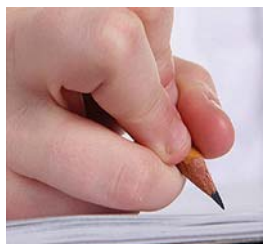
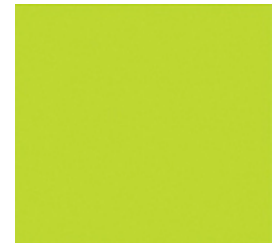
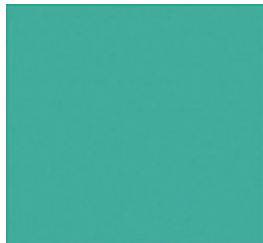


# 2008 Annual School Report Chester Hill High School

NSW Public Schools – Leading the way



## Messages

### Principal's message

Chester Hill High School is a large, diverse, comprehensive, co-educational school located on the border of the Fairfield and Bankstown local government area. It is opposite the Villawood Detention Centre which has housed some of our families. The school attracts students from outside the immediate area due to the Intensive English Centre which is part of the school and the good reputation of the main school throughout South Western Sydney.

The school is proud of its academic, sporting and cultural programs and has been acknowledged at region and state level as a high performing school which has strong links to its local community. The School's Motto "Strength in Unity, Excellence in Education" reflects the values of the school: safety, respect, learning and belonging. These values are symbolised each year in our very popular and moving ceremonies: our Annual Multicultural Flag Days.

Our Positive Behaviour for Learning (PB4L) program uses our school values to encourage students to focus on behaviour which supports learning. Our PB4L motto 'I am a safe, respectful learner who belongs at Chesos', can be seen in every classroom.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

**C Casey**

### P&C and/or School Council message

As the President of Chester Hill High School's P&C and School Council, parents are most fortunate to have opportunities within the school environment where we can be involved and communicate with the School Executive. These opportunities arise through the various parent meetings, where parents and staff are encouraged to share information and discuss matters relevant to the benefit of our children. Once a term, parents from our Arabic, Pacific and Vietnamese communities meet. The P&C meets twice a term.

Parents and guardians of Chester Hill High School and IEC appreciate and recognise the continued support and commitment given by the senior executive staff, teaching and non-teaching staff to the Chesos community.

**F Corish**

**President**

### Student representative's message

The Student Representative Council (SRC) and Prefects are committed to the school and are involved in helping and organising charity fundraising events such as Pink Ribbon Day, Jeans for Genes Day and Bandaged Bear Day.

The SRC also supports The Children's Hospital and Breast Cancer Research. Annual events such as Clean Up Australia Day where the SRC and Year 7 cleaned up the school to help the environment was another example of the SRC and School Prefects working together. We have also organised school discos and a talent day to raise funds to assist with upgrading school facilities and support a child from World Vision.

**Lyna Tran**

**President**

## School context

### Student information

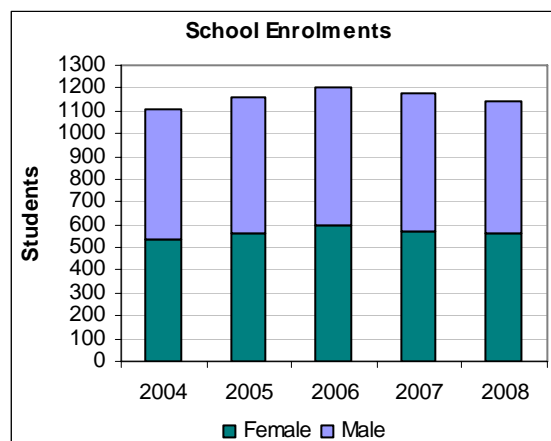
It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

### Student enrolment profile

In February, 2008 including the Intensive English Centre (IEC), 1145 students were enrolled; 566 females and 579 males. Enrolments included 19 international students, mainly from China.

A significant number of students continued to enrol in the school directly from the Intensive English Centre (IEC).

	2004	2005	2006	2007	2008
Male	575	601	609	610	579
Female	533	559	595	570	566

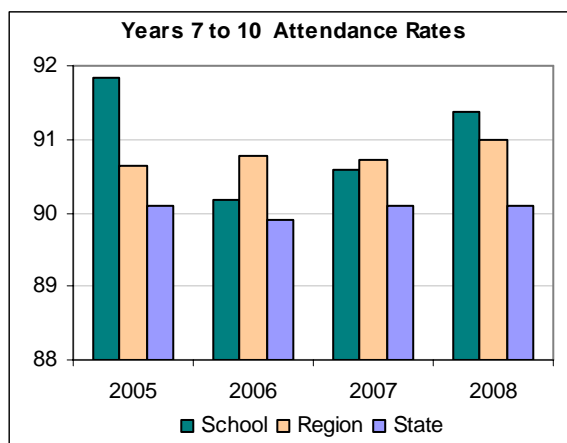


## Student attendance profile

### Years 7 to 10 Attendance

Attendance rates for Years 7-10 were 91.4% for the school, 1.3% above the rate of 90.1% for the state and 0.4% above 91% for the region. This is an improvement on the previous two years.

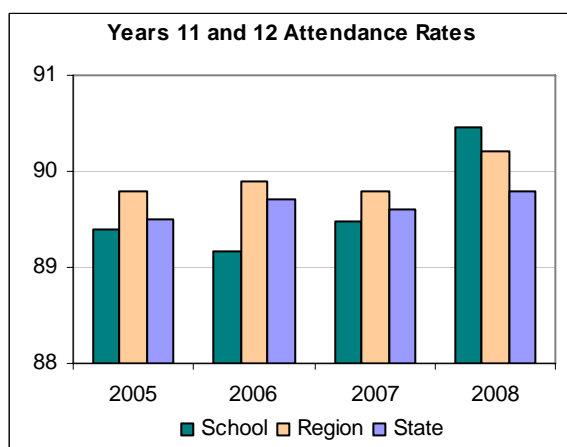
	2005	2006	2007	2008
<b>School</b>	91.8	90.2	90.6	91.4
<b>Region</b>	90.7	90.8	90.7	91.0
<b>State</b>	90.1	89.9	90.1	90.1



### Years 11 and 12 Attendance

Attendance rates for Years 11 and 12 have again improved in 2008 and are now slightly above the region and the state percentages by 0.3% and 0.7% respectively.

	2005	2006	2007	2008
<b>School</b>	89.4	89.2	89.5	90.5
<b>Region</b>	89.8	89.9	89.8	90.2
<b>State</b>	89.5	89.7	89.6	89.8



The school continues to monitor student attendance patterns under the supervision of the Head Teacher Administration, Head Teachers and Staff.

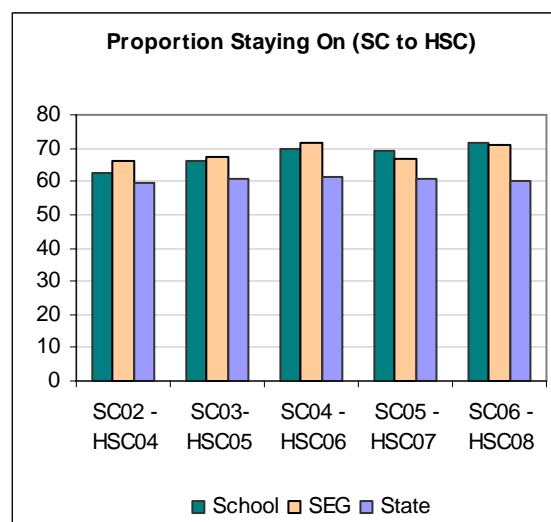
The computerised attendance system incorporating the swipe/ID card continues to assist in improving the efficiency and accuracy of the recording of all forms of attendance.

Students with excellent attendance have been recognised and rewarded at Year Meetings and Presentation Assemblies.

### Retention to Year 12

Of the students sitting for the HSC in 2008, 71.6% had completed their School Certificate at Chester Hill High School. This percentage is a very significant +11.3% above the State.

	SC02 - HSC04	SC03 - HSC05	SC04 - HSC06	SC05 - HSC07	SC06 - HSC08
<b>School</b>	62.8	66.2	69.6	69.2	71.6
<b>SEG</b>	65.9	67.6	71.6	67.0	70.9
<b>State</b>	59.5	61.0	61.1	60.8	60.3



### Post-school destinations

In Year 10, 1 student moved interstate, 21 went to an occupation and 4 travelled overseas. 1 student went to a private school, 15 changed public schools, 9 went to TAFE and 1 took up an apprenticeship.

In Year 11, 3 students moved interstate, 11 went to an occupation and 3 students went overseas. 1 student went to a private school, 3 changed public schools, 9 went to TAFE and 1 took up an apprenticeship.

In Year 12, 60.8% of students returned their post HSC destination survey. The data showed 34.8% of the total Year group were at University fulltime.

Of those surveyed, 19.5% were at TAFE part time, had a traineeship or were in full/part time work.

## Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

## Staff establishment

In 2008 the total teaching and support staff was 111.7. This total was made up of the following

Position	Number
Principal	1
Deputy Principal(s)	3
Head Teachers	15
Classroom Teachers	63
Careers Adviser	1
Support Teacher Learning Assistance	1.8
Teacher Librarian	1
Teacher of ESL	4.2
Counsellor	2.6
School Administrative Staff	13.6
Ethnic Teachers Aide	5.5
Total	111.7

The staff at Chester Hill High School are highly experienced and a significant number of teachers have over 10 years of service at the school. There are a number of early career teachers in various permanent/temporary positions supported by the Head Teacher Mentor.

