

# 2010 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 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 symbolized 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 behavior which supports learning. Our PB4L slogan "I am a safe, respectful learner who belongs at Cheso", can be seen in every classroom. 2010 was our first year on the National Partnerships for Low SES (socioeconomic status) Schools, a four year program and an initiative funded by the federal government. Our National Partnership projects have focused on: reading development, continued support of students whose language background is not English, student engagement and catering for gifted and talented students. Further information on these National Partnership projects can be found in this Annual School Report.

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**

**Principal**

### P & C and 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 support Arabic, Vietnamese, Aboriginal 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 students from each grade of the school. As members of the SRC, we aim to be the voice of Cheso. Working together, the SRC have been involved in a range of activities this year. The SRC have sold roses for Valentine's Day, hot cross buns for Easter and candy canes for Christmas. The SRC are also avid supporters of a range of charities. This year we supported Bandaged Bear Day, Pink Ribbon Day, Red Nose Day and Gold Day. We also ran a 40 Hour Famine campaign that raised over \$4000 for World Vision and a netball and european handball competition to sponsor children with disabilities at the Special Children's Day Out. The SRC also work to improve the environment by recycling paper and by holding events including a Mobile Muster and Clean Up Cheso Day. In addition to running events the SRC are also responsible for running morning assemblies and year meetings.

**Natalie Ambrose**

**President**



## School context

### Student information

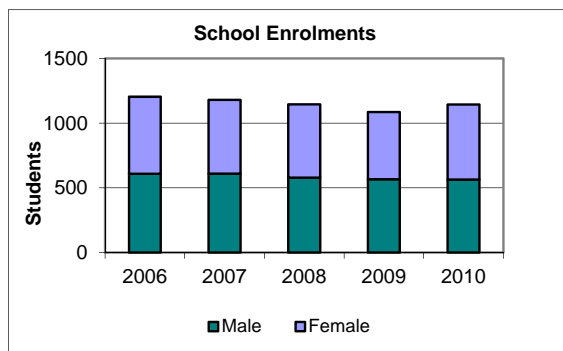
It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

### Student enrolment profile

In February, 2010 including the Intensive English Centre (IEC), 1143 students were enrolled, 579 females and 564 males. Enrolments included 28 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

	2006	2007	2008	2009	2010
<b>Male</b>	609	610	579	567	564
<b>Female</b>	595	570	566	518	579

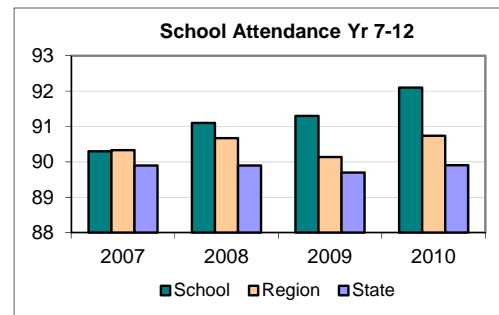


### Student attendance profile

- The School Attendance rate has continued to improve in 2010 (up 0.8 on 2009). Our overall attendance rate is 1.4 above the region and 2.2 above the state. Attendance rates for Year 7 to Year 12 are above both region and state levels for every year group. Throughout 2010, the school has been developing strategies to improve student attendance and engagement in line with regional and state plans.

### School Attendance

	Year	2007	2008	2009	2010
<b>School</b>	<b>7</b>			93.2	95.3
	<b>8</b>			92.4	92.4
	<b>9</b>			90.1	91.8
	<b>10</b>			92.3	89.9
	<b>11</b>			90.8	92.0
	<b>12</b>			88.2	91.8
	<b>Total</b>	90.3	91.1	91.3	92.1
<b>Region</b>	<b>7</b>			92.9	93.7
	<b>8</b>			90.9	91.5
	<b>9</b>			89.4	90.4
	<b>10</b>			88.9	89.1
	<b>11</b>			89.6	89.6
	<b>12</b>			89.6	90.0
	<b>Total</b>	90.3	90.7	90.1	90.7
<b>State</b>	<b>7</b>			92.3	92.6
	<b>8</b>			90.0	90.5
	<b>9</b>			88.8	89.1
	<b>10</b>			88.7	88.3
	<b>11</b>			89.4	89.1
	<b>12</b>			89.4	89.8
	<b>Total</b>	89.9	89.9	89.7	89.9



### Management of non-attendance

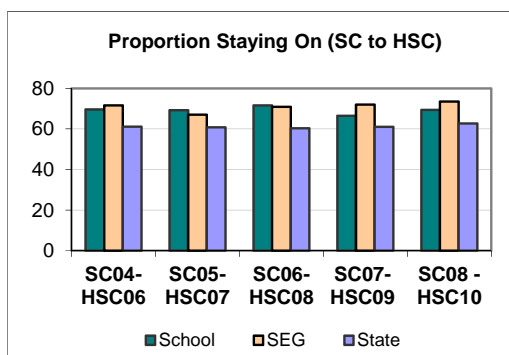
The school continues to monitor student attendance patterns under the supervision of the Head Teacher Administration, Head Teachers and Staff. One initiative introduced in 2010 to improve student attendance was the sending of an SMS to the parent/guardians of all students absent from school, requesting an explanation for the absence. This successful initiative will continue in 2011 as data collected over three terms in 2010, indicates an 8% reduction in unexplained absences. 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 Home School Liaison Officer (HSLO).

## Retention to Year 12

Of the students sitting for the HSC in 2010, 69.3% had completed their School Certificate at Chester Hill High School in 2008. This is an improvement of 2.8% on our 2009 retention rate. The school has continued to improve the retention of students from Year 10 to Year 12 compared to the state, up 6.6% in 2010 (a further increase of 1.1% on 2009 figures). Although the school retention rate is below the SEG group there has been a 1.3% reduction in the difference.

### Retention to Year 12

	SC04- HSC06	SC05- HSC07	SC06- HSC08	SC07- HSC09	SC08 - HSC10
<b>School</b>	69.6	69.2	71.6	66.5	69.3
<b>SEG</b>	71.6	67.0	70.9	72.0	73.5
<b>State</b>	61.1	60.8	60.3	61.0	62.7



## Post-school destinations

In Year 10, nine students went to an occupation and one travelled overseas. One student went to a private school, six changed public schools, 10 went to TAFE and 10 took up an apprenticeship. In Year 11, one student moved interstate, 16 went to an occupation and two students went overseas. Three changed public schools, 10 went to TAFE and four took up an apprenticeship. In Year 12, 18 went to an occupation and five students went overseas and 35 went to TAFE. The majority of Year 12 students were contacted by phone for their post HSC destinations. 47% of Year 12 indicated they wanted to continue their studies at university with 80.6% achieving this goal.

## Year 12 students undertaking vocational or trade training

- In 2010, Chester Hill High School offered four Industry Curriculum Framework courses, VET

course, Business Services, Construction, Information Technology and Retail Services.

- 26% of Year 12 students undertook vocational or trade training in 2010.

## Staff information

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

In 2010, the total teaching and support staff was 110.6. The composition of the school's teaching and support staff is outlined in the following table.

