

2021 Annual Report

Cecil Hills High School



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Introduction

The Annual Report for 2021 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 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

Cecil Hills High School
Spencer Rd
Cecil Hills, 2171
www.cecilhills-h.schools.nsw.edu.au
cecilhills-h.school@det.nsw.edu.au
9822 1430

Message from the principal

It is my honour to report on the achievements of Cecil Hills High School in 2021. Our school had another very successful year despite a significant period of teaching and learning from home in Term 3 and Term 4. We foster an excellent reputation in the local community and continued our tradition of outstanding academic success in the Higher School Certificate in 2021. Across the school, 49 x Band 6 results (a mark over 90%) and 240 x Band 5 results (a mark over 80%) 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 2021 to deliver professional learning to teachers on methods for analysing HSC performance data. As a part of our strategic improvement plan, the school has a focus on improving HSC results and increasing the proportion of Band 5/6 results. The highest ATAR recorded for 2021 was 97.45 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 our school. Cecil Hills High School will continue to strive for excellence in 2022, as we continue to implement our strategic improvement plan for 2021-2024, 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.

A major focus of the year was the implementation of our strategic improvement plan in accordance with the NSW Department of Education's School Excellence Policy. This involved the school executive team and broader staff working together on initiatives and activities in the plan to move the school closer to achieving our targets. Cecil Hills High School is expected to undertake its next external validation process in 2023 which will be the next major opportunity for reflection and review.

Once again, all NSW public schools responded effectively to the challenges of the coronavirus pandemic through a period of sustained teaching and learning from home. I was incredibly proud of the staff of Cecil Hills High School who built on our previous experience and successfully pivoted to our highly successful online learning environment. This required a return to the model used in 2020 which had a clear focus on the continuity of learning through regularly timetabled lessons and increased feedback for students. Our staff worked extremely hard to ensure our students enjoyed the best possible online learning experience. Our wonderful SASS staff supported our work at all times and also adapted to this change in a positive manner. From my perspective as principal, we were able to deliver professional learning to teachers in new ways and were able to provide more individualised support to teachers. We continued to capitalise on the significant amount of learning amongst staff which has led to improvements for our school in a number of areas including online parent meetings, livestreaming of assemblies and a renewed focus on digital technology as a learning tool.

There were a number of important milestones in 2021.

We continued our focus on attendance as the first priority of students and parents. We continued to embed effective practices through our attendance team to focus on lifting our attendance rates. This included the addition of an SLSO to provide sustained and ongoing administrative support and enhanced our connection with the community. We have highly effective practices to monitor individual and cohort attendance in a very large high school.

There was a key professional learning focus on catering for EAL/D students and literacy strategies. This included the presentation of a number of resources to teachers and work in faculties to embed improved practices, in recognition of our significant EAL/D student cohort. We also made advancements through an increased focus on ALARM pedagogy through the creation of an ALARM team and a professional learning website with resources to assist teachers.

A very successful initiative was the creation of our Arabic and Assyrian Speaking Community Group. This group met three times a term with our teacher coordinator who served as a translator and expert communicator and resulted in building trust between the school and this group of parents. The program was successful in attracting a grant from the Schools Plus organisation for 2022 and will enable an expansion of the program.

Our welfare team conducted training on the SAFEMinds program with a focus on the notion that welfare is the responsibility of every teacher. There was an expansion to our school welfare team with our student support officer in his first full year at our school, with plans to expand our house leadership initiative in 2022. Our school transition team was also expanded with the addition of a Junior Coordinator to assist with Year 10 to Year 11 transition and serve alongside our two Transition Advisers / Senior Coordinators.

In Term 1 and Term 2, a significant amount of work was commenced with the school executive in relation to our HSC strategy which focused on reducing the number of Band 1 results and increasing the number of Band 5/6 results. I am pleased to report there was an 82% reduction in the number of Band 1 results in 2021 compared with 2020. There will be a renewed focus on our HSC strategy in 2022 and ensuring our Year 12 students are supported as their Preliminary studies were impacted by the lockdown period in Year 11 in 2021.

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 Teachers - Welfare and consists of our four deputy principals, year advisers, senior coordinators, SRC teachers, student support officer and school counsellors. The welfare team thanks Mrs Jenny Green, Mrs Christina Kennedy, Mrs Carol Norton and Ms Diana Kulevski who expertly guided and mentored the Year 12 class of 2021. We welcome Ms Rania Zaidan and Mr Josh Banks who are the new year advisers for Year 7 in 2022. As a school, we select our year advisers for the following year very early and Ms Priya Kumar and Ms Amy Shannon will work with Year 6 in 2022 in preparation for Year 7 (2023).

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 2022 and beyond.

Mark Sutton

Principal

Cecil Hills High School

School vision

Cecil Hills High School strives for excellence in learning, teaching and leading and we believe in success. Our diverse learners are respectful, responsible and successful and connect with their teachers to succeed and thrive. Our teachers use positive behaviour for learning principles. Our teachers use flexible and innovative teaching practices to develop future-ready students. They build leadership skills in themselves and others to ensure our school operates in a framework of excellence.

School context

We would like to acknowledge the Cabrogal Clan of the Darug Nation who are the traditional custodians of the land that Cecil Hills High School now resides on.

Cecil Hills High School is a comprehensive coeducational high school in a growth area of south-west Sydney. The student enrolment of over 1450 students (Year 7 to Year 12) includes 85% of students from a non-English speaking background. The school proudly has a support unit consisting of five classes. The main languages spoken at home are Vietnamese, Arabic and Serbian. We have 1% of students who identify as Aboriginal or Torres Strait Islander. The school is experiencing significant enrolment growth and this is expected to continue into the future. 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.

The school's permanent staffing entitlement in 2021 is 103 teachers and 21 non-teaching staff. The school employs additional teachers to provide a range of learning and welfare supports. The school executive is comprised of 4 deputy principals and 16 head teachers, including dedicated positions for professional practice, literacy, secondary studies and beginning teacher mentoring. Our SASS leaders include 2 SAMs and a Business Manager.

The school fosters an outstanding reputation for quality teaching and learning, excellent discipline and a productive learning environment, with a history of academic success and high expectations in all curriculum areas. The school has a highly committed staff and an environment where academic success and student wellbeing are at the forefront of decision-making.

The school has written and introduced its own Year 8 innovation courses based on project-based learning. The school has embedded the C.E.C.I.L skills for all Year 7-10 courses to focus on the development of 'soft skills'. The school and its community will celebrate twenty-five years of excellence in public education in 2021.

