

2022 Annual Report

Cecil Hills High School



8273

Introduction

The Annual Report for 2022 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
<https://cecilhills-h.schools.nsw.gov.au>
cecilhills-h.school@det.nsw.edu.au
9822 1430

Message from the students

At Cecil Hills High School we are privileged enough to be able to walk into a welcoming environment every morning and engage in the many opportunities at our school to grow into young adults and connect with the people we surround ourselves with. CHHS is a place where every student can feel like they belong and can empower their self-confidence, sense of individuality, and collaboration among teachers and peers. Our unofficial school motto of 'working with your teachers' is a testament to the various support networks within our school and our powerful student agency, which highlights the supportive and welcoming atmosphere at Cecil Hills High School.

2022 was an exciting year for all students at CHHS, with the opportunity to hold school events with the relaxing of COVID restrictions. The highlight of the year for the SRC was the school's belated 25th-anniversary celebrations. The elected theme of "Celebrating Diversity" highlighted the diverse cultural backgrounds of our students and staff and gave the CHHS community the opportunity to come together and celebrate. The day was extended to involve not only students and staff but the greater community with guests from our school's past, student-led performances, and cultural foods from local vendors. Although delayed by a year, it was an amazing opportunity to celebrate 25 great years of our school and be immersed in the diverse backgrounds that make our school unique.

The SRC also ran the CHHS World Cup, which saw a week of student tournaments wrapped up by a jersey day and a student vs teachers match. This event, modelled on the 2022 FIFA World Cup, was a great way to engage the school community in friendly competition but also extend participation to staff and bridge the gap between teachers and students. Throughout the week-long event, over 100 students participated in the CHHS World Cup where the incorporation of the 'friendship through competition' theme enabled students to enhance their teamwork, problem-solving skills, and communication. Overall, the SRC successfully enabled students to bolster their interpersonal skills, strengthen the student agency, and overall intensify the Cecil Spirit.

Jeans for genes day was an opportunity to run a school-wide fundraiser for children and families affected by genetic disorders. Students and staff were encouraged to wear jeans for a gold coin donation and all money raised was donated to charity. This was a chance for the SRC to focus on altruistic work and get the whole school involved in giving back to the community.

Overall, the SRC executed fun and engaging activities which were widely available to all students in the school during 2022. It was a year where we were able to bounce back to normality after a dreadful two years of COVID-19. The easing of restrictions and step back into normality, has allowed us to celebrate, engage the Cecil community, and most importantly get back into the CHHS Spirit!

Written by the 2023 CHHS Prefects,

Jazmyn Rizzuti, Kuber Thakur, Tristan Carnovale, Tiana Tepsa, Ryan Georgis, Dane Knudsen, Nahvroy Chuna, Jack Dempsey, Cisem Kolac, Sophie Luong, Sarah Ha.

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 1400 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 2022 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 celebrated 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	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
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	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
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

Socio-economic background: \$909,693.99

Summary of progress

Strategic, Explicit and Evidence-Based Teaching

One focus for 2022 was to enhance all Stage 4 - 6 programs by embedding evidence-based EAL/D strategies as a part of a whole school approach to empower teachers with the knowledge and understanding of how to explicitly support EAL/D students in their classes and to facilitate increased Year 9 NAPLAN Reading results. This involved engaging and effective whole staff and cross-faculty professional learning along with EAL/D class observations in selected Stage 4 History classes, and faculty and individual support from internal and external EAL/D experts. Selected Stage 4 History teachers reported that class observations involving staff working collaboratively with an internal EAL/D expert 'supported my pedagogy and allowed me to explore EAL/D strategies that are not limited to one student' and 'overall student engagement has increased in my lessons'. 100% of teachers who collaborated with the EAL/D expert identified an increase in confidence and capacity in the intentional implementation of EAL/D strategies. 'Being observed by the EAL/D team has given me really good valuable strategies that I could incorporate into my History lessons, just to make sure that not only these students can succeed but all students as well.' Next year we will continue to work with all staff to embed strategies from the EAL/D toolkit into their teaching programs and everyday pedagogy along with an extension on staff professional learning on the EAL/D phases.

To increase teacher understanding and use of Literacy and Numeracy Learning Progressions we surveyed staff and presented the results on knowledge, confidence and use. All Connect teachers engaged with the Literacy and Numeracy Learning Progressions through Stage 5 Literacy and Numeracy which ran across the calendar year. Student pre and post test data indicated Year 7, 8 and 9 improved in the area of Inference, while Year 10 declined. In 2023 we will focus staff PL on the skills of Stage 4 Reading as this has been identified as an area of need from our 2022 NAPLAN data. We will reduce the detail of the Connect literacy lessons and focus on short sharp activities to replace this.

This year, staff engaged in deep professional learning focussed on data analysis and interpretation skills. All staff were trained in the navigation and understanding of Scout data and how to best extrapolate this data to use for program development and differentiation for their individual students. All staff engaged with the Scout platform and were provided with time to develop teaching strategies that best catered for their classes. Moving forward, staff will continue to engage in data analysis sessions and will be supported through robust professional development.