### Staff establishment

Position	Number
<b>Principal</b>	1
<b>Deputy Principal(s)</b>	3
<b>Head Teachers</b>	15
<b>Classroom Teachers</b>	61
<b>Support Teacher Learning Assistance</b>	1.8
<b>Teacher Librarian</b>	1
<b>Teacher of ESL</b>	4
<b>Counsellor</b>	2.6
<b>School Administrative &amp; Support Staff</b>	13.7
<b>Total</b>	110.6

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 (17%) in various permanent/temporary positions, supported by the Head Teacher Mentor (0.5).

## Staff retention

In 2010 96.4% of the staff was retained from 2009. We welcomed two new permanent staff members in 2010. A member of the SASS was promoted to School Administration Manager at the IEC. Several new positions were created due to National Partnerships funding; two Head Teachers and a Deputy Principal. We farewelled six teachers and two members of staff transferred closer to home. We also saw the retirement of several long term staff members who gave outstanding service: Ms Cumines, Mrs Berzins, Ms Southwell, Ms Harrison, Mrs Williams and our Principal, Mrs Casey.

## Teacher qualifications

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

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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:	30/11/2010
<b>Income</b>	<b>\$</b>
Balance brought forward	672842.87
Global funds	546637.06
Tied funds	867193.89
School & community sources	327072.51
Interest	32509.62
Trust receipts	137045.58
Canteen	0.00
Total income	<u>2583301.53</u>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	142738.51
Excursions	40927.79
Extra curricular dissections	55257.99
Library	17574.37
Training & development	39420.40
Tied funds	751394.02
Casual relief teachers	151998.00
Administration & office	235676.34
School-operated canteen	0.00
Utilities	129677.82
Maintenance	139278.39
Trust accounts	129687.50
Capital programs	45534.68
Total expenditure	<u>1879165.81</u>
<b>Balance carried forward</b>	<u><u>704135.72</u></u>

The School Voluntary Contributions were \$3798 in Year 7, \$13862.50 in Years 8 – 10, \$5297.50 and \$3665 in Year 12. The total contributions received were \$26623.

## Levels of Retained Income Held in Trust

The balance includes \$351953 held in Tied Funds which are held by the school for specific purposes and \$53487 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 2010 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 2010

### Achievements

#### Arts

- Throughout 2010, 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.
- Vocalists for the second year from Years 9, 10 and 11 Music performed three vocal pieces as part of the ConVerge program with two other schools at the NSW Conservatorium of Music.
- The HSC Music Evening showcased items performed by our Year 12 and Year 11 Music students giving them the opportunity to perform for family and friends. Several Year 10 elective Music students also performed. All students benefited from the experience of performing their works to a live audience prior to their HSC performance exams.
- The depth of talent at Chester Hill High School was demonstrated by Music students at the Year 10 Elective Music Concert. A wonderful program of performances was enjoyed by parents, students and teachers.
- For the second year, Chester Hill High School participated in the Gillawarna Festival. Our students were outstanding and played, along with our partner schools, to packed audiences. The School Choir worked hard to learn all the songs for the performances and the School Band accompanied the entire Gillawarna Festival program, led by the Festival Band Co-ordinator, Mr Nguyen.
- Year 7 Visual Arts students were privileged to be the only students invited to attend the launch of the Open Learning Program at the

Art Gallery of NSW. Our Year 7 students were given the opportunity to see original artworks in a gallery situation under the guidance of gallery educators and the Director of the Gallery, Edmond Capon. A photograph of our students has been used to advertise this program on their website and on brochures circulated to schools.

- Year 10 Drama students performed “The Secret of Being Cool”, on stage, to a small audience and also the same group performed and devised a short film for the Flag Day DVD.

### **Sport**

2010 was a very successful year due in no small part to our Sports Co-coordinators, Mr Dablan and Mr Jones and the School Sports Team of teachers. Students performed well in all carnivals in 2010:

- 2<sup>nd</sup> in Cross Country
- 3<sup>rd</sup> in Swimming
- 4<sup>th</sup> in Athletics

139 students were selected to attend the zone carnivals, 74 represented at the South West Sydney Regional carnivals and four students went on to NSW State carnivals in Athletics and Cross Country.

The school also competed in a range of NSW Combined High Schools knockout competitions including: soccer, baseball, rugby league, cricket, basketball and touch football.

In 2010 the school again 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 in 2010. Congratulations to all involved students, staff and families.

### **Other**

- Arabic Youth Quiz 2010: Congratulations to our team – Abdul Ayoubi, Malek Achouh and Omar Zreika coached by Ms Chmali and supported by Mr Elakkoumi, on winning the final round and achieving a very impressive first place in the 2010 Arabic Youth Quiz.
- Italian Gelato Day – Ms Mateus and the students studying Italian held an Italian Gelato Day for the school community. It was

a delicious experience with various flavours of Italian gelato (*tiramisu, bacio and cioccolato*, amongst others) being served as well as some beautiful cannoli cakes. It was a learning experience for the whole school about the Italian culture, with the quadrangle being decorated in the Italian colours, with Italian flags, pictures of Italy and some wonderful Italian music playing in between lessons. The students are to be congratulated on their hard work and outstanding effort on the day.

### **Student Mentoring Programs**

In 2010, students in Years 9 and 10 again had the opportunity to be part of a mentoring program. The Year 10 iTrack Program supported by the Smith Family and the Year 9 LEAPS (Law Firms Educating and Assisting Promising Students) Program 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 2010 and will be exhibited at school in Term 1, 2011.

Chester Hill High School was selected to be a pilot school in the South Western Sydney Region for the High Resolves Program. 30 of our Year 10 students participated in leadership training and workshops on conflict resolution, collective action, Global Citizenship and Global Leadership. Our students learned skills to become leaders with the conviction and capability to bring about change. The High Resolves Program was very successful and will be implemented in 2011.

### **Debating and Public Speaking**

- Five students from Chester Hill High School participated in the United Nations Youth Association of NSW State Conference. Andrea Huang, Sayed Rahmatullah Hussainizada, Sayed Hussainizada, Helen Le and Katie Phan, participated in talks, discussions and several rounds of vigorous

debates as representative of different countries. During the conference, the delegates learnt a lot about how the United Nations operates, as well as the problems and issues that arise.

- Year 7 Debating Program 2010 – 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:

- Students in all Year groups had the opportunity to attend a “live” dramatic performance during 2010. Year 7 students attended a performance of ‘Hitler’s Daughter’ at the Seymour Centre and Year 8 viewed ‘When His Watch Stopped’ at the Sydney Opera House. Students in Year 9 attended an interactive performance of ‘Apollo 13’ and students in Year 10 and Year 11 viewed a performance of ‘Moth’, also at the Sydney Opera House. Students in Year 12 had the opportunity to view the plays being studied for their HSC and Year 11 Drama students attended ‘On Stage’ and other performances at the Belvoir Theatre.
- Year 11 Legal Studies Excursion to the NSW Supreme Court and the Police and Justice Museum.
- Year 9 and 10 Commerce Excursion to the NSW State Parliament and court system.
- Year 11 travelled to Morisset for the Annual Crossroads Camp for three days. Teachers led small student workshops on a range of topics including: drug education, risk taking behavior, social relationships and study skills.
- A Year 7 Camp was held for the first time with students and teachers travelling to

Morisset. Activities included workshops on resilience, the positive behavior for learning strategy and having fun.