A comprehensive situational analysis was completed which led to the development of the 2021-2024 Strategic Improvement Plan. This involved authentic consultation with stakeholders including students, staff and parents. The situational analysis identified the need to focus on improving effective classroom practices through professional learning in areas including literacy, numeracy, explicit teaching, differentiation and feedback. To further develop student outcomes, the school will target improved NAPLAN performance and each faculty will focus on lifting HSC performance and using data to inform practice.

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. 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.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
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	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student growth and attainment of literacy and numeracy skills through effective classroom practice that embeds explicit evidence-based teaching, differentiation and assessment.

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.

- Strategic, Explicit and Evidence-Based Teaching
- Differentiation and Assessment

Resources allocated to this strategic direction

English language proficiency: \$201,812.40

Socio-economic background: \$146,898.00

Low level adjustment for disability: \$156,965.20

Professional learning: \$7,474.53

Beginning teacher support: \$7,500.00

Summary of progress

In 2021 professional learning was targeted at supporting teachers to deepen their understanding of EAL/D teaching and learning. Classroom observations supported this learning into teacher practice. An EAL/D coach ensured differentiation for the various EAL/D phases and intensive support was provided for students at Beginning and Consolidating in Years 7-10. This was enabled by employing an EAL/D coach, employing a number of EAL/D teachers and timetabling to ensure multiple EAL/D classes in each grade. Teacher feedback from professional learning and in class support evidenced an increase in the need for explicit strategies to support EAL/D learners. We identified that an EAL/D faculty roadmap would provide increased structure in supporting this work and we will introduce an EAL/D framework to measure our achievement. EAL/D student achievement showed impressive value-added growth in the literacy, mental health, and wellbeing of our refugees. A focus on data informed teaching and learning was supported by a Head Teacher Literacy and a Maths coordinator who supported teachers in analysis of external data to inform teaching and learning in Reading and Numeracy. These leaders built their capacity in the use of the literacy and numeracy progressions. Teacher feedback regarding this professional learning evidenced an increase in data analysis proficiency, which has led to ensuring a continuing focus in supporting teacher data skills and use in 2022. Increased capacity of teachers in data analysis and response is evidenced by the participation of all staff in the professional learning centred around student result analysis and the subsequent increase in staff accessing data platforms including Scout and Sentral in order to analyse and assess student learning. Next year to support our focus on EAL/D strategies we will continue to develop more targeted groupings of EAL/D students, continue to support teachers through co teaching and deliver professional learning to teachers regarding assessment modification for EAL/d students. This is important because of our increased numbers of EAL/D enrolments. Our focus will also be on embedding core literacy skills within faculty programs and supporting the use of formative assessment as this area of need has been identified through faculty evaluations and diagnostic staff data.

In 2021 extra classes have been established in Year 7 and 8 to support customised differentiation of teaching and assessment in Literacy and Numeracy. This resulted in an increase in student achievement data alongside student confidence in core skills. The process for identifying and selecting students for this support will be refined in 2022 in order to ensure students selected for the program are intensive and take into account all aspects of their learning progress. The PEEL and ALARM model were adopted to support a school wide approach to writing and skill transfer across all subjects. Teachers were trained by the creator of ALARM - Max Woods and continuously engaged with ALARM via professional learning opportunities throughout the year. Members of the team visited schools who have successfully embedded alarm and engaged with expert facilitators of ALARM. Resources have been provided to faculty head teachers to further develop staff understanding of ALARM and how to facilitate this successfully in teaching and learning activities. An ALARM resource library has been set up for staff to access, this contains resources on ALARM implementation along with video evidence of best practice. Students involved in this trial reported an increase in confidence when responding to tasks. In 2022 we will embed the ALARM model across all faculties within programs and assessments to support this in order to ensure we have a consistent approach across all KLAS. Research and development into evidence based strategies commenced in 2021 to support staff in the facilitation of practical differentiation strategies across all grades. As a result of teacher PDP processes, faculty evaluations and Tell Them From Me staff survey results it was identified that differentiation and the use of formative assessment strategies continues to be an area for development in 2022. Stage 4 - Stage 6 assessment tasks are coded against the QTF, staff engage in deep collegial discussion around the composition and requirements of the task and discuss the justifications

behind the coding. This has been an incredibly successful initiative evidenced by the increase in the quality of tasks being developed and a demonstrated growth in teacher proficiency in assessment development supported by teacher feedback surveys. Student feedback on the quality of assessment tasks has revealed that our students believe the tasks are clear and they understand what the task requires of them.

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
Increase the percentage of Aboriginal students in the top 3 bands in Year 9 NAPLAN Reading and Numeracy	<p>There was an 16% increase in in the percentage of students achieving in the top 3 bands in reading, alongside a 0% change in numeracy results.</p> <p>Professional learning on a range of pedagogical strategies, including the 8 Ways of Learning, has been undertaken by coordinators of specific focus areas and whole school professional learning is currently under development, this is due to be delivered to staff in 2022.</p> <p>Stage 4 students are offered multiple avenues of support via various programs running before, during and after school hours. Our YARN Connect group has successfully liaised with external agencies to further enhance the learning experiencing for individual students. The 8 Ways of Learning pedagogy was implemented in Yarn Connect lessons. This included story telling (morning Yarn), visual learning (adapting school wide Connect lessons) and making connections with the wider community. Staff engaged with individual student PLPs and data in order to customise the teaching and learning activities for classes, ensuring each student has the opportunity to maximise their achievement. The Connect After The Bell program is deeply embedded into the school and students have been able to access this support on a weekly basis throughout the year inclusive of the online learning period.</p>
Increase the percentage of students in the top 2 bands in Year 9 NAPLAN Reading by 2%	<p>We achieved a 6.47% increase in students achieving the top 2 bands in NAPLAN reading from our 2019 results.</p> <p>Our Building Success program was delivered throughout the year and catered towards a range of learners and a variety of subject areas. Middle band students were selected and achievement data will be tracked in the coming years to gauge the success of the program.</p> <p>Staff actively engaged in professional learning focused on embedding inference strategies into lessons and programs, they also participated in data analysis training and applied these skills to the data collected from standardised tests such as: Best Start and Check-In assessments. This professional development has ensured staff have a robust knowledge of inferencing skills and the strategies required to</p>
Increase the percentage of students in the top 2 bands in Year 9 NAPLAN Numeracy by 7%	<p>There was an 3.3% decrease in in the percentage of students achieving in the top 3 bands in reading.</p> <p>A numeracy team was created in 2021 and a numeracy coordinators position was successfully established, this was filled via internal EOI procedures and this staff member has since undertaken intensive training in numeracy support and Scout data analysis. Resource development has occurred in the later part of 2021 and the numeracy coordinator is set to work with individual faculties in 2022.</p>
Increase the number of students achieving results in the top 2 HSC Bands by 2%	<p>In 2021, there was growth of 4.9% in students achieving in the top 2 HSC Bands.</p> <p>An ALARM team was established with members from a range of KLAS, members of the team were trained in all elements of utilising ALARM across both teaching and learning and assessment planning. Head Teachers were trained by the creator of ALARM - Max Woods and continuously engaged with ALARM via professional learning opportunities throughout the year.</p>

