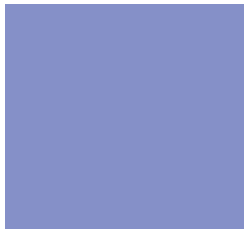
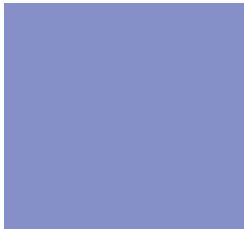
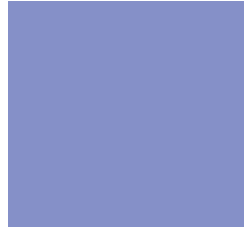


2009 Annual School Report Chester Hill High School

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 Cheso", can be seen in every classroom.

From 2010 – 2013 we will be part of a federal government initiative called *National Partnerships for Low SES (socioeconomic status) Schools*. This project will bring considerable teaching and other resources to our school. In Term 4 we worked hard to collect baseline data on the school in order to work out what our National Partnership projects would be: reading development, continued support of students whose language background is not English, student engagement and catering for gifted and talented students. In future Annual School Reports there will be information on these National Partnership projects.

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.

Mrs C Casey

P&C and/or School Council message

At Chester Hill High School, parents are encouraged to actively participate and communicate within the school environment. To allow this to happen, the school and its community supports Arabic, Vietnamese and Pacific Community Parent Groups as well as the P & C. Meetings are scheduled for at least once a term, and these forums provide a much welcomed "two way" line of communication between the school staff and parents/guardians.

Parents and guardians of students at the school recognise and greatly appreciate the support and commitment afforded to them by all the teaching and non-teaching staff at Cheso.

Mrs F Corish

President

Student representative's message

The Student Representative Council (SRC) is made up of members from each grade, 7 through 12. The more senior students take on the extra responsibility of prefect. Working together the SRC have organised School Fundraising events such as selling roses for Valentine's Day and Hot Cross Buns for Easter as well as supporting charity events such as selling merchandise for Bandage Bear Day and the 40 hour famine and World Vision. The SRC also strategise on improving the school environment, such as Canteen Surveys and Clean Up Cheso day. Our aim is to be the voice of the students at Cheso.

Natalie Ambrose

President



Student Representative Council 2009

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.

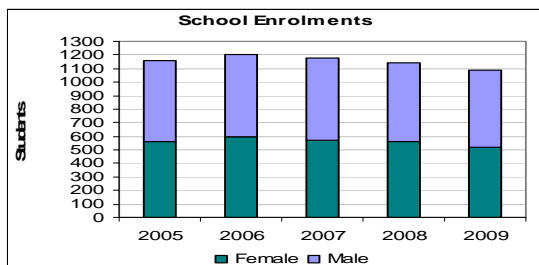
Student enrolment profile

In February, 2009 including the Intensive English Centre (IEC), 1085 students were enrolled; 518 females and 567 males. Enrolments included 26 international students, mainly from China.

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

Student Enrolment

	2005	2006	2007	2008	2009
Male	601	609	610	579	567
Female	559	595	570	566	518

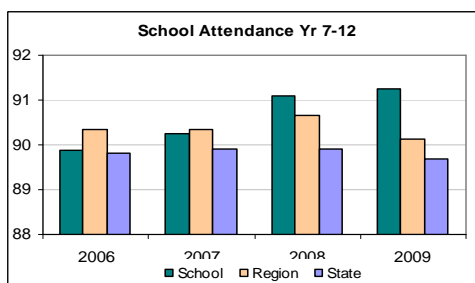


Student attendance profile

The School Attendance rate has continued to improve in 2009 (up 0.2 on 2008). Our overall attendance rate is 1.2 above the region and 1.6 above the state. Attendance rates for Year 7 to 11 are above both region and state levels however, Year 12 are slightly below the region and state (-1.4 and -1.2 respectively)

Throughout 2009, the school has been developing strategies to improve student attendance and engagement in line with regional and state plans.

One initiative to be introduced early in 2010 will be the sending of an SMS to the parent/carers of all students absent from school, requesting an explanation for the absence.



Management of non-attendance

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

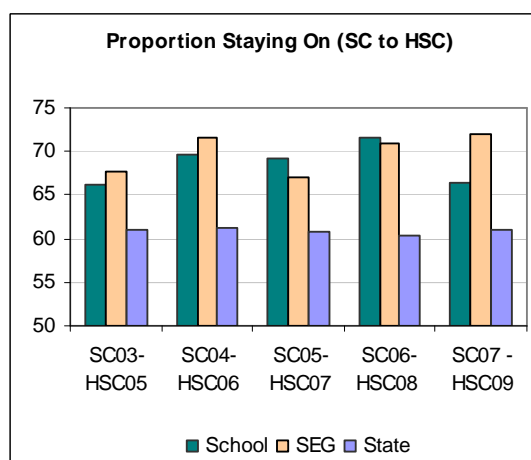
An attendance report by the Head Teacher Administration, is a formal agenda item at the weekly executive meetings. Parents are contacted by phone and/or letters are sent if absences have not been explained within 7 days. Our Community Liaison Officers also contact parents. If necessary referrals are made to the HSLO (Home School Liaison Officer).

Retention to Year 12

Of the students sitting for the HSC in 2009, 66.5% had completed their School Certificate at Chester Hill High School. Although this is 5.1% below our 2008 retention rate, it is 5.5% above the State retention figures.

Retention to Year 12

	SC03-HSC05	SC04-HSC06	SC05-HSC07	SC06-HSC08	SC07-HSC09
School	66.2	69.6	69.2	71.6	66.5
SEG	67.6	71.6	67.0	70.9	72.0
State	61.0	61.1	60.8	60.3	61.0



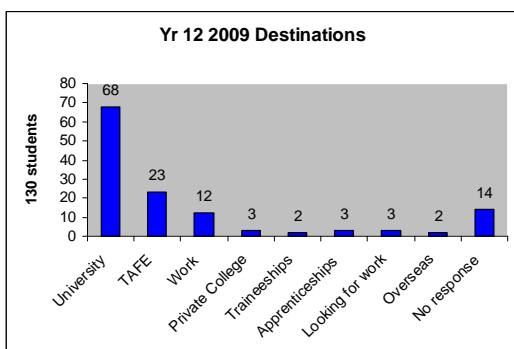
Post-school destinations

In Year 10, 3 students went to an occupation and 3 travelled overseas. Two students went to a private school, 7 changed public schools, 5 went to TAFE and 4 took up an apprenticeship.

In Year 11, 2 students moved interstate, 10 went to an occupation and 5 students went overseas. One student went to a private school, 3 changed public schools, 9 went to TAFE and 2 took up an apprenticeship.

In Year 12, one student moved interstate, 4 went to an occupation and 2 students went overseas. Three students changed public schools and 7 went to TAFE.

