

2022 Annual Report

Chester Hill High School



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Introduction

The Annual Report for 2022 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.

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Message from the principal

Chester Hill High School provides a safe and nurturing environment where each child is guided and encouraged to reach their full potential. We offer an innovative and diverse curriculum, combining academic and wellbeing education to meet the needs and aspirations of our students.

Our purpose is to provide holistic education and encourage our students to develop skills for their personal growth. We aim to empower students with the necessary social and emotional capabilities to be resilient leaders who make a positive difference in an ever-changing world. Chester Hill High School continues to educate each individual through a diverse curriculum and co-curricular programs.

School vision

Chester Hill High School works in partnership with families and the 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 1125. The school is culturally diverse with 92% of students having 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 Family Occupation and Education Index (FOEI) of the school is 165.

The school's staffing entitlement for 2022 is 104 teaching staff and 23 non-teaching staff. From school funds the school also employs an additional two Deputy Principals, an additional Head Teacher Wellbeing, a Head Teacher School Priorities, Project Officer, a Business Manager and an additional General Assistant, to cater for the needs of our students and support continued growth and development.

School equity funding facilitates the implementation of programs developed in the 2022 -2026 Strategic Improvement Plan. It also supports curriculum development and resourcing, as well as improvements to the school's learning environment.

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 Key Learning Areas will embed literacy, 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 as well as artistic, cultural, and sporting opportunity. 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. 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
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	Sustaining and Growing
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

English language proficiency: \$700,000.00

Low level adjustment for disability: \$534,502.00

Aboriginal background: \$9,340.00

Summary of progress

Explicit Teaching of Literacy and Numeracy

Over the period of 2022, detailed analysis of student assessment was undertaken, with data derived from NAPLAN, Best Start, Check-In assessments, internal assessments and PAT tests. The findings determined whole school literacy and numeracy focus areas and led to the development of explicit lessons delivered to Stage 4 students in dedicated lessons. COVID tutors, EALD teachers and Learning & Support teachers were utilised within each class to support further differentiation and identified areas of growth for individual students.

The literacy team led whole staff professional learning on language conventions, sentence structure, and extending student vocabulary in Stage 4. This formed the basis of explicit engagement ("Do Now") activities to commence each lesson across the school. Further to this, the team developed faculty-based NAPLAN resource documents allowing teachers to embed NAPLAN-style questions in context into their lessons.

Staff have participated in multiple professional learning sessions throughout the year to strengthen understanding of core literacy skills identified through NAPLAN data to support student growth. This includes analysis of NAPLAN data and exploring the Reading & Numeracy Guided Data Package to embed strategies in teaching programs.

The impact of this initiative was successful. Teachers utilised 'Do Now' activities in their lessons with a focus on literacy and numeracy. Internal assessment results for literacy reflected a 137% increase for Year 8 and a 123% increase for Year 7. A reduction of the achievement gap between the school and Statistically Similar School Groups of 1% was also noted for both reading and numeracy.

To support the attainment of the National Minimum Standards (NMS) for all students, discrete classes in both Years 11 and 12 were created targeting the delivery of lessons designed to improve students' literacy, numeracy and writing skills. Over the first three terms of the year students in Year 11 who had yet to complete their NMS were provided with an hour of tuition per week and students in Year 12 received an hour and a half of targeted support per week. As a result of the explicit teaching of literacy and numeracy for, 100% of Year 12 students successfully completed all 3 areas of the National Minimum Standards.

In 2023, the team plans to strengthen the literacy program being delivered in the dedicated literacy lessons by implementing an individualised tiered level of support to move students along the literacy and numeracy progressions. The team will lead the implementation of explicit inferential reading practices, explicit teaching of vocabulary/metalanguage, and the application of these with the use of common writing scaffolds across faculties. There are plans to implement reading/comprehension tasks within each faculty that will encourage the use of a consistent tool which is the Here-Hidden-Head (HHH) inferential reading strategy. A tailored professional learning program will be developed for teachers to support the embedding literacy and numeracy strategies in faculty programs across all key learning areas. In relation to the National Minimum Standards, the school will continue to provide targeted NMS support for students in Years 11 and 12 and this support will be extended to Year 10 students.

