

2021 Annual Report

Chester Hill High School



8269

Introduction

The Annual Report for 2021 is provided to the community of Chester Hill High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement 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.

School contact details

Chester Hill High School

Kenward Ave

Chester Hill, 2162

<https://chesterhil-h.schools.nsw.gov.au>

chesterhil-h.school@det.nsw.edu.au

9644 1099

School vision

Chester Hill High School Works in partnership with families and community to support our students' high aspirations. Quality teaching and learning, based on creativity and integrity, empower our young people to face future challenges. A nurturing, inclusive and safe environment inspires each student to become a creative lifelong learner and courageous global citizen.

School context

Chester Hill High School is a comprehensive, co-educational secondary school situated in south western Sydney and is part of the Auburn Schools Educational Network. The school encompasses an Intensive English Centre. Chester Hill High School has a current student enrolment of 1215. The school is culturally diverse with 92% of students possessing a language background other than English. Chester Hill High School has 140 refugee or refugee-like students and a growing number of students with an Aboriginal background. The FOEI of the school is 165.

The school's staffing entitlement for 2022 is 112.30 teaching staff 23.772 non -teaching staff. From school funds the school also employs an additional Deputy Principal, Project Officer, Business Manager and Nurse to cater for the needs of our students and support continued growth and development.

School equity funding will be used to facilitate the implementation developed in the 2021 -2024 Strategic Improvement Plan. Some funds will be allocated to other areas not articulated in this plan such as, curriculum material, teaching and learning resources and the invigoration of teaching spaces.

The school is committed to continually improving teaching practices to ensure that curriculum delivery is of the highest standard. Underpinning this is the commitment to build staff capacity at all levels through targeted professional learning which is evidence based and embedded in practice.

All faculties will embed high quality literacy and numeracy and differentiation strategies into their teaching programs to ensure that they are meeting the needs of individual students.

All students are encouraged to achieve in an environment that provides academic challenge and artistic, cultural, and sporting opportunities. Strong parental and community partnerships are a feature of the school.

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 Strategic Improvement Plan and annual report. Every four 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 Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Delivering
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes through high level, evidence based curriculum delivery in an optimal learning environment.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Explicit Teaching of Literacy and Numeracy
- High Expectations of Teaching and Learning

Resources allocated to this strategic direction

Refugee Student Support: \$6,461.30
Socio-economic background: \$856,083.20
Low level adjustment for disability: \$525,242.20
English language proficiency: \$626,013.60
Integration funding support: \$132,532.00
Professional learning: \$35,000.00

Summary of progress

Explicit Teaching of Literacy and Numeracy

Chester Hill High School is committed to building educational aspirations. A learning culture centred on establishing high expectations is dedicated to ensuring continuous improvement in student growth and achievement. In 2021, a Head Teacher School priorities was employed to develop and target student growth in these domains. An extensive review of the curriculum was undertaken to establish dedicated Stage 4 Literacy and Numeracy classes for 2022. Covid tutors were employed to provide explicit teaching of literacy and numeracy strategies to support student growth. The CILSP staff successfully provided small-group tuition to 507 students throughout the year, demonstrating their impact through routine assessment of students against the National Literacy and Numeracy Learning Progressions using the PLAN2 assessment tool. This has resulted in additional data points to facilitate effective implementation and progress monitoring of the school's Strategic Improvement Plan in relation to student growth and attainment. Check-In Assessment data confirmed the success of this program with CILSP students showing 119% greater growth in literacy and 7.2% greater growth in numeracy between the Check-In 1 and Check-In 2 assessments than students not involved in the program. Additionally, these staff members have liaised with Faculty Head Teachers to share data sources, thereby allowing for greater data triangulation in relation to students' literacy and numeracy development. Furthermore, all staff have been provided consistent opportunities to reflect on students' NAPLAN achievement and make relevant adjustments to their teaching and learning programs. This will enable a whole school approach to strengthening literacy and numeracy skills. Work has begun in embedding literacy and numeracy progressions in KLA programs. The HSC Minimum Standards test data was extremely positive with 100% of Year 12 students achieving at the required level.