<p>Increase the number of students achieving results in the top 2 HSC Bands by 2%</p>	<p>Members of the team visited schools who have successfully embedded alarm and engaged with expert facilitators of ALARM.</p> <p>Resources have been provided to faculty head teachers to further develop staff understanding of ALARM and how to facilitate this successfully in teaching and learning activities. An ALARM resource library has been set up for staff to access, this contains resources on ALARM implementation along with video evidence of best practice.</p>
<p>Increase the proportion of Aboriginal students attaining the HSC whilst maintaining their cultural identity.</p>	<p>Professional learning on a range of pedagogical strategies, including the 8 Ways of Learning, has been undertaken by coordinators of specific focus areas and whole school professional learning is currently under development, this is due to be delivered to staff in 2022.</p> <p>Stage 4 students are offered multiple avenues of support via various programs running before, during and after school hours. Our YARN Connect group has successfully liaised with external agencies to further enhance the learning experiencing for individual students. The 8 Ways of Learning pedagogy was implemented in Yarn Connect lessons. This included story telling (morning Yarn), visual learning (adapting school wide Connect lessons) and making connections with the wider community. Staff engaged with individual student PLPs and data in order to customise the teaching and learning activities for classes, ensuring each student has the opportunity to maximise their achievement. The Connect After The Bell program is deeply embedded into the school and students have been able to access this support on a weekly basis throughout the year inclusive of the online learning period.</p>
<p>Increase the number of students achieving expected growth in Reading in Year 9 NAPLAN with an uplift of 5%</p>	<p>There was a 7.2% decrease in in the percentage of students achieving expected growth in NAPLAN Reading.</p> <p>Our Building Success program was delivered throughout the year and catered towards a range of learners and a variety of subject areas. Middle band students were selected and achievement data will be tracked in the coming years to gauge the success of the program.</p> <p>Staff actively engaged in professional learning focused on embedding inference strategies into lessons and programs, they also participated in data analysis training and applied these skills to the data collected from standardised tests such as: Best Start and Check-In assessments. This professional development has ensured staff have a robust knowledge of inferencing skills and the strategies required to successfully utilise these in teaching and learning.</p>
<p>Improve the percentage of students achieving expected growth in Year 9 NAPLAN Numeracy by 14%</p>	<p>There was an 18% decrease in in the percentage of students achieving expected growth in NAPLAN Numeracy.</p> <p>A numeracy team was created in 2021 and a numeracy coordinators position was successfully established, this was filled via internal EOI procedures and this staff member has since undertaken intensive training in numeracy support and Scout data analysis. Resource development has occurred in the later part of 2021 and the numeracy coordinator is set to work with individual faculties in 2022.</p>
<p>Increase staff knowledge of EAL/D teaching strategies and the needs of EAL/D students.</p>	<p>Staff actively participated in a series of workshops targeted at equipping them with a range of EAL/D teaching strategies. Staff were provided with the skills required to identify the needs of EAL/D learners and subsequently cater for them.</p>
<p>Increase staff knowledge of EAL/D teaching strategies and the needs of EAL/D students.</p>	<p>Staff actively participated in a series of workshops targeted at equipping them with a range of EAL/D teaching strategies. Staff were provided with the skills required to identify the needs of EAL/D learners.</p>
<p>85% of students achieve Minimum Standard credential prior to HSC examinations.</p>	<p>All Year 12 students selected for this group received intensive literacy and numeracy support, allowing for a 100% success rate in achieving the HSC Minimum Standard.</p> <p>2021 saw the creation of an online Google Classroom that enabled flexibility for students to conduct revision activities, and practice opportunities. This</p>

85% of students achieve Minimum Standard credential prior to HSC examinations.	contributed successfully to help target literacy and numeracy strategies for students.
Assess staff capacity for high quality differentiation and the use of formative assessment strategies.	Throughout the PDP process, faculty evaluations and Tell Them From Me staff survey results, differentiation strategies and formative assessment strategies have been identified as an area requiring focus for the professional development of staff. As a result of this, practical differentiation strategies and formative assessment strategies will make up part of the professional learning schedule for 2022.
<p>All staff trained in effective feedback with a focus on developing student capacity to use feedback effectively.</p> <p>An increase in staff using ICT to provide feedback</p>	<p>Professional learning for 2021 was centered on best practice and underpinned by CESE's What Works Best. Effective feedback has been tabled until 2022 with the focus placed on explicit teaching including the development of quality learning intentions and success criteria.</p> <p>Remote learning saw an increase in the need for the delivery of ICT based feedback, staff found a multitude of ways to deliver feedback for both formative and summative tasks. This trend of offering online feedback has continued since the return to face to face learning.</p>

Strategic Direction 2: Professional practice and expertise

Purpose

To use evidence-based practices to drive continual improvement, improve student outcomes and equip them to thrive in a rapidly changing and interconnected world.

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.

- Effective and Expert Teaching Practices
- Future-ready Students

Resources allocated to this strategic direction

Professional learning: \$17,938.88

Socio-economic background: \$74,745.33

Summary of progress

Our Beginning Teacher Induction Program continues to exceed expectations through supporting beginning teachers in their first two years. This program is underpinned by evidence based professional development resources (SSGT, GTIL and WWB) and is customised to the specific needs of the current cohort of Beginning Teachers. All school stakeholders are deeply invested in supporting our Beginning Teachers and the success of the program is demonstrated through our beginning teacher retention rate for 2021 which sits at 87%. Championing the achievements of staff became an area of increased focus in 2021. Staff and their hard work has been acknowledged on multiple public forums which has led to an increase in the staff morale component of our 2021 Staff TTFM report. In 2022 we will develop an expert teacher group comprising of motivated and passionate classroom practitioners, this group will work with the executive team to further extend the nuanced activities that drive the Strategic Directions of our Strategic Improvement Plan. We will continue to invest deeply in the development of beginning teacher capacity to ensure we embed a culture of collaboration and continual teacher improvement to drive ongoing improvement in student results.