## Staff retention

In 2008, 95% of the staff was retained from 2007. Mrs Cook retired after a long and outstanding career at Chester Hill High and there were 4 transfers during the year. One teacher took long term leave and another took a position with the department in the city. Mr Rosewall was welcomed to Chester Hill as a Deputy Principal in the high school.

## Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 96% which is similar to the rate for past years.

In 2008 the average daily attendance rate for staff was	96.0%
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Note: The staff attendance is determined by subtracting the number of short-term, unplanned days absent from the total available teaching days.

## Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Degree or Diploma	75
Postgraduate	25

## Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary:	30/11/2008
<b>Income</b>	<b>\$</b>
Balance brought forward	445 879.44
Global funds	539 368.31
Tied funds	335 427.33
School & community sources	276 887.19
Interest	38 994.99
Trust receipts	110 652.55
Canteen	0.00
<i>Total income</i>	<u>1 747 209.81</u>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	148 870.67
Excursions	29 131.30
Extracurricular dissections	56 549.09
Library	19 460.25
Training & development	2 796.31
Tied funds	343 481.08
Casual relief teachers	103 541.21
Administration & office	183 404.03
School-operated canteen	0.00
Utilities	109 447.71
Maintenance	82 100.95
Trust accounts	111 495.54
Capital programs	7 938.20
<i>Total expenditure</i>	<u>1 198 216.34</u>
<b>Balance carried forward</b>	<b><u>548 993.47</u></b>

## Voluntary School Contributions

The School Voluntary Contributions were \$7728.90 in Year 7, \$16468.10 in Years 8-10, \$6902.85 in Year 11 and \$7314.65 in Year 12.

The total contributions received were \$38414.50 for Years 7-12.

## Levels of Retained Income Held in Trust

The balance includes \$72,758.22 held in Tied Funds which are held by the school for specific purposes and \$41,568.44 in Trust Funds which are held at the school but the school does not have access to spend as it desires. That is, the school is the custodian of the money without owning it.

A full copy of the school's 2008 Financial Statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

## School performance 2008

### Achievements

#### Arts

- Throughout 2008, students have again participated in a wide range of artistic and cultural enrichment programs. Chester Hill High School is committed to providing extensive opportunities to develop and enhance talent.
- The Chester Hill High School Choir was formed in 2008 and rehearsed every morning in roll call. A busy performance schedule throughout the year included the Flag Day ceremonies and the whole school production *We're All In This Together*.
- The Year 12 Music Ensemble (Emerald Han, Samantha McKenzie and Naw Wah Shee Do) performed at the first District Teacher Conference/Staff Development Day at Cabramatta High School.
- Sabrina Mitwali, a Year 12 Music student continued to participate in the Bankstown Talent Advancement Program (TAP) and performed at a number of school and regional events including the TAP graduation concert at the Revesby Workers Club.
- The HSC Music Evening was described as a magical showcase of our student performances with an impressive and inspiring program. Family, friends and staff were enchanted as the students benefited from the experience of performing their works to a live audience prior to HSC exams.
- The HSC and Senior Drama Night was also well attended by family, close friends and staff. Each act had been thoroughly rehearsed and prepared and there was a variety of individual projects and ensemble performances. The quality of the works presented was outstanding.

### Sport

2008 was a very successful year due in no small part to our Sports Coordinator, Mr Jones and his Chester Hill High Sports Team of teachers. Our students performed well in all carnivals in 2008. We also sent the largest number of competitors to South West Sydney Regional Carnivals and some on to State and National Carnivals in Athletics, Cross Country and Swimming. A supportive band of parents and caregivers attended these events in good numbers.

Chester Hill High School also competed with pride in a range of NSW Combined High Schools knockout competitions including: soccer, baseball, rugby league, cricket, basketball and touch football. Our students were commended often for their maturity and sportsmanship as well as their skills and abilities throughout the year.

In 2008, we dominated the Tuesday Zone Sports Program, Carnivals and Gala Days at both senior and junior level, with Age Champions and Premierships celebrated at our Sports Assemblies.

Several students were selected in Zone teams to compete at Regional Championships.

Our Junior Sports Person of the Year was Stephanie Ambrose and our Senior Sports Person of the Year was Christopher Timson. Natalie Ambrose received the Don Furey All Round Sports Person of 2008 award.

#### Other

- 2008 was again a most successful year for our Chess Teams. A combined junior/intermediate team played some close games at the Scots College Invitational One-Day Chess Tournament. Our senior team, for the second year made the state semi-finals. In matches that lasted over an hour and ten minutes, our team finally went down to Sydney Boys High School. The State semi-finalists from Chester Hill High School for 2008 were: M Hadi Ebrahimi, Jae Yeop Kim, Ken Chan and Omar Siddiqi.
- Arabic Youth Quiz 2008: Chester Hill High School entered this competition for only the second time and achieved the top score in their round to qualify for the semi-finals. Our team: Mariam Al Mowail, Zeinab Al Haddad, Heba Zreika and Omar Zreika, led by Ms Badra, knew all the answers but were not quite fast enough on the buzzers to move into the finals.
- Bastille Day Café was held at the school in August. Students in the French classes under the guidance of Ms Mateus put on a Café in true Parisian style. They served coffees, hot chocolates and French pastries. A deliciously French experience for the whole school.

- Natalie Pavlovic of Year 11 was presented with the state wide Victor Chang Award for excellence in Science by Mrs Chang.

### Student Mentoring Programs

In 2008, students in Years 9 and 10 again had the opportunity to be part of a mentoring program. Mrs Fields coordinated the Year 10 **iTrack Program** supported by the Smith Family and Mrs McNab coordinated the Year 9 **LEAPS (Law Firms Educating and Assisting Promising Students) Program**. Each of these involved on-going contact in person and electronically with students matched to appropriate mentors.

For the first time we participated in the “**100 Faces, 100 Stories**” project with the **Australian Business Community Network (ABCN)** and our partner **OPTUS**. This was coordinated by Ms Goodwin. The program involved mentors working with about 20 Year 9 and 10 students to produce a work of art, supported by a story about themselves. Their work was exhibited at a national exhibition and at Optus. The works of art and stories were also published in a book, “100 Faces, 100 Stories”.

### Debating and Public Speaking

- Year 7 Debating Program 2008:  
All Year 7 students participated in a 5 week debating unit in their English classes. Five representatives were chosen from each class to participate in an inter-class debating challenge. The challenge consisted of a full day of debating with senior debaters acting as mentors and adjudicators for each debate. Trophies were awarded to the winning team, medals went to the runner-ups and all participating students received certificates. Talented debaters were identified from this challenge to represent the school in the Premier’s Debating Challenge.
- Debating Competitions:  
As in previous years, CHHS participated in numerous debating competitions. For the first time, in 2008, we entered a Year 7 team as well as a Year 8 team in the Premier’s Debating Challenge. Both of our Year 9 and 10 teams made it to the regional finals in the Teasdale Cup and our Year 11 team debated in the Karl Cramp Trophy Competition.
- Public Speaking Competitions:  
Students, once again in 2008, participated in the Legacy Junior Public Speaking award and the Sydney Morning Herald Plain English Speaking Award. Four of our students represented the school and demonstrated strong public speaking skills.

### Camps and Excursions

Camps and Excursions included:

- Year 11 travelled to Deer Park in the Royal National Park for the Annual Crossroads Camp for three days. Teachers from a range of faculties led small student workshops on a range of topics including: drug education, risk taking behaviour, social relationships and study skills.
- 16 students and 2 teachers travelled to Nagoya, Japan during the October holidays to experience the Japanese way of life for a couple of weeks. Our students and teachers had hosted students from the Nagoya City Kita High School in August. We thank the Nagoya Sydney Sister City Foundation for making the trip possible.
- Year 11 Ancient History students went to the Nicholson Museum at Sydney University and examined artefacts from civilizations which were at least 2000 years old and saw Ancient Egyptian mummies which were 3000 years old.
- Our French students had the opportunity to experience a French meal and try *escargots* at *The Little Snail* (a French restaurant) and Year 9 went to the Art Gallery to see the Monet Art Exhibition.
- Chester Hill High School students certainly had a taste of the theatre in 2008. Many Drama students had the opportunity to see *Hamlet* at the Opera House and speak to the cast of Bell Shakespeare. Year 11 students went to the Belvoir Street Theatre to see *Scorched*, Year 12 viewed *Taboo* and Year 7 enjoyed a day at Walsh Bay to see *A Clockwork Forest*.
- Year 9 and 10 Physical Activity and Sport Studies students attended the Active Lifestyles Program at Sydney Olympic Park where they learnt the skills and techniques involved in playing golf and tennis.