Differentiation and Assessment

In 2022 we continued our development of a whole school approach to writing. We engaged in professional learning centred around ALARM and developed an ALARM virtual reference library. This involved the consistent scheduling of professional learning, the establishment of an ALARM team. Upon surveying staff midyear it was noted that staff lacked confidence in the ALARM model and there had been a decrease in student engagement when using this strategy. Survey results also identified Stage 4 Reading results as an area of need, data that was supported through our 2022 NAPLAN results. Next year this activity will focus mainly on Stage 4 Reading as well as developing a school-wide approach to learning that can be moulded to fit the context of each subject.

Our focus in 2022 was to develop the skills of staff in differentiation for Stages 4 and 5 with a close focus on summative assessment. In order to do this, we developed PL for staff focused on differentiation and accessing the expertise of teachers within the school. Time was allocated in meeting schedules and a staff development day to provide opportunities for collaboration and cross faculty coding of assessment tasks. We expected to see an increase in the quality of assessments across the school including more widespread differentiation and access points for all students. As

a result, Deputy Principals have reported an improvement in the quality of tasks and teachers have reported an increased understanding of differentiation strategies. Early career teachers were able to develop quality differentiated tasks after working with experienced mentors. An unexpected positive of cross-faculty coding is that tasks are created earlier and are reviewed by a wider variety of staff. In 2023 we will widen our focus to include formative assessment, we will continue dedicating staff PL time to coding tasks against the Quality Teaching Framework and this will occur in cross-faculty groups.

Throughout 2022, we developed staff confidence and expertise in terms of differentiation strategies in units of work. We have continued to invest in the creation of timetables of Fundamentals classes for years 7 and 8. This involved timetabling J & K classes into the traditional timetable structure. Qualitative data suggests students and staff feel more supported and behavioural issues have been minimised due to the level of student engagement achieved in these classes. A substantial portion of the PL budget was allocated to staff professional development centred around differentiation strategies and their practical implementation. In 2023 we will explicitly embed differentiation into all Stage 4 and 5 programs. We will continue to develop and facilitate customised PL and this will depend on the experience level and confidence of staff.

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	Current NAPLAN data shows we have 0% of our Aboriginal students in the top 3 bands as there are no Aboriginal students in the cohort.
Increase the percentage of students in the top 2 bands in Year 9 NAPLAN Reading to exceed the system-negotiated lower bound target by 1%	2022 NAPLAN data indicates 7.88% of students are in the top two bands for Reading, indicating the school did not meet the system negotiated target. Focus on this target has resulted in customised literacy lessons integrated into teaching and learning sequences,
Increase the percentage of students in the top 2 bands in Year 9 NAPLAN Numeracy by 7%	2022 NAPLAN data indicates 9.96% of students are in the top two bands for Numeracy, indicating the school did not meet the system negotiated target. Numeracy activities are now a central focus .
Achieve a 2% increase in the number of students achieving results in the top 2 HSC Bands by 2%	23.09% of students of the 2022 cohort achieved results in the top 2 HSC bands.
Increase the proportion of Aboriginal students attaining the HSC whilst maintaining their cultural identity.	No students identified as Aboriginal in the 2022 cohort.
Increase the number of students achieving expected growth in Reading in Year 9 NAPLAN with an uplift of 5%	Scout data indicates 'no prior school growth' due to the cancellation of the 20202 NAPLAN examinations.
Improve the percentage of students achieving expected growth in Year 9 NAPLAN Numeracy by 14%	Scout data indicates 'no prior school growth' due to the cancellation of the 20202 NAPLAN examinations.
All staff trained on EAL/D strategies to increase knowledge and how to correctly identify EAL/D phases	Staff attendance data indicates 100% of CHHS teaching staff participated in targeted professional learning centred on embedding EAL/D strategies into teaching and learning and the processes required to identify EAL/D phases.
All staff trained on EAL/D strategies to increase knowledge and how to correctly identify EAL/D phases	Staff attendance data indicates 100% of CHHS teaching staff participated in targeted professional learning centred on embedding EAL/D strategies into teaching and learning and the processes required to identify EAL/D phases.
90% of students achieve Minimum Standard credential prior to HSC examinations.	Minimum Standard data indicates a 100% success rate in students achieving the HSC Minimum Standard. prior to the HSC examinations.
All staff to receive whole school professional learning in differentiation and the use of formative assessment.	Staff attendance data indicates that 100% of staff have received professional learning in differentiation and our beginning teacher cohort, made up of 17 staff, have received training in formative assessment strategies.

All staff trained in effective feedback with a focus on peer feedback.

An increase in staff using ICT to provide feedback

All staff have been trained in effective differentiation strategies which included a focus on developing the capacity of our students through feedback.

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

Summary of progress

Effective and Expert Teaching Practices

In 2022 an EOI was released to all teaching staff for the Cecil Teacher Group, this group would run in 2023 with a period allocation provided to allow staff to network and build capacity in others. 12 staff self-nominated as part of this EOI process. The Cecil Teacher Group was placed on hold in the later stages of Term 4 as the Rewarding Excellence in Teaching roundtables and feedback stages commenced. Our school self-nominated to be part of the first round of the Rewarding Excellence initiative. In 2023 we will await the outcome of our EOI and this will provide more transparency as to what the Cecil Teacher Group will look like.