High Expectations of Teaching and Learning - Assessment

An assessment SIP team was established. The assessment team concentrated on building the knowledge of staff

through evidence-based professional readings and a literature review on quality assessment, with attention given to types of assessment and the purpose of assessment. The team used the data collected from their research to refocus teacher's attention on formative assessment to support student achievement. A formative assessment toolkit was developed and implemented across all KLA.

Each of the stage Deputy Principals also began reviewing and giving explicit and detailed feedback on assessment tasks to improve alignment, academic integrity and rigour, which allowed baseline anecdotal data to be gathered. An analysis of the school's assessment practices against the SEF was undertaken to identify areas of development.

The school's continued focus on quality assessment tasks has created positive growth in our internal assessment submission rates and results.

The focus of the assessment team in 2023 will be to continue the development of formative assessment strategies and tools for staff to implement. Following their evaluation these strategies will be embedded within teaching and learning programs. The team will also lead professional learning on the implementation of peer and self-assessment strategies.

High Expectations of Teaching and Learning - Programming and Lesson Design

A Programming and Lesson Design Team was established in 2022, with representatives from the majority of faculties across the school. A focus of the team was to develop a consistent understanding of explicit Learning Intentions and Success Criteria (LISC) and their use in each lesson to strengthen student engagement and understanding. This has led to the expectation that each lesson begins with the communication of learning intentions and success criteria.

The team also critically evaluated a range of evidence-based lesson framework models to determine the most suitable model to implement at CHHS. As a result of this analysis the 5E lesson framework was adopted as an exemplar of the components required within each lesson. Professional learning was delivered to each faculty to strengthen staff understanding of the components required for each quality lesson.

Throughout 2023, the Programming and Lesson Design Team will undertake further professional learning in the 5E Model and deliver whole school professional learning on each component of the model. Further to this the team will work with faculties to refine existing lesson plans and resources using the 5E Model and embark on an action research project involving the implementation of the 5E Model across the school.

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
NAPLAN Expected Growth - Numeracy The percentage of students achieving expected growth in NAPLAN Numeracy moving towards the school's lower bound system-negotiated target of 71.4%.	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
NAPLAN Expected Growth - Reading The percentage of students achieving expected growth in NAPLAN Reading moving towards the school's lower bound system-negotiated target of 64.2%.	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
NAPLAN Top Two Bands - Numeracy Improvement in the percentage of students achieving in the top two bands in Numeracy to be at or above the school's lower bound system-negotiated target of 18.4%.	6.45% of students achieved in the top two bands in NAPLAN numeracy indicating progress yet to be seen toward the lower-bound target.
NAPLAN Top Two Bands	8.44% of students achieved in the top two bands in NAPLAN reading indicating progress toward the lower-bound target.

Improvement in the percentage of students achieving in the top two bands to be at or above the school's lower bound system-negotiated target in Reading of 12.2%.	
HSC - Top 2 Bands The percentage of HSC course results in the top two bands to be moving towards the school's lower bound system-negotiated target of 24.3%.	11% of students attained results in the top two bands demonstrating progress towards the lower bound target.
HSC - Top 3 Bands The percentage of HSC course results in the top three bands to be moving towards the school's lower bound system-negotiated target of 47.6%.	34.6% of students attained results in the top three bands demonstrating progress towards the lower bound 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

Integration funding support: \$124,119.00

Professional learning: \$119,333.00

Summary of progress

Impactful use of data

A data team was established in 2022 to develop each teachers understanding of student assessment and data concepts and increase their expertise to analyse, interpret and extrapolate data to inform planning, identify interventions and modify teaching practice. Professional learning of team members was a key focus in 2022 as they concentrated on building the capacity of team members to enable them to drive professional learning within their faculty areas across the school. The team also surveyed staff on their understanding of data. and its impact on improving student results. Findings from this survey will be utilised to develop recommendations and future directions

A variety of data analysis was undertaken by key team members, for example, Yr 7 Best Start analysis, NAPLAN analysis, and HSC analysis which were then discussed and shared with the whole school. The creation of summary information from data sets meant that teachers were able to concentrate on utilising the data to inform modifications of practice for the improvement of teaching and learning.