### Academic

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 the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

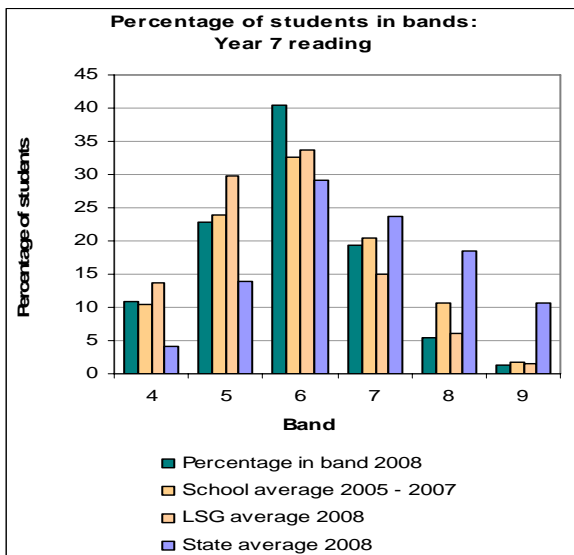
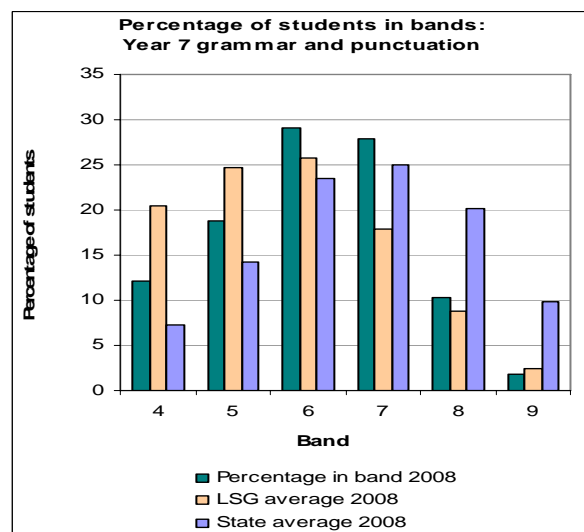
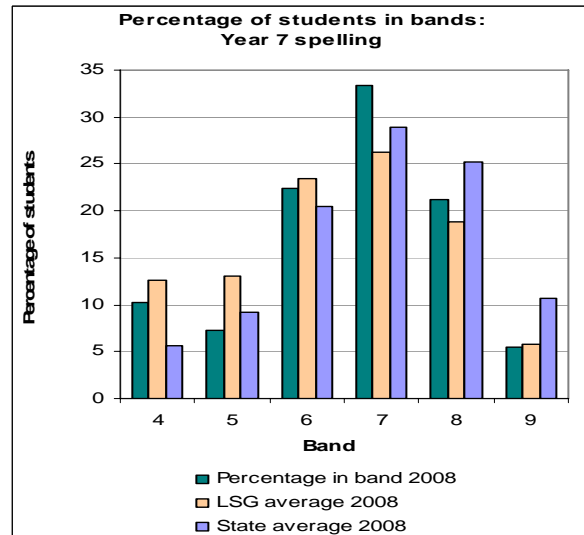
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

### Literacy – NAPLAN Year 7

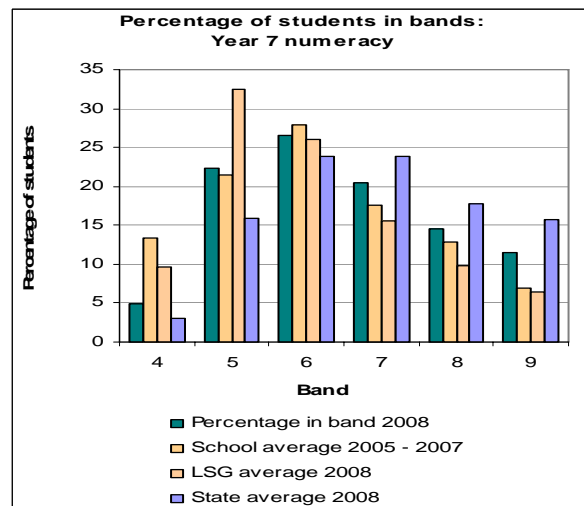
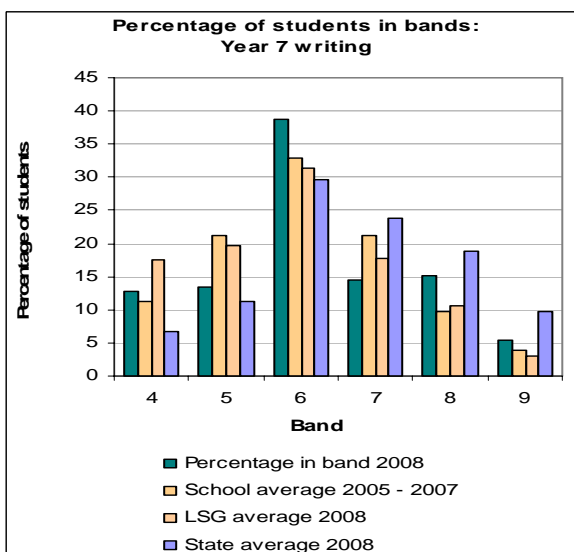
In Reading, Writing, Spelling, Grammar and Punctuation, 85.5% of our students (on average across the 4 areas), achieved above Band 4 (the lowest band). Across the State, 94% on average achieved above the lowest band. The average mark achieved by Chester Hill High School (CHHS) students was above the Like School Group (LSG) in: Reading +8.2, Writing +16.7, Spelling +13.3, Grammar and Punctuation +18.8.

Out of the four areas, Reading and Grammar and Punctuation are our weakest. In Reading, students found questions that asked them to connect ideas, infer and interpret the most difficult.



### Numeracy – NAPLAN Year 7

95.2% of Year 7 students at CHHS achieved above the minimum band. This is a significant 14.9% above the LSG and only 1.8% below the state. 46.4% of our students achieved results in the top 3 Bands 14.6% more than LSG.



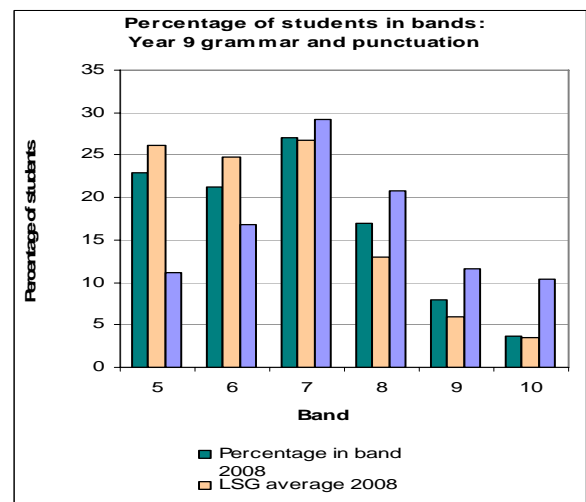
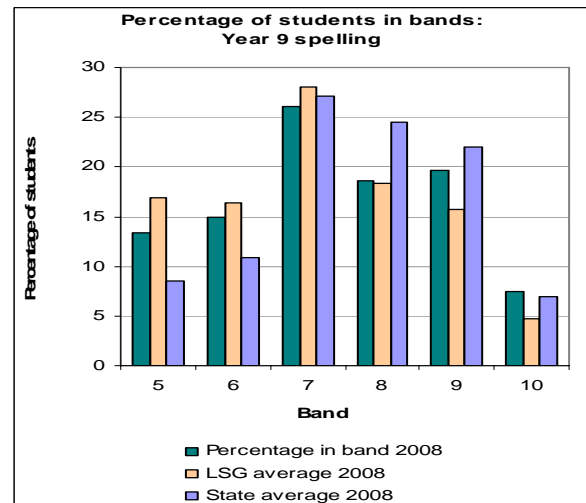
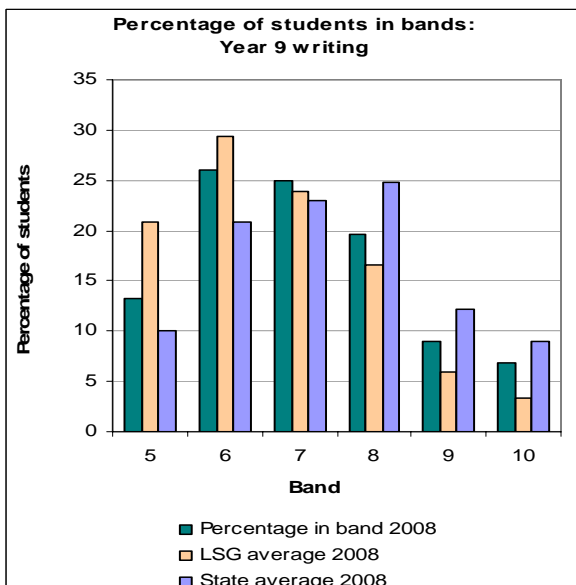
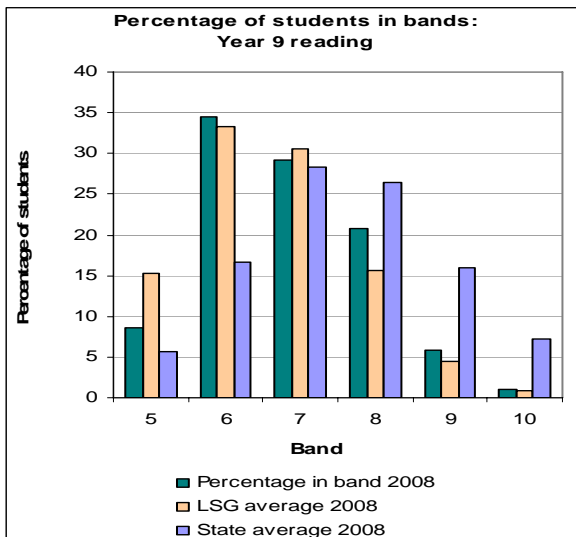
## Literacy – NAPLAN Year 9

In Reading, Writing, Spelling, Grammar and Punctuation, 85.5% of our students (on average across the four areas), achieved above Band 5 (the lowest Band for Year 9). Across the State, 91.2% on average achieved above the lowest band.

The average mark achieved by students at CHHS was above the LSG in: Reading +10.5, Writing +25, Spelling +15.4, Grammar and Punctuation +9.6.