High Expectations of Teaching and Learning

Chester Hill High school is committed to continuous improvement. Throughout 2021 each KLA critically evaluated all stage 6 teaching programs with support from an external specialist. The consolidation of teaching programs focused on the implementation of evidenced based teaching practices to enhance teaching and learning and increase challenge within each classroom. In addition, all stage six assessment tasks were reviewed with the focus on increasing the intellectual quality within the task..

The school has created a consistent culture of collaboration and professional learning that is aligned to the school improvement plan to improve quality teaching and student learning outcomes. To ensure ongoing development and improvement for all teachers, the day structure systematically provides dedicated time for staff to collaborate and establish a professional learning community which provides mentoring and coaching. As a result of this, all teachers are developing an expert contemporary content knowledge and are able to implement effective teaching strategies.

Our dedicated approach to improvement has seen significant improvement in the 2021 HSC results with the school exceeding the target for students achieving in the top two and top three bands in the HSC.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>NAPLAN Growth - Numeracy</p> <p>Percentage of students achieving expected growth in NAPLAN numeracy to be moving towards the school's lower bound system-negotiated target.</p>	<ul style="list-style-type: none"> Percentage of students achieving expected growth in numeracy decreased by 13.01% indicating progress yet to be seen toward the system-negotiated lower bound target.
<p>NAPLAN Growth - Reading</p> <p>Percentage of students achieving expected growth in NAPLAN reading to be moving towards the school's lower bound system-negotiated target.</p>	<ul style="list-style-type: none"> The percentage of students achieving expected growth in reading decreased to 16.82% indicating progress yet to be seen toward the lower bound system negotiated target.
<p>NAPLAN Top Two Bands - Numeracy</p> <p>Percentage of students achieving in the top 2 bands to be moving towards the school's lower bound system-negotiated target in numeracy.</p>	<ul style="list-style-type: none"> 3.85% of students achieved in the top two bands in NAPLAN numeracy indicating progress yet to be seen toward the lower-bound target.
<p>NAPLAN Top Two Bands - Reading</p> <p>Percentage of students achieving in the top 2 bands to be moving towards the school's lower bound system-negotiated target in reading.</p>	<ul style="list-style-type: none"> 6.99% of students achieved in the top two bands in NAPLAN reading indicating progress yet to be seen toward the lower-bound target.
<p>HSC - Top 2 Bands</p> <p>Percentage of HSC course results in top 2 bands to reach the lower bound system-negotiated target.</p>	<ul style="list-style-type: none"> 27.15% of students attained results in the top two bands demonstrating achievement exceeding the upper bound system negotiated target.
<p>HSC - Top 3 Bands</p> <p>Percentage of HSC course results in top 2 bands to reach the lower bound system-negotiated target.</p>	<ul style="list-style-type: none"> 53.91% of students attained results in the top three bands demonstrating achievement exceeding the upper bound system negotiated target.

Strategic Direction 2: Purposeful Teaching

Purpose

Teachers take shared responsibility for student improvement and contribute to a transparent learning culture. Teaching programs and strategies will be responsive to the learning needs of individual students and will impact positively on student engagement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Impactful Data Use
- Evidence Based Teaching

Resources allocated to this strategic direction

Professional learning: \$60,000.00

Socio-economic background: \$20,000.00

Aboriginal background: \$12,500.00

Summary of progress

Impactful Data Use

As a result of our situational analysis, it has been identified that at Chester Hill High School we needed to increase the data literacy and analysis skills for all staff. As a result the focus for whole school professional learning has been targeted to build the capacity of all staff in the areas of data literacy, data analysis and data use in teaching and planning. This has led to an increase in knowledge and understanding of data literacy and enhanced ongoing monitoring of student progress. All teaching staff are more confident in analysing, interpreting and extrapolating data and they can collaboratively use this to inform planning, identify interventions and modify teaching practice. So that student learning is driven by data analysis to ensure student growth and attainment. Throughout 2021 we have begun to establish whole school effective data analysis practices to ensure regular monitoring of student performance this has occurred primarily with our HSC cohort and has resulted in outstanding HSC results. A deep understanding of the link between attendance and achievement has led to a review of attendance data and the implementation of an explicit monitoring process. School funds have been allocated to adequately identify and address attendance issues. This has involved the employment of a second Head Teacher Wellbeing and additional school learning support officers. As a result of this action the number of students attending greater than 90% of the time or more has increased by 5.10%.