Another focus for 2022 was to provide beginning teachers with wrap-around support in the forms of mentoring and coaching to ensure ongoing development and improvement with a clear focus and scope & sequence for term-by-term support. This was showcased by the development of collaborative PLCs, PL and team meetings which enabled the sharing of and development of/ implementation of best practice through high impact strategies. Challenges that required adjustment to the initial program included alterations due to COVID restrictions and staffing shortages. Beginning teacher reflections indicate that their level of confidence and growth in teaching practice and classroom management skills have increased. This has been demonstrated by evidence in increased student participation achievement of outcomes and Sentral entries. Mentoring from expert teachers and collaboration within PLCs has increased confidence and built capacity for BTs to plan, deliver and reflect upon lesson delivery. Overall, the impact has been positive with room for improvement. In 2023 we will continue to work with staff and utilise technology to track teacher progress and lesson delivery so BTs can clearly see evidence of classroom management practices and content knowledge.

2022 saw the introduction of the Staff CHAMP rewards system. Staff were nominated by their peers and entered into a rewards raffle which was drawn at the end of each term. Over 100 nominations for staff CHAMP were received in 2022. Staff were also recognised regularly in the Hills Hotline and executive minutes for their extra-curricular and achievements within the classroom. In 2023 staff CHAMP will continue to recognise staff achievement, and this will also be acknowledged using the variety of platforms available at the school.

In 2022 we conducted faculty evaluations for PDHPE, Welfare and EAL/D. These evaluations were aligned to elements of the SEF and a specific area of focus which was selected by each faculty. The faculty evaluations were effective due to the structure, and trust that was developed throughout the process. The barriers to the process included the difficulty in providing the staff to cover the evaluation team. As a result of these evaluations faculties received a set of recommendations to be incorporated into faculty plans. The data provided created discussions within faculties to lead/ drive change and inform future PL. Participants in the evaluation team reported that the process provided deep learning for them, and an increased awareness of how other faculties contribute to the SIP. The EAL/D toolkit was developed because of the findings from the EAL/D faculty evaluation. In 2023 faculty evaluations will continue to ensure all faculties are reviewed during this SIP cycle.

In 2022 the school placed a strong focus on sharing assessment practices via targeted professional learning that centred on coding tasks against the Quality Teaching Framework. Our initial plan to facilitate QT rounds changed due to staff shortages, in place of this we allocated PL/ meeting time for cross-faculty coding of assessment tasks. As a result of this PL, teachers across the school have developed an improved understanding of the coding process and elements of the QTF. There has been a noticeable improvement in the quality and rigour of all assessment tasks across all faculties. This PL has provided staff with the opportunity to collaborate in a cross-faculty capacity. Next year in activity 2.06 we will continue to schedule cross faculty coding as part of the professional learning calendar, upskill new scheme teachers to ensure quality teaching and continue to investigate best practice procedures in regard to coding and assessment.

In the later half of 2022 the executive team received leadership training via a partnership forged with Sydney University. All executive members were trained in the *Me to We* Leadership Framework and received intensive training on critical reflection and active listening skills. The training was provided by educational leadership experts from Sydney University and was facilitated during two extended executive meetings. Informal follow-up sessions ran subsequent meetings in order to extend the focus and depth of learning for the team. 100% of the executive team could identify an area of growth and focus for 2023 as a result of the activities in the *Me To We* Leadership seminars. In 2023 the *Me to We* Leadership seminars will continue with an emphasis placed on leading diverse faculties and the skills required to do so.

Future-ready Students

During 2022, Innovation elective teachers participated in meetings on a term by term basis where staff had the opportunity to engage in collegial discussions centred on the CECIL soft skills. All Innovation teachers took part in these meetings and were able to support and guide staff new to the elective platform through both the teaching and learning and reporting components. In 2023 meeting time will continue to be allocated to enable CECIL Innovation teachers to meet and discuss elements of the elective courses.

In 2022 we focused on STEM electives and Senior Engineering, our partnership with UTS strengthened and this culminated in the co-teaching of Year 8 and 9 students. Connections with external agencies were further developed and the introduction of new relationships to help build understanding and student capacity/ engagement in STEM. The I-STEM elective did not have enough enrolments to run this year, however this is slated for facilitation in early 2023. This year there was an increase in female students in the Year 9 D&T class where they focussed closely on STEM projects. Next year the I-STEM subject and any STEM opportunities with external providers will be heavily advertised around the school in order to build engagement and student understanding. The relationship with Badgery's Creek Airport will continue with more opportunities developed for our students.

Throughout the year we continued to strengthen our partnerships with external agencies including UTS and WSU. The UTS Engineering Department provided doctorate students to collaborate with students and staff on projects, and at the end of the year students were able to showcase their work in Biotechnology. Students attended an industry visit organised by UTS and this was attended by students from Stage 5 and 6, 3 students also attended school holiday workshops facilitated by UTS. WSU worked with the TAS faculties to arrange a incursion where students interacted with the development of a solar car. WSU women in STEM initiative saw over 20 female students participating across 2022. In 2023 a partnership will be forged with the CSIRO where students and staff will be provided with STEM centred training.