88.4 % of Year 12 students returned their post HSC destination survey. Published university offers were made to 52% of our HSC students.



Year 12 students undertaking vocational or trade training

Year 12 students undertaking vocational or trade training:

- There were 6 students in Year 12 who completed TVET courses.
- 49 students in Year 12 studied VET courses with 7 of those students studying 2 VET courses.
- 43% of Year 12 students undertook vocational or trade training in 2009.

Year 12 students attaining HSC or equivalent vocational educational qualification

Year 12 students attaining HSC or equivalent vocational educational qualification:

- 100% of students in Year 12 2009 obtained a HSC in 2009

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 2009 the total teaching and support staff was 106.9. The composition of the school's teaching and support staff is outlined in the following table.

Position	Number
Principal	1
Deputy Principal(s)	3
Head Teachers	15
Classroom Teachers	61.2
Careers Adviser	1
Support Teacher Learning Assistance	1.8
Teacher Librarian	1
ESL	4.2
Counsellor	2.6
School Administrative & Support Staff (SASS)	12.17
Ethnic Teachers Aide	4
Total	106.9

The staff at Chester Hill High School are highly experienced and a significant number of teachers have over 10 years service at the school. There are also a significant number of early career teachers (23%) in various permanent /temporary positions supported by the Head Teacher Mentor.

Staff Retention

In 2009, 97% of the staff was retained from 2008. Mr Graham and Ms Edwards retired after long and outstanding careers at Chester Hill High School and two teachers transferred closer to home.

We welcomed new staff in 2009 including a newly promoted Head Teacher in the IEC and 5 classroom teachers.

Six teachers were also welcomed back from maternity leave during 2009.

Teacher qualifications

All teaching staff met 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:	30/11/2009
Income	\$
Balance brought forward	548 993.47
Global funds	594 908.24
Tied funds	599 459.57
School & community sources	285 045.57
Interest	22 165.31
Trust receipts	160 245.38
Canteen	0.00
Total income	2 210 817.54
Expenditure	
Teaching & learning	
Key learning areas	187 756.32
Excursions	33 721.85
Extracurricular dissections	70 073.89
Library	19 559.55
Training & development	26 772.62
Tied funds	436 064.47
Casual relief teachers	143 845.01
Administration & office	214 853.12
School-operated canteen	0.00
Utilities	107 718.01
Maintenance	96 833.15
Trust accounts	155 684.86
Capital programs	45 091.82
Total expenditure	1 537 974.67
Balance carried forward	672 842.87

Voluntary School Contributions

The School Voluntary Contributions were \$4,776.00 in Year 7, \$13,719.90 in Years 8 – 10, \$5,167.00 in Year 11 and \$4,050.00 in Year 12.

The total contributions received were \$27,712.90 for Years 7 – 12.

Levels of Retained Income Held in Trust

The balance includes \$236,153 held in Tied Funds which are held by the school for specific purposes and \$46,128 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 2009 financial statement is tabled at the annual general meetings of the School Council and the P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Achievements

Arts

- Throughout 2009, 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 depth of talent at Chester Hill High School was demonstrated by music students at the inaugural Year 10 Elective Music Concert. A wonderful program of performances was enjoyed by parents, students and teachers.
- The HSC Music and Drama Evening showcased items performed by our Year 12 and Year 11 Music and Drama students giving them the opportunity to perform for family and friends. All students benefited from the experience of performing their works to a live audience prior to their HSC performance exams.
- For the first time, Chester Hill High School participated in the Gillawarna Festival. Our students were outstanding and played, along with our partner schools, to packed houses at Bankstown Town Hall. The School Choir worked very hard to learn all the songs for the performances, and the Cheso School Band accompanied the entire Gillawarna Festival program led by the Festival Band Co-ordinator, Mr Nguyen.
- Twenty Music students from Years 9 – 12, focussing on singing, attended vocal workshops during Term 3. Experienced tutors from the Conservatorium of Music led the sessions organised by Ms Arnold. Students learnt how to improve their vocal skills and had the opportunity to perform at the Conservatorium with another school at the conclusion of the program.
- The Romeo and Juliet Roadshow travelled to two of our local primary schools in Term 4. The company of Year 9 Drama students led by Mrs Forbes, rehearsed for weeks and experienced the effort and energy involved in a live dramatic performance.

Sport

2009 was again a very successful year for Chester Hill High School in the sporting arena. Led by our Sports Co-ordinator, Mr Jones and his Cheso Sports Team of teachers, CHHS students performed well in all carnivals in 2009. We again also sent the largest number of competitors to South West Sydney Regional carnivals.

- Chester Hill High School had 14 teams involved in the Combined High Schools knockout competition in 2009
- Three students were successful in gaining selection into Regional Teams: Tennis, Girls Touch Football and Boys Golf.
- Two new sports were introduced in Term 3, Boxercise and Cheso Fitness. Both these sports proved to be very popular across all year groups and gave students exposure to activities which can improve cardiovascular fitness, strengthen muscles and improve co-ordination.
- Throughout 2009, we dominated the Tuesday Zone Sports Program, Carnivals and Gala Days at both senior and junior level. Age Champions and Premierships were celebrated at our Annual School Sports Assembly. Congratulations to all involved, students, staff and families.

Other

- Arabic Youth Quiz 2009: Congratulations to our team: Omar Zreika, Heba Zreika, Mariam Al Mowail and Mohamed Karaali supported by Mrs Chmali and Mr Elakkoumi, on coming a very impressive second in the 2009 Arabic Youth Quiz.
- "Histrionics", an exciting new television quiz show that brings history education to life, premiered in May, 2009 on TVS. Our Cheso "Histrionics" Quiz Team, along with teams from other schools, were invited to participate in the Opening Ceremony at the University of Western Sydney. Our team was narrowly beaten by one point when the show was recorded in Term 4 the previous year.
- Bastille Day Café: Mrs Mateus and the students studying French held a very successful Bastille Day Café for the school community in the Library. The atmosphere created was very "French" and lots of croissants and French pastries were consumed. The French students decorated the Library to turn it into a French Café and then worked as waiters serving chocolate chaud (hot chocolate), café au lait (coffee with milk) and gateaux (cakes).

Student Mentoring Programs

In 2009, students in Years 9 and 10 again had the opportunity to be part of a mentoring program. Mrs Fields co-ordinated the Year 10 iTrack Program supported by the Smith Family and Mrs McNab co-ordinated the Year 9 LEAPS (Law Firms Educating and Assisting Promising Students) Program. Each of these programs involved on-going contact in person and electronically with students matched to appropriate mentors.

We continued our participation in the "100 Faces, 100 Stories" project with the Australian Business Community Network (ABCN) and our partner company Optus. This was co-ordinated by Ms Goodwin and Ms Liao. This program, involved mentors working with 10 Year 9 high school students and 10 IEC students. They produced a work of art, supported by a story about themselves. Their work was formally exhibited at Optus in late 2009 and will be exhibited at school in Term 1, 2010.