Evidence Based Teaching

At Chester Hill High School all teachers are committed to identifying and implementing effective and explicit, evidenced - based teaching strategies. We aim to create a consistent culture of high expectations for all members of our learning community to improve quality teaching and student learning outcomes. Throughout 2021 we focused on the development of a distributed instructional leadership framework to sustain a culture of continuous improvement of teaching and learning. This has created a growth culture through a coaching/mentoring framework which is focused on continuous improvement of teaching and learning. School leaders have led the review of Stage 6 Teaching and learning programs to ensure that they are dynamic and show evidence of refinement based on feedback of teaching practices, student assessment and continuous tracking of student progress and achievement. This has led to all members of the learning community demonstrating a high performance culture, centered on students with a clear focus on student progress and achievement and high quality service delivery. Our school is recognised as achieving great success at the HSC and being responsive to its community

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Evidence Based Teaching	• Delayed initiatives in terms 3 and 4 have required this work to be postponed to 2022. To date we have begun to develop a culture of

Percentage of teachers engaged in Instructional Rounds is moving towards the school identified target of 100%.	collaboration focused on critical feedback.
High Expectations Student Tell Them From Me Data improves by 5% in students indicating staff hold high expectations for academic skills and success from the beginning of 2021 to the end of 2021.	<ul style="list-style-type: none"> • Delayed initiatives in terms 3 and 4 have required this work to be postponed to 2022.
Attendance Improvement tracking towards the lower bound target (63%) of students attending school greater than 90% of the time.	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more has increased by 5.10%.

Strategic Direction 3: Engaged Community

Purpose

Our learning community participates in authentic engagement and reflection to build strong foundations for sustained success, personal growth and aspirations for individual students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Individualised Mentoring
- Creating an optimal learning environment in each classroom classroom
- Partnering with Parents

Resources allocated to this strategic direction

Professional learning: \$33,006.66

Socio-economic background: \$556,000.00

Summary of progress

Individualised Mentoring

Chester Hill High School is dedicated to providing all students with regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfill their potential. Throughout 2021 our school has organised the structure under which this is to occur. A team of teachers have researched learning practices that build and leverage learner agency, providing opportunities for learners to develop the personal attributes required for success.

Creating an optimal learning environment in each classroom classroom

Chester Hill high school has developed a consistent approach to student wellbeing based on shared values and clear expectations to ensure optimal conditions for student learning. Our commitment to student wellbeing is evidenced by our employment of a second Head Teacher wellbeing. The school has implemented a dedicated time to deliver wellbeing lessons developed in line with the ACARA social and emotional development framework. Student management procedures have been implemented in a strategic and explicit manner with the mindshift of supporting students to display productive learning behaviours promoting student engagement and responsibility for learning. Consistently applying school processes have ensured that optimal conditions for student learning across the entire school.)

Partnering with Parents

All actions at Chester Hill High School are underpinned by the belief that teachers and parents need to work in partnership to facilitate the best learning outcomes for the child. Due to COVID restrictions a planned and proactive engagement with parents and the community has been limited.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Individualised Mentoring Percentage of students who undertake a purposeful, planned and documented meeting with their teacher mentor once a term is moving towards the school identified target of 100%.	<ul style="list-style-type: none">• In 2021 the school identified teachers to oversee the mentoring program, established structures for implementation and identified students.
Optimal Learning Environment	<ul style="list-style-type: none">• Delayed initiatives in terms 3 and 4 have required this work to be postponed to 2022.