In 2022 we signed a partnership agreement with the CSIRO, this partnership will see STEM based training provided to staff with ongoing support and professional development available for staff. The first phase of this partnership will be actioned in early 2023 and will support the delivery of the iSTEM elective. Selected staff will receive targeted professional learning via this partnership and this in turn will build their capacity within a STEM focused classroom.

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 "Sustaining and Growing".	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 2022.
65% reduction in Band 1 results in the HSC	We saw a 2% increase in Band 1 results in 2022.
Staff explicitly teach the CECIL skills framework and faculties have a consistent approach to assessing CECIL skills through formative assessment.	All Innovation Elective teachers explicitly teach and report against the CECIL skills framework. CECIL skills through formative assessment will be a focus in 2023.
Offer a Stage 5 STEM elective to create a STEM pathway from Year 8 to Year 12.	The iSTEM elective will run for the first time in 2023. Programming development began in the later stages on 2022.

Deliver professional learning to the innovation team and targeted teachers on the effective use of flexible learning spaces with these teachers to practise strategies.

Innovation electives were intentionally timetabled into flexible learning spaces.

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

Summary of progress

Student Engagement and Wellbeing

Staff were supported through the delivery of explicit and evidence-based classroom management strategies. Delivery of these strategies was refined through a strategic and intentional process of professional development. This involved collaborative professional development sessions for the beginning teacher cohort centred around deep knowledge of strategies and their practical implementation in a classroom setting. The wider staff body received re-training in the tiers of support including Universal and Targeted interventions. Further training and the relaunch of FOCUS and CHAMP was halted due to the delay in the release of the Student Behaviour Strategy. Staff have continued to identify classroom management as an area requiring support as demonstrated in the Term 3 PL evaluation survey. 80% of respondents identified behaviour management strategies as an ongoing area of need. In 2023 we will ensure behaviour management is prioritised within our professional learning calendar for beginning and existing teachers. We will also ensure explicit and intensive PL centred on the Student Behaviour Strategy is delivered to all staff to build the capacity and confidence of our staff body.

During 2022 staff were supported through PL based on the SAFEMinds initiative, NIP it in the Bud, this was led by the welfare team throughout the year. Delivery of these strategies was based on staff needs as identified through staff surveys. The Wellbeing team collaborated to refine the scope and sequence of PL for staff and these professional learning sessions were delivered in a cross-faculty environment in order to facilitate deep discussion and engagement from staff. Upon review it was noted that some staff misunderstood their widespread role and so customised follow-up sessions were developed. Student survey data revealed that students at CHHS feel supported and can identify a strong support person amongst the staff. Staff have indicated an improvement in their confidence and capacity in supporting student welfare needs. Teacher professional learning funding has been allocated to the development and facilitation of this invaluable PL. In 2023 the activity will continue to be a priority area for staff PL and the system of care that has been developed will be consistently reviewed and modified as required.

In 2022 there were multiple opportunities for students to display and hone their leadership skills. The SRC was made up of 28 students including 12 prefects. Leadership activities on offer included, prefect networking afternoon tea, leading opportunities during parent teacher evening and orientation day, reading support to local primary schools, mentoring and leadership camp, charity drives and other fundraising opportunities. These leadership opportunities developed the confidence of students and enabled them to actively contribute to the wider school community. In 2023 the SRC will continue with many of the current initiatives that occurred this year and will be extended as other opportunities arise.

Throughout 2022 the attendance team embedded strategies from 2021 and developed new strategies to improve student attendance. In joining the Cowpasture attendance network, the team adjusted their focus to targeted students in the 80 - 90% range. The team collaborated well with a clear vision to help improve attendance, this included HSLO involvement. Results could be improved if there was greater participation of staff making Connect phone calls and increased frequency of interaction with the Wellbeing team. Semester 2 attendance has shown a dramatic improvement in students attending greater than 90% which was a 13% increase on Semester 1 data, this result is above SSG and state average results. Next year we will continue to focus on improving student attendance in the 80 - 90% range. We will also develop more strategies to engage parents in relation to attendance.

Community and Transition Partnerships

Over 2022, the school regularly shared information with parents and the wider community. This included information regarding student learning experiences and activities. An increase in accessibility was achieved through the use of online platforms. The Community Engagement Team and staff across the school were involved in promoting initiatives and sharing information through P&C sessions, Facebook, Instagram, Newsletters and individualised contact home (letters, phone calls, sms, emails, school bytes). The number of parents interacting with school posts and newsletters has increased since 2021. This has allowed the school to promote awareness of school initiatives and student interests. Data has shown an increase in community engagement which indicates a substantial improvement in communication and the positive impact of initiatives. Engaging parents through P&C, information session and parent/teacher evenings is still a focus with the intention of continued improvement and increased participation. Next year the Community Engagement Team will continue to work and build on connections with the P&C and external agencies.

We continued to strengthen ties with the Arabic speaking community throughout 2022. This involved the continuation of our Arabic Speaking Coordinators role and the facilitation of numerous face to face meetings on both an individual and collective scale throughout the year. Arabic speaking events were advertised on multiple platforms including the newsletter, facebook and school website. Parents were also supported in accessing and exploring TAFE pathways for their children and were able to attend a TAFE site visit organised by the Arabic Speaking Coordinator. Translation services were also made available at parent teacher interviews and during individual student meetings, this enabled parents to gain a deep understanding of their child's learning and support them in goal setting and focusing on educational outcomes. Next year the Arabic Speaking Coordinators role will again be timetabled in order to provide the time needed to facilitate these initiatives. Further activities and events will be arranged as per the needs expressed by the Arabic community.