CHHS staff have participated in further training centred around soft skills and the facilitation of activities that seek to enhance our students communication, engagement, collaboration innovation and leadership skills. This training extended on the prior knowledge of staff and provided the opportunity to network with in house experts. As a result of this training we will see two more Year 8 electives up and running in 2022/23. Further to this, STEM based electives are being offered to Stages 4 -5 on a frequent basis, with an increase in subject selection needed to drive the opportunities available. STEM professional learning is currently in the research and development phase with targeted staff to receive training in 2022. Upon analysis of our school wide audit on the use of flexible learning spaces it became abundantly clear that while our school boasts multiple flexible spaces access to these has been limited due to timetabling constraints. Staff interest in teaching in these areas is high as reflected in our survey results, and so further timetabling flexibility will be explored in 2022. Intensive professional learning on the successful utilisation of these spaces is due to occur in 2022/23 when a wider range of staff have access to these rooms and the ability to experiment with innovative practice. 2022 will see us strive to embed the explicit teaching of technology and innovation skills to develop our students in future-ready individuals.

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
Teachers rate their development across the element of "collaborative" (3.3) and applied professional learning strengthens teaching practice in the High Impact Professional Learning model as "Delivering".	Our Head Teacher Professional Practice has engaged in collegial discussions with staff centered around the HIPL School self assessment tool. Staff are able to rate theme 3.3 as 'Delivering' based on the targeted professional learning delivered in 2021. Professional learning opportunities have seen staff work both individually and as a collective at identifying student learning progress and needs with a continuation of this professional development scheduled to occur in 2022. .
50% reduction in Band 1 results in the	We saw an 82% reduction in Band 1 HSC results compared with 2020.

HSC	Staff have actively engaged in evidence based professional learning targeted at reducing the number of potential Band 1 results in the HSC across all subjects and KLAs. The success of these proactive measures will be assessed in early 2022 when staff undertake the annual HSC RAP analysis, this data will be further analysed by the executive team and targeted areas for improvement will be identified as a result of this.
Develop a consistent understanding of CECIL skills across the school.	Every classroom has been provided with CECIL Skills posters to ensure that students are aware of the skills. These have been added to academic reports. A whole staff professional learning session was held in Term 2 to refresh understanding of the skills. Time was also provided for faculties to construct guidelines for awarding grades for the CECIL skills as these differ across faculties. This has ensured that there is consistency across the school. The Innovation team has been at the forefront of this development, sharing their knowledge of these skills from their experience teaching them in their electives.
Embed the current Year 8 STEM innovation elective. Develop a partnership with a university to develop student interest in STEM pathways.	The Lego Robotics course has been running as a Year 8 innovation elective for multiple years, with a consistently high rate of students selecting the subject. Our strong partnership with UTS has provided an increased level of expertise for staff, while also offering students the opportunity to work with experts in the field of STEM. UTS courses also include a strong focus on Women in Engineering which we are excited to explore over the coming years.
Audit on the use of flexible learning spaces. Deliver targeted professional learning from SLEC to the executive to introduce evidence-based practice in learning spaces.	Staff have been surveyed on the use of flexible learning environments and this data has been analysed by our Head Teacher Secondary Studies to identify areas of growth for staff. Flexible classrooms including D2, E Flex and the Common Room remain popular and are in high demand on a daily basis, timetable restrictions means access to these rooms can be somewhat limited at times. Targeted professional learning has been tabled for 2022 to ensure the learning for staff is delivered at an optimum and relevant opportunity.

Strategic Direction 3: Community engagement and wellbeing

Purpose

To improve student engagement and wellbeing by empowering students, teachers and the community to support each other in all areas of schooling including learning, leadership, mental health, behaviour regulation, attendance and future pathways.

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.

- Student Engagement and Wellbeing
- Community and Transition Partnerships

Resources allocated to this strategic direction

Socio-economic background: \$236,278.00

English language proficiency: \$22,423.60

Summary of progress

As a school, CHHS has maintained positive student engagement and wellbeing throughout 2022. Various initiatives have been put in place to improve student behaviour including targeted professional learning aimed at forming positive relationships between students and teachers, our FOCUS (PBL) initiative continued to be a core focus of this and involved a relaunch to staff and students in the later part of the year. All members of the wellbeing team have been trained in SAFEMinds and this has allowed for greater accuracy in the reporting of student wellbeing concerns. Further to this, our wider staff body has been introduced to SAFEMinds with further professional learning to be delivered in 2022. Over the course of the year our data indicates 75.8% of our students have attendance rates of 90% or above. Awards have been created for students achieving 100% attendance in a semester and local businesses generously donated prizes for students who are presented with these awards. Attendance data has been shared with Connect teachers and the Wellbeing team with further PL on attendance processes and procedures to follow in 2022. Next year we will continue to build staff capacity in the wellbeing management of our students ensuring we create a safe and supportive learning environment by empowering staff with skills to help students connect, succeed and thrive.

The careers team have successfully developed positive partnerships with many local businesses. The most prominent of these is the partnership with Multiplex who will be building the new Western Sydney Airport at Badgery's Creek. The formation of the Arabic Speaking Coordinator role and subsequent meetings have allowed the school to connect more closely with our Arabic speaking parents. This has been supplemented by professional learning for staff centered around connecting with the parents of our students to create a sense of community and share student learning expectations. As a school, we have worked to improve our parent community's sense of belonging to the school. Our Tell Them From Me data indicates that parents feel more informed than they did last year, comparatively 7.1 in 2020 and 7.3 in 2021. This may be due to our Parent Community Meetings which have been held through Zoom throughout the year and the continued development of the school newsletter. Our data also indicates an upward trend in our parents feeling generally welcome in the school and connected. This is evidenced by the 0.1% increase displayed in the Tell Them From Me data. Throughout 2021 the AASCG has been extremely effective in enhancing home school communication through offering multiple avenues of support both in person and online. The success of this activity is demonstrated through the consistent positive feedback from parents along with the increased levels of engagement from Arabic and Assyrian speaking parents and their children. In 2022 we will continue to develop authentic partnerships with parents and the wider community with a focus on improved communication, engagement and involvement.