<p>Student Tell Them From Me data reflects 5% growth in students that value school outcomes from the beginning of 2021 to the end of 2021.</p>	
<p>Partnering with Parents</p> <p>Parent Tell Them From Me data reflects 2% growth in parents stating that they feel valued by the school from the beginning of 2021 to the end of 2021.</p>	<ul style="list-style-type: none"> • Delayed initiatives in terms 3 and 4 have required this work to be postponed to 2022.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$6,461.30</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching of Literacy and Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • release time for staff to provide targeted support to students, including mentoring and tutoring • intensive English language and learning support to increase educational outcomes for students <p>The allocation of this funding has resulted in: 100% of refugee students achieving minimum standards. Improved literacy and numeracy results as identified in PLAN2 monitoring for all refugee students. Increased sense of belonging to the school community. Parents felt welcomed and developed an understanding of school systems.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue enhancing the integration of refugee students into the Australian Education System ensuring that each refugee child meets the minimum benchmark. Identify learning gaps due to missed education and emotional needs to develop programs to address these areas.</p>
<p>Integration funding support</p> <p>\$132,532.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Chester Hill High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching of Literacy and Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around trauma informed practice and literacy and numeracy. • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers to support the PLSP of students. • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the</p>

Integration funding support \$132,532.00	year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.
Socio-economic background \$1,432,083.20	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Chester Hill High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching of Literacy and Numeracy • High Expectations of Teaching and Learning • Evidence Based Teaching • Creating an optimal learning environment in each classroom • Partnering with Parents <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement a number of programs to support identified students with additional needs • supplementation of extra-curricular activities • equitable access to specialist resources • engage with external providers to support student engagement and retention • professional development of staff to support student learning • staff release to increase community engagement • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • employment of external providers to support students with additional learning needs <p>The allocation of this funding has resulted in: 27.15% of students attained results in the top two bands demonstrating achievement exceeding the upper bound system negotiated target. 53.91% of students attained results in the top three bands demonstrating achievement exceeding the upper bound system negotiated target. Year 9 NAPLAN writing and spelling results have an upward trend and exceeds SSSG Social skills programs and wellbeing support and the provision of equitable opportunities for students. The number of students attending greater than 90% of the time or more has increased by 5.10%.</p> <p>After evaluation, the next steps to support our students with this funding will be: to improve quality teaching and student learning outcomes we will engage teachers in Professional Learning to develop their capacity to explicitly teach the fundamental skills for their KLA and therefore improve the quality of lessons ensuring student engagement and challenge for academic success. create a consistent culture of high expectations for all members of our learning community.</p>
Aboriginal background \$12,500.00	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Chester Hill High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence Based Teaching <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Aboriginal background</p> <p>\$12,500.00</p>	<p>include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • community consultation and engagement to support the development of cultural competency • employment of additional staff to support literacy and numeracy programs • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in: an increase in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, as a result of the welcoming and informal setting. improved attendance of First Nations students. improved engagement which has led to improved educational outcomes as evidenced by NAPLAN results.</p> <p>After evaluation, the next steps to support our students with this funding will be: an increased focused focus on targeted mentoring and coaching programs to ensure continued engagement and further academic success deliver differentiated and personalised support to Aboriginal students.</p>
<p>English language proficiency</p> <p>\$626,013.60</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Chester Hill High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching of Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing intensive support for students identified in beginning and emerging phase • additional staffing to implement Individual Educational Plans for all EAL/D students • additional teacher time to provide targeted support for EAL/D students and for development of programs • withdrawal lessons for small group (developing) and individual (emerging) support • establish a core practice for supporting students learning English as an Additional Language or Dialect • provide EAL/D Progression levelling PL to staff • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in: 100% EAL/D students achieving minimum standards EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. all teachers participated in professional learning, where the EAL/D teacher guided how to plan an integrated unit of work using a backwards mapping approach. Teachers looked at student data, including student English language proficiency using the EAL/D learning progression, and analysed student work samples. Teachers able to identify where students are on the EAL/D progressions and are able to differentiate to move students along the progressions.</p>