In 2022 we have embedded and have continued to build and maintain strategic partnerships with our local employers and businesses to provide greater opportunities and to help student confidence in self-managing their career and transition planning. These external links include local employers' engagement/networking /industry partnerships/TAFE and University relationships. The Local community /Industry is now collaborating with our schools Careers and Transition team allowing for innovative careers programs e.g Multiplex Mentoring girls in Construction, Microsoft Certificate program, local employers emailing us and calling the school offering both part-time and full-time positions in their industry. Western Sydney International Airport Multiplex Jumpstart program in 2022- 17 Female students undertook the program, and one student secured a Carpentry Apprenticeship. Structured Industry Talks and Industry visits - delivered during Terms 1 -3 by guest speakers in various career areas including local police station, Daltrey - Cybersecurity. 290 students participated in work experience with a total of 203 different workplaces attended. We have established links with key employers including Western Sydney International Airport, Multiplex, numerous local Primary Schools and Child Care centres, Woolworths, and local businesses such as Milli and Co and Cecil Hills Newsagency. Building Work experience opportunities- An Employers Directory has been devised and is being updated regularly. CHHS Flyer promoted on Facebook on school and community pages. Work experience extended to Year 9. Compulsory work experience for Year 10 since covid. Future in Focus Day provides our students an array of employees and employers who provide work experience opportunities along with their story and skills required to do the job. A student, who also participated in the Multiplex program recently secured a full-time Traineeship as a draftsman via a Guest speaker employee. The Careers and Transition team together provide Individual career and transition planning support - more students with career and transition plans and more informed transition decisions. Access to and increase in the number of EVET students from 50 - 70 + undertaking Vocational qualification/certification - working in conjunction with TAFE NSW, HEALTH NSW, and The Whitehouse Institute of Design. The team devised a careers logo, placed on a staff polo and jacket to wear in public and promote the CHHS Careers team, also devised a work experience and SBAT flyer and purchased careers merchandise to thank and maintain relationships with our stakeholders. In 2023, The C&TT will continue to expand networking with local employers and industry to support the career development of our students. The Multiplex JumpStart program will continue in 2023. We have formed a new relationship with the Executive Manager, Organisation Capability for the new Western Sydney International Airport who will keep us updated on recruitment opportunities.

In 2022 our transition process involved collaborating with three feeder primary schools to access and assess student achievement data to appropriately place them in classes for 2023. The transition activities involved a Year 6 -7 information evening, Year Advisers visiting primary school and a meet and greet session where 13 current Year 7 students visited their former primary school to talk about high school life. After consulting with local primary schools IMPACT day was facilitated in order to offer extra support for targeted students, these students participated in activities that supported their contextual literacy of the high school environment, 20 future year 7 students attended this day. At orientation day almost all future year 7 students attended, 186/204, with a focus placed on curriculum-based lessons and team building activities, small groups worked closely with an SRC student. On the day students were interviewed with positive feedback delivered all round. Parents were also involved in the day via an information session. The 2023 transition process will involve the sharing of resources for future year advisers as well as upskilling the 2024 year advisers at the 2024 Wellbeing Planning Day. The 2023 Transition Roadmap has been created and refined and will support the transition process.

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
Use of a parent focus group to define the concept of being "informed" and develop strategies to improve the percentage of parents who feel informed.	A specific formal parent focus group has not been formed this year, however there has been an increase in the number of parents and carers attending the Parent Information Sessions.
Students with positive wellbeing (advocacy, belonging, expectations) as measured by the <i>Tell Them From Me</i> survey improves to be at or above the school's lower bound system-negotiated target.	The Student Tell Them From Me data from semester 2 shows that 52% of students feel a sense of belonging at school, 58% of students feel they have an advocate at school and 68% of students have high expectations for their learning.
Develop and employ new systems to provide for both online and face-to-face parent teacher interviews.	As a school, we have not explored this area of progress as we were able to return to face to face teaching and reporting this year.
Students attending over 90% of the time to be at or above the school's lower bound system-negotiated target.	The data shows that 49% of students have an attendance rate of >90%.
Sustain and refine the delivery of professional learning on classroom management strategies. A 2:1 ratio of positives to negatives in Sentral behaviour data.	100% of staff were supported through the delivery of explicit and evidence-based classroom management strategies in line with our FOCUS matrix and PBL tiers of support. Intensive support, in the form of mentoring and customised PL, was provided to the 17 new and beginning teachers.
Create a curriculum map to determine commonalities between different Year 7 courses and skills/topics taught in primary school.	This year, we have maintained strong connections with our local primary schools, in particular for our 2023 Year 7 cohort. A Curriculum Reform Community has also been formed to forge deeper connections with local schools and share expertise.
Build relationships with local providers and pilot connections with specific providers. Refine and improve on Year 10 transition and Year 12 post-school transition.	The careers team have have developed and improved transition programs such as Future in Focus for Year 12 and Where to Next? for Year 10. Year 12 have been surveyed in terms of their future directions. Relationships with local providers have been strengthened through work experience opportunities for Years 10, 11 and 12.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$909,693.99</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"> • Strategic, Explicit and Evidence-Based Teaching <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 the Leading EAL/D initiative to support student learning <p>The allocation of this funding has resulted in the following impact: The creation of an EAL/D team and EAL/D resource toolkit which allows staff to access live and updated best practice documents. 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. 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. 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. Year-on-year increases to faculty budgets ensure best possible resources are available to students and that faculties are given additional funds to make decisions directly related to teaching and learning in their KLAs. The school has been able to 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 will be: Further support students through the development and facilitation of evidence based literacy and numeracy programs for Stage 4 - Stage 6.</p>
<p>Aboriginal background</p> <p>\$9,586.34</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> <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 additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of

