backgrounds other than English (LBOTE) enrolled at the school from 82.3% in 2017 to 83.4% in 2018.

The ongoing growth in the number of LBOTE students attending the school is reflective of the requirement to provide a range of programs for its students. The school's English as an Additional Language or Dialect (EAL/D) program aims to develop our EAL/D students for future success by equipping them with the skills to be confident, critical and creative individuals who strive for academic excellence.

The program that operates at Cecil Hills High School is an integral part of the whole school curriculum. The program, has been designed and delivered by trained EAL/D staff to deliver EAL/D education in a variety of ways to meet the diverse needs of these students at different stages of their English language education. Voluntary after school tutoring sessions were also held throughout the year to deliver additional support to EAL/D students, providing students the opportunity to work with staff on their class work and gain additional support. Through their participation in these programs, the aim is that students will continue to develop English language competence and improve their learning outcomes across the whole curriculum to a level where they can fully participate in schooling and independently pursue future education and training.

Cecil Hills High School's Diversity Team continues to expand its role. It implemented a range of programs and initiatives to celebrate the diversity within the school student population and raise awareness of social issues in wider society. The team arranged the delivery of teacher professional learning on: Safety, Trust, Attachment, Responsibility and Skills – (S.T.A.R.S) in School, supporting refugee students, and Eight Ways of Learning pedagogy, supporting Aboriginal and Torres Strait Islander students. These sessions were delivered at staff and team meetings to build upon the knowledge of appropriate teaching strategies and curriculum planning to encourage students from all backgrounds in school.

In 2018, the school celebrated its largest Harmony Day event to celebrate Australia's cultural diversity and embrace a strong sense of belonging amongst students. The event included school assemblies with performances from students and staff representing different cultural backgrounds, a carnival with a wide range of cultural activities and school wide lessons on

Australia's diverse population with core themes of inclusivity.

Multicultural education was further enhanced with the celebration of NAIDOC Week. Initiatives were implemented across the school's Connect periods to inform students of invaluable contributions that ATSI women have made, and continue to make, in Australian society under the official theme – 'Because of her, we can!'.

Cecil Hills High School continues to uphold the principles of multiculturalism by providing a disciplined, safe and caring environment that helps shape our culturally diverse students into successful and productive members of the community.