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
An improvement in students attending 90% of the time.	We saw an increase of 1.7% in students attending 90% of the time in 2021.
An improvement in positive wellbeing (advocacy, belonging, expectations) as	In 2021 the school has been consistent in the area of student wellbeing as evidenced by the Tell Them From Me student survey data. This data

measured by the Tell Them From Me survey data.	demonstrates that as a school, we have maintained our standards of student wellbeing. We have noted areas of improvement and will be working on these throughout 2022.
Deliver an increased amount of professional learning on classroom management strategies relevant to teachers at different career stages.	Professional learning sessions have been held throughout the year, these sessions have been facilitated by expert staff within CHHS and have been targeted to a range of career levels. The PL utilised evidence based strategies alongside demonstrated expertise from staff who have a robust understanding about various aspects of teaching and learning.
An improvement in the amount of parents completing the Tell Them From Me survey.	We had 178 parents complete the Tell Them From Me survey in 2021. The team that implemented this survey have experimented with various ways to improve the participation of our school community and have identified some effective strategies. These will be used to streamline the process of engaging parents in future surveys to continually improve the total numbers.
Deliver professional learning on strategies for engaging parents. Organise interpreters to attend parent events.	In Term 1, a professional learning session was held that focussed on the most effective ways to hold a phone interview with parents. This was an area that was identified as having some challenges for staff. We have also developed the Arabic Speaking Coordinator role and this staff member has been working actively with students and the community to increase understanding of school processes. We have continued to provide interpreter services for parents at parent teacher interviews across a number of languages.
Survey Year 7 to determine what students find interesting, enjoyable and relevant.	The year 7 cohort for 2021 have been surveyed and information has been collected on their interests. They were asked what subject they enjoy the most at school, what their interests are outside school and how relevant they find their learning. This information will be shared with their year advisers and will provide us with a direction for making these students' learning more relevant to them. More than half of students marked the relevance of their learning at CHHS in the top two bands. The most popular subject among the students is Mathematics.
Review current practices for identifying local providers. Review Year 10 transition and Year 12 post-school transition processes.	The Careers team have worked throughout 2021 to identify providers from the local community that our students can connect with. In particular, 19 female students have been selected for a partnership with Multiplex for the construction for the new Western Sydney Airport at Badgery's Creek. A flyer has also been delivered to local businesses to request support in offering placements for our students to complete work experience.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$952,998.33</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Cecil Hills 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"> • Student Engagement and Wellbeing • Strategic, Explicit and Evidence-Based Teaching • Community and Transition Partnerships • Future-ready Students • Effective and Expert Teaching Practices • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through literacy to support student learning • staff release to increase community engagement • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in:</p> <p>English and Mathematics Fundamentals programs operate in Year 7 and Year 8. Students identified as requiring additional 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.</p> <p>Technology continued to be a key focus with the installation of interactive whiteboards and professional learning on Moodle, Google Classroom and Edrolo for staff members. The importance of our BYOD approach was illustrated in the pandemic lockdown period. Due to our increased numbers, the school decided to employ a second Technical Support Officer to manage our technology, programs and infrastructure.</p> <p>The school is utilising QuickSmart, Mathletics and WordFlyers to improve literacy and numeracy skills in junior students. Further to this our Head Teacher Literacy role ensures student literacy needs are catered for using a range of platforms and evidence based strategies.</p> <p>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.</p> <p>The school has been able to continue to provide extensive executive release time to all head teachers to enable them to conduct a thorough PDP and lesson observation process, with a focus on improving teacher quality.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Further support students through the development and facilitation of evidence based literacy and numeracy programs for Stage 4 - Stage 6. Continue to access online learning platforms that align to syllabus content and seek to enhance the learning of core skills.</p>
<p>Aboriginal background</p> <p>\$8,224.53</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cecil Hills 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>

<p>Aboriginal background</p> <p>\$8,224.53</p>	<ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of an additional head teacher and the allocation of a coordinators role to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • creation of school literacy resources embedding local language • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in:</p> <p>In 2021 the school ran an Aboriginal Connect class (YARN) to provide literacy and wellbeing support to Aboriginal students. This is costed at 1 period per week. Throughout the Yarn Connect Program every morning, there is a focus on culture, whole school expectations and academic success.</p> <p>The Yarn room is equipped with computers, enabling students to use this during Connect for homework and assessment tasks. There is also the opportunity to receive support from the Connect teacher. Students are also provided with access to healthy snacks each week, particularly if they have missed breakfast or forgotten their food.</p> <p>Frequent outside school activities also provided students with Wellbeing support through the AIME Mentoring program that focuses on developing students' literacy, future goals and student confidence.</p> <p>South Cares Mentoring is delivered in school once a week. This program focuses on cultural understanding and cultural exploration. Students spend the time with the South Cares mentors painting murals, welcome to country paintings and student hand print journeys. With the unforeseen nature of 2021, the school was still fortunate to have our AIME mentors deliver online sessions during the remote learning period.</p> <p>Excursions were limited in 2021 due to covid restrictions, however, the school was still able to take our Year 8 and Year 9 students to the Easter Show as a wellbeing rewards day. In December, our Year 9 student got to attend a weekend cultural camp as part of South Cares 'Boys enrichment program'.</p> <p>Coinciding with our stage 5 English Indigenous Perspective Unit, the school hosted a Cultural Incursion. The incursion was timed perfectly for Harmony Week and enabled students to deepen their knowledge and understanding of the oldest continuing culture in the world as well as recognise the importance of reconciliation.</p> <p>Yarn students had the opportunity of working collaboratively with local artist, Michael Fardon, during Reconciliation Week. Students saw exclusive prints and paintings inspired by local natural histories then designed an Indigenous themed shirt capturing both our school and personal identities.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The school will continue to strengthen ties with community elders and groups and will seek out opportunities to actively experience the Aboriginal culture.</p>
<p>English language proficiency</p> <p>\$432,380.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Cecil Hills 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"> • Strategic, Explicit and Evidence-Based Teaching • Community and Transition Partnerships • Other funded activities <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