Across all four sections, CHHS had an average of 7.5% more students in Bands 8, 9 and 10 (the top 3 Bands) compared to the LSG. Of the four sections, Reading and Grammar and Punctuation are our weakest.

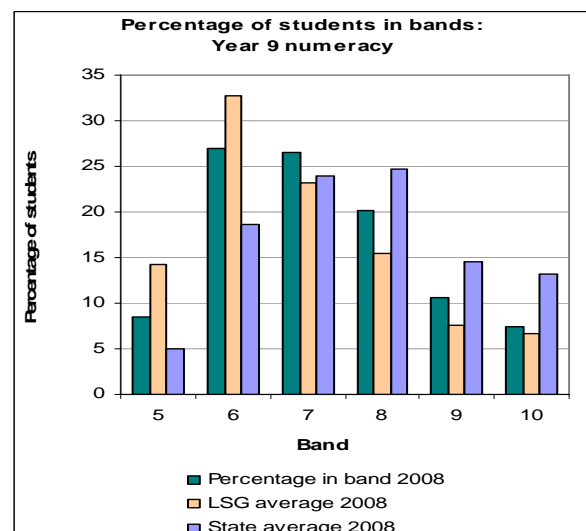
In Reading, students found questions that asked them to connect ideas, interpret and synthesise most difficult.



## Numeracy – NAPLAN Year 9

91.6% of our students achieved above the minimum band. This is a significant improvement as in 2006, 46% of the cohort performed below the National Benchmark in Numeracy.

38.1% of our Year 9 students achieved results in the top 3 numeracy bands. This is 8.3% more than the LSG.





## School Certificate

### English – Literacy

93.8% achieved in the top 4 bands (21.4% above the school average of 72.4%)

48.4% achieved in the top 3 bands which is slightly above the school average and 2.4% above the LSG.

There has been a significant increase in the percentage of students in Band 3 at 45.4% as the school average for Band 3 is 24.2%.

There are no students at CHHS in Band 1 and only 6.1% in Band 2.

### Mathematics

60.8% achieved in the top 4 bands which is down 5.9% on the school average but significantly higher (+6.1%) than the LSG.

30.7% achieved in the top 3 bands, down 3% on the school average but still above the LSG by 5.1%.

There are no students at CHHS in Band 1.

### Science

There has been an increase in the number of students in the top 2 bands.

18.4% in bands 5 and 6 is 2.2% above the school average and a significant 6.7% above the LSG.

The average mark achieved by students at this school is 3.7% above the LSG.

The number of students in Bands 1 and 2 at 27% means that compared to the LSG, there are significantly fewer students (-8.1%) in the lowest bands at our school.

### Australian Geography, Civics and Citizenship

77.9% of our students achieved results in Bands 3, 4, 5 and 6. This is 3.6% below the school average but 6% above the LSG.

Although there has been a reduction in the number of students in the top 3 bands compared to the school average, our results are above the LSG by 3.4%. This was expected as in 2006 we had a 6.6% improvement and in 2007, another 12.3% increase in the number of students in the top 3 bands.

### Australian History, Civics and Citizenship

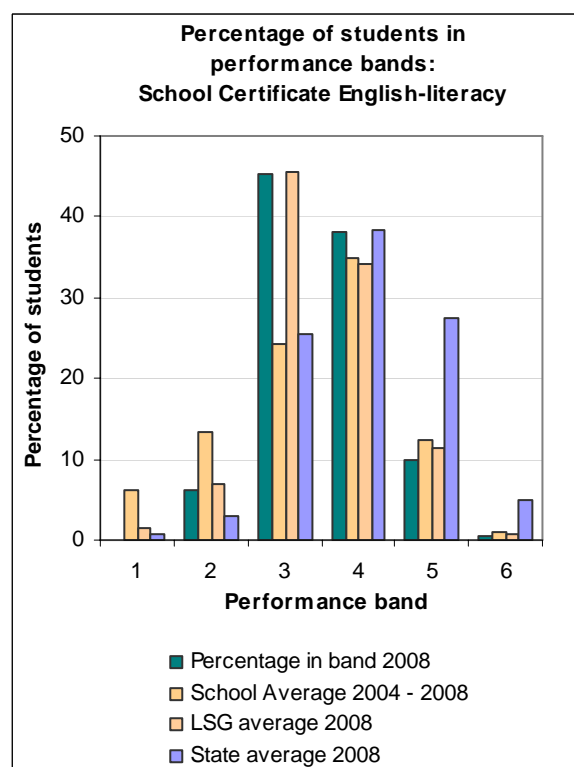
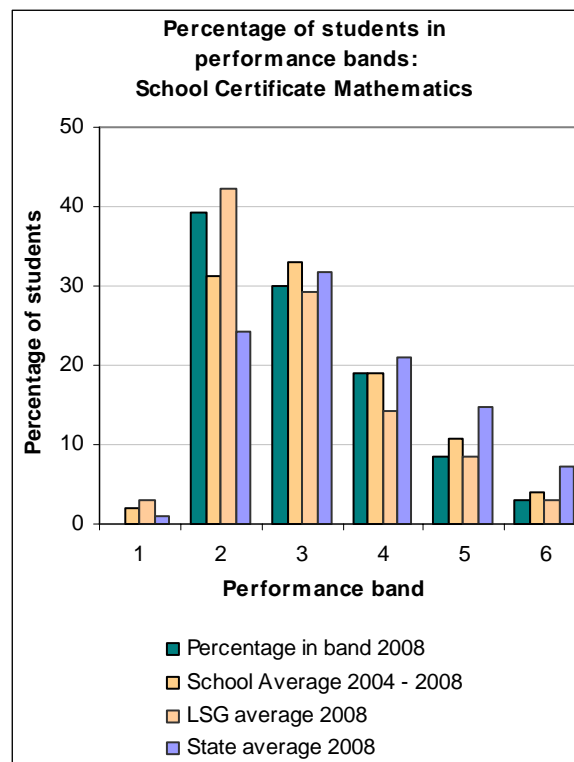
74.2% of students achieved results in Bands 3, 4, 5 and 6 in 2008 which is 10.1% above the LSG.

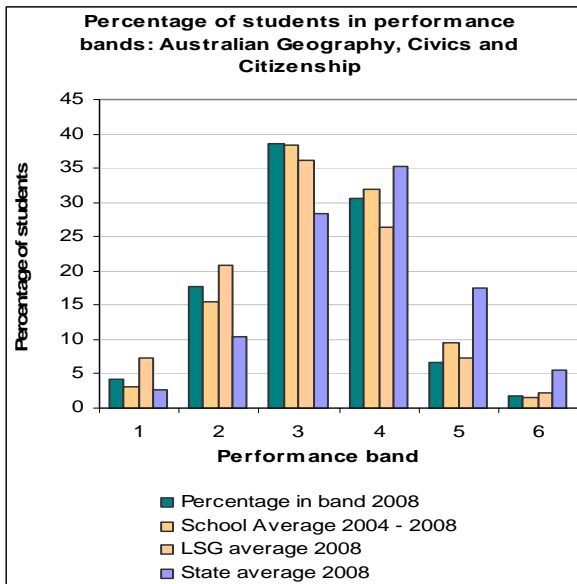
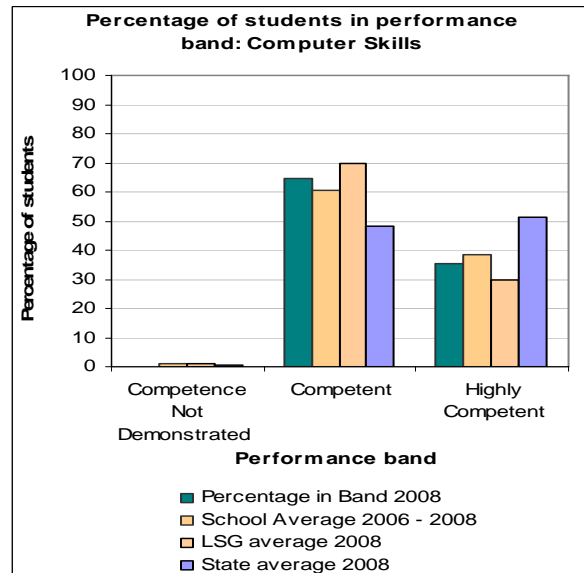
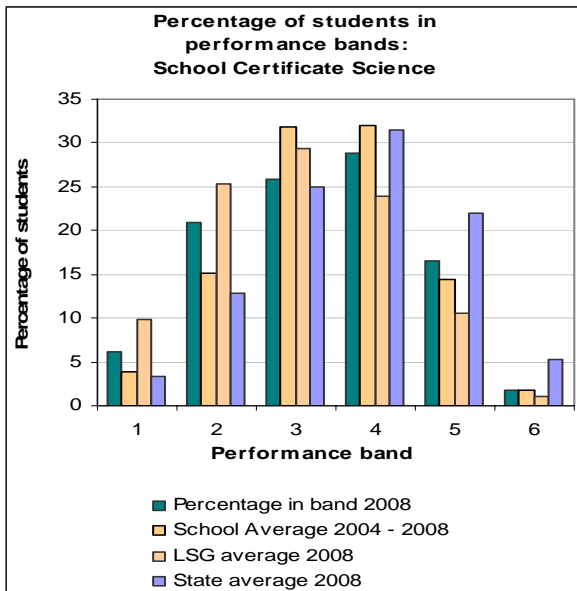
There has been a reduction in the percentage of students achieving in the top 3 bands, 11.7% below the school average but only 1.2% below the LSG. This is partly due to the exceptional results

achieved in 2007 when 42.7% achieved in the top 3 bands.