- Refugee Transition Program (RTP) Excursion to the Australian Museum where students learnt about the lifestyle of Aboriginals participated in a boomerang workshop and studied Aboriginal artworks.

### 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 these assessments.

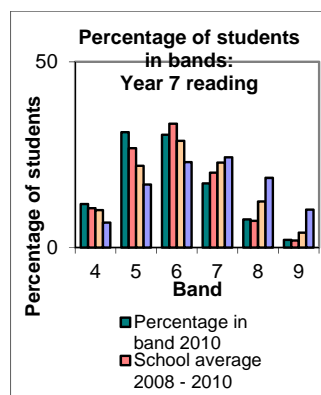
Yr. 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

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).

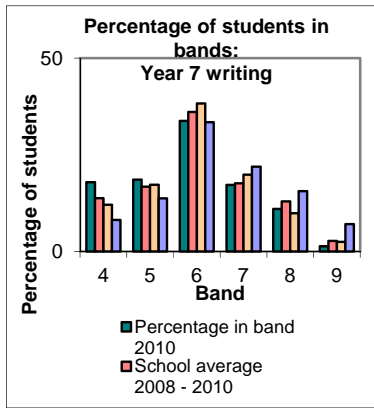
### Literacy – NAPLAN Year 7

In Reading, 88.2% of students achieved at or above the minimum standard (Bands 5-9). This is slightly below the school average 2008-2010 (-1.2%) and the Statistically Similar School Group or SSG (-1.8%). There has been an increase of 0.6% in the number of students achieving at the Proficient level (Bands 8 and 9) compared to the School Average.

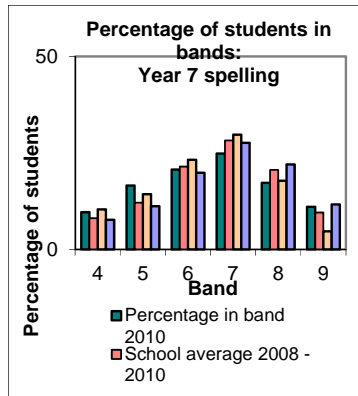


In Writing, 82% of students achieved at or above the minimum standard (Bands 5-9). This is below

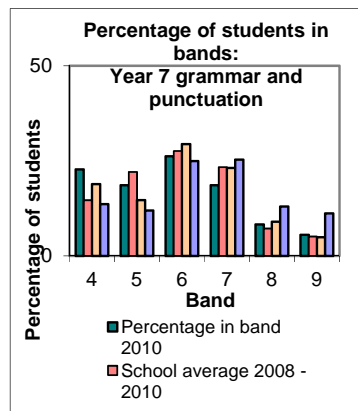
the school average 2008-2010 (-4.3%) and the SSG (-5.9%).



In Spelling, 90.3% of students achieved at or above the minimum standard (Bands 5-9). This is above the school average 2008-2010 (+0.6%) and the SSG (+0.6%).

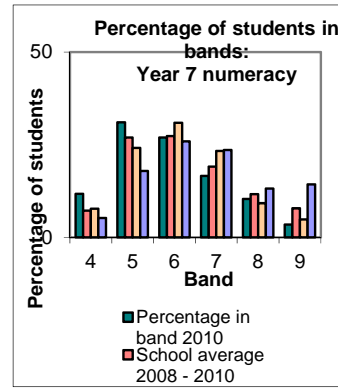


In Grammar and Punctuation, 77.2% of our students achieved at or above the minimum standard (Bands 5-9). This is significantly below the school average 2008-2010 (-8.2%) and below the SSG (-4.6%). There has been an increase of 1.5% in the number of students achieving at the Proficient level (Bands 8-9) compared to the School Average.



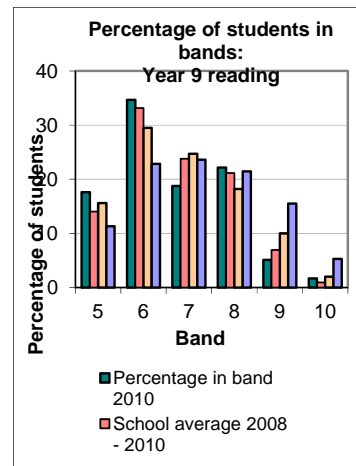
### Numeracy – NAPLAN Year 7

88.3% achieved at or above the minimum standard (Bands 5-9) in Numeracy. This is 4.5% below the school average 2008-2010 and 4% below the SSG. 13.8% achieved at the Proficient level (Bands 8 and 9) which is only -0.2% below the SSG but -5.7% lower than the school average 2008-2010.



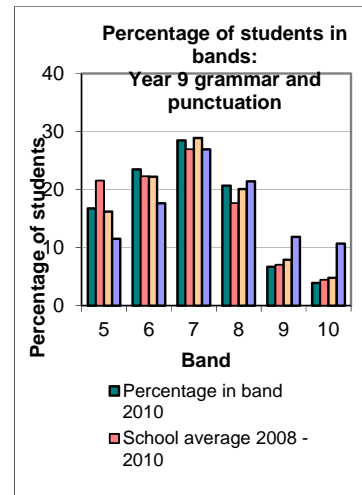
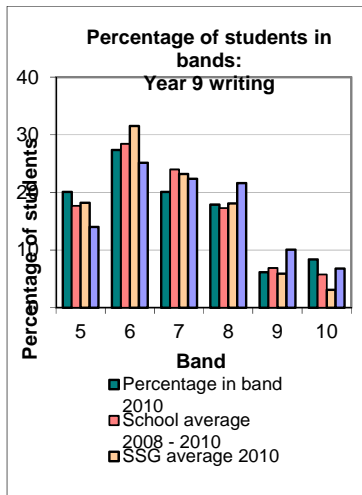
### Literacy – NAPLAN Year 9

In Reading, 82.5% of students achieved at or above the minimum standard (Bands 5-9). This is below the school average 2008-2010 (-3.5%) and slightly below the SSG (-1.9%). The percentage of students at the Proficient level (Bands 9 and 10) is 6.8% only 1 % below the school average 2008-2010 but 5.2% below the SSG.



In Writing, 80% of students achieved at or above the minimum standard (Bands 6-10). This is lower than the school average 2008-2010 (-2.4%) and slightly lower than the SSG (-1.8%). The percentage of students achieving at the Proficient level (Bands 9 and 10) is 14.6%. This is 1.9% above the school average 2008-2010 and a significant 5.6% above the SSG.