The focus for the data team in 2023 will be on the analysis of data to help support teachers to improve student achievement with the initial focus on HSC analysis and how this can be used to improve teaching and learning and lift HSC performance for system-negotiated targets.

Evidence-Based Teaching

In 2022, baseline data was gathered from the team on their knowledge and understanding of evidence-based teaching and Instructional Rounds. The team engaged in professional learning in classroom observations in practice. Team members engaged in professional learning introducing them to Instructional Rounds. The team also engaged in professional learning on AITSL classroom observations in practice. In addition, the team gathered and evaluated various lesson observation templates and guidelines to complete an evaluation of current observation practices at CHHS.

Recognising that self-reflection and targeted peer feedback significantly build teacher performance, the Evidence Based Teaching Team, in 2023 will develop and implement guidelines and strategies to facilitate lesson observation and feedback.

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
TTFM Wellbeing data (staff hold high expectations for academic skills and success) improves to be moving towards the school-identified target of	Tell Them From Me data indicated a school mean of 6.4 of students feel staff holds high expectations for academic skills and success indicating progress towards the school-determined target.

the NSW Govt Norm mean of 7.0.	
Percentage of teachers engaged in Instructional Rounds is moving towards the school identified target of 100%.	At this stage we have undertaken planning for the implementation of instructional rounds in 2023 for targeted groups indicating progress yet to be seen toward the school identified target.
Improvement in the percentage of students attending school more than 90% of the time to be moving towards the school's lower bound system-negotiated target of 62.0%.	The number of students attending greater than 90% of the time or more has decreased by 21.40%. This data was harvested from Semester 1 and has been negatively impacted by the Health Orders in relation to COVID 19 at the time.

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
- Partnering with Parents

Resources allocated to this strategic direction

Refugee Student Support: \$9,982.00

Student support officer (SSO): \$96,058.00

Socio-economic background: \$1,299,999.00

Summary of progress

Individualised Mentoring

The Individual Mentoring Process started with our refugee students and our significantly disengaged students. Additional staff were employed with designated roles, target students, and the documentation and tracking of 1-1 mentor sessions. The students had a designated coach who was either the Student Support Officer or the Refugee Coordinator, depending on the student's needs. Students engaged in scaffolded mentoring sessions which built on individual strengths and enabled students to articulate their goals for academic and social and emotional learning.

The engagement of Deputy Principal student Services facilitated senior executive time to support head teachers with the development of robust student identification and documentation for the mentoring program. Existing wellbeing systems, staff, and discrete curriculum afforded foundations on which to successfully build explicit practices.

As a result of an individual focus on students, a number of students were successful in attaining awards and scholarships. In addition, Sentral records indicated that disengaged students' attendance displayed improved learning attributes and dispositions, evidencing positive outcomes and increased engagement in class and connectedness to school. In 2023, this program will be implemented to include all Year 7 students.. Mentor teachers will receive professional learning on coaching and mentoring in preparation for 1-1 goal-setting sessions planned for Semester 1 2023. The executive will plan and implement two 1-1 goal setting sessions a year for each year 7 student and the documentation tracking this will be shared with all year 7 teachers to ensure that the goal setting is integrated into the student's school experience.

Creating optimal learning environments

A Deputy Principal Student Services was employed to lead Wellbeing and Learning and Support policies and the development of team structures that maximise a cohesive whole school approach and embed processes that create, promote and support optimal learning environments. A Head Teacher Comprehensive Assistance Program (Student Services), one teacher, and two Student Learning Support Officers (SLSO) were employed to collaborate with the Wellbeing and Learning and Support teams in order to provide increased support for individual students. The student recognition team has reviewed and evaluated the current recognition system.

The entire staff team have undertaken the Department of Education Trauma Informed Practice Modules 1 & 2 and have begun embedding this learning into individual practice and school systems and structures which has enabled the development of improved learning environments across the school. Module 3 will be delivered during SDD in Term 1 2023. Throughout 2022, individual at-risk students were identified and programs of intensive 1-1, small group, and in-class support were developed and implemented resulting in calmer and more focused classroom environments for the target students and the wider cohort.