<p>Aboriginal background</p> <p>\$9,586.34</p>	<p>Personalised Learning Plans</p> <p>The allocation of this funding has resulted in the following impact: In 2022 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. 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. 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. 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.</p> <p>After evaluation, the next steps to support our students will be: 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>\$298,794.60</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"> • 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 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 the following impact: LBOTE students comprised approximately 85% of student enrolments in 2022. Due to our increased numbers of identified students, the school ran two EAL/D targeted classes in junior grades and a Stage 6 EAL/D class. Our identified students were regularly assessed against the EAL/D Progression Scales to ensure information was accurately recorded in relation to student growth. In 2022, the school's EAL/D allocation was 2.6 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, this continued on in 2022. 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>English language proficiency</p> <p>\$298,794.60</p>	<p>After evaluation, the next steps to support our students will be: Continue to professionally develop staff in the Leading EAL/D Education initiative.. Continue to analyse EAL/D data and timetable appropriate classes across all stages.</p>
<p>Low level adjustment for disability</p> <p>\$400,861.03</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"> • Other funded activities <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 <p>Literacy and Numeracy programs facilitated by SLSO</p> <p>The allocation of this funding has resulted in the following impact: In 2022, 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 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>Professional learning</p> <p>\$119,144.32</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 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Effective and Expert Teaching Practices • Strategic, Explicit and Evidence-Based Teaching • Student Engagement and Wellbeing • Other funded activities <p>The allocation of this funding has resulted in the following impact: Professional learning was customised to drive initiatives and project that make up the current school plan. Professional learning occurred during staff meetings and Twilight afternoons where over 140 of our staff were still able to participate in professional learning in a range of settings.</p> <p>After evaluation, the next steps to support our students will be: Continue to support our staff in the selection of robust evidence based professional learning opportunities that will increase their professional capacity. This in turn will enable to maximise their outcomes and</p>

Professional learning \$119,144.32	achievements.
COVID ILSP \$409,000.00	<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/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 the following impact: 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 an assortment of initiatives were developed to support their learning.</p> <p>After evaluation, the next steps to support our students 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>
Refugee Student Support \$4,991.23	<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"> • 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 the following impact: 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. 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>Refugee Student Support</p> <p>\$4,991.23</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 2023.</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 will be: 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>\$127,110.00</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 funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: 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 will be: We will continue to use integration funding to support students with a variety of needs.</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 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"> • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other</p>

<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>funding include:</p> <ul style="list-style-type: none">• employment of an SSO to support student wellbeing <p>The allocation of this funding has resulted in the following impact:</p> <p>The SSO has worked closely with our Wellbeing Team to support students from all grades. This has been through a referral process supported by the Year Advisers.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Continue to work closely with our SSO to ensure our students are nurtured on a daily basis.</p>
---	--

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	712	744	744	712
Girls	688	714	706	694

Student attendance profile

School				
Year	2019	2020	2021	2022
7	93.4	93.8	92.8	88.5
8	89.2	92.9	91.2	85.8
9	89.5	89.0	89.9	83.3
10	89.3	88.8	87.3	83.3
11	90.6	91.1	89.1	82.2
12	89.4	92.7	89.7	84.4
All Years	90.3	91.4	90.0	84.5
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

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	0.80	1.26	5.34
Employment	0.80	3.79	6.41
TAFE entry	0	1.68	3.20
University Entry	0	0	3.74
Other	4.82	4.21	1.6
Unknown	0	0	82.35

Year 12 students undertaking vocational or trade training

47.15% of Year 12 students at Cecil Hills High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

95.9% of all Year 12 students at Cecil Hills 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)	16
Classroom Teacher(s)	74.1
Learning and Support Teacher(s)	2.2
Teacher Librarian	1.4
Teacher ESL	2.6
School Counsellor	2
School Administration and Support Staff	21.37
Other Positions	1.2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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	1,984,532
Revenue	18,975,794
Appropriation	17,984,854
Sale of Goods and Services	126,746
Grants and contributions	799,600
Investment income	25,601
Other revenue	38,993
Expenses	-19,196,493
Employee related	-17,575,436
Operating expenses	-1,621,057
Surplus / deficit for the year	-220,699
Closing Balance	1,763,833