It became clear just how much all concerned in the mentoring programs gained from the experience with nearly all mentors being with us for Flag Day and visiting the school on a number of occasions. They were so impressed by our students and how much they, as mentors had learned from the program and how impressive our school and students are!

Debating and Public Speaking

- The Sydney Morning Herald Plain English Speaking Competition was hosted by our school in May. Two of our students, Shane Hughes (Year 10) and Ruth Curmi (Year 12) performed exceptionally well with Ruth being one of three students invited to enter the next level of the competition.
- Six students from CHHS participated in the United Nations Youth Association of NSW Junior Public Speaking Competition: Semisi Vaea, Susan Nguyen, Jason Pham, Johnny Le, Kim Bui and Delian Kotevski. These Year 7 and 8 students spent hours preparing speeches on a wide range of topics and performed extremely well.

In particular, Semisi Vaea earned a special commendation by the panel judges for an impressive speech on the global food crisis.

Year 7 Debating Program 2009

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. Talented debaters

were identified from this challenge to represent the school in the Premier's Debating Challenge.

Debating Competition

The school entered teams in the Premier's Debating Challenge for Years 7 and 8, 9 and 10 and Year 11.

Camps and Excursions

Camps and Excursions included:

- Year 11 travelled to Morisset 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.
- Year 12 Physics students travelled to Canberra to go to Questacon, Australia's National Science and Technology Centre where they participated in and researched "fun" exhibits as part of an assessment task.
- Year 11 and Year 12 Modern History students also attended and visited the Australian War Memorial in Canberra.
- Some of our Year 10 and Year 11 students attended the "y@uts" day to find out what life at university is like and to help them decide on future career paths involving university study.
- Year 12 PDHPE students went on an excursion to the Sydney University Sports and Fitness Centre and experienced two of their HSC modules: Factors Affecting Performance and Improving Performance.
- Year 9 students attended a performance of a Canadian play, "Cranked", at the Sydney Opera House.
- Students in all year groups had the opportunity to attend a "live" dramatic performance during 2009. Many of these performances were at the Sydney Opera House.

Academic

In the National Assessment Program, the results across the Years 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 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).

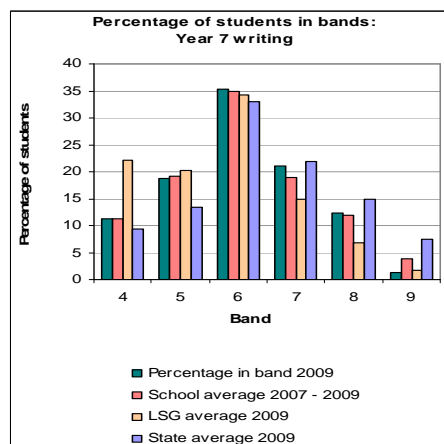
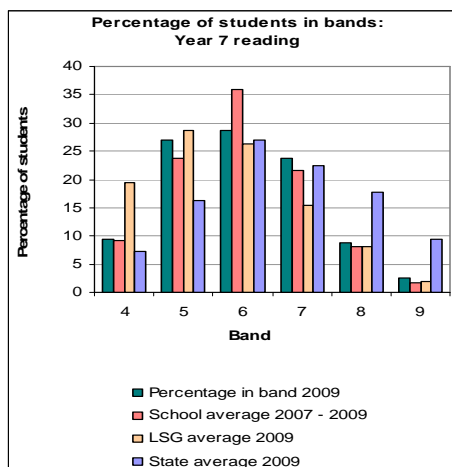
In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

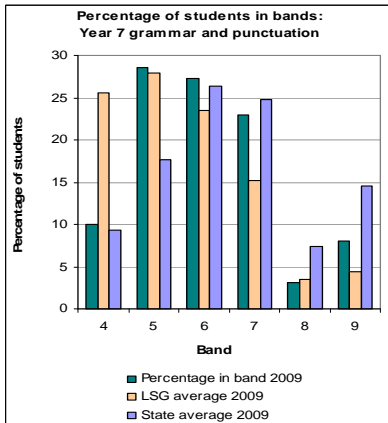
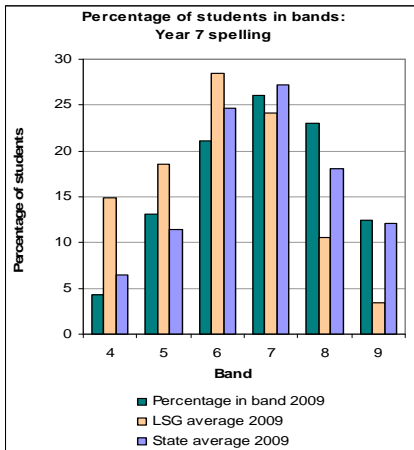
Literacy – NAPLAN Year 7

In Reading, Writing, Spelling, Grammar and Punctuation, 91.3% of our students (on average across the 4 areas) achieved above Band 4 (the lowest band). This is a 5.8% improvement on the previous year. Across the state, 82% (on average, across the 4 areas) 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 +19.4, Writing +27.4, Spelling +48.4 and Grammar and Punctuation +30. There have been significant improvements in all of these areas. Our average mark is also above the State in Spelling (+6.2).

Of the four sections that form the NAPLAN test, the order of difficulty for our students is writing, grammar and punctuation, reading and spelling.

Students found reading questions that asked them to connect ideas, infer and interpret the most difficult.

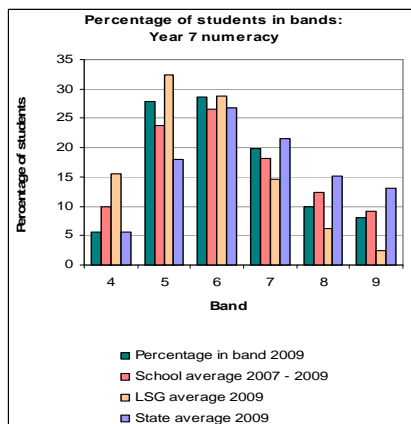




Numeracy – NAPLAN Year 7

94.4% of Year 7 students at CHHS achieved above the minimum band. This is slightly above the State at 94.3% and a significant +10% above the LSG at 84.4%.

37.9% of our students achieved results in the top 3 Bands, 14.6% more than the LSG.



