Cecil Hills High School

2019 Annual Report

8273

Cecil Hills High School 8273 (2019)

Introduction

The Annual Report for 2019 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.

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Message from the principal

It is my honour to report on the achievements of Cecil Hills High School in 2019. 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 2019. Across the school, 45 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 2019 to deliver professional learning to teachers on methods for analysing HSC performance data. The highest ATAR recorded for 2019 was 96.65 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 2020, as we complete our 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 2019. We continued with our new Year 8 electives which are based on the work of NSW Department of Education's *School Learning Environments and Change* unit and principles of project–based learning. School–designed courses including cake decorating, survivor, street art, football, MYOB, computer–aided design and CSI provided a more engaging and relevant curriculum to students. Students were taught our 'C.E.C.I.L' skills, namely, communication, engagement, collaboration, innovation and leadership, to help them on their way to being 21st century and lifelong learners. There are plans to modify our report structure for 2020 to ensure we report on the 'C.E.C.I.L' skills for all Year 7 to Year 10 curriculum areas and this will be a major focus.

In 2019, a major initiative was the continuation 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 and using school systems to develop this further. Students were taught mini–FOCUS lessons on Monday mornings and our CHAMP system was revamped to align to our core values. The school's Sentral system was modified to reflect our school values and help with data entry and analysis. We hope to build on FOCUS in 2020 by looking more closely at school data and Tier 2 interventions. At the end of 2019, a 'fast and frequent' system was implemented to recognise positive behaviour immediately so these behaviours are reinforced and replicated.

Our ongoing curriculum restructure was finalised in 2019 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. Stage 4 Technology (Mandatory) is now taught in Year 8 only under a compressed model. In addition, our

new Stage 5 elective structure is now fully implemented whereby students study one elective in Year 9 and one elective in Year 10 in a compressed format to support the first element of the *Australian Professional Standard for Teachers*, 'know students and how they learn'. This has led to a reduction in the number of courses students are required to manage simultaneously and a reduction in the number of students that teachers are required to know.

It was announced in the 2018 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 throughout 2018 and 2019, with a proposal to be submitted in early 2020. 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. It is expected that the rebuild will linked with STEM, the opportunities that Western Sydney International Airport will bring and a focus on 21st century learning pedagogies.

In 2019, we continued to implement our new Connect program in roll call. 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 better, 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 2020, we expect that our Connect program will be important in meeting the requirements of the new school attendance target.

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 James Chandler and Ms Lisa Saliba who expertly guided and mentored the Year 12 class of 2019. We welcome Mr Callum Wilcox and Ms Nikolina Cupac who are the new year advisers for Year 7 in 2020. As a school, we select our year advisers for the following year very early and Ms Karina Fagan and Ms Amy Preston will work with Year 6 in 2020 in preparation for Year 7 (2021).

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 into 2020 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

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self–assessment and the external validation 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/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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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.

Improvement Measures

Increase the amount and frequency of students demonstrating pro–social behaviours.
Increase opportunities for students of all cultures and backgrounds to positively connect with one another.
Increase student ownership, engagement and connection with their learning and wellbeing.

Progress towards achieving improvement measures

Process 1: Implement a whole school integrated approach to encourage pro–social behaviour.

Evaluation	Funds Expended (Resources)
The school has now implemented our new Positive Behaviour for Learning program at the Tier 1 level.	n/a

Process 2: Design a whole school wellbeing curriculum, providing students with opportunities to exercise choice in the context of self–regulation, self–determination, ethical decision making and responsibility to enable them to connect, succeed and thrive, relevant to their stages of learning and development.

Evaluation	Funds Expended (Resources)
Mini–lessons based on the principles of Positive Behaviour for Learning have been developed. These are taught in our Connect classes in addition to other content relating to study skills and personal responsibility.	n/a

Process 3:

Evaluation	Funds Expended (Resources)
n/a	

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.

Improvement Measures

Increase opportunities for students to connect their learning with real world experiences.

Improve value–added growth of students, particularly in literacy and numeracy.

Improve the proportion of students in the top two NAPLAN bands.

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.