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	132,101
Equity Total	1,701,426
Equity - Aboriginal	9,586
Equity - Socio-economic	909,694
Equity - Language	381,285
Equity - Disability	400,861
Base Total	14,486,909
Base - Per Capita	374,542
Base - Location	0
Base - Other	14,112,367
Other Total	891,760
Grand Total	17,212,197

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

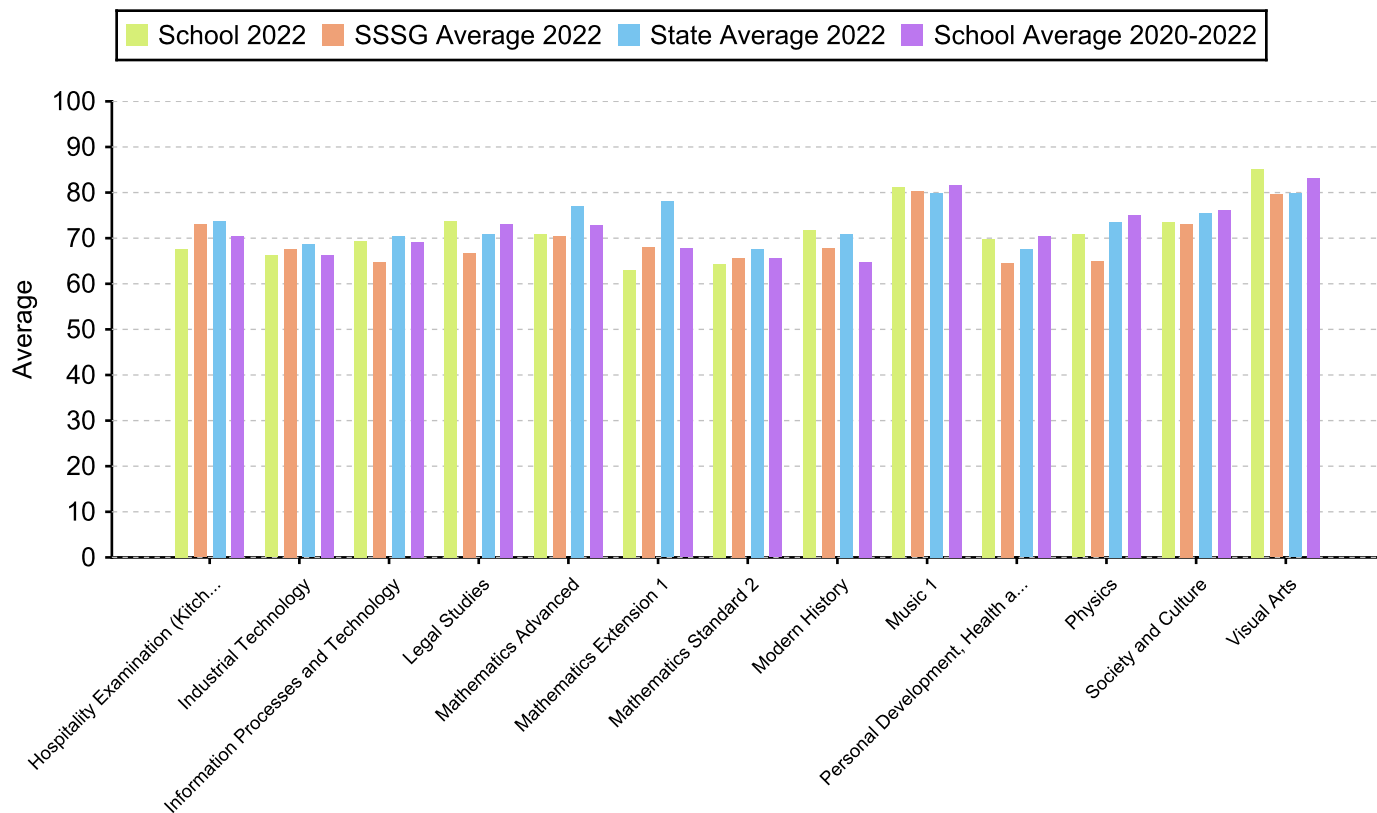
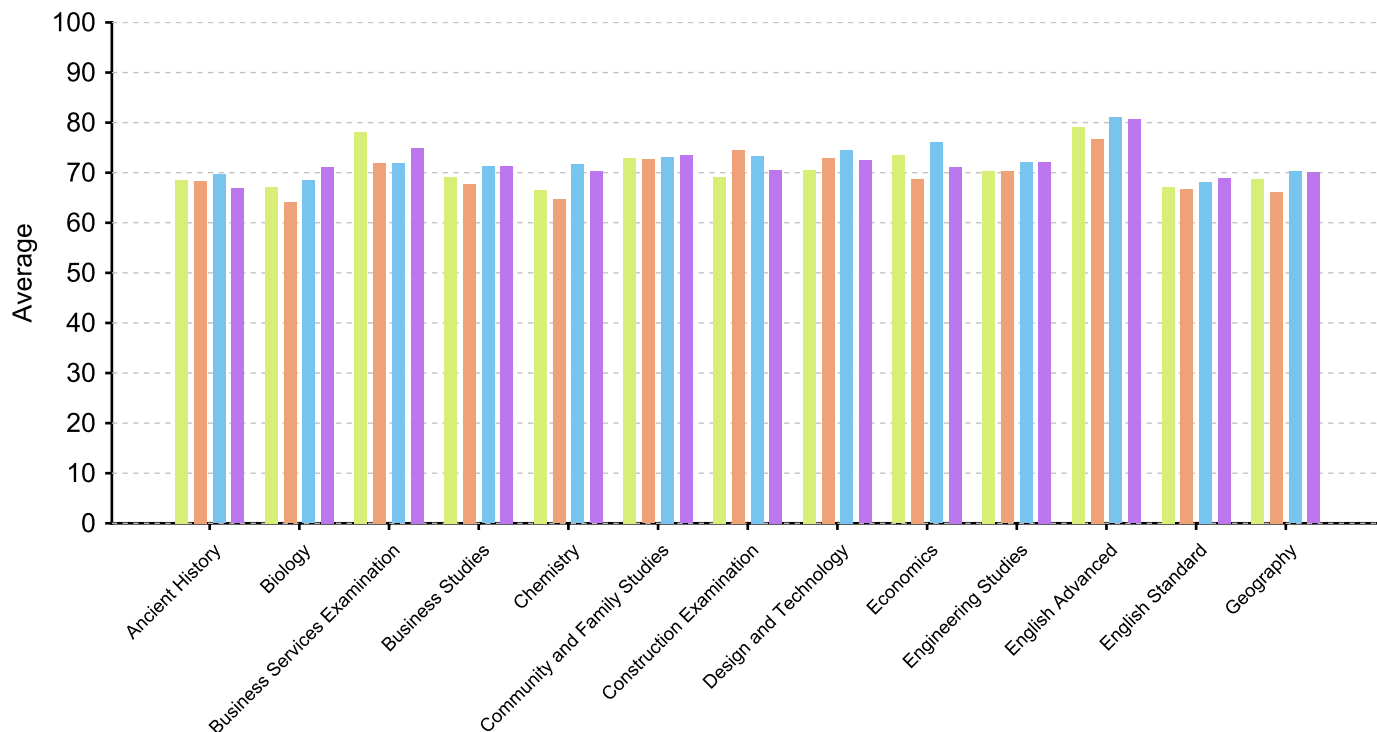
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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	68.6	68.3	69.6	66.9
Biology	67.2	64.1	68.5	71.2
Business Services Examination	78.1	71.9	71.8	75.0
Business Studies	69.2	67.8	71.2	71.3
Chemistry	66.6	64.7	71.7	70.2
Community and Family Studies	72.9	72.7	73.2	73.4
Construction Examination	69.2	74.6	73.3	70.5
Design and Technology	70.5	73.0	74.6	72.4
Economics	73.4	68.8	76.0	71.1
Engineering Studies	70.3	70.2	72.0	72.1
English Advanced	79.1	76.7	81.0	80.6
English Standard	67.1	66.8	68.1	69.0
Geography	68.7	66.1	70.2	70.1
Hospitality Examination (Kitchen Operations and Cookery)	67.7	73.0	73.7	70.4
Industrial Technology	66.2	67.7	68.6	66.3
Information Processes and Technology	69.4	64.8	70.5	69.2
Legal Studies	73.8	66.7	70.8	73.1
Mathematics Advanced	71.0	70.5	77.1	73.0
Mathematics Extension 1	63.1	68.0	78.0	67.7
Mathematics Standard 2	64.4	65.7	67.6	65.5
Modern History	71.8	67.9	70.9	64.8
Music 1	81.3	80.2	79.9	81.6
Personal Development, Health and Physical Education	69.8	64.6	67.5	70.5
Physics	70.8	64.9	73.5	75.0
Society and Culture	73.6	73.1	75.5	76.1
Visual Arts	85.2	79.6	79.8	83.2