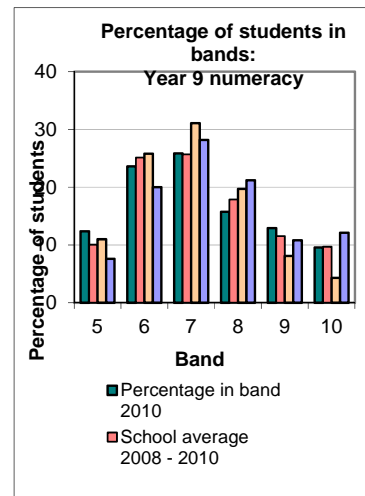
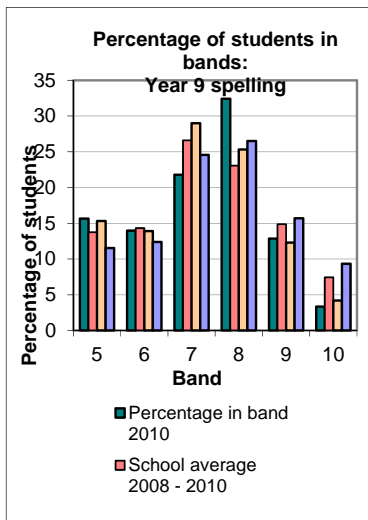




In Spelling, 84.5% of students achieved at or above the minimum standard (Bands 6-10). This is slightly lower than the school average 2008-2010 (-1.8%) and only just below the SSG (-0.2%). 16.3% of students achieved Bands 9 and 10, the Proficient level which is below the school average 2008-2010 by -6% but only just below the SSG by -0.2%.

### Numeracy – NAPLAN Year 9

87.6% achieved at or above minimum standard (Bands 6-10) in Numeracy. This is -2.4% below the school average 2008-2010 and only -1.4% below the SSG. 22.5% achieved at the Proficient level (Bands 9 and 10) which is +1.2% above the school average 2008-2010 and a very significant +10.1% above the SSG.

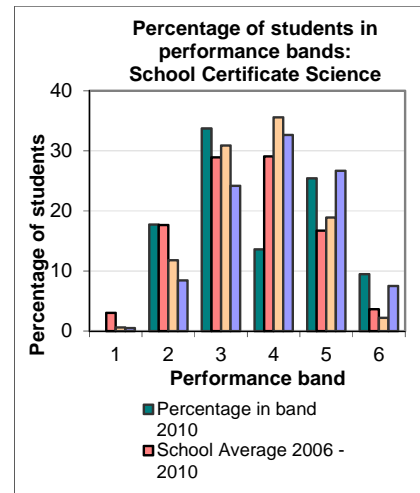
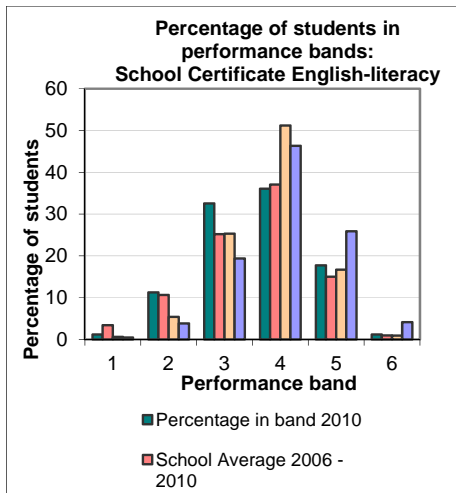


In Grammar and Punctuation, 83.3% of students achieved at or above the minimum standard. Compared to the school average 2008-2010, this is a significant +4.7% and only just below the SSG by -0.6%. There are 10.6% at the Proficient level, +2% above the school average 2008-2010 but -2.1% below the SSG.

### School Certificate

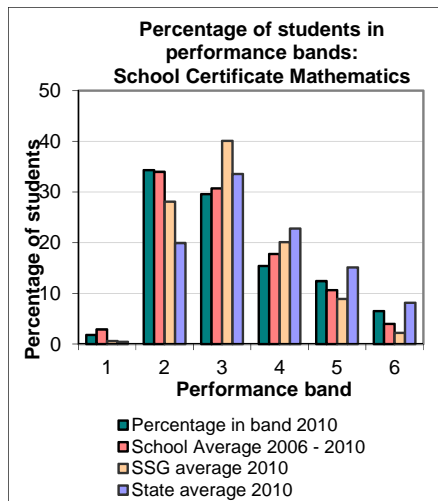
#### English - literacy

87.6% achieved in the top 4 bands +9.3% above the school average for the same bands (78.3%). The SSG had 94.1% in the top 4 bands which is 6.5% above the school. 19% achieved a Band 5 or Band 6 which is +3% above the school average and +1.4% above the SSG.



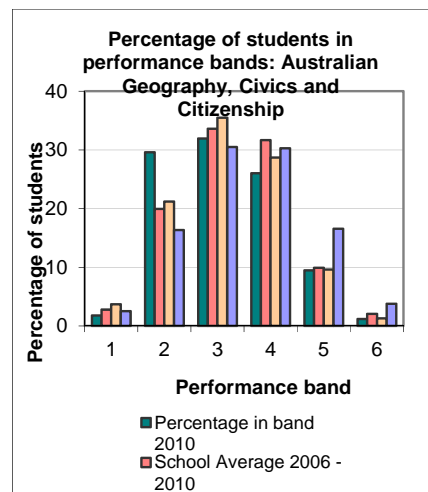
**Mathematics**

63.9% achieved in the top 4 bands which is slightly above the school average (+0.8%) but below the SSG by +7.4%. 18.9% achieved in the top 2 bands which is above the school average (+4.3%) and significantly higher than the SSG (+7.8%).



**Australian Geography, Civics and Citizenship**

68.7% of our students achieved results in the top 4 bands (Bands 3, 4, 5 and 6) which is -8.6% below the school average and -6.4% below the SSG. 10.7% of our students achieved in the top 2 bands (Bands 5 and 6) which is -2.7% below the school average and only very slightly below the SSG, -0.2%.

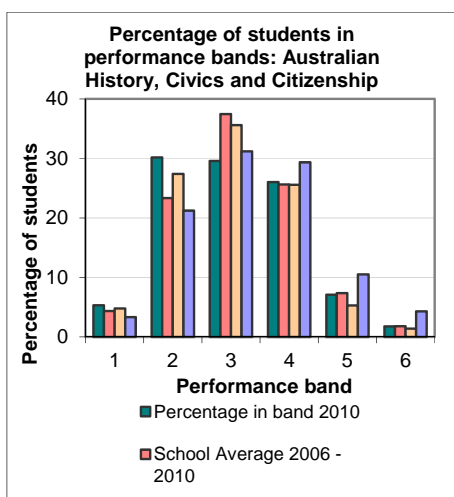


**Science**

82.2% achieved in the top 4 bands which is above the school average by +3.9% but below the SSG by -5.4%. In the top 2 bands (Bands 5 and 6) the school achieved 34.9% which is a very impressive +14.6% above the school average and +13.8% above the SSG.

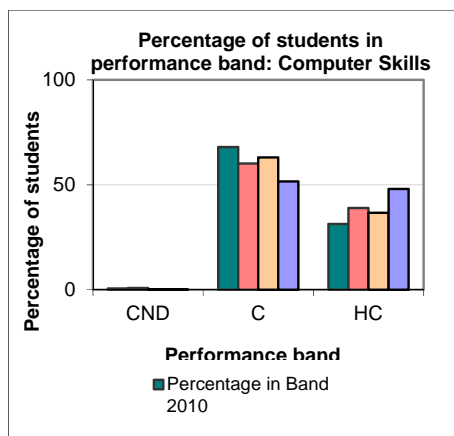
**Australian History, Civics and Citizenship**

64.5% of our students achieved results in the top 4 bands. This is -7.8% below the school average and -3.4% below the SSG. 8.9% achieved results in Bands 5 and 6 (the top 2 bands) which is slightly below (-0.3%) the school average and above the SSG by +2.2%.