<p>English language proficiency</p> <p>\$432,380.00</p>	<ul style="list-style-type: none"> • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • 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: LBOTE students comprised approximately 85% of student enrolments in 2021. Due to our increased numbers of identified students, the school ran two EAL/D targeted classes in junior grades. Our identified students were regularly assessed against the EAL/D Progression Scales to ensure information was accurately recorded in relation to student growth. In 2021, the school's EAL/D allocation was 1.4 teachers. This funding was used to create specialist classes and allow for more tailored teaching and learning programs for individuals and groups. Our senior students were provided with support in the area of careers, transition and VET. In terms of communication, the school's newsletters were translated into the main school community languages including Arabic, Vietnamese and Serbian. In 2021 the school invested in an Arabic speaking coordinator who was responsible for liaising with the Arabic community, running parent information sessions and translating on a regular basis during individual parent meetings. Teacher professional learning on EAL/D teaching and learning strategies was delivered during numerous staff events to bring about and increase in staff awareness of the strategies and to build their confidence in facilitating these in the classroom environment.</p> <p>After evaluation, the next steps to support our students with this funding will be: Professionally develop staff in the Leading EAL/D Education initiative., first through investing in leaders of the program and then the wider staff body. Continue to analyse EAL/D data and timetable appropriate classes.</p>
<p>Low level adjustment for disability</p> <p>\$560,917.80</p>	<p>Low level adjustment for disability equity loading provides support for students at Cecil Hills 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"> • Differentiation and Assessment • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Literacy and Numeracy programs facilitated by SLSO <p>The allocation of this funding has resulted in: In 2021, our school was entitled to 2.2 Learning and Support Teachers (LASTs). Identified students were supported through the use of personalised learning and support plans and these were completed through in depth consultation with parents and students. Our Head Teacher - Welfare oversees learning support and supports this incredibly competent team leadership under the Welfare Head Teacher has bolstered the vision of this team. Our School Learning Support Officers (SLSOs) provided students with in-class support across subject areas which has increased student engagement, participation and achievement of syllabus outcomes as reflected in both internal and external data sources. SLSOs were also used to coordinate QuickSmart Literacy and QuickSmart Numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Further utilise the vast skillset of our entire learning support team. Invest in evidence based quality professional learning that will enhance the capability of staff.</p>

<p>Beginning teacher support</p> <p>\$7,500.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Cecil Hills High School during their induction period.</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"> • Differentiation and Assessment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Funding release time for two Beginning Teacher Mentors. Intensive professional learning for all beginning teachers <p>The allocation of this funding has resulted in: The program was modified in 2021 to suit the demands of remote learning and included the introduction of PLCs. The PLC element has led to increased collaboration amongst BTs and has created new avenues of support. The retention rates of our Beginning Teachers far outweigh those of the rest of the state.</p> <p>After evaluation, the next steps to support our students with this funding will be: Further refinement of the BT program including the scope & sequence</p> <ul style="list-style-type: none"> • Continued support for staff new to the profession through an intensive induction program • Strengthening our ties with partner universities and their pre-service placements
<p>COVID ILSP</p> <p>\$341,461.00</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 • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • development of resources and planning of small group tuition • leading/providing professional learning for COVID educators <p>The allocation of this funding has resulted in: Our Building Success program was delivered throughout the year and catered towards a range of learners and a variety of subject areas. This occurred in both an online and in person setting. Middle band students were selected and an assortment of initiatives were developed to support their learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Student achievement data will be tracked in the coming years to gauge the success of the program. Further develop programs with a literacy and numeracy lens that support the initiatives that drive our current school plan.</p>
<p>Refugee Student Support</p> <p>\$8,224.53</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</p>

<p>Refugee Student Support</p> <p>\$8,224.53</p>	<p>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"> • release time for staff to provide targeted support to students, including mentoring and tutoring • professional development for staff around impact of trauma, learning and wellbeing needs of refugee students • additional staffing to map individual students against the EAL/D progressions • release time to engage staff in targeted professional learning • engagement of a refugee support leader to coordinate personalised support for students and families from refugee backgrounds <p>The allocation of this funding has resulted in:</p> <p>Two staff members have been appointed as 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.</p> <p>The two EAL/D English classes for Years 7 to 10. Developing proficiency in English is one of the biggest challenges that refugees face. The EAL/D classes is instrumental in the planning, programming, assessing and development of differentiated, engaging and challenging EALD teaching and learning activities/ strategies that engenders a positive intellectually stimulating climate and culture of social inclusiveness.</p> <p>Provided additional literacy support beyond the classroom - STARS Before School Refugee Homework Help Program. This has resulted in impressive value-added growth in the literacy, mental health, and wellbeing of our refugees. Several of the STARS students have moved to mainstream classes in 2022.</p> <p>Additionally, Connect After the Bell is a Homework Help program available for our mainstream and refugee students. This program is attended by teachers across all KLA's</p> <p>The S.T.A.R.S Connect Roll is our school's signature activity that goes to the heart of our mission of service and engagement with our students from refugee backgrounds. We have focused on a pastoral care type role that maximises their learning potential and supports our refugees re-establish their lives and become an integrated part of the Cecil school community. Additionally, literacy activities were carried out during Connect.</p> <p>The setup of a STARS Connect Google Classroom in Term 1 provided refugee students to be further supported especially in these uncertain COVID times allowing the smooth transition for learning from home.</p> <p>Interpreting and Translation Services - Building of strong partnerships with families from refugee background has helped to improve the educational outcomes for refugee students. The school has considered that the families of refugee students have limited levels of literacy in English, so the school ensures translation services are integrated into school Newsletters and in parent teacher meetings to ensure effective communication between Refugee parents and the school.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Further customise our refugee support to ensure that individual students are nurtured in a holistic sense, strong partnerships with the wider refugee school community are invested in.</p>
<p>Integration funding support</p> <p>\$136,202.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Cecil Hills 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted</p>

<p>Integration funding support</p> <p>\$136,202.00</p>	<p>funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in:</p> <p>Integration funded was used to support a small number of targeted students who required intensive support from a SLSO. This funding also benefited other students in these classes and integration funding support was supplemented with other funds to provide more extensive SLSO support to other students. SLSOs were effective in addressing the learning, wellbeing and behaviour needs of students to ensure a quality learning environment. The school's learning support team consulted with students and parents in creating individualised learning plans.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>We will continue to use integration funding to support students with a variety of needs.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	692	712	744	744
Girls	651	688	714	706