Parent/caregiver, student, teacher satisfaction

Cecil Hills High School conducted the Tell Them From Me survey in 2022 to continue our close connections with our students, staff and parent caregivers. The survey is a platform which provides an opportunity for our school community to voice their opinions on a range of topics, including engagement, wellbeing and learning. This survey provides valuable data which indicates areas of strength as well as areas targeted for improvement in the following years.

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, 86% of students noted that behaviour was positive across the school which is on par with the state average. This data represents the work that has been done across the school in enforcing appropriate behaviour. Noted areas for improvement include student engagement in extracurricular school sporting activities where 49% of students indicated they have participated as opposed to the state average of 52%. This percentage has risen 4% since 2020, a testament to our ongoing commitment to improvement. We have also noted a decline in positive homework behaviours, a drop of 4% between June and November last year.

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 6.5, which is on par with the state average. As a school, we have endeavoured to provide multiple avenues of communication with parents and carers and we continue to develop this. Parents and carers noted that they feel that the school supports their child's learning and is an inclusive place for all with a score of 6.7. We would like to continue to encourage parents to participate in the survey as we had a total of only 91 respondents.

The teacher survey was completed by 56 members of staff in 2022. The data shows that staff feel that the learning culture of the school is improving, with an increase from 7.8 to 8.0. This is complemented with an increase in the use of data, teaching strategies and technology for teaching which all rose 0.2 points compared to 2021.

As a school, we are committed to utilising our survey data to inform and drive change within the classroom and overall learning culture.

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.