The evaluation of the recognition system has laid the foundations for the development and implementation of the updated, cascading system in 2023. It was the first year of the updated behaviour flow chart being implemented, evaluated, and utilised by all staff. Two Wellbeing SLSOs were engaged to support the successful implementation of the behaviour management processes with a particular focus on significantly increased and systemic communication with

parents/caregivers to drive greater levels of community engagement and support. In addition, the SLSOs were utilised to decrease the administrative burden on Head Teacher Wellbeings in order to facilitate greater and more effective teacher engagement with a range of at-risk students.

In 2023, we will integrate the Comprehensive Assistance Program for students into the Learning and Support Team to create a holistic and integrated approach to student support. The team overseeing the updated student recognition system will plan and implement an automated cascading student recognition system, utilising Sentral, with a focus on staff consistency, record keeping, and significantly increased positive communication with students and parents/caregivers. It will embed intrinsic as well as extrinsic motivation and support students' development of increased learner agency and positive learning attributes and dispositions and promote explicit and consistent teaching of expected positive behaviours for all students

Partnering with Parents

During 2021 it was identified that there was a need to re-engage with parents and community after COVID isolation periods. A concerted effort was made to increase the number of new activities designed to increase community participation. The aims of this included reducing student anxiety during transition, to familiarise students with high school subjects and procedures, to encourage students to be actively involved in being civic minded, to increase relationships with partner schools and the wider community and to increase student leadership in school community activities.

Chester Hill High School has embedded a coordinated program to facilitate stronger communication and interactions with local partner primary schools and High Schools to enrich learning opportunities in the local community. Transition interviews were held with every year six student as part of our focus on transition. This program allowed the school to better prepare for the learning needs of individuals and set goals for progress in 2023. Our focus on building learning attributes is reflected in programs involving both parents and students, these included the Elevate study program for all students Year 7 - 12, Pathways to Success evenings for students in Years 10, 11 and 12 to enhance transition pathways and included TAFE, defense force, EmpowerHER Trades, South West Connect Work Ready, white card training course providers and university representatives. Our commitment to celebrating student success with our community is evidenced through our High Achievers Assembly based on HSC results of the previous year and our participation in Western Sydney Universities - Fast forward program and the ABCN Scholarship.

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
Percentage of students who have a purposeful, planned and documented meeting with their teacher mentor once a term is moving towards the school identified target of 100%.	In 2022 we undertook the planning and structure for this initiative to be implemented in 2023 indicating progress yet to be seen toward the school determined target.
TTFM Wellbeing data (students that value school outcomes) improves to be moving towards the school's lower bound system-negotiated target of 69.5%.	Tell Them From Me data indicated 53% of students value school outcomes indicating consistent progress toward the school-determined target.
A range of evidence supports our self-assessment as moving towards excelling in the theme of " Community Engagement " (Educational Leadership) as measured by the School Excellence Framework.	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the theme of Community Engagement in the element of Educational Leadership.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$9,982.00</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"> • Individualised Mentoring <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support • additional staffing for targeted interventions to support student learning • strengthening orientation and transition program for identified students. <p>The allocation of this funding has resulted in the following impact: it has led to 100% of Year 12 refugee students achieving national minimum standards. Improved literacy and numeracy results have also been identified in PLAN2 monitoring for all refugee students. Parental surveys have reflected an increased sense of belonging to the school community and a strengthened understanding of the school system.</p> <p>After evaluation, the next steps to support our students will be: to continue enhancing the integration of refugee students into the Australian Education System ensuring that each refugee child meets the minimum benchmark. for literacy and numeracy and Identify learning gaps due to missed education and emotional needs to develop programs to address these areas.</p>
<p>Integration funding support</p> <p>\$124,119.00</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"> • Impactful Data Use <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 individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • 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 the following impact: all eligible students have demonstrated 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 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 year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>