Progress towards achieving improvement measures

Process 1:   Implement innovative Year 8 elective courses and flexible learning spaces which respond to student interest and encourage 21st Century skills.

Evaluation	Funds Expended (Resources)
Year 8 electives were in their second year of operation in 2019 and planning commenced for their third iteration in 2020.	n/a

Process 2:   Develop a whole school Year 7–12 literacy approach comprising:

– an intensive literacy program for Year 7 English classes

– the QuickSmart program for Stage 4 students requiring concentrated support

– Focus on Reading strategies

– explicit literacy lessons to assist in meeting the minimum literacy/numeracy standard

– ALARM pedagogy

Evaluation	Funds Expended (Resources)
The appointment of a new Head Teacher – Literacy in 2020 will enable the school to build on its successes in these areas and combine them under the leadership of a new executive staff member. The school developed a systematic manner for supporting students who need to meet the minimum standard in literacy and numeracy and this work will continue into 2020.	$20,000

Process 3:   Utilise technology to enhance learning including Sentral, the BYOD program, Moodle, Turnitin and a focus on STEAM.

Evaluation	Funds Expended (Resources)
The school continued staff training in these areas and this was a focus of teacher professional learning and twilight sessions. The school's technology team led this initiative.	$15,000

Process 4:   Differentiate effectively for all learners by focusing on quality teaching, formative assessment, summative data analysis, questioning techniques and a review of the selection process for GAT classes.

Progress towards achieving improvement measures	
Evaluation	**Funds Expended (Resources)**
Responsibility for checking assessment tasks was shared in 2019 between head teachers and also deputy principals. Faculties were required to code assessment tasks in relation to the Quality Teaching Framework which provided additional opportunities to differentiate assessment tasks. The school reviewed the Year 6 into Year 7 GAT selection process and will continue to refine this process.	n/a

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.

Improvement Measures

Increase the amount and frequency of parents/carers and community members who regularly engage in school events and news.

Increase staff morale and their willingness and ability to take on various leadership roles.

Increase the consistent use of school procedures and processes.

Progress towards achieving improvement measures

Process 1: Promote the school's positive profile in and beyond the classroom walls.

Evaluation	Funds Expended (Resources)
The school's community and primary school engagement team consistently updated the school's Facebook page with positive messages to celebrate our school's achievements.	n/a

Process 2: Establish a Community of Schools with Cecil Hills PS, Bonnyrigg Heights PS and Kemps Creek PS to share data and TPL through reciprocal observations.

Evaluation	Funds Expended (Resources)
This is yet to be achieved.	n/a

Process 3: Deliver leadership opportunities and professional learning experiences to aspiring inspiring's and executive staff to build leadership skills and capacity.

Evaluation	Funds Expended (Resources)
The school continued to support the leadership development of new head teachers and aspiring leaders in the school. There was an emphasis on the role of the faculty 2IC with a view to including more aspiring faculty leaders in executive conferences in 2020.	$10,000

Process 4: Update staff processes and procedures to assist in the smooth running of the school.

Evaluation	Funds Expended (Resources)
This has continued to occur as the school develops with refined procedures issued for areas including FOCUS (Positive Behaviour for Learning), BYOD, welfare and discipline and N–awards.	n/a

Process 5: Organise activities to improve staff morale and wellbeing.

Evaluation	Funds Expended (Resources)
The school's staff wellbeing committee organised staff events during the year and this will continue to be an area of importance in 2020.	n/a