<p>English language proficiency</p> <p>\$626,013.60</p>	<p>After evaluation, the next steps to support our students with this funding will be: to capitalise on teacher confidence and their capacity to design integrated units of work that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$525,242.20</p>	<p>Low level adjustment for disability equity loading provides support for students at Chester Hill High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching of Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of SLSO to improve the development of students by supporting students with instruction in the classroom. • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in: The school's value-add results are moving in an upward trajectory. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>COVID ILSP</p> <p>\$600,000.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • staff analyse school and student data for small group tuition groups/monitor progress of student groups using PLAN2. • providing targeted, explicit instruction for student groups in literacy/numeracy. • development of resources and planning of small group tuition • leading/providing professional learning for COVID educators • releasing staff to participate in professional learning • employment of additional staff to support the monitoring of COVID ILSP funding

<p>COVID ILSP</p> <p>\$600,000.00</p>	<p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • the majority of the students in the program achieving progress towards their personal learning goals • all students captured in PLAN2 to monitor their progressions and develop personalised learning plans to meet their individual needs. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
---------------------------------------	--

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	668	706	667	591
Girls	601	662	662	561

Student attendance profile

School				
Year	2018	2019	2020	2021
7	91.1	89.4	91.1	89.5
8	88.4	86.1	89.9	87.6
9	85.9	86.3	86.5	86.7
10	88.1	84.5	88.1	82.1
11	83.5	85.9	85.2	81
12	86.8	86.5	89	85.6
All Years	87.1	86.4	88.1	85.1
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	1
Employment	0.5	8.0	27
TAFE entry	1.0	5.0	11
University Entry	0	0	61
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

21.98% of Year 12 students at Chester Hill High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

92.1% of all Year 12 students at Chester Hill High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	15
Classroom Teacher(s)	52.8
Learning and Support Teacher(s)	2.9
Teacher Librarian	1
Teacher ESL	5.2
School Counsellor	2.8
School Administration and Support Staff	23.57
Other Positions	22

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	9,721,065
Revenue	18,154,411
Appropriation	17,790,268
Sale of Goods and Services	205,018
Grants and contributions	2,015
Investment income	3,199
Other revenue	153,911
Expenses	-18,899,028
Employee related	-15,262,830
Operating expenses	-3,636,198
Surplus / deficit for the year	-744,616
Closing Balance	8,976,448

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.

	2021 SBAR Adjustments (\$)
Targeted Total	138,813
Equity Total	2,468,462
Equity - Aboriginal	12,454
Equity - Socio-economic	1,300,000
Equity - Language	625,927
Equity - Disability	530,081
Base Total	10,416,578
Base - Per Capita	357,844
Base - Location	0
Base - Other	10,058,734
Other Total	3,397,788
Grand Total	16,421,641