### Computer Skills

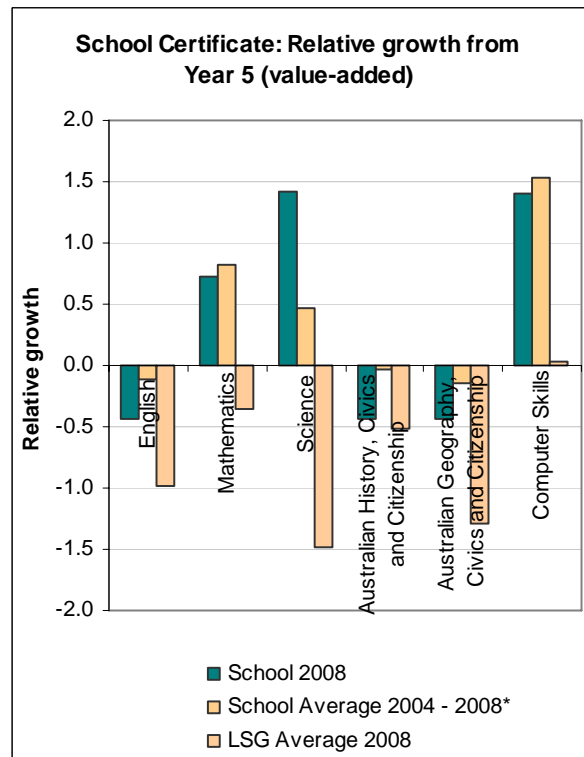
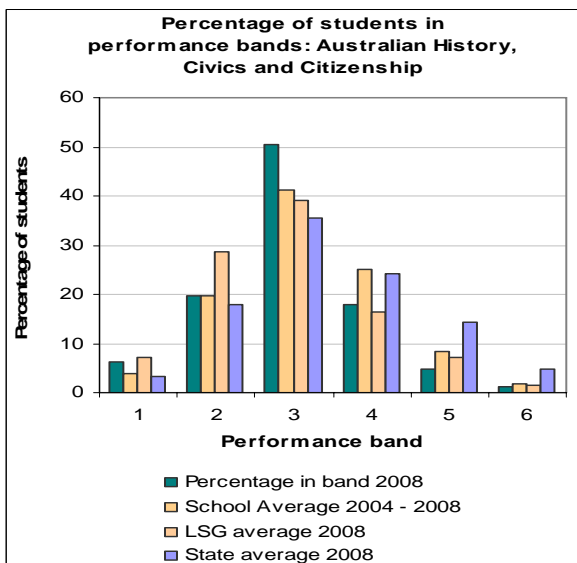
In the Computer Skills Assessment, 100% of our students achieved in the competent or highly competent bands.





**School Certificate relative performance comparison to Year 5 (value-adding)**

There has been growth in the performance bands achieved by students from the Basic Skills Test in Year 5 to the School Certificate in Year 10, 2008 in Mathematics (0.7%), Science (1.4%) and Computer Skills (1.4%). In English, Australian History, Civics and Citizenship and Australian Geography, Civics and Citizenship, our students performed slightly above the LSG.



## Higher School Certificate

Our results in the 2008 HSC were very good and we were listed by the media as the third highest achieving high school in our School Education Area, which includes the local government area of Fairfield, parts of Liverpool and Bankstown.

The HSC is reported in marks and in bands in each course, with Band 6 being the highest and awarded to students who score 90 marks or higher in a course. Band 6 results are listed on the Board of Studies Distinguished Achievements List. Our Year 12 class of 2008 achieved **27 Distinguished Achievement** results and in addition our students gained **108 Band 5 results**, which means they scored between 80-89 in a course.

In 5 courses in 2008 our students achieved above State average results. These courses were: English Extension 2, Mathematics Extension 2, French Beginners, Japanese Continuers and Retail.

The University Admission Index (UAI) is a measure that adds all a students HSC marks together with a weighting for harder subjects. This is the measure that is used to compare students across the State for university admission. Congratulations to our Dux of 2008, Abdullah Ibrahim who achieved a UAI of 99.15, meaning he achieved a higher result than 99.15% of the students in the State.

Congratulations also to Fiona Yang with a UAI of 98.05, Julia Lee with a UAI of 97, Tony Ngo with a UAI of 96.45 and Stephanie Phan with a UAI of 96.20. These students make up our top five results for the 2008 HSC. Many other students achieved excellent HSC results.

Higher School Certificate Course Summary Graphs are provided and show the mean score of students in each 2008 HSC course **with ten or more candidates**, the school average 2004-2008, the LSG 2008 (Like School Group) and State 2008.

### English

In Advanced English, 96% of our students achieved results in the top 3 bands which was 7% above the State. There were no students in CHHS in Advanced English in Bands 1 or 2. In English Extension 2, a student achieved the highest band.

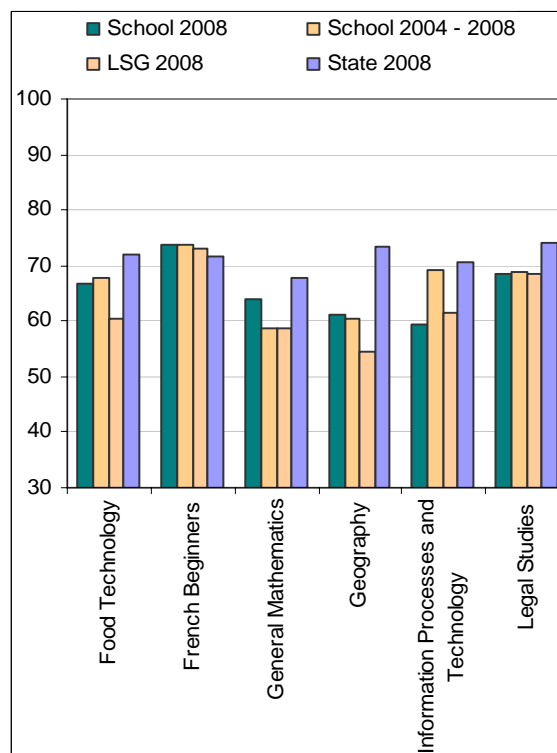
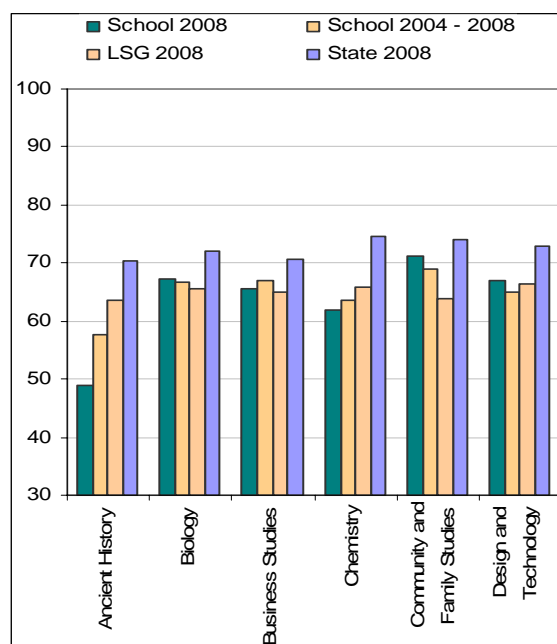
### Mathematics

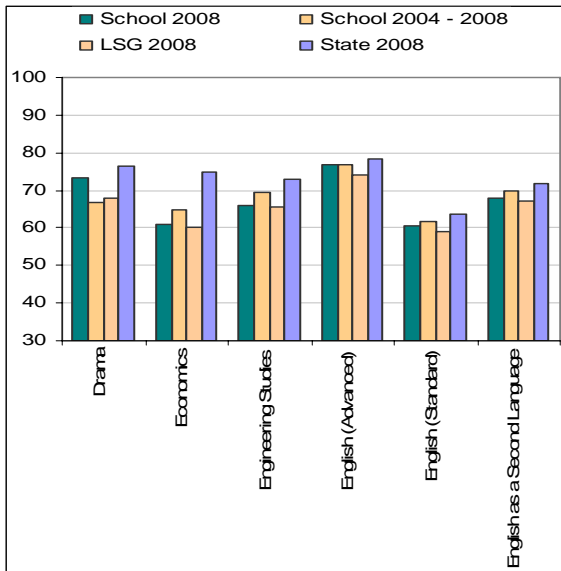
In Mathematics, 14% of students achieved a Band 6, up 8% on 2007 school results. In Mathematics Extension 2, 67% of students achieved the highest band (E4). This is 30% above the state and 46% above the school results in 2007.

## Other Subjects

Outstanding course results were achieved in many subjects. Band 6 results were achieved in: Biology (2), Chemistry (3), Legal Studies (1), Mathematics (6), Physics (1), French Beginners (2) and Japanese Continuers (1).

The highest band in extension subjects (E4) was achieved in: English Extension 2 (1), Mathematics Extension 1 (5), Mathematics Extension 2 (4) and Japanese Extension (1).