<p>Socio-economic background</p> <p>\$1,299,999.00</p>	<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"> • Individualised Mentoring <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • providing students with economic support for educational materials, uniform, equipment and other items. • professional development of staff through [program] to support student learning • employment of additional staff to support program implementation. <p>The allocation of this funding has resulted in the following impact: equitable access for all students to engage in the curriculum and extra curricular activities.. 11% of students attained results in the top two bands in the HSC and 35% of students attained results in the top three bands. . Year 9 NAPLAN writing and spelling results have an upward trend and exceeds SSSG. Social skills programs and wellbeing support has been provided to ensure 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 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. We are creating a consistent culture of high expectations for all members of our learning community.</p>
<p>Aboriginal background</p> <p>\$9,340.00</p>	<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"> • 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 staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (LaST) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs. <p>The allocation of this funding has resulted in the following impact: an increase in Aboriginal families engaging in the PLP process with conversations becoming more authentic as a result of the welcoming and informal setting.</p> <p>After evaluation, the next steps to support our students will be: engaging a literacy and numeracy focused Aboriginal identified position to</p>

<p>Aboriginal background</p> <p>\$9,340.00</p>	<p>deliver differentiated and personalised support to Aboriginal students.</p>
<p>English language proficiency</p> <p>\$700,000.00</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 • establish a core practice for supporting students learning English as an Additional Language or Dialect • 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 the following impact: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples as a result of this EALD students have shown improved outcomes as evidenced in both internal and external assessments. Professional learning has increased teacher capacity to identify the learning needs of EALD students and adjust programs.</p> <p>After evaluation, the next steps to support our students will be: Providing professional learning for teachers to use student data, including student English language proficiency using the EAL/D learning progression, to assist in supporting EAL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$534,502.00</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 • targeted students are provided with an evidence-based intervention to increase learning outcomes • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students. <p>The allocation of this funding has resulted in the following impact:</p>

<p>Low level adjustment for disability</p> <p>\$534,502.00</p>	<p>an increase of students achieving at or above expected growth in NAPLAN results. 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 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>Professional learning</p> <p>\$119,333.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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"> • Impactful Data Use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • establish whole school effective data analysis practices to ensure regular monitoring of student performance and inform refinement of curriculum delivery in every classroom • whole school professional learning ensures that all staff are upskilled in the areas of data literacy, data analysis and data use in teaching and planning. <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in explicit teaching using data to inform practice resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: personalised and targeted professional learning in the form of mentoring and co-teaching to support teachers in the classroom.</p>
<p>COVID ILSP</p> <p>\$712,423.00</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 2022.</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 and/or numeracy • providing intensive small group tuition for identified students • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students will be: 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>

<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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"> • Individualised Mentoring <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • developed and delivered small evidence-based strategies to build students wellbeing, resilience and pro social behaviours in consultation with the school welfare team. • Develop a goal setting and planning process which enables students to connect, succeed and thrive whilst challenging personal best and increasing aspirations. • integral in working with the wellbeing team to support targeted and intensive wellbeing programs for students. • supports counsellors and year advisors with advocacy for students at school and at home. <p>The allocation of this funding has resulted in the following impact: Individualised, sustainable support has been provided to meet student needs. Proactive, preventative strategies have been employed to support students. We have created community connections through external agencies to support school wellbeing programs.</p> <p>After evaluation, the next steps to support our students will be: to consolidate programs implemented in 2022 and further develop and implement targeted wellbeing programs. In addition, we will continue to build the capacity of the student support officer to meet the more complex needs of targeted students. The SSO will continue to work with NESB families to support parenting and student wellbeing at intensive levels..</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	706	667	591	634
Girls	662	662	561	551

The enrolment numbers include IEC enrolments. Term 1 enrolments in the IEC were 148 - 69 male students and 79 female students.

Student attendance profile

School				
Year	2019	2020	2021	2022
7	89.4	91.1	89.5	82.8
8	86.1	89.9	87.6	84.4
9	86.3	86.5	86.7	82.4
10	84.5	88.1	82.1	78.3
11	85.9	85.2	81.0	79.2
12	86.5	89.0	85.6	79.5
All Years	86.4	88.1	85.1	81.0
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

During 2022, the school Attendance Policy was adapted to embed the role of the Deputy Principal Student Services and additional Wellbeing SASS staff members. This facilitated significantly increased communication with parents/caregivers, including targeted daily calls to address absence and an additional layer of senior executive monitoring and communication with students and parents/caregivers to support increased attendance. The existing monitoring and tracking of students' attendance was adapted to align with Department of Education tiers of support; universal, tier 1, tier 2 and tier 3. In addition, signage was placed throughout the entire school to raise awareness about the implication of missed minutes, hours and days of schooling for all members of the school community.