Literacy – NAPLAN Year 9

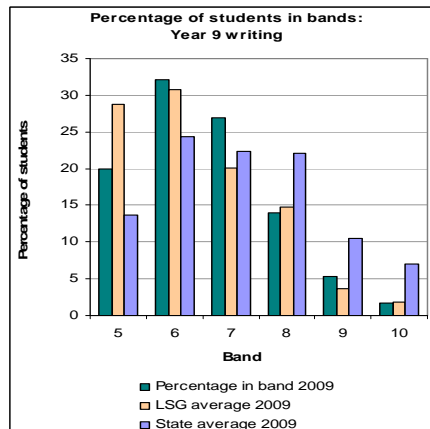
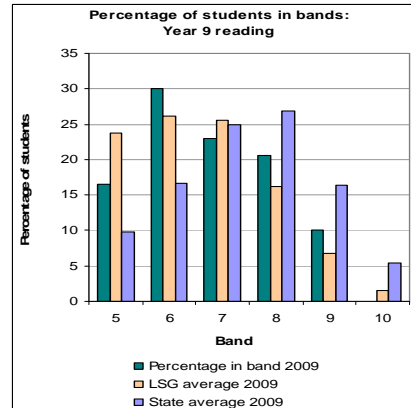
In Reading, Writing, Spelling, Grammar and Punctuation, 81.6% of our students (on average across the 4 areas), achieved above Band 5 (the lowest Band for Year 9). Across the State, 88.2% on average achieved above the lowest band.

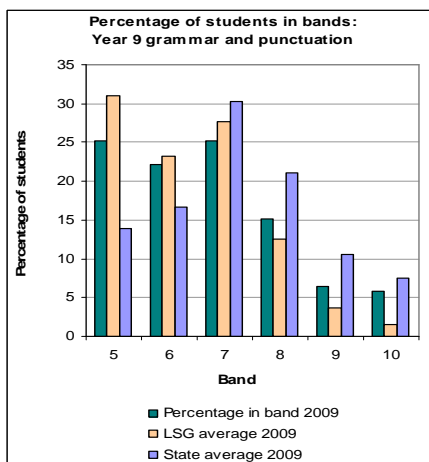
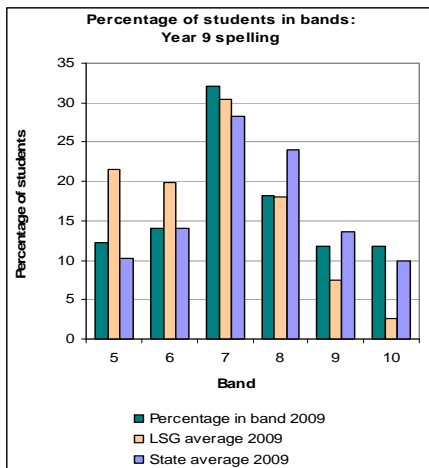
The average mark achieved by students at CHHS was above the LSG in: Reading +11.4, Writing +24.3, Spelling +34.6, Grammar and Punctuation +22.8.

Across all four sections, CHHS had an average of 7.4% more students in Bands 8, 9 and 10 (the top 3 Bands) compared to the LSG.

Of the four sections that form the NAPLAN test, the order of difficulty for our students was writing, grammar and punctuation, reading and spelling.

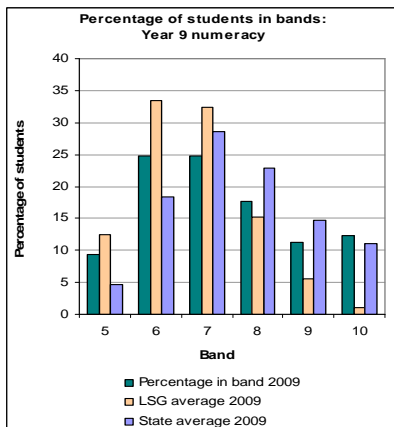
In Reading, students found questions that asked them to connect ideas, interpret and synthesise most difficult.





Numeracy – NAPLAN Year 9

90.6% of our students achieved above the minimum band compared to 87.6% in the LSG. 41.3% of our students achieved results in the top 3 numeracy bands. This is 19.5% more than the LSG. These results show a marked value added improvement when compared with the same cohort's Year 7 NAPLAN Numeracy results in 2007.

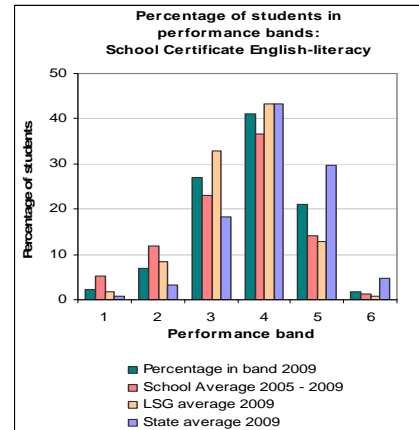


School Certificate

English – Literacy

90.8% achieved in the top 4 bands (15.7% above the school average for the same bands, 75.1%). 63.9% achieved in the top 3 bands which is 11.8% above the school average for the top 3 bands and 7% above the LSG.

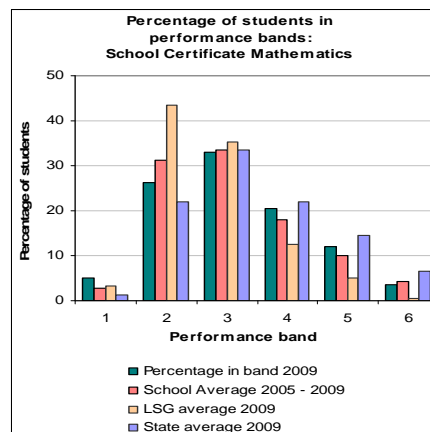
There has been a noticeable increase in the percentage of students achieving a Band 5, up 6.9% on the School Average.



Mathematics

68.8% achieved in the top 4 bands which is slightly above the school average (+2.8%) but significantly higher (+15.6%) than the LSG average.

35.8% achieved in the top 3 bands, up 3.4% on the school average and a very significant 17.8% above the LSG.

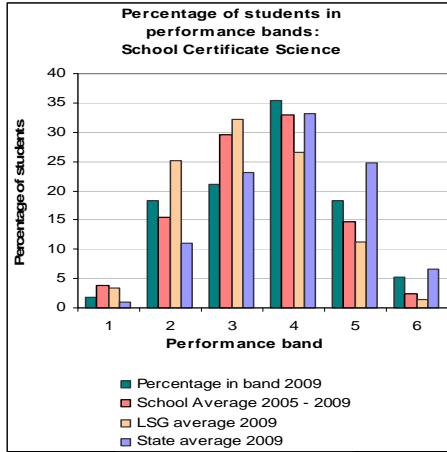


Science

There has been another increase in 2009 in the number of students in the top 2 bands (30 students in 2008 up to 41 students in 2009).

58.8% of our students achieved results in the top 3 bands which is 8.8% higher than the school average and an impressive 19.7% above the LSG.

The number of students in Bands 1 and 2 is 20%. This is 7% fewer students than in 2008. When compared to the LSG for 2009, there are 8.6% fewer students in Bands 1 and 2 at CHHS.