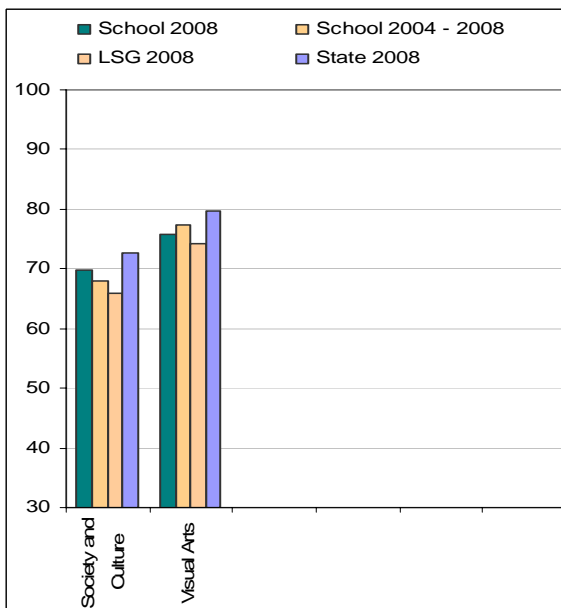
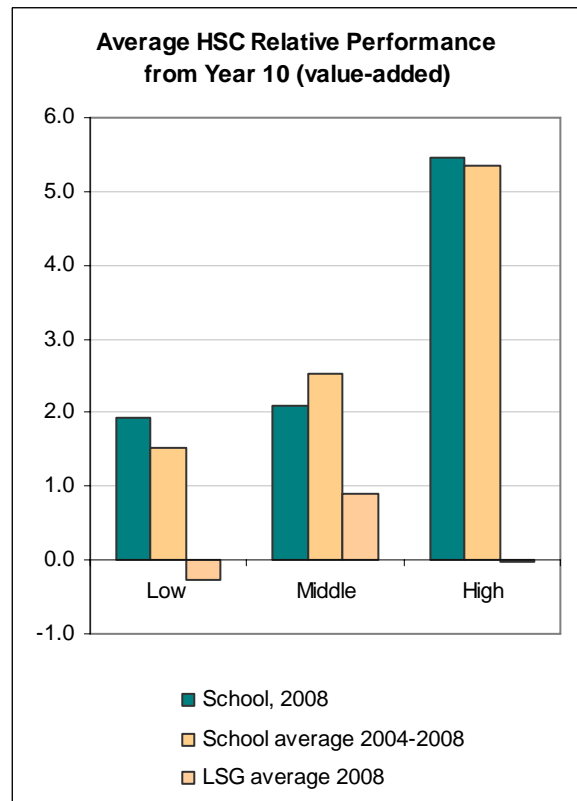
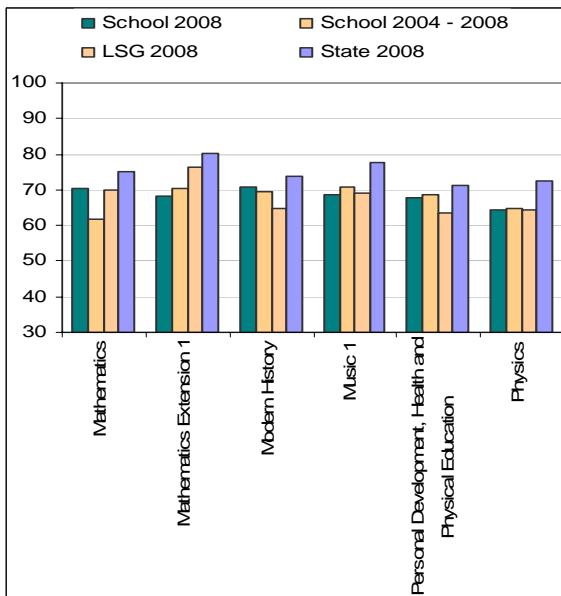


### Higher School Certificate relative performance comparison to School Certificate (value-adding)

The following graph shows that students in the high bands (that is Bands 5 and 6) have extensively improved value-added results from the School Certificate to the HSC, 5.5 above the LSG.

In the middle band (which includes students in Band 4) there has been a value-added of 1.2 above the LSG and results are slightly below the school average at 0.4.

The low performance band includes students in Bands 1, 2 and 3. These students have achieved results slightly above the school average and 2.2 above the LSG.



### Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are as follows.

**Percentage of Year 7 students in our school achieving at or above the minimum standard in 2008**

Percentage of Year 7 students achieving at and above minimum standard	
Reading	87.1
Writing	85.2
Spelling	87.6
Punctuation and grammar	85.8
Numeracy	92.9

**Percentage of Year 9 students in our school achieving at or above the minimum standard in 2008**

Percentage of Year 9 students achieving at and above minimum standard	
Reading	89.1
Writing	84.5
Spelling	84.5
Punctuation and grammar	75.1
Numeracy	89.2

**Significant programs and initiatives**

**Aboriginal education**

Whole school programs and the curriculum offered at CHHS meet the learning needs of all Aboriginal students with a focus on equity and community participation. Aboriginal perspectives are incorporated throughout the curriculum across all Key Learning Areas and information relevant to Aboriginal students is passed onto students and families by the school Aboriginal Liaison contact.

Individual Education Plans (IEPs) have been developed for each Aboriginal student by the Learning Assistance Team in partnership with students, parents and family. This initiative has been received positively in the school community as students focus on achieving their goals.

Year 7 and our indigenous students experienced a performance by *Tjupurry*, an Aboriginal performer who played the *didjeribone* (a specialised instrument fusing the elements of the didjeridoo and trombone). This interactive performance featured innovative songs and soundscapes that blended elements of traditional and contemporary music.

Aboriginal students' literacy and numeracy achievements in the NAPLAN tests showed us that in Year 7 our indigenous students achieved the minimum band in literacy and above the minimum band in numeracy. In Year 9 literacy,

50% achieved above the minimum standard and 50% below. In Year 9 numeracy, 100% achieved above the minimum with 50% in the top 3 bands.

The operation of a Homework/Study Centre in the School Library has been a valuable resource for Aboriginal and other students requiring assistance with literacy and numeracy, help with assignments and access to computers and the internet.

**Multicultural education**

Chester Hill High School is a multicultural school where cultural diversity is recognised and celebrated. We sincerely aim to live our motto: *Strength in Unity, Excellence in Education*. Our students, teachers and families have a pride in our school that is evident in everything we do.

Aspects of multicultural education are evident in planning and programming across all Key Learning Areas. Classroom activities encourage cultural understanding and the appreciation of cultural differences.

Enrolments of students from a language background other than English (LBOTE) were 85% in 2008 with the largest communities in the school from Asian and Middle Eastern backgrounds. Interpreters in the main community languages are available for parent meetings and the school newsletters are available in translations as are a number of school documents.

Elective ESL classes operate in Stage 5 (Years 9 and 10), a Bridging course for new arrivals and international students and ESL English for the HSC is offered in Stage 6 (Years 11 and 12).

Teaching ESL classes and students is a component of the school Staff Induction Program and a number of teachers from different KLAS have completed the ESL in the Mainstream Teacher Development Course as part of their professional learning to better meet the needs of LBOTE students in their classes.

Monitoring through informal and formal testing indicates students' educational outcomes are improved through inclusion in the school's ESL program.

**Flag Ceremony**

Chester Hill High School's 12th Annual Multicultural Flag Day was celebrated in three separate presentations over two days. Our theme for 2008 was *"We Are All In This Together"*. A highlight was the video production, with different groups singing the song, culminating in the whole school singing in unison on a school assembly. In excess of 300 students performed with more than 200 of these in traditional costumes. Every year, Flag Day is different yet retains the simple basic message "Together We Are One".

## Respect and responsibility

The Positive Behaviour For Learning strategy was launched to the school community as part of our Annual Multicultural Flag Ceremony. Banners displaying the school slogan *safe, respectful learners belong at Cheso* were displayed in each classroom, the school hall and the main quadrangle. Explicit lessons were taught to all students on the four key areas: safe, respectful, learner and belongs.

The Mind Matters Team incorporating the Anti-Bullying Team continued to inform and train the school community in recognising bullying behaviours, who to go to for help and the consequences for bullying. A program of induction sessions were developed and delivered to Year 7 students as part of their introduction to high school.

Our students have been actively involved in community service through the numerous activities organised by the Student Representative Council. Some of the charity fundraising events they have coordinated include: the Burma Appeal, Gold Day for the Children's Hospital, UNICEF, Pink Ribbon Day, Bandaged Bear sales, Red Nose Day, Jeans for Genes and Bandana Day. Senior students have also been regular Red Cross Blood Donors each term.

Students studying Japanese and their teachers participated in a cultural exchange program during Term 3. Japanese students and staff from Nagoya City Kita High School in Japan spent two weeks at our school. Then later in the holidays, 16 students accompanied by Ms Bellamy and Ms Nix travelled to Japan and experienced school and a home stay there.

## Other programs

### Intensive English Centre (IEC)

Chester Hill Intensive English Centre has been supporting newly arrived migrant and refugee students and their families since its establishment in 1978. The Intensive English Centre provides students who are learning English as a second language with appropriate support to develop their English language and literacy skills so that they are able to fully participate in schooling and achieve equitable educational outcomes.

The Centre's teaching and learning programs focus on students learning English in context and across the curriculum so that they acquire the English language skills to effectively transition to High School. Students are supported to learn English language structures and grammar, vocabulary, text types and communication modes, appropriate and necessary for the different curriculum areas.

All teaching and learning programs are developed to meet the requirements of:

- The NSW Board of Studies Syllabus documents
- The Intensive English Program Curriculum Framework Document
- The ESL Scales

In addition to teaching the English language, the IEC provides support to students and their families through specially trained Counsellors and bilingual staff who run programs to assist students and their families in settling in Australia. These programs are:

- Orientation to the IEC and NSW Department of Education and Training Schools
- Families in Cultural Transition
- Settling In
- Community Links

At the end of their term at the IEC, students are assisted in enrolling at their local high school, or other educational institutions such as TAFE.

### Priority Schools Program (PSP)

Our Year 7 and 8 families participated in the PSP survey in March 2008. We had a wonderful response, with 100% of the surveys returned. As a result, we will continue to be on the Priority Schools Program for the next 4 year cycle.