### Computing Skills

99.4% of our students achieved Competent or Highly Competent in Computing Skills. The percentage of students achieving Highly Competent is 7.6% below the school average and 5.3% below the SSG.



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

There has been growth in the performance bands achieved by students from Year 5 to the Year 10 School Certificate in Mathematics (+0.7%), Science (+1.5%), Australian History, Civics and Citizenship (+1.2%) and Australian Geography, Civics and Citizenship (+0.7). Our value adding is markedly higher than the Statistically Similar School Group (SSG) where all subjects are negative. Science is 0.5 above the school average and History is 0.8 above.

### Higher School Certificate

Our results in the 2010 HSC ranged from adequate to excellent. 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 Achievement list. Our Cheso class of 2010 achieved 15 Distinguished Achievement results and in addition our students gained 86 Band 5 results, which means they scored between 80-89 in a course, many in fact scoring 88 and 89.

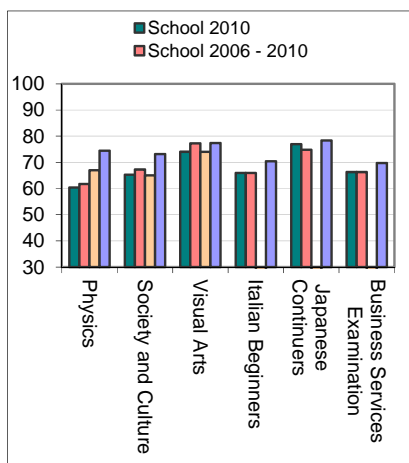
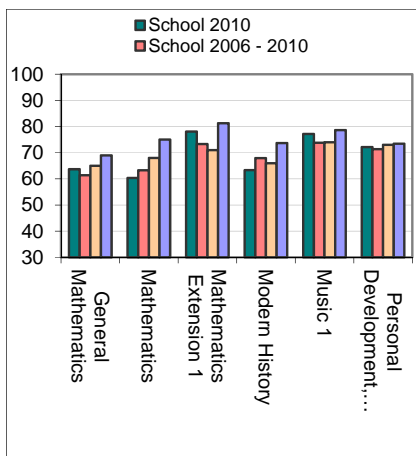
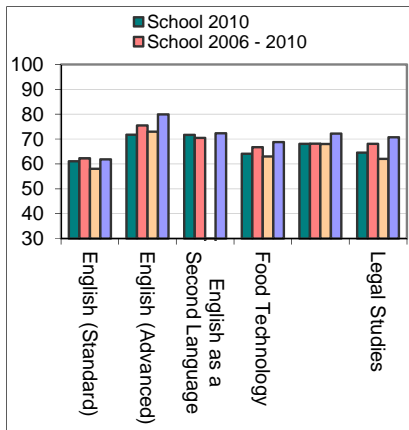
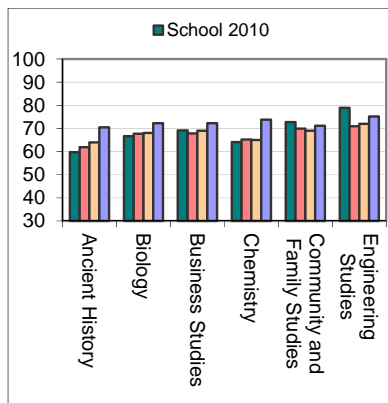
In the 2010 HSC courses in Engineering Studies and Community and Family Studies, our students achieved above the state average. In 10 HSC courses, our students achieved above the Statistically Similar School Group (SSG) average. These courses included Business Studies, Community and Family Studies (+3.8), Engineering Studies (+6.9), Standard English (+3), Food Technology, Information Processes and Technology, Legal Studies (+2.6), Mathematics Extension 1 (+7.1), Music 1 (+3.2) and Society and Culture.

The Australian Tertiary Admission Rank (ATAR) is an Australian wide measure of comparison. It is a measure that adds all a student's 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 our Dux of 2010, Thuy Vy Vivian Quang who achieved a higher result than 99.65% of the students in the country.

Congratulations also to Nay Wah Chit Oo with an ATAR of 95.4 and John Ou ATAR of 93. Many other students achieved excellent HSC results. In total, 17 students gained a verified ATAR in excess of 75 in the HSC of 2010.

Higher School Certificate Course Summary Graphs are provided and show the mean score of students in each 2010 HSC course with ten or more candidates within the school, the school average 2006-2010, the Statistically Similar School Group 2010 (SSG) and the State mean 2010.

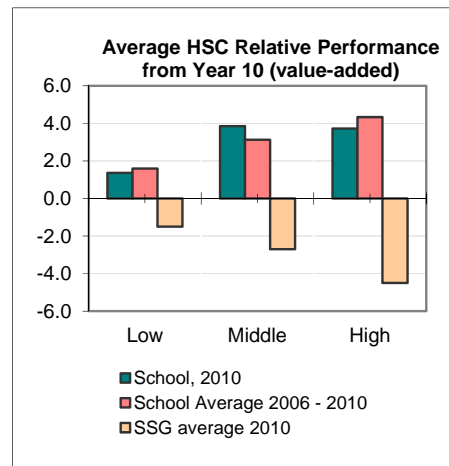


### Higher School Certificate relative performance comparison to School Certificate (value-adding)

The following graph shows that students in the high band (that is Bands 5 and 6) have improved value-added results from the School Certificate to the HSC (+3.7) compared to the SSG average 2010 (-4.5). This demonstrates a significant improvement in value adding for the school, +8.2 in 2010, up on +7.7 in 2009 in the high band compared to the Statistically Similar School Group.

In the middle band (which includes students in Band 4) there has been significant value-adding of +3.9 where the SSG average 2010 is -2.7

The low performance band includes students in Bands 1, 2 and 3. These students have achieved value-adding of +1.4 which is 2.9 above the SSG average 2010 of -1.5.



### 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 2010**

Percentage of Year 7 students achieving at or above minimum standard	
Reading	88.3
Writing	82.1
Spelling	90.3
Punctuation and grammar	77.2
Numeracy	88.3

**Percentage of Year 9 students in our school achieving at or above the minimum standard in 2010**

Percentage of Year 9 students achieving at or above minimum standard	
Reading	82.4
Writing	79.9
Spelling	77.0
Punctuation and grammar	76.0
Numeracy	87.6

## Significant programs and initiatives

### Aboriginal education

Whole school programs and the curriculum offered at Chester Hill High School 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.

Personal Learning Plans (PLPs) 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 and the school community have been involved in the celebrations of Reconciliation Week and NAIDOC week. The school celebrated NAIDOC week by incorporating aspects of Aboriginal culture in lessons and programs and examples of students' work was displayed in the Library. Inspirational speakers from the community spoke to students about careers and future pathways and discussions and plans for a mural painted by our students under

the guidance of Aboriginal Artist, Mrs Janice Bruny, are well underway.