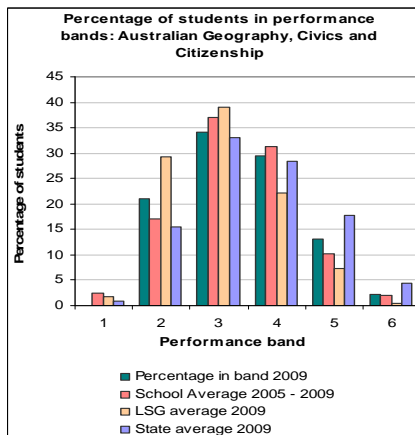


Australian Geography, Civics and Citizenship

79.1% of our students achieved results in the top four Bands (Bands 3, 4, 5 and 6) which is 10.1% above the LSG.

There has been a 5% improvement in the number of students achieving Bands 4, 5 and 6 compared to 2008.

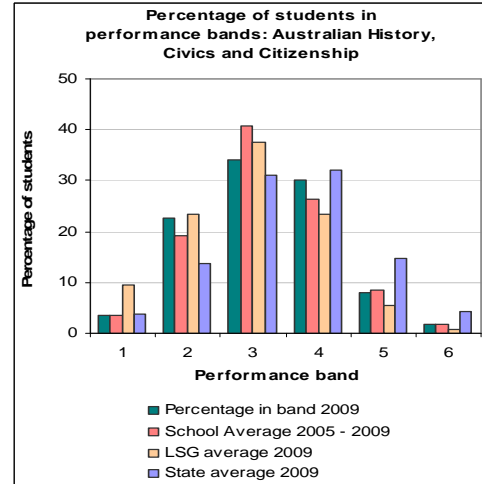
There are no students in Band 1 at CHHS.



Australian History, Civics and Citizenship

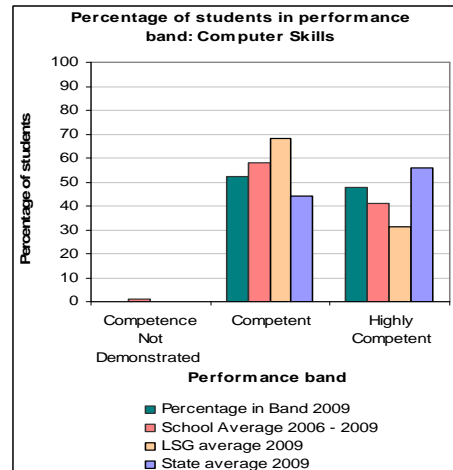
73.9% of students at CHHS achieved results in the top four bands which is 6.7% above the LSG.

Compared with the results for 2008, there has been a very significant 16% improvement in the number of students achieving Bands 4, 5 and 6.



Computer Skills

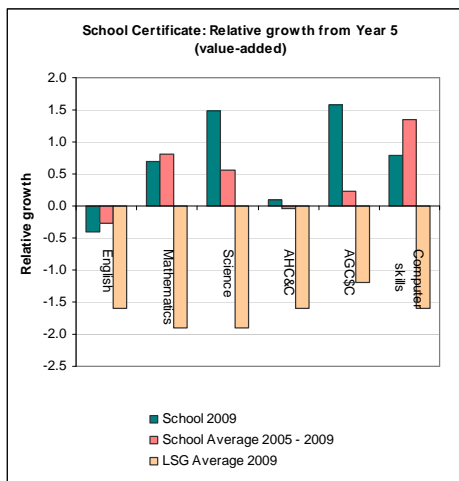
In the Computer Skills Assessment, 100% of our students achieved in the competent (52.3%) or highly competent (47.7%) bands.



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, 2009 in Mathematics (+0.7), Science (+1.5), Australian History, Civics and Citizenship (+0.1), Australian Geography, Civics and Citizenship (+1.6) and Computer Skills (+0.8).

Our value adding is markedly higher than the Like School Groups where all subjects are in the negative.



Higher School Certificate

Our results in the 2009 HSC were very good. 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 over in a course. Band 6 results are listed on the Board of Studies Distinguished Achievements List. Our Cheso class of 2009 achieved 18 Distinguished Achievement results and in addition our students gained 108 Band 5 results, which means they scored between 80 - 89 in a course, many in fact scoring 88 and 89.

In 5 HSC courses in 2009 our students achieved above the State average results. These courses were: Biology, Music, PDHPE, Japanese Beginners and Japanese Extension.

The Australian Tertiary Admission Rank (ATAR) is an Australia wide measure of comparison. It is a measure that adds all a students marks together with weighting for harder subjects. This is the measure that is used to compare students across the country for university admission. Congratulations to Dux of 2009, Natalie Pavlovic who achieved an ATAR of 95.60 meaning she achieved a higher result than 95.6% of the students in the country.

Congratulations also to Jing Yu Cao with an ATAR of 95.50, Alfred Wong ATAR of 95.35,

Katherine Tran ATAR 95.25 and Charles Tweedie ATAR 95.20. These students make up our top five results for the 2009 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 2009 HSC course with ten or more candidates within the school, the school average 2005-2009, the LSG 2009 (Like School Group) and State mean 2009.

English

In Advanced English, 94% of our students achieved results in the top 3 bands which is 5% above the state. There were no students at CHHS in Advanced English in Bands 1 or 2 for the second year.

Mathematics

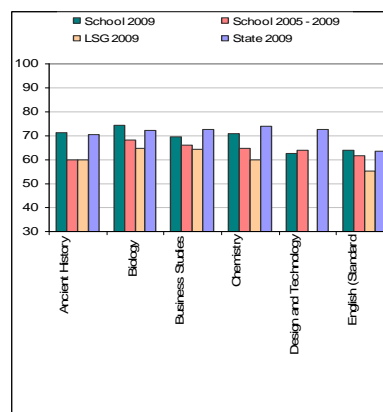
In Mathematics, 44% of our students achieved results in the top 3 bands. In Extension 1, 71% of our students achieved results in the top 2 bands and in Extension 2 Maths, 67% achieved results in the top 2 bands. The course summary graphs of school means for Mathematics show that CHHS is above the School Average 2005 – 2009 and LSG in Mathematics and Extension 1 and 2 results are above the school average but below the State.

Other Subjects

Outstanding results were achieved in many subjects. Band 6 results were achieved in: Ancient History (1), Biology (2), Business Studies (1), Chemistry (2), Mathematics (3), Japanese Beginners (1) and Japanese Continuers (3).