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	0.51	8.24	15
TAFE entry	2.04	2.75	10
University Entry	0	0	45
Other	10.20	1.65	3
Unknown	4.08	7.49	26

Year 12 students undertaking vocational or trade training

17.88% of Year 12 students at Chester Hill High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

91.6% of all Year 12 students at Chester Hill High School expected to complete Year 12 in 2022 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)	50.5
Learning and Support Teacher(s)	2.9
Teacher Librarian	1
Teacher ESL	6
School Counsellor	2.8
School Administration and Support Staff	22.17
Other Positions	20.6

*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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	8,976,448
Revenue	18,588,695
Appropriation	18,194,066
Sale of Goods and Services	115,057
Grants and contributions	85,219
Investment income	27,877
Other revenue	166,476
Expenses	-18,635,759
Employee related	-15,550,580
Operating expenses	-3,085,180
Surplus / deficit for the year	-47,064
Closing Balance	8,929,384

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.

	2022 SBAR Adjustments (\$)
Targeted Total	134,101
Equity Total	2,543,844
Equity - Aboriginal	9,341
Equity - Socio-economic	1,300,000
Equity - Language	700,000
Equity - Disability	534,503
Base Total	10,278,168
Base - Per Capita	306,096
Base - Location	0
Base - Other	9,972,072
Other Total	4,145,727
Grand Total	17,101,841