NAPLAN literacy and numeracy tests showed us that our Year 7 and Year 9 Aboriginal students achieved growth in spelling, grammar and punctuation and numeracy.

The Norta Norta strategy provided funding for tutoring to help improve literacy and numeracy outcomes for our Aboriginal 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 more than 80% of the total school enrolment in 2010, with the largest communities from Asian and Middle Eastern backgrounds. Interpreters in the main community languages were available for parent meetings and the school newsletters were available in translations, as were a number of school documents.

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

NAPLAN Literacy data for Year 7 ESL Phase 2 students showed growth greater than the expected 50 in Spelling (88.7), Grammar and Punctuation (79.5) and Reading (61.8), all above the State average. In Phase 3, students showed growth well above State, Region and the School Education Group (SEG) in Spelling (72.3), and also in Reading (58.7). In NAPLAN Numeracy, our Year 7 ESL students showed growth greater than 50 in both Phase 2 (68.7) and Phase 3 (71.8), both above the State average.

NAPLAN Literacy data for Year 9 ESL Phase 2 students showed outstanding growth in Grammar and Punctuation (95.1) and steady growth, greater than 40 in spelling (68.7), writing (55.9)

and Reading (46.6). Students in Phase 3 only showed growth in Grammar and Punctuation (46.3).

In NAPLAN Numeracy, ESL students demonstrated growth above the State average in both Phase 2 (41.4) and Phase 3 (54.6). Of particular note, two of our ESL students achieved Band 6 in their HSC English course.

As Chester Hill High School has a significant number of refugee students with little or no schooling before arrival in Australia, DET funding is provided for the Refugee Transition Program (RTP). The Student Survey of the program indicated that 75% of students had improved their overall literacy skills and 35% feel they have improved in their numeracy skills. Also, 70% of RTP students reported that they are better able to cope with the work in their classes as a result of the program. However, many of these students are still well below age appropriate Literacy and Numeracy levels. 95% of students indicated that they would like to participate in the Refugee Transition Program again in 2011.

### **Flag Day**

Our 14<sup>th</sup> Annual Multicultural Flag Celebration was again, a huge success. In excess of 300 students performed, with more than 200 of these in traditional costumes. As is tradition, the song "We Are One" was sung by the whole school community during each ceremony. As Mrs Fields, the leader and Coordinator of Flag Day wrote, "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 2010. Explicit lessons were taught to students on the four key areas: safe, respectful, learners and belongs. PB4L was a focus of the Year 7 Introduction to High School strategy and at the Year 7 camp.

The Mind Matters Team and the PB4L Team continued to inform and train the school community in recognizing bullying behaviours, who to go to for help and the consequences for bullying. The Deputy Principals presented information at Year Meetings and the school

community was informed of how advances in technology have led to a change in the methods of the bully and cyber bullying.

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 coordinated include: Gold Day for the Children's Hospital, Pink Ribbon Day, Jeans for Genes and Harmony Day. Senior students have also been regular Red Cross Blood Donors.

### **National Partnership programs**

The National Partnerships Low SES School Communities program runs for four years from 2010-2013 and brings considerable funding to the school. 2010 was our first year on the program.

Our four projects over the four years are:

- To develop, implement and evaluate a school-wide Reading Plan to improve overall literacy outcomes as measured by NAPLAN, the School Certificate and the Higher School Certificate.
- To develop, implement and evaluate strategies and programs to enhance student engagement in Stages 5 and 6.
- To further develop, implement and evaluate ESL pedagogy across all KLAs.
- To further address the needs of Gifted and Talented students.

To lead and support the strategies funded by National Partnerships key personnel have been employed including: a Deputy Principal Teaching and Learning, a Head Teacher Teaching and Learning, a Head Teacher Student Engagement, a Transition Adviser and Classroom Teachers supporting Literacy, Numeracy, Engagement, Aboriginal Students, Refugee Students, ESL Students, ICT (Information Communication Technology) and Gifted and Talented programs.

There are a number of projects running in 2010, funded through National Partnerships. These include:

- Various literacy and reading enrichment programs running across the school and on an individual basis targeting reading in all classes, withdrawal of students in Years 8 and 9 to improve standards, as well as intensive

remedial programs using MULTILIT targeting Year 7 students.

- An Enrichment Program for a group of Year 10 students which targeted student engagement and goal setting across four sessions.
- The development of a Gifted and Talented team and policy, investigating ways to further extend our Gifted and Talented students.
- Teacher training and development in the use of the Interactive Whiteboard (IWB) and lesson development using IWBs and workshops on using the Moodle website so students can access homework and assessment tasks through the internet at any time at home or at school.
- The further development of units of work incorporating ESL strategies to better meet the needs of our LBOTE students.
- Our Aboriginal students, coordinated by Ms Apostle and assisted by an Aboriginal Artist, Janice Bruny, painting their totems and the development of a mural in the quadrangle. An Aboriginal Parent Meeting has also been established each term.
- Rich tasks developed by the Refugee Transition Program team and the preparation and presentation to the region of our very successful projects so far in the RTP program.
- Workshops for parents (held fortnightly) to assist them and provide them with the necessary information to support their children with the demands of the School Certificate and school life.
- A homework centre after school supervised by teaching staff on Tuesdays for students with ESL needs, on Wednesday for Aboriginal students and on Wednesdays and Thursdays, a general homework centre for all students until 4.30 pm.

A detailed situational analysis was completed early in term 4 and formed the basis of our planning for 2011. Students, parents and staff, completed surveys on the quality of school life, reading habits and our teaching and learning environment. Revised data was also collected and analysed on: student enrolment, attendance

and retention, literacy/numeracy performance, student engagement, NAPLAN, the School Certificate and HSC results. Surveys were also completed on Quality Teaching, Student Feedback and the Refugee Transition Program.

The School Community received feedback on the progress of our National Partnerships projects and the findings from the various surveys at our regular parent meetings and through reports in the school newsletter.

### **Chester Hill Intensive English Centre**

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.

### **Other programs**

#### ***Priority Schools Programs (PSP)***

A large number of initiatives with a focus on literacy, numeracy, participation and engagement were funded during 2010 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. The video, "The Flame" produced by the Video Production Team (a visual literacy strategy funded through PSP) was a highlight of the 14th Multicultural Flag Ceremony and reinforced the significance of the ceremony to our school culture.

The Middle Band Team project continued as an exemplary teacher professional learning model.

Improved extended response answers have been achieved by developing and utilising explicit quality criteria, scaffolding and training students to 'mark the text' of examination questions, therefore identifying the key sections for their answers. Students are taught to plan their answers, ensuring all parts of the question are attempted and nothing is left out. Student extended response answers have been more detailed and there has been more sustained writing in assessment task situations.

The PSP staffing supplement was used to fund a number of positions in the school and to create additional classes in Years 7 – 10. This in turn provides quality teaching and learning time for students by ensuring smaller class sizes. The PSP staffing supplement has also been used to provide teacher time for Curriculum Accommodation, which has resulted in improved student engagement across all bands.