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

HSC Course Summary Graphs

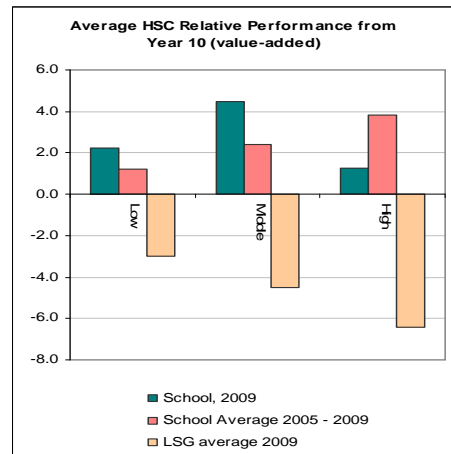
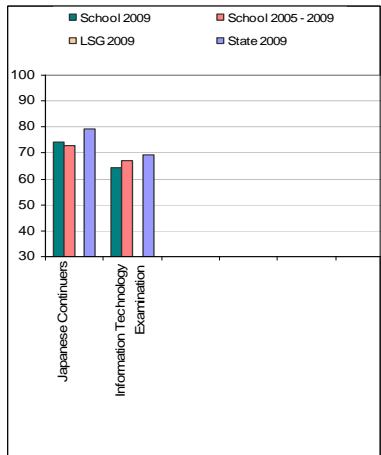
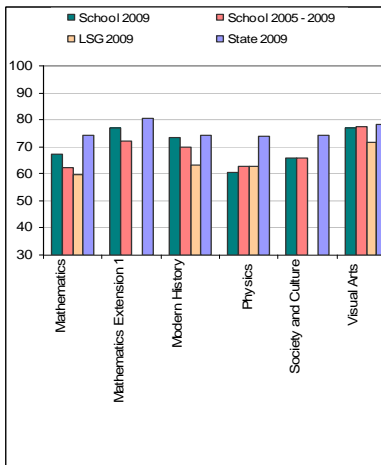
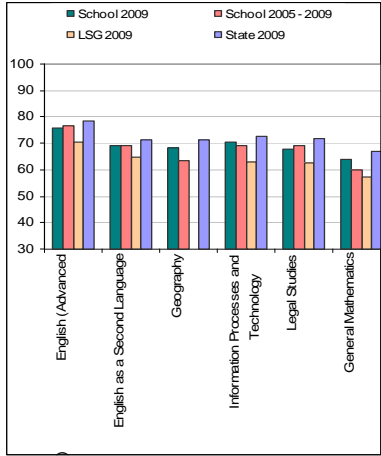


School Certificate relative performance comparison to School Certificate (value-adding)

The following graph shows that students in the high band (that is Bands 5 and 6) have slightly improved value-added results from the School Certificate to the HSC (1.3) compared to the LSG average 2009 (-6.4).

In the middle band (which includes students in Band 4) there has been significant value-adding of 4.5 where the LSG average 2009 is -4.5. Our 2009 results are 2.1 above the school average.

The low performance band includes students in Bands 1, 2 and 3. These students have achieved value-adding of 2.2 which is above the school average of 1.2 and significantly above the LSG average of -3.0.



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 reported below.

Percentage of Year 7 students in our school achieving at or above the minimum standard in 2009

Percentage of Year 7 students achieving at and above minimum standard	
Reading	90.6
Writing	88.8
Spelling	95.7
Punctuation and grammar	90.1
Numeracy	94.4

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2009

Percentage of Year 9 students achieving at and above minimum standard	
Reading	83.5
Writing	80.1
Spelling	87.7
Punctuation and grammar	74.9
Numeracy	90.6

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 Support 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.

Aboriginal students' literacy and numeracy achievements in the NAPLAN tests showed us that 50% of our Year 7 indigenous students had growth greater than 50 in Literacy and 75% had growth greater than 50 in Numeracy. There was only one ATSI student in Year 9.

The Norta Norta strategy has provided funding for tutoring to help improve literacy and numeracy outcomes for our indigenous students.

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 2009 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).

NAPLAN Literacy data for Year 7 ESL Phase 2 students shows us that 61.5% had a growth rate greater than the expected 50 and in Year 9, 20% had a growth rate greater than the expected 40. NAPLAN Numeracy data indicates that in Year 7, 69.2% of students had growth greater than 50 and in Year 9, 66.7% had a growth greater than the expected 40.

We have a significant number of refugee students who have had little or no schooling before arrival. DET funding allows us to run the Refugee Transition Program at the school and data from this suggests that 100% of students on the program improved in Oral Interaction and Reading and 90% improved in Writing as assessed using ESL scales. However, many of these students are still well below age appropriate Literacy and Numeracy levels.

Flag Ceremony

Our 13th Annual Multicultural Flag Celebration saw our hall packed to the rafters for our biggest and best celebration ever! Our theme for 2009 was "From Little Things Big Things Grow". We were joined on the day again by the NSW Governor Her Excellency Professor Marie Bashir and her husband Sir Nicholas Shehadie, who are great supporters of our school. In excess of 300 students performed, with more than 200 of these in traditional costumes. A highlight was the Grand Finale, when performers in traditional dress all joined with our Dance Group for a spectacular finale dancing in unison. As is tradition, the song "We Are One" was sung by the whole school community during each ceremony. As Mrs Fields, the leader and co-ordinator of Flag Day wrote in the program "We affirm for ourselves that we are happy and proud Australians, who can recognise with equal pride the diverse parts of the globe from which we have come. We also know that we respect each other's differences and take joy in each other's cultural pride".

Respect and responsibility

The Positive Behaviour for Learning (PB4L) strategy continued in 2009. 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. PB4L was a focus of the Year 7 Introduction to High School strategy. Circle of Respect posters were also displayed with the focus, "give it/ get it!"

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. The school community was informed of how advances in technology have led to a change in the methods of the bully and cyber bullying. A NSW Police Youth Liaison Officer presented a session to students on cyber bullying, including cyber stalking and other cyber dangers.

Our students have been actively involved in community service through the numerous activities organised by the Student Representative Council (SRC). Some of the events the SRC have co-ordinated include: Gold Day for the Children's Hospital, Pink Ribbon Day, Jeans for Genes, Red Nose Day and Harmony Day. Senior students have also been regular Red Cross Blood Donors.

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 IEC 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 IEC'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.

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.

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

Priority Schools Program (PSP)

A large number of initiatives with a focus on literacy, numeracy, participation and engagement were funded during 2009 through the Priority Schools Program or PSP. These initiatives have

all contributed in some way to school improvement. The funds provided by PSP allow the school to focus on providing opportunities for students to build their learning potential in a school that has strong standards and high expectations. By working together as a school community, we have achieved continual school focus on our school motto of 'Strength in Unity, Excellence in Education'. The Video Production, 'From Little Things Big Things Grow' (a visual literacy strategy funded through PSP) was a highlight of the 13th Multicultural Flag Ceremony and reinforced the significance of the Flag Day Ceremony to our school culture and our Positive Behaviour for Learning strategy, and our slogan, 'safe, respectful learners belong at Cheso'.

The Middle Band Team project continued as an exemplary teacher professional learning model with a focus on improving extended response answers in the School Certificate and HSC by utilising explicit quality criteria scaffolding. Pre-testing, explicit teaching and learning followed by post testing indicates significant improvement. A revised edition of the 'Verbs' Booklet featuring sample HSC and SC examination questions with sample answers across a range of performance bands in all Key Learning Areas was produced. 2009 School Certificate results show a significant improvement in the number of students achieving in the top 3 bands in English, Maths, Science, History and Geography.