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

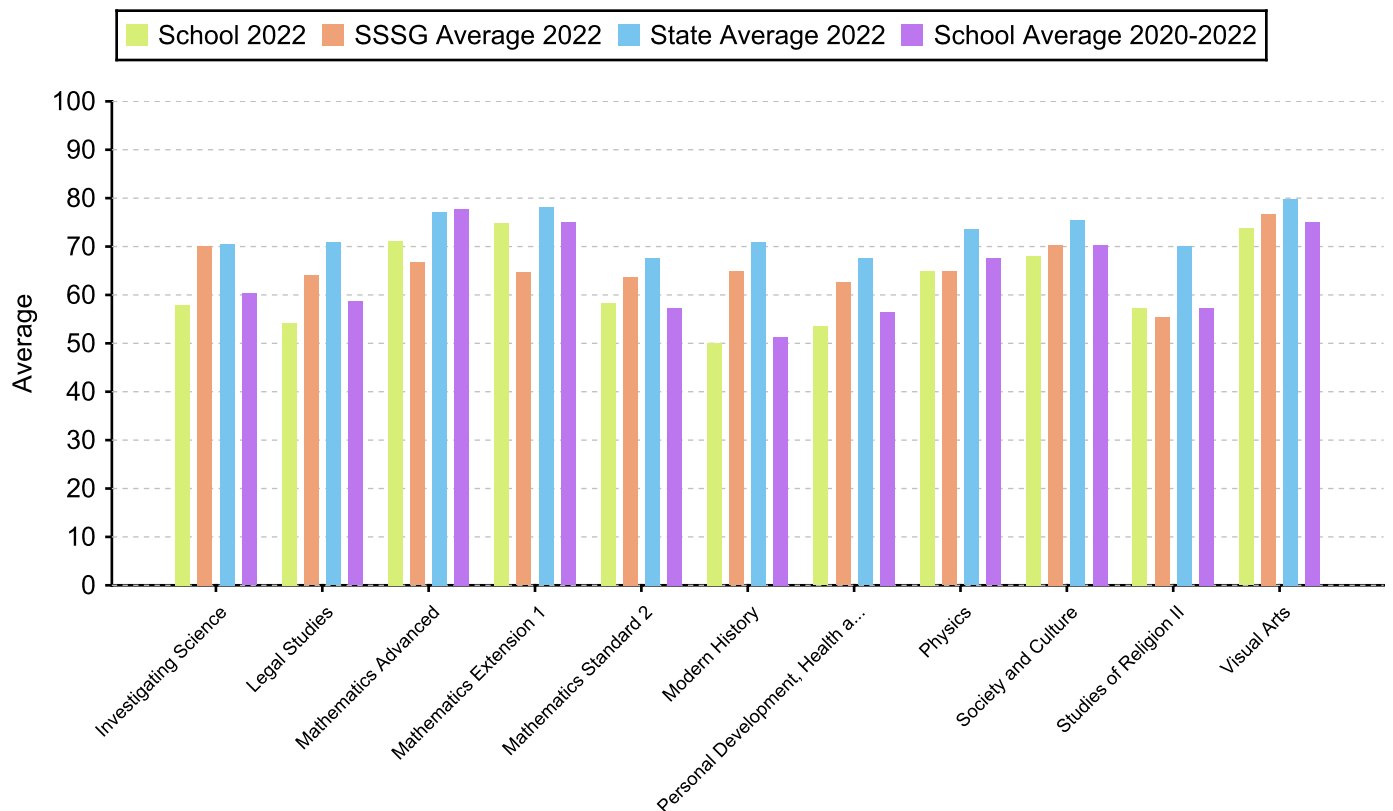
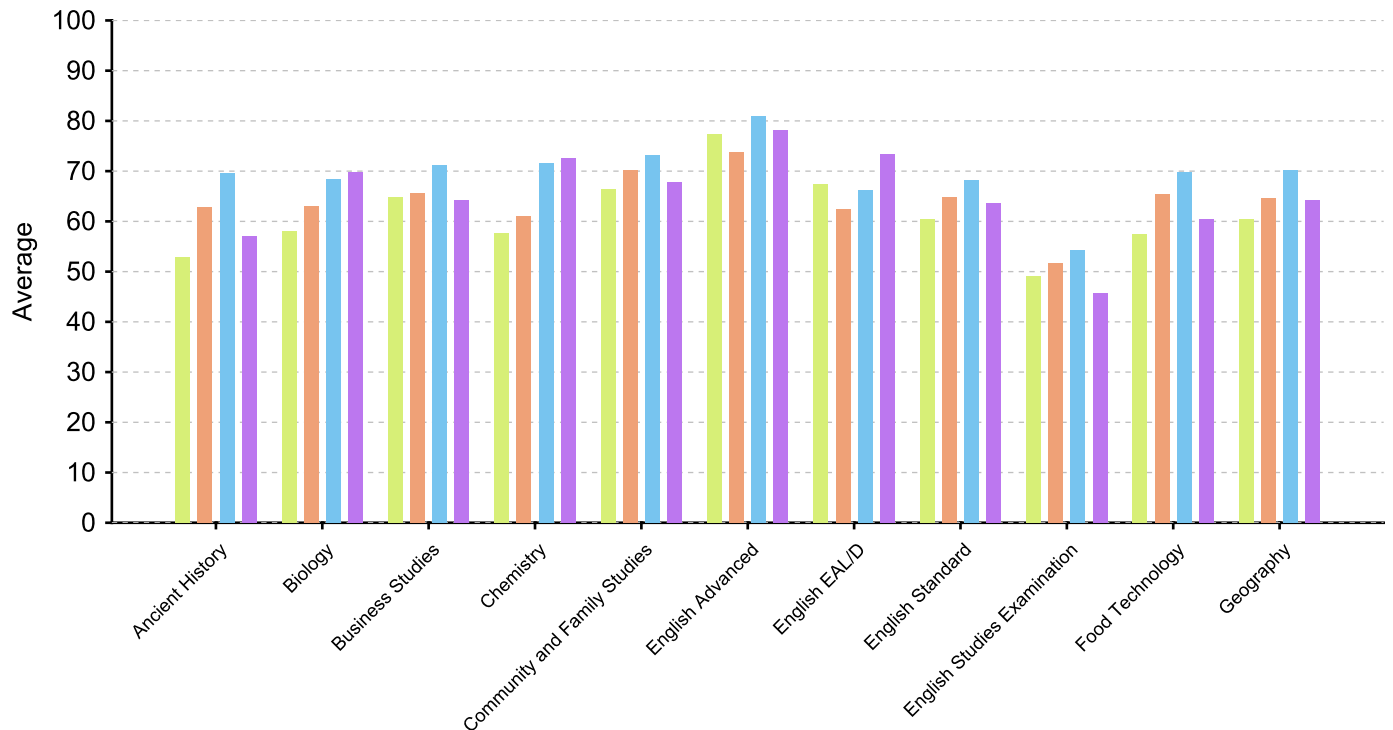
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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 2022	SSSG	State	School Average 2020-2022
Ancient History	52.9	62.9	69.6	57.1
Biology	58.0	63.0	68.5	69.8
Business Studies	64.7	65.6	71.2	64.2
Chemistry	57.6	61.1	71.7	72.5
Community and Family Studies	66.4	70.2	73.2	67.8
English Advanced	77.4	73.7	81.0	78.2
English EAL/D	67.4	62.5	66.1	73.4
English Standard	60.5	64.9	68.1	63.7
English Studies Examination	49.1	51.6	54.3	45.7
Food Technology	57.4	65.4	69.7	60.4
Geography	60.5	64.6	70.2	64.2
Investigating Science	57.9	70.2	70.6	60.3
Legal Studies	54.2	64.0	70.8	58.6
Mathematics Advanced	71.1	66.7	77.1	77.8
Mathematics Extension 1	74.9	64.7	78.0	75.0
Mathematics Standard 2	58.3	63.8	67.6	57.3
Modern History	50.1	64.9	70.9	51.3
Personal Development, Health and Physical Education	53.5	62.6	67.5	56.5
Physics	65.0	64.9	73.5	67.5
Society and Culture	68.0	70.4	75.5	70.4
Studies of Religion II	57.3	55.5	70.1	57.3
Visual Arts	73.7	76.7	79.8	75.1