Throughout 2010, the Literacy and Numeracy Teams continued to develop teaching strategies to improve Literacy and Numeracy outcomes for all students across the curriculum. The school participated in National Literacy and Numeracy Week 2010 – Learning for Living, with students in Year 7 to 9 writing Haiku poems and students in Year 7 to 10 watching a video called "Why Use Maths?"

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 Island 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 2010 targets**

The Principal, Deputy Principals, Head Teachers and Subject Coordinators worked with teachers to incorporate strategies into faculty and team plans to ensure targets for the year were addressed. Throughout 2010, reported progress on the targets was made at executive meetings and staff meetings. An extensive situational analysis as part of the National Partnerships on

Low SES School Communities was also undertaken throughout the year.

### **Target 1**

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

Our achievements include:

- 85% of students are at minimum or above in NAPLAN LITERACY (Years 7 and 9 average)
- Students have exceeded State growth in Years 7 in reading, spelling, grammar and punctuation and Year 9 in reading, writing, grammar and punctuation
- In Literacy (reading) in Year 7 the State growth was 55.46 and the school growth was 63.13 (7.67 above). In Year 9 the State growth was 38.85 (1.26 above)
- All teachers surveyed are aware of the target Reading Strategies and 80% are using them regularly in their classes.

### **Target 2**

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

Our achievements include:

- 56% of students are at above or proficient standard of NAPLAN
- 86% of Teachers encourage the use of reading strategies by incorporating them in lessons and 52% model and explain or teach reading strategies explicitly
- Students have demonstrated improved writing skills. In Year 7 Naplan Writing, 51.2% of students equaled or achieved greater than the expected growth (50 points from Year 5 to Year 7). In Year 9 Naplan Writing, 57.3% of students equaled or achieved greater than the expected growth (40 points from Year 7-9)
- 77% of students completing the Reading Habits surveys said they read at home for pleasure (18% very often).



### 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%.**

Our achievements include:

- 88% of students are at or above minimum standard in NAPLAN NUMERACY
- Overall growth in Year 7 is 68.2 (expected 50) compared to State at 61.7 (+6.5) and Region at 64 (+2.2)
- Follow up analysis of SMART 2 Data including NAPLAN Numeracy data for ESL and Aboriginal students.

### 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%.**

Our achievements include:

- 61% of students are at above or proficient standard in NAPLAN numeracy
- 13% of Year 7 students are achieving at the proficient level (Bands 8 and 9) which is an improvement from 6% in 2009 (+7%)
- Overall growth in Numeracy is above State in Year 7 (+6.5) and Year 9 (+4.3).

### 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.**

Our achievements include:

- Retention rates for 2010 have increased from 66.5% in 2009 to 69.3% in 2010 (+2.8%)
- Attendance rates for 2010 have increased to 92.1% from 91.3% in 2009. This is +2.2% above the state (90.1%) and +1.4% above the region (90.7%)
- Data from the Quality Learning Environment survey indicates:
  - 88% of students value learning and understand why it is important
  - 80% generally enjoy the work they do at school

- Data from the Quality of School Life Survey completed by parents indicates that 90% of parents are pleased that their child attends this school and 95% believe that the school's current aim is to improve the quality of learning and teaching and that it is a safe and secure environment.

### 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 2010 our school carried out evaluations of student engagement and Refugee Transition Program.

### Educational and management practice

Student Engagement

#### Background

During Term 3, 2010, a revised School Situational Analysis Report was prepared by the National Partnership Low SES Communities team. The development of the revised Situational Analysis involved the collection and analysis of data. Surveys were conducted across the school community with the teaching staff and students being surveyed on Student Engagement.

#### Findings and conclusions

- Surveys indicate that students are more engaged in their learning in lessons where technology is used and encouraged and that students want to use Laptops more frequently in the classroom.
- Teacher Professional Learning (TPL) has been provided on the use of the connected classroom, lesson development using the interactive whiteboards (IWBs) and DER (Digital Education Revolution) lessons.
- Individual Learning Plans have been developed for Refugee Students through the Refugee Transition Program (RTP). Surveys show that over 80% of staff, students and family have seen a notable difference in student performance and engagement.
- Improved attendance. There has been a reduction in the number of unexplained absences by 8% compared to the same time

in 2009, partly due to the introduction of the SMS notification system in 2010.

- Employment of a Transition Officer to advise students at risk about their curriculum options and to assist organisation of completion of assessment tasks and redemption of N award warnings.
- Employment of a classroom teacher to address Aboriginal student engagement and establish links with the community.
- Introduction of an Aboriginal parent meeting once per term and implementation of a homework centre. Positive parent feedback received and parents now feel part of the school and their children's education.
- Parent/Community Workshops to engage parents in their child's education and promote student engagement were introduced. Steady growth in the number of parents attending indicates a positive response. Evening workshops for working parents requested.

#### **Future Directions**

- TPL for teachers on embedding technology use in lessons and IWB lesson development to be maintained.
- Employment of an ICT support person (2 days/week) and continued development of DER lessons.
- Continue the employment of a Deputy Principal Technology (1day/week) to oversee ICT skills development and implementation.
- Continue to supplement RTP staffing allocation as results indicate student progress in all areas.
- Funding of SMS system to be maintained as there has been improved communication with parents and increases in parent involvement in school events. SMS system to be used for notification of school events such as parent meetings.
- Employment of School and Work Transition Adviser to support successful transition to work or study.
- Expansion of after school homework centre to every afternoon with a teacher to assist students with assessments and homework.

- Parent workshops to be extended to night time sessions and to include study skills program.

#### **Curriculum**

##### Refugee Transition Program

##### **Background**

There is a significant number of refugee students attending Chester Hill IEC and Chester Hill High School. A DET funded Refugee Transition Program (RTP) has been implemented at the school since 2009. In 2010, the RTP has been supplemented by an additional staff allocation (0.4) using National Partnership funds. A fulltime teacher is addressing the needs of RTP students to improve Literacy and Numeracy levels. As part of the revised Situational Analysis, students, teachers and parents were surveyed about the Refugee Transition Program. 45 students participated in the RTP in 2010.

##### **Findings and conclusions**

- 100% of students on the RTP improved in oral inter-action and reading and 90% improved in writing as assessed using the ESL scales.
- In the student survey, 75% of students reported that their overall literacy skills have improved and 80% of students have noticed an improvement in their study and learning skills.
- 60% of students reported being happier at school and feel they have a better understanding and awareness of the Australian culture. 70% of students report that they are better able to cope with the work in their classes.
- 95% of students would like to participate in the Refugee Transition Program (RTP) again in 2011.
- 88% of teachers of RTP students indicated that they have noted between average to high improvement in overall literacy skills of students with only 75% noting the same improvement in numeracy skills.
- 75% of teachers report that being part of the RTP has assisted students to achieve better results overall in their class.

- Advantages of the program are: individual assistance, literacy focus, catching up with language, learning about Australia, extra help with homework. The disadvantages mainly being missed class time and lesson contact.
- 100% of parents surveyed, noticed an improvement in their children's literacy and study and learning skills and feel that their child is happier at school and are better able to cope with their school work and homework.