The PSP staffing supplement was used to fund a number of positions in the school. The purpose of this initiative is to improve literacy and numeracy outcomes and to have more students achieving at and above the minimum standards. This supplement also allows us to fund specific programs such as the intensive literacy/reading and intensive numeracy strategies.

In 2009 the Numeracy Team continued to work with one of our major feeder primary schools to improve numeracy outcomes for students in Stage 3 and Stage 4.

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, 'Cheso News' was also translated into the main community languages.

Progress on 2009 targets

Head Teachers and co-ordinators worked with teachers to incorporate strategies into faculty and team plans. Throughout 2009, 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 and learning outcomes and performances in state wide tests.

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%.

Our achievements include:

- 93% of students in Year 7 are achieving at or above the minimum standard in NAPLAN Literacy. This is up from 90% in 2008.
- 83% of students in Year 9 are achieving at or above the minimum standard in NAPLAN Literacy.
- Head Teachers and Co-ordinators have developed increased skills in the use of SMART data in their faculties.

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%.

Our achievements include:

- 71% of Year 7 students achieved above minimum and proficient bands (the top four bands) for overall Literacy in NAPLAN.
- 11% of Year 7 students are achieving at the proficient level (Bands 8 and 9). This is up from 6% in 2008.
- 54% of Year 9 students achieved above minimum and proficient bands (the top four bands) for overall literacy in NAPLAN.
- 9% of Year 9 students are achieving at the proficient level (Bands 9 and 10). This is up from 7% in 2008.

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%.

Our achievements include:

- 94% of students in Year 7 are achieving at or above the minimum standard in NAPLAN numeracy.
- 91% of students in Year 9 are achieving at or above the minimum standard in NAPLAN numeracy.

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%.

Our achievements include:

- 66.5% of Year 7 students achieved above minimum and proficient bands (top 4 bands) in overall NAPLAN NUMERACY.
- 66% of Year 9 students achieved above minimum and proficient bands (top 4 bands) in overall NAPLAN NUMERACY.
- 49% of Year 7 students are achieving at Band 6/7 compared to the state at 46%.

Target 5

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

Our achievements include:

- 66.5% retention rate from School Certificate 2007 to the HSC 2009 (5.5% above the State).
- 91.3% school attendance rate in 2009 an increase of 0.3%. However, the following year groups had an attendance rate above 91.5%: Year 7 93.2%, Year 8 92.4% and Year 10 92.3%.
- A slight improvement in the attendance rate for Stage 5 (Year 9 and 10 average = 91.2%)

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 2009 our school carried out evaluations of Quality Teaching and Literacy – Reading focus.

Educational and management practice

Quality Teaching

Background

During Term 4, 2009 a team was formed to produce a School Situational Analysis Report in preparation for the National Partnerships for Low Socio Economic School Communities. The development of this Situational Analysis involved the collection and analysis of data. Surveys were conducted across the school community with the teaching staff being surveyed on Quality Teaching.

Findings and conclusions

The survey results indicated that staff have a working knowledge of the domains of the Quality Teaching Framework. In the 3 domains of the Quality Teaching Framework, the following significant findings suggest:

- 95% of staff are aware of and use higher order questioning techniques.
- 95% of teachers use and explain subject specific language.
- 95% of teachers encourage students to question and analyse knowledge and information.

Quality Learning Environment

- 100% of teachers always/mostly communicate high expectations.
- 100% of teachers create an atmosphere of mutual respect and support.
- 65% of teachers report that disruption rarely/never adversely affects their lessons.

Significance

- 95% of staff clarify the purpose of each lesson with students.
- 95% of staff always/mostly plan lessons to incorporate real life contexts or problems.
- 95% of staff always/mostly provide opportunities for students to ask clarifying questions.

Staff acknowledge that there are not many opportunities for students to negotiate their learning and/or goals and learning strategies.

Future directions

In 2010, we will employ as part of the National Partnership for Low SES school communities, a Deputy Principal: Teaching and Learning to lead and manage the full implementation of the Quality Teaching Framework across all KLAs.

Strategies to improve learning outcomes such as the Middle Band Quality Teaching Strategy will continue to assist teachers in the development of explicit quality criteria scaffolds. Teacher Professional Learning opportunities will be provided such as workshops on Quality Teaching for Assessment and Quality Teaching – Numeracy. The implementation of the Quality Teaching Framework across all KLAs will be continued.

Curriculum

Literacy – Focus on Reading

Background

Our school promotes a culture of continuous school improvement and improved learning opportunities for students, staff and community members. The School Evaluation Team developed and conducted surveys with students, parents and teachers to gauge opinions about Literacy with a focus on Reading.

Findings and conclusions

- Reading habits (parent survey): Results suggest parents feel that their children are mainly “average” in terms of their reading and frequency of reading at home. They reported that they value reading and that they read at home in a variety of languages including English. Parents reported that they felt that their children best learn to read by working on their own rather than with others. 66 of the 77 surveyed (86%) reported that their children read as part of their homework. Strong support was reported by parents for the use of ICT (e.g. Interactive Whiteboards, computers) to support reading with 48 of the 77 (62%) selecting good or excellent as an effect on reading.
- Reading habits (student survey): 254 students completed the survey. Results show widespread positive attitudes to reading: 92% of students indicated that they liked reading, 86% thought they were capable readers while 80% thought their teachers viewed them as capable while 81% said that their other family members thought they were capable readers. Interestingly, only 48% liked reading at school and 54% indicated that they best learned reading on their own as opposed to working with others.

- Learning environment to support reading (teachers): Of the 12 strategies surveyed, 7 were reported as being used extensively while 5 were not. High use of the following strategies to support reading were reported: word banks, variety of text types, work samples, literacy games, dictionaries, explicit teaching and scaffolding. Low use of the following strategies were reported: sound/spelling charts, classroom layout to support small group work, hands-on display table/boards, personal dictionaries and thesaurus.

Future directions

- Focus on reading development using targeted high leverage strategies which are research based, for example:
 - Self assessment – structured, repeated reading programs
 - Quality feedback
 - Self-verbalisation – meta-cognition strategies
- Increased use of ICT in classrooms, especially IWBs and laptops in classrooms.
- TPL to support effective use of ICT in classrooms to support learning outcomes.
- Increased use of explicit strategies to support Reading in classrooms, especially “high effect” strategies.
- Higher Order Thinking Skills explicitly taught to address issues around interpretation and synthesis in reading.
- Focus on sustained writing systematic and explicit teaching and learning.

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school. Learning Environment Surveys, Staff, Student and Parent/Community Surveys on reading habits were circulated and the findings have been reported in the Curriculum section of this report under Literacy – Focus on Reading.