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

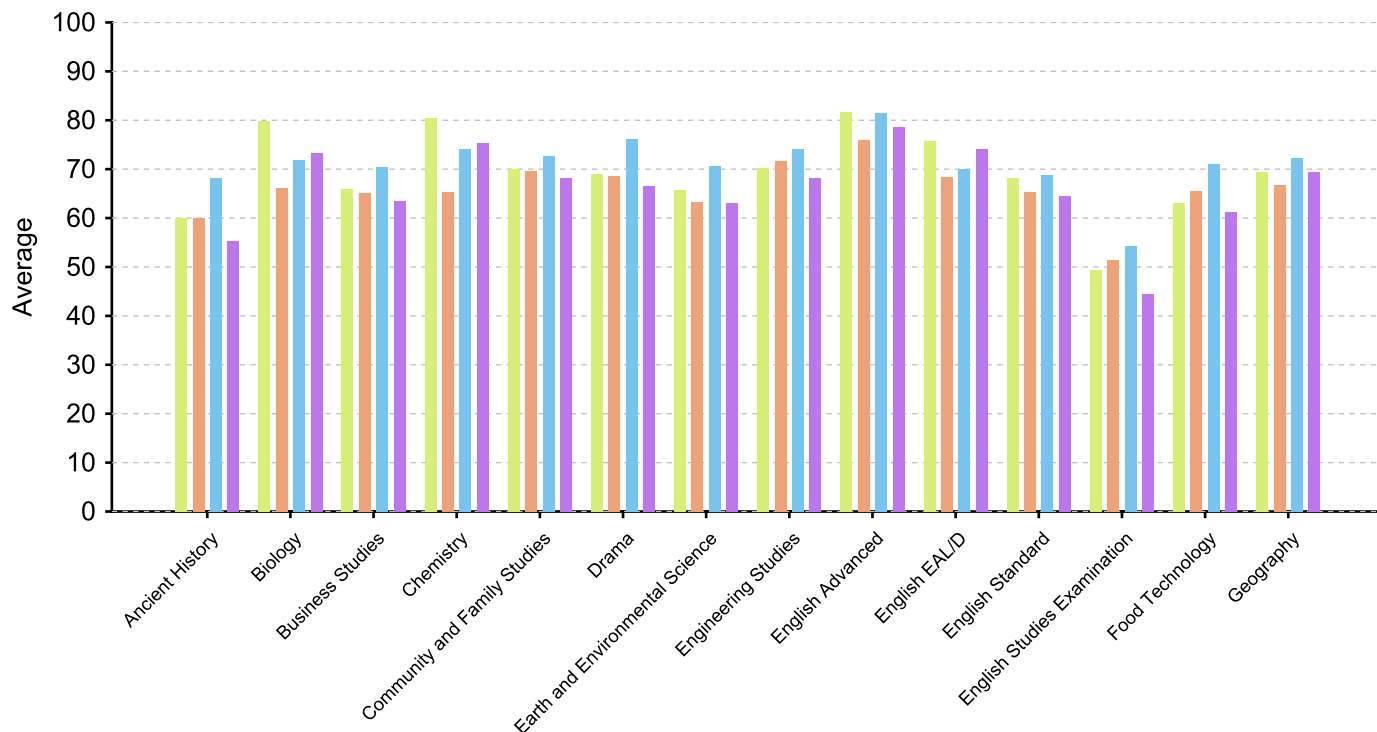
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