#### **Future directions**

- Improvements to the RTP will include:
  - A reduction in the withdrawal time and an increase in, in class support so students aren't missing as much course content.
  - A focus on Numeracy in 2011 as indicated through survey and NAPLAN results.
- The implementation of Refugee Transition Program strategies across the mainstream.
- Continuation of RTP as many of our refugee students are achieving well below age appropriate Literacy and Numeracy levels and still require enculturation into Australian society in terms of transition to work and further study.

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

In 2010 the school sought the opinions of parents, students and teachers about the school.

The Quality of School Life Survey was completed by parents and their responses are presented below.

A cross section of parents were surveyed including refugee, LBOTE and Aboriginal parents. 95% of parents feel welcomed in the school and that the school provides helpful information about their child's progress. 90% indicated that the school takes their concerns seriously and values their help and interest.

91% indicated that the teachers provide a stimulating and challenging environment for their child and the school regularly praises and rewards students when successful.

85% of parents agree that the school is always looking for ways to improve what it does, they receive adequate notice of school events, the annual school report, newsletters and other information informing them on how the school is performing.

90% of parents are pleased that their child attends this school and 95% believe that the school's current aim is to improve the quality of learning and teaching and that it has a safe and secure environment.

Other surveys completed during 2010 by students, staff and parents as part of the National Partnership on Low SES School Communities for the situational analysis report included: the Feedback survey, Reading Strategies, Reading Habits, Quality Learning Environment, Refugee Transition Program, Teaching and Learning and the Quality Teaching surveys.

#### **Professional learning**

All school staff (teaching and non-teaching) have actively participated in Professional Learning activities in 2010.

The five designated school development days focused on areas identified in the school plan: literacy and numeracy, engagement and retention, quality teaching and learning, the Digital Education Revolution and technology, ESL pedagogy and specific reading strategies.

In 2010, the total school expenditure on teacher professional learning was \$109,988 which included the Teacher Professional Learning (TPL) grant plus other sources of funding for professional learning activities such as National Partnership on Low SES Communities and the Digital Education Revolution.

The average expenditure per teacher on professional learning at the school level was approximately \$1000.

The number of new scheme teachers working towards accreditation in 2010 was 6 and the number of new scheme teachers maintaining accreditation at Professional Competence was 14.

A joint school development day with staff from Sefton High School and Birrong Girls High was held at the beginning of Term 2. Cross school and faculty groups discussed "Exceptional Outcomes" achieved by schools. Professor Steve Dinham was

the keynote speaker and he explained what the research is telling us about effective teaching and learning and strategies that really work to improve student learning outcomes.

## School development 2009 – 2011

### Targets for 2011

#### Target 1

***To increase the number of students (in Years 7 and 9) achieving in NAPLAN LITERACY at minimum or above from 84% in 2010 to 90%.***

Strategies to achieve this target include:

- Identification of areas of need and incorporating strategies in teaching and learning activities (using SMART2 data to identify areas) by all faculties
- Individual learning plans for refugee students at IEC and High School
- Faculty focus days on literacy strategy implementation
- Building on partner primary school links and provide release time to develop expertise in middle years in teaching reading
- Continuing implementation of Multilit program
- Refugee Transition Program literacy strategy
- Analysis of ESL student NAPLAN data to identify student performance and develop staff understanding and skills in teaching and learning strategies
- Reviewing Stage 4, 5 and 6 programs in all KLAs to make units more relevant and engaging and provide release time to embed quality reading strategies in faculty/KLA programs, incorporating reading specific lessons and activities.

Our success will be measured by:

- Faculty programs and units of work have embedded reading strategies and literacy skills development
- Stronger links with partner primary schools and increased awareness of teaching reading

- Increased skills in the use of SMART2 data
- 6% decrease in the number of students who achieve in low band in literacy NAPLAN tests

#### 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 56% in 2010 to 62%.***

Strategies to achieve this target include:

- Reading regularly in lessons
- Developing language-based resources to extend students vocabulary and literacy skills in each faculty
- Ensuring reading materials are aimed at student interests and needs
- Introduction of Moodle across all KLAs
- Focusing on sustained writing, systematic and explicit teaching and learning
- Employment of ESL teacher to support LBOTE students in literacy
- Explicit teaching of higher order thinking skills to address interpretation and synthesis in reading.
- TPL to support staff and increase awareness.

Our success is measured by:

- Improved reading skills
- Reading strategies related to subject content
- Improved literacy skills through use of ICT
- Improved use of higher order thinking skills
- Increased teacher awareness of good practice in the teaching of reading
- Increased in the number of students achieving in the top four bands in NAPLAN literacy.

#### Target 3

***To increase the number of students (in Years 7 and 9) achieving in NAPLAN NUMERACY at minimum or above from 88% in 2010 to 90%.***

Strategies to achieve this target include:

- Incorporation of numeracy in connected projects and teaching programs for Year 5/6

students at partner primary schools (STUN 1 and STUN 2)

- Employment of a classroom teacher to support students not meeting benchmarks in numeracy
- Analysis of data and the identification of areas for improvement (Number, Data, Measurement, Geometry/Space)
- KLAs incorporating teaching strategies in their teaching programs to address areas for improvement.

Our success will be measured by:

- SMART2 Data results indicate increase in students (in Years 7 and 9) achieving at minimum or above
- Follow-up analysis of project data with partner 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 61% in 2010 to 67%.***

Strategies to achieve this target include:

- Identifying areas for improvement from NAPLAN for targeted teaching of numeracy skills and map these skills to KLAs for subject explicit teaching
- Continuing Mathletics program Years 7-10 and IEC and extend to Year 11
- Individual extension work in IEC and High School
- Encouraging participation in Mathematics competition.

Our success will be measured by:

- Improved NAPLAN NUMERACY results Years 5 → 7 and Years 7 → 9
- Improved achievement in proficient band level numeracy
- Greater number of students entering external Mathematics competitions.

#### **Target 5**

***To increase retention rates from 69.3% in 2010 to 70.3% in 2011. To increase attendance from 92.1% in 2010 to 92.5% in 2011.***

Strategies to achieve this target include:

- Appointment of a School to Work Transition Adviser
- Visits to other schools to identify effective strategies and review attendance strategies in place at a school with high attendance rates (Sefton HS)
- Establishing new non-ATAR curriculum options and structures for targeting students including refugee students, late-to-school students and students at risk
- Expanding and consolidating and refining existing mentoring program
- Flexible timetabling options such as school based apprenticeships, part-time employment/TAFE
- Continuing SMS messaging to parents of students absent from school or late to school.

Our success will be measured by:

- Increased numbers of students staying on to Years 11 and 12
- Increased use of alternate pathways/industry links to extend learning opportunities
- An increase in the completion rates in fulltime education post 15 years
- Decreases in whole day absences and partial truancy.

## 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 C Mateus	Deputy Principal
Ms J Cremin	Head Teacher English
Mrs M Liao	Head Teacher IEC
Mr M Milne	Head Teacher Administration
Ms L Criola	Head Teacher Engagement
Mrs D Howard	SASS
Mrs F Corish	Parent
Miss N Ambrose	Student

## 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>