PSP operated successfully during 2008. The funds provided by PSP allowed the school to focus on providing opportunities for students to build their learning potential in a school that has strong standards and high expectations.

The PSP staffing supplement was used to fund a number of positions in the school. The purpose of this initiative is to have more students achieve the National Bench Marks in literacy and numeracy by reducing class sizes in Years 7 to 10 in the low band classes. This supplement also allows us to fund specific programs such as the intensive literacy program focusing on the reading/peer reading tutor program with the aim of increasing reading and comprehension ages by 18 months.

The Middle Band Team project continued as an exemplary teacher professional learning model. The focus continued to be, to improve student skills in answering extended response questions in exams and assessment tasks by explicit teaching. An additional area was the development of quality criteria scaffolding and providing quality feedback to students with reference to structured marking criteria.

In 2008 the Numeracy and Literacy teams continued to work with two of our major feeder primary schools to improve numeracy and literacy outcomes for students in Stage 3 and Stage 4 across the Key Learning Areas.

Improving communication and community participation continued as a focus area and the school again employed three Community Liaison Officers (CLOs) to enhance the partnership between the school, parents/caregivers and the community. Arabic, Vietnamese and Pacific Community Parent group meetings were held and interpreters were provided in the main community languages at all information sessions, meetings and Parent/Teacher evenings. The School Newsletter was also translated into the main community languages.

### **Progress on 2008 targets**

Head teachers and team leaders worked with teachers to incorporate strategies into faculty and team plans. In 2008, Head Teachers reported at Executive Meetings on how targets were being addressed in their faculties. Using targets, we are actively encouraging teachers to reflect on how they explicitly, demonstrate and share quality teaching and learning practices that will lead to improved student learning outcomes and performances in state wide tests.

#### **Target 1**

***To decrease by 5% the number of students who achieve in the Low Band and to increase by 5% the number of students who achieve Proficient and High in the NAP Literacy and Numeracy Tests.***

Our achievements include:

- 90% of Year 7 and 89% of Year 9 are achieving at or above the minimum standard in NAPLAN literacy.
- 6% of Year 7 and 7% of Year 9 are achieving at the proficient level in NAPLAN literacy.
- 95% of Year 7 and 92% of Year 9 are achieving above the minimum standard in NAPLAN numeracy.
- 25% of Year 7 and 18% of Year 9 achieved at the proficient level in NAPLAN numeracy.

#### **Target 2**

***To increase by 5% the number of students who achieve Competent and Highly Competent in the School Certificate Computing skills Test.***

Our achievements include:

- An increase by 3.7% in the number of students who achieved Competent and Highly Competent in the 2008 School Certificate Computing Skills Test.
- 100% of our students achieved Competent or Highly Competent in the 2008 School Certificate Computer Skills assessment.

- An audit of Staff ICT skills and the delivery of Teacher Professional Learning (TPL) that increased ICT quality teaching and learning across all KLAs.
- Installation of a "Connected Classroom" and TPL with an emphasis on best practice.

#### **Target 3**

***To increase student engagement including increasing school attendance by 1% in Stage 5.***

Our achievements include:

- An increase in Year 7 to 10 attendance rates by 0.8 (note: Stage 5 is Years 9 and 10), 1.3 above the State and 0.4 above the Region.
- An increase in Year 11 and 12 attendance rates by 1.0 which is 0.7 above the State and 0.3 above the Region.
- Increase in student engagement with retention to Year 12 up 2.4 for the school. This is a very impressive 11.3 above State retention levels.
- Teacher Professional Learning (TPL) focusing on engaging students in Stage 5 with a particular focus on middle band classes and accommodating the curriculum to meet student learning needs across all bands.
- Increased number of students accessing alternative curriculum options including: Youth Pathways, Gateways, behaviour settings.

#### **Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of the Positive Behaviour For Learning Strategy and Learning Assistance.

### **Educational and Management Practice**

#### **Positive Behaviour For Learning**

##### **Background**

Late in 2007 a school team attended regional training in 'Positive Behaviour Intervention Strategies' (PBIS). This initiative is clearly aligned to our school values of Safety, Respect, Learning and Belonging. It is also strongly aligned to our discipline and welfare policies which focus on the positives and have as goals successful teaching and learning across all levels of the school.

After this training we decided to evaluate how we currently dealt with behaviour issues and how we could successfully implement the PBIS initiative.

## Findings and Conclusions

A larger group of teaching staff representing key stakeholders at the school formed an implementation team. This team included the Principal, the Deputy Principals and representatives from the High School and Intensive English Centre (IEC). The team began by adopting a new name for the initiative which would be clearer for students, staff and parents. "Positive Behaviour for Learning" (PB4L).

In Term 4 2007 and Term 1 2008 all staff were consulted and surveys completed to establish a Behaviour Expectations Matrix at the high school and IEC. This matrix helped the implementation team to establish current behaviour in different settings across the school and to establish which areas needed to be improved.

Three priorities were established for implementation in 2008:

1. That expected student behaviours are clearly defined and that these are taught directly to students.
2. Those consequences for problem behaviours are defined clearly and communicated to all stakeholders.
3. That all staff are to be involved in school wide interventions relating to behaviour.

The positives that came out of the surveys and Behaviour Expectations Matrix included: widespread support for the Executive in their role dealing with behaviour issues, acknowledgement that clear procedures were in place to address emergency situations, that there was generally good communication about how behaviour issues are dealt with and that our four school values were known to students and generally followed.

The implementation team continued to meet every two weeks and report on progress. The team included a coach from outside the school to help monitor progress and give feedback from a different perspective. The PB4L project was launched during our Multicultural Flag Day in early Term 3.

By the end of 2008 PB4L banners were in every classroom. Each poster included the statement "I am a safe, respectful learner who belongs at Cheso". This statement is included on every page of any new or revised document at the school. Explicit lessons were developed and taught around our four values and behaviour expectations were classified and practised. All teaching staff were encouraged to use the values: safety, respect, learning and belonging in their discussions with students about behaviour.

A student survey conducted by our PB4L coach showed widespread understanding and

implementation of the initiative by staff and students. All parent bodies at the school have had input into the initiative and support it.

PB4L is now embedded into our welfare and discipline procedures at all levels of the High School and IEC. The implementation team has worked hard to make sure all stakeholders are involved in implementing and evaluating each stage of the plan. We have subsequently made a short DVD of our implementation strategy and shared this with a high school interested in becoming involved in PBIS.

## Future Directions

In 2009 we are going to introduce PB4L Merit Awards to 'catch kids being good!'. Posters on the circle of respect will be developed and displayed in key locations around the school. The key message of the posters will be "The only person who can start the circle of respect is you". Year 7, as an introduction, will experience explicit lessons on our school values and the PB4L program in Semester One. As each school policy and procedure is updated PB4L will be embedded.

Explicit teaching of positive behaviour strategies will continued throughout 2009, for all year groups and the IEC.

The PB4L team will continue to develop resources to assist staff in successfully implementing the PB4L program and monitor the program's effectiveness.

## Curriculum

### Learning Assistance – Students with special needs

#### Background

There are a number of students in the school with special needs. They range from students with learning difficulties, language processing disorders, intellectual disabilities, emotional and behavioural disabilities and vision and hearing impairments.

A class, in each year, is designated as learning support. This is the "B" class. These classes have a reduced number of students (max 18) and they are supported by a member of the learning support staff or teacher's aide in as many KLA's as possible. The staff provide in class support as well as curriculum accommodation for the lessons.

Members of the learning support staff visit the primary schools in Year 6 and meet with the students' teachers to gather information about each student's needs and learning assistance requirements. That information is passed on to



key people in the school and classes in Year 7 are organised using some of the data collected.

Upon arrival at the school, students in Year 7 who may have special learning needs are assessed using the Neale's Reading Assessment or using the Basic Skills Test results. In Years 8 and 9, the NAPLAN result data was used to identify which students needed the additional support.

### **Findings and conclusions**

Almost 250 students were given support with their special needs in 2008. Of these, 114 students from Years 7 to 12 received intensive support across the KLAs.

Specialist Support Teachers and Teachers Aides provided extensive assessment and monitoring of students to determine their special learning needs.

Programs and activities to support student needs included:

- Intensive Literacy Program: 62 students received intensive literacy support from Years 7 and 8.
- "Fast Forward" Reading program introduced to promote reading and comprehension for students in Year 8. 17 students participated in this program in Terms 3 and 4.
- 36 students in Year 7 participated in the Intensive Numeracy Program. They were withdrawn from classes and provided with support in their numeracy skills.
- 5 students received support or special consideration for their HSC and SC examinations. Many other students received support for their class tests or other examinations.
- The Learning Support Team used School Area support to develop Individual Transition Plans, with a vocational focus, for students with disabilities.
- The Learning Support Team implemented a Welfare Discipline Policy for the learning support class in Year 8 and received support from the Behaviour Team to develop strategies in dealing with the behaviour issues in that class.
- The school received funding for 2 students through Disability Support Funding to provide intensive programs and support staff for these students.
- 6 students received individual support across the KLAs, they were withdrawn from class and one on one guidance and help was provided.
- There was 1 student supported for vision impairment and 4 for hearing impairment.
- Students in the Year 9 Targeted support class participated in additional work placements as part of the School to Work Program. All of 9B were placed in work experience to provide

them with options for alternate pathways for Years 11 and 12.