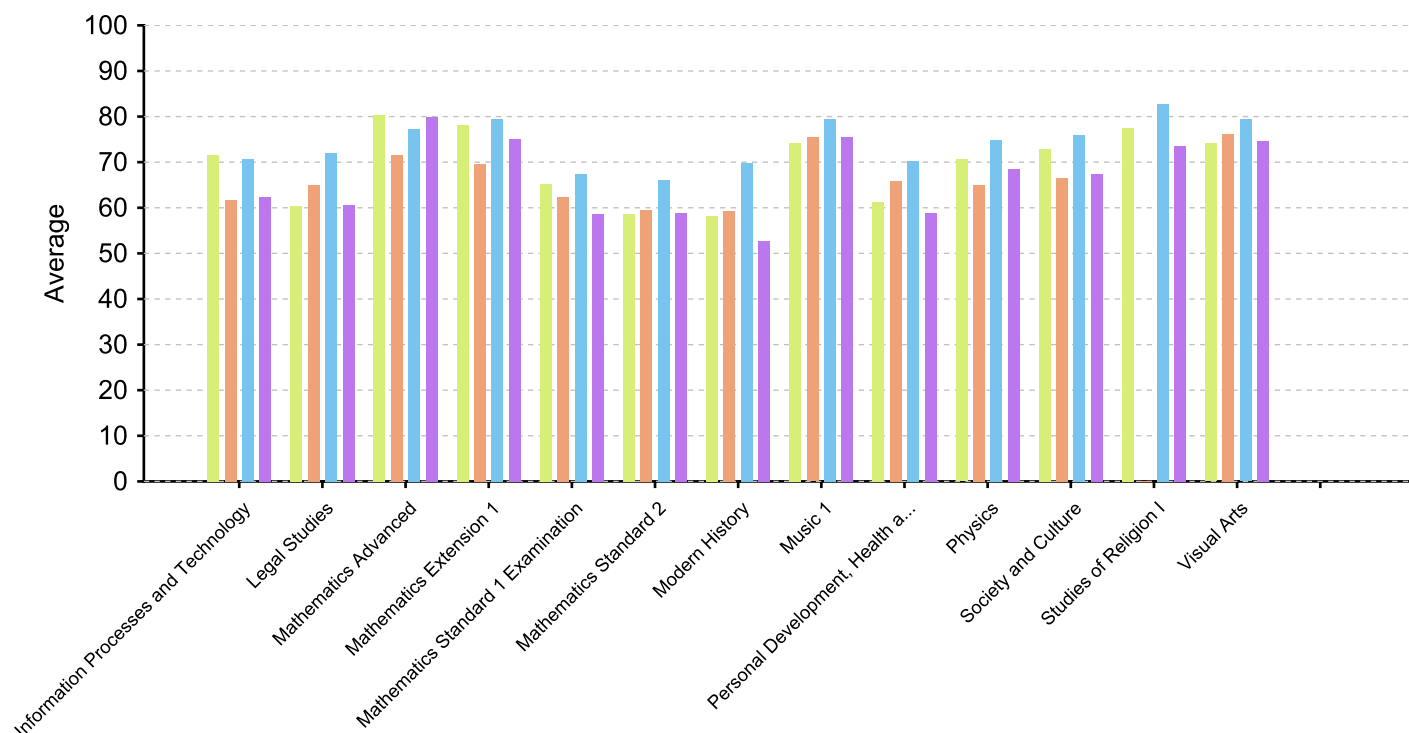
School performance - HSC

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.



■ School 2021
 ■ SSSG Average 2021
 ■ State Average 2021
 ■ School Average 2019-2021



■ School 2021
 ■ SSSG Average 2021
 ■ State Average 2021
 ■ School Average 2019-2021

Subject	School 2021	SSSG	State	School Average 2019-2021
Ancient History	60.0	60.0	68.1	55.2
Biology	79.9	66.2	71.9	73.2
Business Studies	66.0	65.1	70.4	63.5
Chemistry	80.5	65.2	74.1	75.3
Community and Family Studies	70.1	69.6	72.7	68.2
Drama	69.0	68.5	76.1	66.5
Earth and Environmental Science	65.8	63.4	70.6	63.1
Engineering Studies	70.2	71.6	74.1	68.3
English Advanced	81.6	75.9	81.4	78.6
English EAL/D	75.8	68.4	70.0	74.2
English Standard	68.2	65.2	68.8	64.5
English Studies Examination	49.3	51.5	54.3	44.5
Food Technology	63.0	65.6	71.0	61.2
Geography	69.5	66.8	72.4	69.5
Information Processes and Technology	71.5	61.8	70.8	62.3
Legal Studies	60.4	65.1	72.0	60.7
Mathematics Advanced	80.3	71.5	77.4	80.0
Mathematics Extension 1	78.1	69.6	79.5	75.1
Mathematics Standard 1 Examination	65.2	62.4	67.5	58.6
Mathematics Standard 2	58.6	59.5	66.1	58.8
Modern History	58.2	59.4	69.7	52.8
Music 1	74.2	75.4	79.4	75.5
Personal Development, Health and Physical Education	61.2	65.9	70.3	58.8
Physics	70.6	65.0	74.8	68.5
Society and Culture	72.9	66.6	76.0	67.4
Studies of Religion I	77.5	0.0	82.8	73.6
Visual Arts	74.1	76.3	79.4	74.6

Parent/caregiver, student, teacher satisfaction

The school uses the Tell Them From Me Survey each year to gauge overall satisfaction with our school. Throughout the year the school surveys students, staff and parents about a range of topics and the information gained from these smaller surveys provide us with data to inform adjustments to our school improvement plan and or programs. The school has continued its focus on the promotion of achievements to the community through the Newsletter and social media accounts.

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.