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$8,677	All identified Aboriginal students have a devised Personalised Learning Pathway (PLP). Teachers have access to PLPs to help the students achieve their goals at school. Identified Aboriginal students had the opportunity to engage in the Koori Aspiration Program facilitated by the University of Wollongong. This mentor based initiative offered both in school and on campus learning opportunities that sought to enhance students knowledge about post school pathways. The Breakfast Club continued once a week and provided healthy, nutritious meals along with education focused on healthy diets and lifestyles. Ties with the Aboriginal Cultural Education Group were developed and a relationship with a community elder was created.
English language proficiency	$208,233	LBOTE students comprised 84.9% of school enrolments in 2019. 621 out of the 1203 LBOTE students assessed were identified as needing EAL/D support. Identified students are regularly assessed against the EAL/D Progression Scales and information is recorded on ERN. Our 1.6 FTE EAL/D teacher allocation ensures the delivery of customised teaching and learning programs, while dedicated EAL/D classes for stages four, five and six maximise the language learning experiences of students. EAL/D senior students are supported by careers staff to explore further educational and vocational pathways. The school's newsletters are translated into the main school community languages. Interpreting and translation services are accessed as part of a planned whole school approach to communicate with parents of non–English speaking backgrounds.
Low level adjustment for disability	$395,237	The development and review of Personalised Learning and Support Plans for identified students was completed through consultation with parents and teachers. School Learning Support Officers provided students with in–class support across subject areas which increased student engagement, participation and achievement of syllabus outcomes. Additional Learning and Support Teacher allocation provided extra support to students and teachers in Stage 4.
Socio–economic background	$740,068	English and Mathematics Fundamentals programs operate in Year 7 and Year 8. Students identified as requiring additional

Socio–economic background	$740,068	learning support are taught the English and Mathematics curriculum in small groups with an intensive focus on literacy and numeracy skills. 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.
		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 Bring Your Own Device (BYOD) program with Moodle chosen as the learning platform to integrate technology in classroom practice. The school employs a Technical Support Officer to manage these programs.
		The school is utilising QuickSmart and WordFlyers to improve literacy and numeracy skills in junior students. 2019 saw the training of staff in the facilitation of the Quicksmart Numeracy program.
		Year–on–year increases to faculty budgets ensure 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.
		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.
		An additional (3rd) deputy principal has been employed 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.
Support for beginning teachers	$135,708	Our *School Based Induction Program,* targets teachers in the first two years of their career. The *Australian Teaching Standards*, The *Quality Teaching Framework* and the *Strong Start Great Teachers* resource underpin this program.
		Beginning Teacher Mentors undertake lesson observations and provide feedback accordingly. Staff frequently meet with their mentors to discuss feedback and set goals. Reflection on professional practice is a vital element of the initiative. An intensive program is provided for those identified as needing additional support.
		The annual *Beginning Teacher Conference* provided staff with a whole day professional learning event customised to the specific needs of the beginning teacher group. The Beginning Teacher Team meets multiple times throughout each term to provide further professional learning and offer staff the

Support for beginning teachers	$135,708	chance to network and participate in professional dialogue.
Targeted student support for refugees and new arrivals	$4,238	Two staff members have been appointed our Refugee Coordinators. Their role is to raise awareness of refugee students within the school and promote a safe and supportive school environment for students and families. Counselling services are also available to meet the complex needs of refugees. The S.T.A.R.S Connect Class, made up of refugees and new arrivals, is a valuable source of support and information for students. Coordinators encourage positive, supportive and respectful relationships. The class facilitates academic and social learning to make school life a positive experience for our refugees. English as an Additional Language or Dialect (EAL/D) support classes run throughout stages four to six English. These classes offer a differentiated and scaffolded English curriculum to stimulate confidence and motivate students to maximise their potential. A Homework Help Program runs weekly and develops student's study and organisational skills through supporting them with homework and assessment tasks. The school utilises professional interpreters when conducting meetings with parents and carers who do not speak English. Newsletters are translated into the main school community languages. Term 4 provided our targeted refugees and Indigenous students with an excursion to Luna Park. Financed by the school, this initiative aimed to further enhance student wellbeing.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	638	677	692	712
Girls	619	642	651	688

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
7	94.9	93.6	93	93.4
8	93.4	92.9	92	89.2
9	91.4	92.5	91.4	89.5
10	91.2	86.9	90	89.3
11	92.5	91.8	87.3	90.6
12	92.5	92.3	92.8	89.4
All Years	92.7	91.7	91.1	90.3
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–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	2
Employment	0	5.3	8
TAFE entry	0	1.4	4
University Entry	0	0	28
Other	0.8	0	17
Unknown	0	0	41