Student attendance profile

School				
Year	2018	2019	2020	2021
7	93	93.4	93.8	92.8
8	92	89.2	92.9	91.2
9	91.4	89.5	89	89.9
10	90	89.3	88.8	87.3
11	87.3	90.6	91.1	89.1
12	92.8	89.4	92.7	89.7
All Years	91.1	90.3	91.4	90
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	7	5	4
Employment	8	10	3
TAFE entry	n/a	4	n/a
University Entry	n/a	n/a	n/a
Other	n/a	n/a	n/a
Unknown	n/a	n/a	n/a

Year 12 students undertaking vocational or trade training

40.63% of Year 12 students at Cecil Hills High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

98.7% of all Year 12 students at Cecil Hills 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)	16
Classroom Teacher(s)	75
Learning and Support Teacher(s)	2.2
Teacher Librarian	1.4
Teacher ESL	1.4
School Counsellor	2
School Administration and Support Staff	20.77
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, 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	2,603,878
Revenue	17,912,662
Appropriation	17,249,650
Sale of Goods and Services	88,811
Grants and contributions	544,893
Investment income	3,279
Other revenue	26,030
Expenses	-18,532,009
Employee related	-17,145,235
Operating expenses	-1,386,774
Surplus / deficit for the year	-619,347
Closing Balance	1,984,532

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	106,639
Equity Total	1,465,647
Equity - Aboriginal	9,349
Equity - Socio-economic	844,201
Equity - Language	208,144
Equity - Disability	403,953
Base Total	14,295,702
Base - Per Capita	367,453
Base - Location	0
Base - Other	13,928,249
Other Total	728,058
Grand Total	16,596,047

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

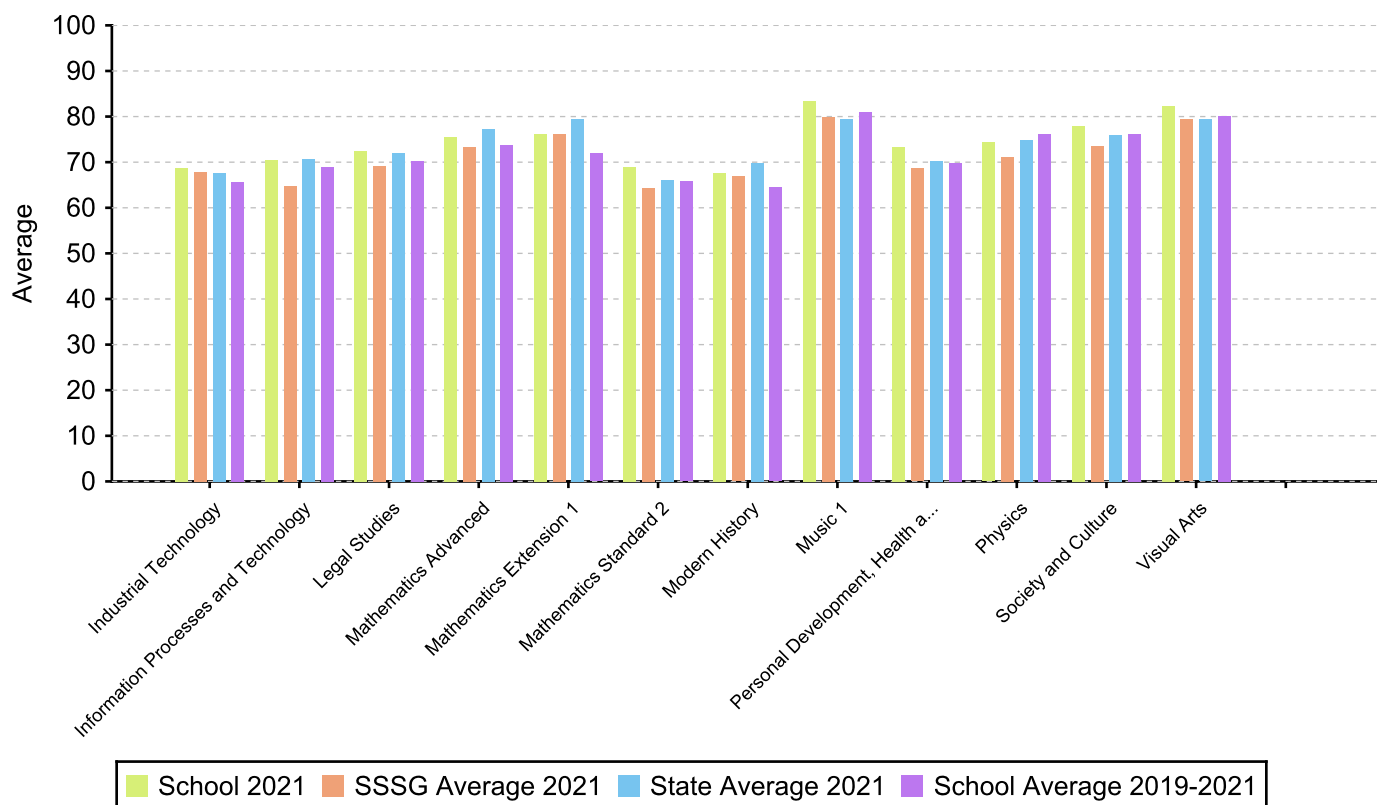
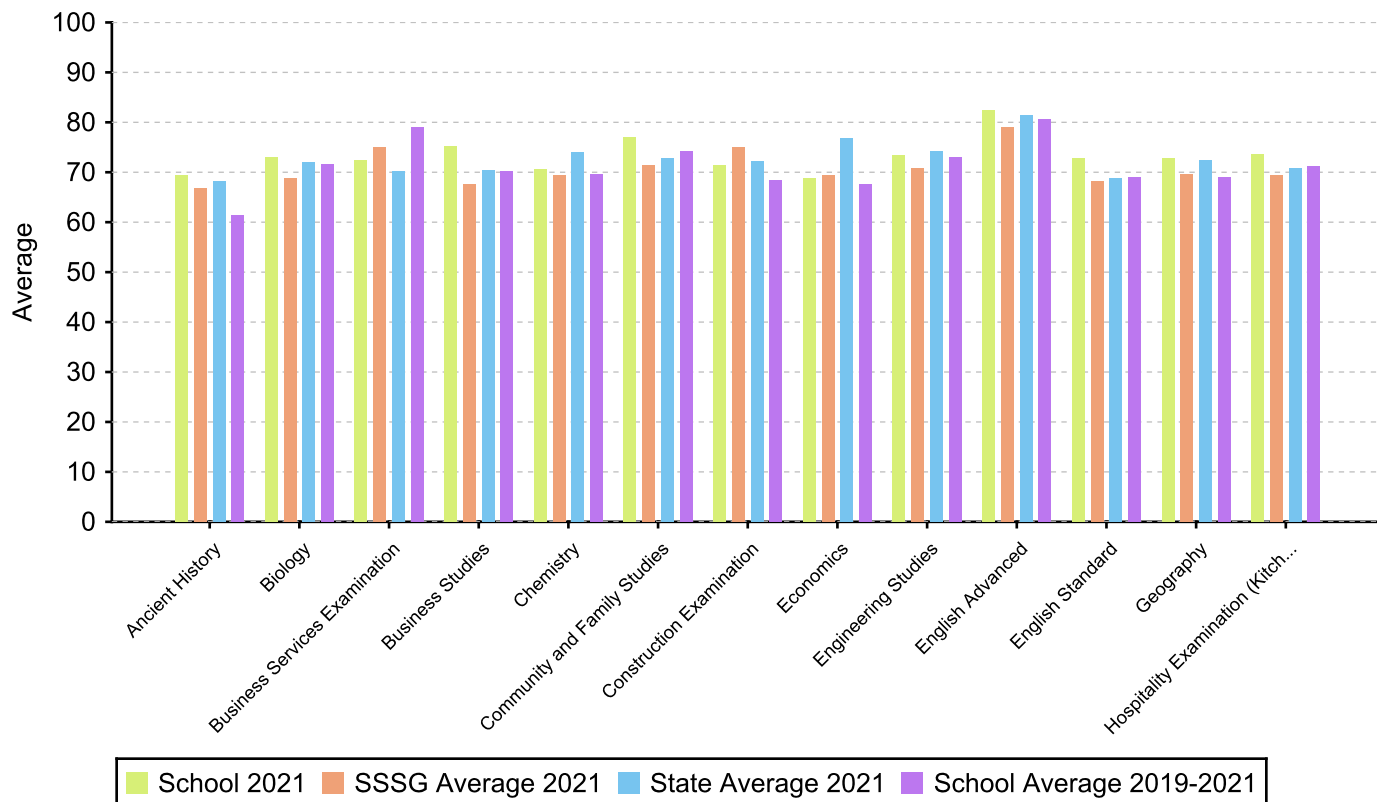
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.