- The School to Work Transition Program was made accessible to students completing Year 10 in the learning support class. Students were interviewed and a transition plan was developed. Through this program, students are assisted in their preparation for work, further education, resume development, interview skills, workplace applications and travel training.
- An Alternate Pathways evening was organised for parents of students in Year 9 and 10 who may have been at risk of not completing the SC satisfactorily or who would have difficulties accessing the curriculum in the senior years. 64 families attended the evening and were provided with information about pathways for their children and information from the Canterbury Bankstown Career Connections Organisation. An ex-student who pursued an alternate pathway was also invited to speak to the parents. Feedback from evaluations of this strategy were positive and encouraging.
- Students of Aboriginal background and their families were interviewed and Individual Education Programs were put in place for them. They were also invited to attend the Peace Prize Ceremony where an Aboriginal elder was awarded the Sydney Peace Prize – Mr Patrick Dodson.

### **Future directions**

In 2009 we will work to:

- Continue intensive support of students with learning difficulties, who are identified through the NAPLAN data, both literacy and numeracy. The Intensive Literacy and Numeracy Programs will continue to withdraw students from regular classes for a 2 week block.
- "Fast Forward" Reading Program will continue being used for students in Year 8 and 9B whose reading and comprehension skills are still below the benchmark as identified by the NAPLAN results.
- Students will be assessed for eligibility for exam support in both SC and HSC early in the beginning of their Year 12 course, ie. Term 4 calendar year.
- The School to Work Transition Program will continue to be accessible to students completing Year 10 in the learning support class. Students in the Year 9B class participate in additional work placements as part of the School to Work Program. Students will be interviewed, and a transition plan developed. Through this program, students will be assisted in their preparation for work, further education, resume development,

interview skills, workplace applications and travel training.

- An Alternate Pathways evening will be organised for parents of students in Year 9 and 10 who may be at risk of not completing the SC satisfactorily or who have difficulties accessing the curriculum in the senior years.
- Continue partnership and collaboration with Canterbury Bankstown Career Connections Organisation.
- "Curriculum Accommodation" Workshops will continue providing Teacher Professional Development for staff in the school. These workshops provide strategies and "hands on" time for staff to accommodate the curriculum for the "B" classes they teach. It is expected that all members of staff will eventually have participated in the workshops.
- Provide support for staff of "B" classes, by offering staff additional meeting time and release from class to discuss strategies, issues and concerns relating to teaching a learning difficulties class.

### **Parent, student, and teacher satisfaction**

In 2008 the school sought the opinions of parents, students and teachers about the school (the previous evaluation is an example).

In 2009, we plan to use some of the DET survey instruments to gather data such as School Map, Quality of Life at Chester Hill High School.

### **Professional learning**

All staff participated in professional learning activities throughout the year. These activities took place at School level, Area, Regional and State level.

At school, teacher professional learning occurred as part of faculty meetings, staff meetings, executive meetings, school development days, teacher induction, welfare team development day, faculty development days and an executive conference.

In 2008, our Teacher Professional Learning (TPL) priorities focused on supporting the achievement of our school targets. The priority areas were: Quality Teaching, Literacy and Numeracy, Beginning Teachers, Syllabus Implementation, Welfare and Equity, Use of ICT for Teaching and Learning and Leadership and Career Development.

Some of the TPL courses our staff participated in included: a combined Fairfield District Schools HSC Assessment Staff Development Day, Curriculum Accommodation Workshops, ICT

Across the Curriculum, Using Interactive Whiteboards, Beginning Teacher Workshops, Positive Behaviour Management Strategies, Data Analysis using SMART Data, Mentoring Early Career Teachers etc. The average cost per teacher spent on TPL for 2008 was \$629.

The teaching and support staff at Chester Hill High School participated in school development days at the beginning of Terms 1, 2 and 3 which focused on improving outcomes and achieving the 2008 targets. Some of the areas covered were:

- HSC Assessment
- Positive Behaviour for Learning Strategy
- Child Protection
- ICT workshops: Advanced PowerPoint, Interactive Whiteboard
- Quality Teaching and the Middle Band Project

## **School development 2009 – 2011**

### **Targets for 2009**

#### **Target 1**

***To increase the number of students (in Years 7 and 9) achieving in NAPLAN LITERACY at a minimum or above from 89.5% in 2008 to 92%.***

Strategies to achieve this target include:

- Establishing and implementing the Refugee Transition Program Literacy Strategy.
- IEC Refugee Homework Centre operating.
- Transfer of ESL cassette tapes to WAVE files – CD to provide audio versions of novels to support print versions.
- Explicit teaching of NAPLAN format and requirements in all faculties.
- Identification of areas of particular need and incorporating strategies in teaching and learning activities (using SMART data to identify areas) by all faculties.
- Reviewing Stage 4 and 5 programs in all KLAs to make units more relevant and engaging – incorporating reading specific lessons and activities.

Our success will be measured by:

- The number of target students attending and remaining in education.
- The number of students attending the homework centre established and maintained.
- Increasing library of abridged novels on CD to support student reading in ESL.
- Increased skills in use of SMART data in faculties.
- Faculty programs and units of work having embedded literacy strategies and skill development.
- Increase the number of students achieving at minimum or above by 2% on 2008 level.

## Target 2

**To increase the number of students (in Years 7 and 9) who achieve in NAPLAN LITERACY above minimum and proficient bands (top 4 bands) from 66.5% in 2008 to 68.55.**

Strategies to achieve this target include:

- Reading regularly in lessons.
- Reading aloud – pairs of Peer Mentoring, Reading Logs.
- Read-a-thon. Students rewarded for reading numerous books. Reader of the Month based on submitted book reviews with book vouchers as prizes.
- Develop language based resources to extend students vocabulary and literacy skills in each faculty.
- Give more books/book vouchers as prizes to students.
- Ensure reading materials are aimed at student's interests and needs.
- Explicit teaching of reading and ICT skills and critical literacy in relation to using technology.

Our success will be measured by:

- Improved reading skills.
- Students reading for enjoyment.
- Students receiving rewards and encouragement to read and extend themselves.
- Increased borrowing from the school library.
- Improved writing skills and reading for meaning.
- Visual learners stimulated by interactive classrooms and ICT.

## Target 3

**To increase the number of students (in Years 7 and 9) who achieve in NAPLAN NUMERACY at minimum or above from 93% in 2008 to 94%.**

Strategies to achieve this target include:

- Analysis of data and identification of weaknesses in Number, Data, Measurement, Geometry/Space (all KLAs aware).
- KLAs use teaching strategies and teaching programmes to incorporate numeracy areas of concern.
- Incorporation of numeracy in connected projects and teaching programmes for Year 5/6 students at feeder primary schools.

Our success will be measured by:

- SMART data results.
- Project data for Year 6 students from feeder primary schools.

## Target 4

**To increase the number of students (in Years 7 and 9) who achieve in NAPLAN NUMERACY above minimum and proficient bands (top 4 bands) from 68% in 2008 to 70%.**

Strategies to achieve this target include:

- Encourage participation in Maths competitions (class notification, newsletter ads, letters home, subsidise cost of entry, award presentation).
- Monitor NAPLAN results over time and reporting to staff.
- Identifying areas of weakness from NAPLAN for targeted teaching of numeracy skills.
- Development of numeracy resources such as posters for across KLA use.
- Introduction of numeracy section in newsletter to assist parent understanding.
- Challenge questions/competitions with rewards.

Our success will be measured by:

- Greater number of students entering external Maths competitions.
- Improved NAPLAN results: Year 5 to 7, Year 7 to 9.
- Improvement in identified, targeted NAPLAN areas.

## Target 5

**To increase retention rates from 71.6% in 2008 to 72% and to increase attendance from 91% in 2008 to 91.5%.**

Strategies to achieve this target include:

- Accessible curriculum link to VET courses and TAFE.
- Strengthen links to outside agencies such as Bankstown Canterbury Career Connections, Links to Learning, Youth Pathways.
- Student Review Program (SRP) linked to after school learning Homework Centre.
- HSC Tutoring Program.
- IEC Students – Bridging Course ESL help/Homework Centre/Tutoring Program.
- Careers lessons in Year 10 and for 9B class.
- Create community and industry links eg. Optus.
- Subject selection information/processes to be reviewed.
- Managing welfare issues of senior students: stress, depression.
- Work experience for all Year 10 students and 9B students.

- Streamline leave at end of Year 10 – skills to work program/booklet.
- Accurate school and class roll marking.
- Intervention strategies to include: student and parent interviews, involvement of HSLO, CLO.
- Attendance data to be reviewed each week at Executive Meetings and linked to Student Review Panel for Years 10-12.
- Involvement of Senior Executive in monitoring and supervision of attendance in consultation with HT Administration.
- Curriculum Accommodation workshops to increase student access to curriculum.

Our success will be measured by:

- Increased numbers in Years 11 and 12.
- Increased use of alternate pathways/industry links to extend learning opportunities.
- Increased completion rates in fulltime education post 15 years.
- Improved transition to high school by IEC students.
- Improved community and industry links/participation.
- Decrease in whole day and partial truancy.
- Increase attendance in Stage 5.
- Increase student engagement in learning and school activities as evidenced by various student surveys eg. "Quality of School Life".
- Increased teaching and learning time leading to increased learning outcomes.

## School contact information

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

<http://www.schools.nsw.edu.au/asr>

## About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Mrs. C. Casey	Principal
Mrs. N. McNab	Deputy Principal
Mrs. R. Mazzolini	Deputy Principal IEC
Mrs. C. Mateus	HT Administrator
Mr. L. Jones	Sport Coordinator
Mrs. D. Howard	SASS
Mrs. F. Corish	Parent
Miss L. Tran	SRC President