Year 12 students undertaking vocational or trade training

31.93% of Year 12 students at Cecil Hills High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Cecil Hills High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	15
Classroom Teacher(s)	73.5
Learning and Support Teacher(s)	2.2
Teacher Librarian	1.4
Teacher ESL	1.6
School Counsellor	2
School Administration and Support Staff	20.37
Other Positions	1.2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 **Actual** ($)
Opening Balance	2,264,458
Revenue	16,732,372
Appropriation	15,767,668
Sale of Goods and Services	118,154
Grants and contributions	796,880
Investment income	18,387
Other revenue	31,283
Expenses	-16,163,279
Employee related	-14,645,515
Operating expenses	-1,517,764
Surplus / deficit for the year	569,093

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	1,279,507
Equity Total	1,352,214
Equity - Aboriginal	8,677
Equity - Socio-economic	740,068
Equity - Language	208,233
Equity - Disability	395,237
Base Total	11,923,646
Base - Per Capita	322,088
Base - Location	0
Base - Other	11,601,558
Other Total	732,875
Grand Total	15,288,242

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.
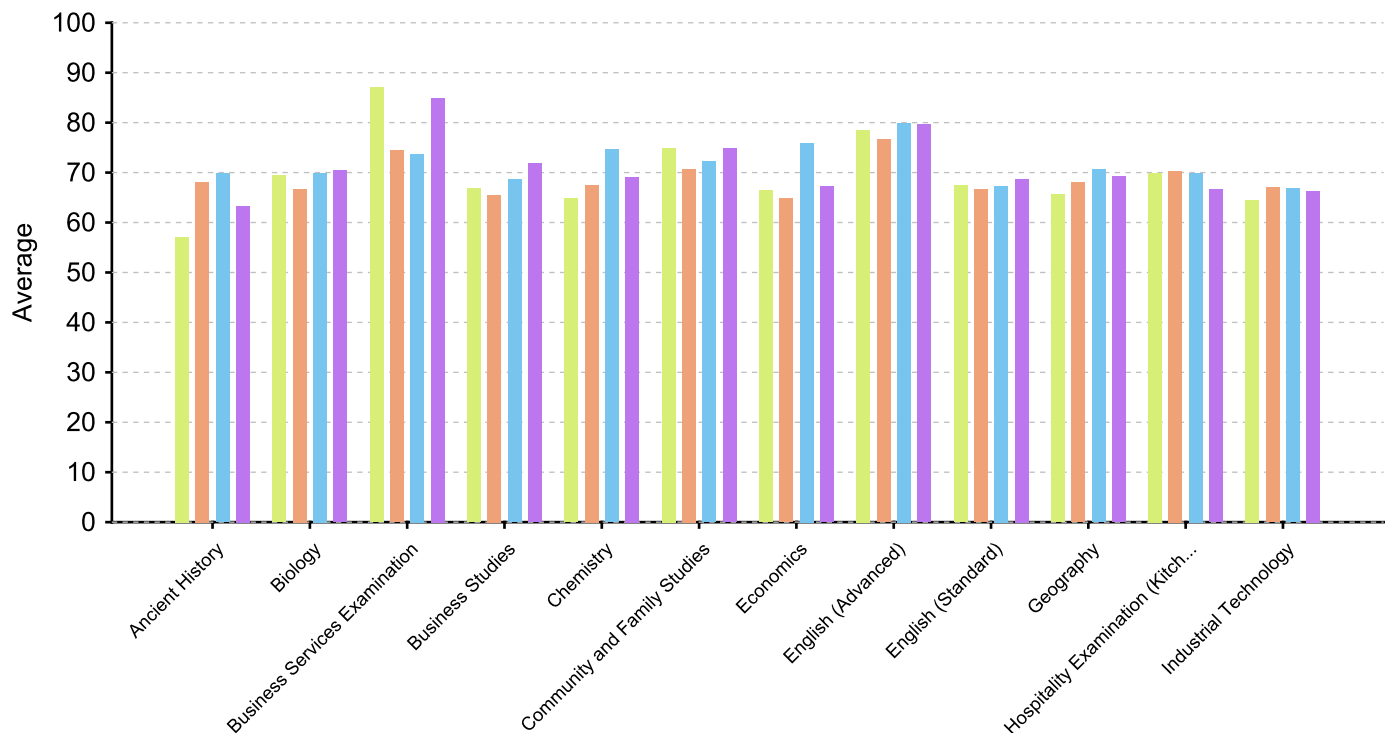
NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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.
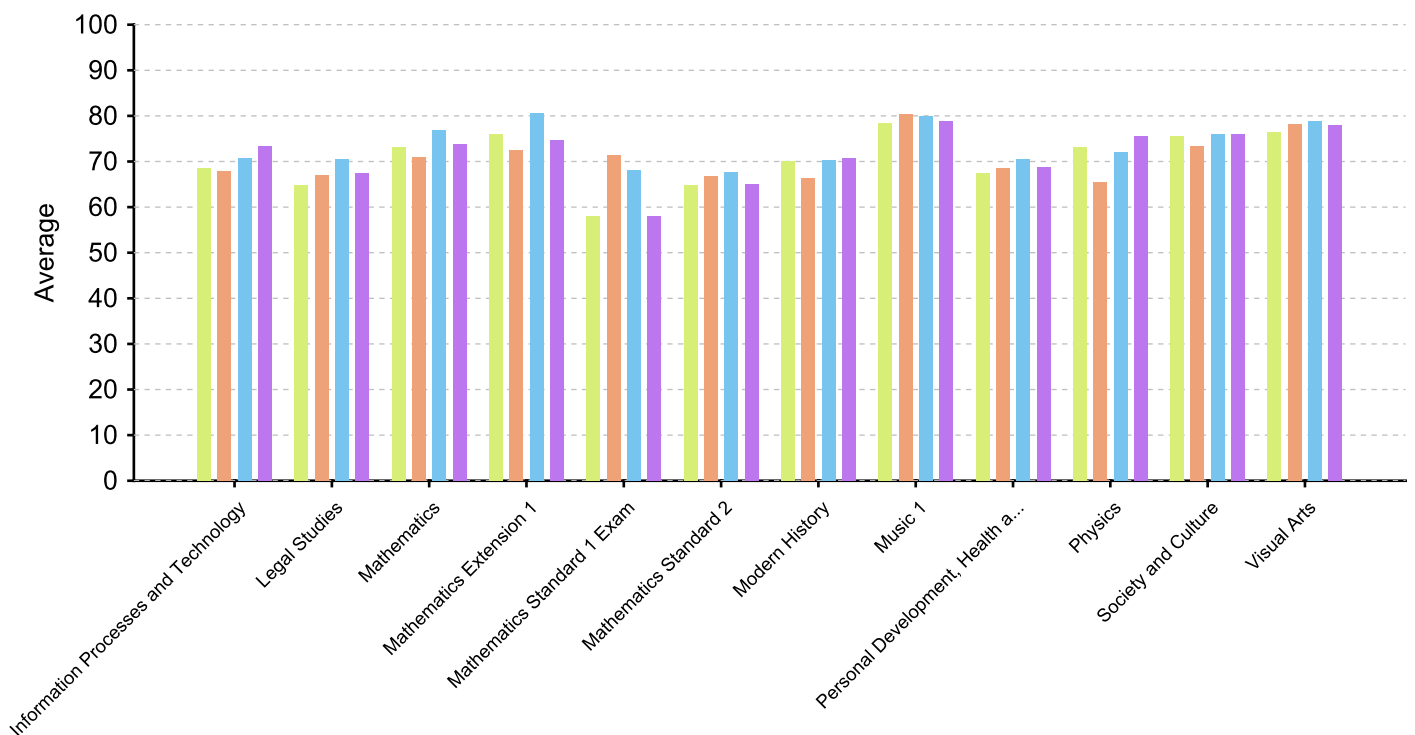
School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