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.

In 2022, the school continued its focus on the promotion of achievements to the community through the Newsletter and social media accounts. The introduction of Schoolbytes, improved parent communication about events happening in the school and facilitated the digital return of permission notes and online payments.

A number of events, such as parent and teacher, Year 7 information, subject selection and getting ready for Year 12 nights were held in 2022 allowing for parents and caregivers to operate in partnership with the school.

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.

Aboriginal Education - School statement

The school employs a member of staff 0.2 in the role of Aboriginal Student Support Teacher and all Aboriginal and Torres Strait Islander students receive, in addition to their mandatory Personal Learning Pathways planning and review meetings, 1-1 mentoring and fortnightly check-ins with the mentor teacher. The school participated in the *Walanga Muru School Program*, which provides 1-1 mentoring for senior Aboriginal students to support HSC academic attainment and post-school transition to university. The school also continued its participation in the *NRL School-To-Work* program, with weekly mentor sessions for all Aboriginal students and a week's program off site to engender leadership skills and collaborate with students from other local schools.

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.

Anti-Racism - School statement

The member of staff successful in gaining the role of Anti Racism Officer (ARCO) participated in the Department of Education ARCO training program. The school developed the role of ARCO with an additional three period concession, to support proactive programs promoting inclusiveness and 1-1 mentoring of students requiring tier 3 intervention to support their development of prosocial skills and positive relationships with students and staff.

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.

Multicultural and anti-racism education - School Statement

During 2022, The school celebrated Harmony day and Refugee week with a range of activities during recess, lunch and Wellbeing lessons which included a special Breakfast Club week with culturally diverse food, mapping our cultural backgrounds on a global map situated in the school library and a number of senior students undertaking charity events focused on raising awareness about issues surrounding the experience of those seeking safe refuge and asylum. During Naidoc week, years 7 and 8 attended performances by *Nexus Arts* which allowed the students to learn about and celebrate different aspects of Aboriginal and Torres Strait Islander histories and cultures.

Other School Programs (optional)

The school ran a number of career and vocational educational programs that provided students with support and careers advice about post-school pathways as well as developing relationships with community groups and organisations. A wide variety of sporting initiatives and opportunities were provided to students such as participation in the Zone, Regional and CHS event including the CHS Knockout Competition and Gala Days. A wide variety of after-school extra-curricular activities and excursions that supported the delivery of courses and achievement of course outcomes were available to students, for example, Art Club, Volleyball Club, Drama Club, Debating and Band.