Subject	School 2021	SSSG	State	School Average 2019-2021
Ancient History	69.3	66.7	68.1	61.5
Biology	72.9	68.9	71.9	71.6
Business Services Examination	72.4	75.1	70.1	79.0
Business Studies	75.1	67.7	70.4	70.3
Chemistry	70.6	69.4	74.1	69.5
Community and Family Studies	76.9	71.4	72.7	74.2
Construction Examination	71.3	74.9	72.2	68.4
Economics	68.8	69.3	76.7	67.6
Engineering Studies	73.4	70.9	74.1	73.1
English Advanced	82.4	78.9	81.4	80.7
English Standard	72.7	68.2	68.8	69.0
Geography	72.8	69.6	72.4	69.1
Hospitality Examination (Kitchen Operations and Cookery)	73.5	69.4	70.8	71.2
Industrial Technology	68.7	67.9	67.7	65.7
Information Processes and Technology	70.4	64.8	70.8	69.0
Legal Studies	72.5	69.1	72.0	70.2
Mathematics Advanced	75.5	73.3	77.4	73.8
Mathematics Extension 1	76.1	76.2	79.5	71.9
Mathematics Standard 2	68.9	64.3	66.1	65.8
Modern History	67.6	66.9	69.7	64.4
Music 1	83.5	79.9	79.4	80.9
Personal Development, Health and Physical Education	73.3	68.6	70.3	69.8
Physics	74.3	71.1	74.8	76.2
Society and Culture	78.0	73.5	76.0	76.3
Visual Arts	82.3	79.4	79.4	80.2

Parent/caregiver, student, teacher satisfaction

Cecil Hills High School conducted the Tell Them From Me (TTFM) survey in 2021 in order to gather information about our students, parents and teaching staff. The survey provides the opportunity for our school community to voice their opinions on a range of topics, including engagement, wellbeing and learning. This survey is important in terms of providing valuable data indicating areas of strength as well as areas targeted for improvement.

Within our school, 80% of students reported that they have developed positive friendships and relationships within the school. This is higher than the state average at 78%, showing that teaching staff and the school community foster a sense of pride and connection within the school. In terms of behaviour at school, both in the classroom and in the playground, 92% of students noted that behaviour was positive, compared with the state average of 87%. This demonstrates that students pride themselves on their excellent behaviour and value their learning here at school. Noted areas for improvement include student engagement in extra-curricular activities where our school is 19% below the state average of 24%. This indicates that students would like to have opportunities to participate in extra-curricular activities, providing a holistic educational program. Another area for improvement is students valuing their learning and connecting their lessons to the outside world. The school mean is 66% whereas the state average is 72%, this is an important data set that can be analysed and actioned to improve student understanding and comprehension of what it means to value their schooling.

The parent survey results are presented as a score out of 10. Overall, our parent community feel that they are well informed by the school with a score of 7.0, up 0.2 from 2020, and compared to the state average at 6.6. This can be attributed to our many channels of communication with parents and our extensive newsletter. Parents also noted that they feel welcome when visiting the school with a score of 7.0 out of 10. The score for parents indicating they support their child in their learning was 7.4 compared to the state mean of 7.3, showing that parents generally support the school and the learning of their children. One main area for improvement would be the encouragement for parent participation in the school community through the P&C, with only 6% of respondents indicating they were involved. Other noted areas of improvement would be parents supporting learning from home with a 0.2 decrease on our 2020 score with a result of 6.4. While understanding of the inclusive measures in place for students to help them succeed was identified as another area to target with CHHS attaining the score of 6.8 for this area.

The teacher survey was completed by 86 members of staff in 2021. The data shows that staff feel that they have a strong sense grasp of the school's strategic vision with 82% of staff indicating there is quality communication of these directions. Staff strongly believe that the school is a safe and culturally safe place for everyone with 91% of staff indicating they agreed/ strongly agreed with this statement.

Overall, in a year that was once again affected by COVID-19, staff, students and the school community have indicated that Cecil Hills High School is a positive place to teach, learn and grow. By further analysing this invaluable data, the school community will continue to develop and meet new goals.

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.