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Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	57.1	68.1	69.9	63.3
Biology	69.4	66.7	69.9	70.5
Business Services Examination	87.1	74.5	73.7	85.0
Business Studies	66.8	65.5	68.6	71.8
Chemistry	64.8	67.5	74.7	69.1
Community and Family Studies	74.9	70.8	72.2	74.9
Economics	66.4	64.8	75.9	67.2
English (Advanced)	78.5	76.6	80.0	79.6
English (Standard)	67.4	66.7	67.3	68.7
Geography	65.6	68.0	70.6	69.3
Hospitality Examination (Kitchen Operations and Cookery)	69.9	70.3	70.0	66.6
Industrial Technology	64.5	67.0	66.8	66.3
Information Processes and Technology	68.6	68.0	70.8	73.3
Legal Studies	64.8	67.0	70.6	67.4
Mathematics	73.1	70.9	76.9	73.7
Mathematics Extension 1	75.9	72.5	80.6	74.6
Mathematics Standard 1 Exam	58.0	71.4	68.1	58.0
Mathematics Standard 2	64.9	66.8	67.7	64.9
Modern History	70.1	66.4	70.2	70.7
Music 1	78.5	80.4	79.9	78.9
Personal Development, Health and Physical Education	67.5	68.5	70.5	68.7
Physics	73.2	65.6	72.1	75.5
Society and Culture	75.5	73.4	75.9	75.9
Visual Arts	76.5	78.1	78.8	78.0

Parent/caregiver, student, teacher satisfaction

The *Tell Them From Me Survey* (TTFM) was conducted in 2019 to collect data on student, parent and teacher opinions, as well as to measure engagement and wellbeing. The information was valuable in providing evidence that was used to identify areas of strength and improvement. There was a significant improvement in the number of parents completing the survey which increased from 7 in 2018 to 59 in 2019. The main findings of the student and parent surveys are outlined below.

At Cecil Hills High School (CHHS), 81.73% of all students have reported a positive relationship with peers compared to NSW Government Norm of 78%. This results in higher levels of engagement and academic motivations. CHHS was above the state mean in student attendance, sense of belonging by 2%, positive relationships, engagement and positive homework behaviours. This can be attributed to several programs and initiative operating successfully at CHHS such as the Breakfast Club, Connect after the Bell, Rock and Water, Refugee Support Coaching, AIME Mentoring and several other welfare programs. CHHS was 7% above the state mean for student participation in sport. Levels of student interest, motivation and effort were aligned with the NSW Government Norm.

Areas for improvement include measures to ensure more Year 11 students complete the survey as it coincided with their examinations. The school was 6% below the state mean for participation in extracurricular activities. The percentage of students that value schooling outcomes was slightly lower than the state norm for Years 7 – 11 and the same for Year 12. 17% of students were confident of their skills but did not find classes challenging.

The Parent Survey results were positive overall as parents felt welcomed at the school with a score of 7.5 on a 10–point scale and almost all agreed or strongly agreed with the good reputation of CHHS in the community. This is due to ongoing commitment from the school to establishing positive relationships with communities by promoting an inclusive environment and encouraging parental involvement. At CHHS, parents feel that they are well informed about their child's progress, behaviour and emotional development with a score 7.1 which was well above NSW Government Norm of 6.6. Additionally, with a score of 7.5, parents felt strongly that staff at CHHS supported their child's learning by setting high expectations and encouraging students. 88% of parents expected their child to complete Year 12.

Areas for improvement includes parent engagement with the learning of their child with only 0.2 hours spent by parents helping with homework. At CHHS, on average, parents and caregivers support of learning at home is 5.7. Additionally, only 16% of the parents who completed the survey were involved in the school or committees. 48% of parents found the P&C not useful or only somewhat useful as a means of communicating news about the school.

The Teacher Survey was completed by 37 respondents between 15 Oct 2019 and 25 Oct 2019. The School Leadership score was 7.5 compared with 7.1 for NSW Government Norm as teachers felt strongly that leaders provided guidance, feedback and support. Other areas in which the school performed better than the state includes collaboration, learning culture, data informed practice, teaching strategies and technology. Staff also believe that CHHS is highly inclusive, has good levels of parent involvement and supports student learning. Overall, all elements of the survey provided positive results that were mostly above the NSW Government Norm.

To ensure that every student is known, valued and supported the school needs to continue to collect and access reliable data. This allows schools to monitor and set wellbeing targets that can address the needs of all students.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.