The Teaching Staff also completed the Quality Teaching Survey and the findings have also been reported in the 2009 Annual School Report.

In 2010, the School Evaluation Team plan to use some of the DET survey instruments including the DET Survey Monkey to gather data such as School Map and Quality of Life at Chester Hill High School.

Professional learning

Professional Learning is a necessary adjunct to the implementation of the school plan. All school staff (teaching and non-teaching) have actively participated in Professional Learning activities in 2009. The five designated school development days focused on areas identified in the school management plan: literacy and numeracy, the Digital Education Revolution and technology, promoting positive behaviour for learning and quality teaching and learning.

Teacher Professional Learning (TPL) 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.

All teaching staff have completed the DASA (Data Analysis Skills Assessment) survey and professional learning strategies were investigated to assist the Executive Team in improving analysis of data by teachers.

We will continue to assess the ICT professional learning needs of teachers and will use online tools such as CLAS (Connected Learning Advisory Centre).

The average expenditure per teacher on professional learning at the school level was \$699 in 2009.

School development 2009 – 2011

Targets for 2010

Target 1

To increase the number of students (in Years 7 and 9) achieving in NAPLAN LITERACY at minimum of above from 88% in 2009 to 94%.

Strategies to achieve this target include:

- Smart Data TPL for Executive when NAPLAN results arrive at school.
- Executive to train all teachers in practical application of SMART data in classroom planning, teaching with a specific focus on KLA specific item analysis.
- Development of faculty plans to implement school targets.
- Refugee Transition Program Literacy Strategy.
- IEC Refugee Homework Centre.
- Individual Learning Plans for Refugee Students at the IEC and High School.

- Explicit teaching of NAPLAN format and requirements in all faculties.
- Identification of areas of particular needs, incorporating strategies in teaching and learning activities (using SMART data to identify areas) by all faculties.
- Review Stage 4, 5 and 6 programs in all KLAs to make units more relevant and engaging, incorporating reading specific lessons and activities.

Our success will be measured by:

- 6% decrease in the number of students who achieve in low band in literacy NAPLAN tests.
- Evidence provided that strategies were implemented and evaluated.
- Number of targeted students attending and remaining in education.
- Increased skills in and use of SMART data in faculties.
- Faculty programs and units of work having embedded literacy strategies and skill development.

Target 2

To increase the number of students (in Year 7 and 9) achieving NAPLAN LITERACY above minimum and proficient bands (top 4 bands) from 62% in 2009 to 70.5%.

Strategies to achieve this target include:

- Reading regularly in lessons.
- Reading aloud – pairs of Peer Mentoring, Reading Logs.
- Develop language based resources to extend students vocabulary and literacy skills in each faculty.
- More books given as prizes to students. Book vouchers.
- Ensure reading materials are aimed at students interests and needs.
- Focus on sustained writing, systematic and explicit teaching and learning..
- Explicit teaching of reading and ICT skills and critical literacy in relation to using technology.
- Explicit teaching of higher order thinking skills to address interpretation and synthesis in reading.
- Teacher Professional Learning to support staff and increase awareness.
- Establish external partnership with a University and Sefton High School.

Our success will be measured by:

- Improved reading skills.
- Reading related to subject content.
- Students reading for enjoyment.
- Students rewarded and encouraged to read and extend themselves.
- Increased borrowing from school library.
- Students demonstrate improved writing skills and reading for meaning.
- Technology – reading from computers – interactive classroom stimulates visual literacy.
- Students improve use of high order thinking skills.
- Increased teacher awareness of good practice in the teaching of reading.

Target 3

To increase the number of students (in Years 7 and 9) achieving in NAPLAN NUMERACY at minimum or above from 92.5% in 2009 to 95%.

Strategies to achieve this target include:

- Analysis of data and the identification of weaknesses (Number, Data, Measurement, Geometry/Space).
- KLAs incorporate teaching strategies in their teaching programmes to address areas of concern.
- Incorporation of numeracy in connected projects and teaching programmes for Year 5/6 students at Chester Hill North Public School and Villawood North Public School.

Our success will be measured by:

- SMART DATA results indicate increase in students (in Years 7 and 9) achieving at minimum or above.
- Follow up analysis of project data for STUN 1 with Chester Hill North Public School and STUN 2 with Villawood North Public School.

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 66% in 2009 to 72%.

Strategies to achieve this target include:

- Encouraging participation in Maths competitions.
- Monitoring NAPLAN results over time and reporting to staff.
- Identifying areas of weakness from NAPLAN results for targeted teaching of numeracy skills.
- Development of Numeracy resource posters across KLAS e.g. graph posters, pie/column etc.
- Introducing a Numeracy section in the newsletter to help parents understand what students are doing so they can help their children.
- Challenge questions competition – students to win a prize.

Our success is measured by:

- Greater number of students entering external Maths competitions.
- Improved NAPLAN NUMERACY results Year 5 → 7 and Year 7 → 9.
- Improvement in specific NAPLAN NUMERACY areas relating to posters.

Target 5

To increase retention rates from 66.5% in 2009 to 72.5% in 2010. To increase attendance from 91.3% in 2009 to 92% in 2010.

Strategies to achieve this target include:

- Accessible curriculum link to VET course and TAFE (Construction, Retail, IT, Business Services).
- Appointment of Head Teacher Engagement.
- Strengthen links to outside agencies.
- Student Review Program – link to after school Learning Homework Centre.
- HSC Tutoring Program.
- Mentoring of ex-IEC students, Bridging Course, ESL help/homework centre/tutoring program.
- Individual career development plans for student pathways.
- Create community and industry links e.g. Optus.

- Subject selection Information/Processes to be reviewed.
- Work Experience for all Year 10 students, 9B students and Year 11 Bridging students.
- Accurate school and class roll marking.
- Intervention strategies to include: student and parent interviews, involvement of HSLO, CLOs.
- Attendance data to be reviewed each week at Executive Meetings and linked to Senior Review Panel for Years 10-12.
- Curriculum accommodation workshops to increase student access to curriculum.
- PB4L to promote and reward positive behaviour.
- Consider curriculum options and structures for targeting students including refugee students, late-to-school students and students at risk.
- Facilitate classroom/student centred action research.
- Investigate online learning modules for GATs students.

Our success will be measured by:

- Increased numbers of students 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.
- Decreased whole day and partial truancy.
- Increased attendance in Stage 5.
- Increased student engagement in learning and school activities as evidenced by various student surveys e.g. "Quality of School Life".
- Increased teaching and learning time leading to increased learning outcomes.
- Increased engagement of LBOTE students.
- Meeting the learning needs of gifted and talented students.

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. M. Liau	HT IEC
Mrs. C. Mateus	HT Administration
Mr. M. Milne	HT Administration
Mr. L. Jones	Sports Co-ordinator
Mrs. D. Howard	SASS
Mrs. F. Corish	Parent
Miss N. Ambrose	Student

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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>