

Chester Hill High School

Annual School Report



2011



Messages

Principal's message

Chester Hill High School is a large, culturally diverse comprehensive school meeting the needs of our community. With over 1000 students and 100 dedicated staff our school continues to provide the full range of educational opportunities and services. The School's Motto "Strength in Unity, Excellence in Education" reflects the values of the school: safety, respect, learning and belonging. The school attracts students from outside its immediate area due to its good reputation and to the presence of its dynamic Intensive English Centre.

In 2011 CHHS achieved excellent HSC results with over 60% of ATAR students gaining university places. We competed fiercely but fairly on the sporting field with many students making representative teams. We assisted students from over 70 countries and over 50 language backgrounds achieve their best through academic and/or leadership opportunities. We helped 120 refugee or refugee-like students settle into Australia. We met regularly with and helped inform six different parental groups who represent our strength in cultural diversity. Therefore our school is rightfully proud of its academic, sporting and cultural programs and has been acknowledged at region and state level as a high performing school.

2011 saw the second year of the Federal Government's National Partnership program and its corresponding initiatives to improve the learning outcomes of our students. Our National Partnership projects have focused on: Teacher Professional Learning, reading development, continued support of students whose language background is not English, student engagement and catering for gifted and talented students, integration of ICT and Aboriginal 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.

Mr B Miller, Principal

P & C and/or School Council message

All parents are warmly invited to participate in school governance. The P&C is a parent group, which meets twice a term (second Tuesday in the month) to confer with the school's executive, and gain an insight into the educational and social programs offered by the school. An important component of meetings is an open forum where parents have the opportunity to discuss and raise matters of interest.

The School Council also meets twice per term, which is comprised of parent representatives from the P&C, the community, and staff and students. The Council provides regular input and guidance to the Principal, and the Deputy Principals who recurrently consult with the various parent bodies through the Council, the P&C and the various parent language group meetings (Arabic, Vietnamese, Aboriginal and Pacific Island Community language groups).

The main outcomes in 2011 were the successful presentation and consideration of policies on non-progression, an elaborate positive merit scheme, the introduction of the High Achiever's class in Year 7 and the school's enrolment policy.

At the conclusion of the year, particular thanks must go to Mrs Fay Corish, who has ably led both the P&C and the School Council for many years as President. Mrs Corish has been a steadfast supporter of the school for 8 years, successfully liaising with all parents, the school executive, members of the wider community, staff and students, and with Department officers. With her last daughter leaving Year 12 at the end of 2011, her guidance and expertise will be sorely missed by the school and parent community.

Mr D Melville



Student Representative's message

The Student Representative Council (SRC) at Chester Hill High School is made up of four students from each grade in the school. In addition to the senior prefects, in 2011 we had an Aboriginal SRC member chosen by the School Executive for the first time.

The SRC's role in the school is to be a vehicle for communication between students and staff. Throughout 2011, the SRC was involved in a number of charity fundraising activities. These included the 40 Hour Famine, World's Greatest Shave, and fundraising to support the Red Cross Appeal for the Japan and New Zealand natural disasters as well as the Queensland Flood Appeal. We sold roses for Valentine's Day and candy canes for Christmas to provide additional charity support.

In 2011, we continued with our environmental initiatives by participating in the Youth Environmental expo at the University of Western Sydney, Clean Up Australia Day, and our regular recycling duties. We also were able to lead all school assemblies and host all year meetings.

Corey Minett

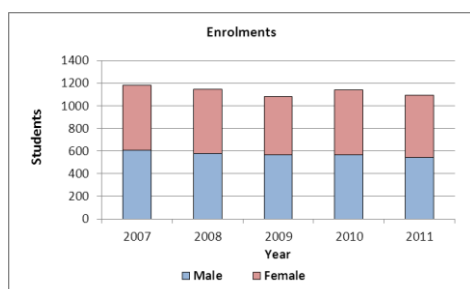
School context

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

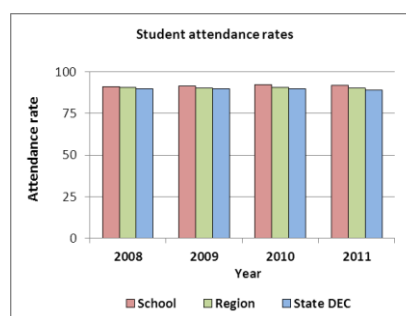
There were 1092 students enrolled at Chester Hill High School in February, 2011. In total, and including the students from the Intensive English Centre (IEC), there were 543 males and 549 females. Enrolments included 30 international students and 88 refugees. Students from the IEC are continuing to enrol directly into Chester Hill High School.



Gender	2007	2008	2009	2010	2011
Male	610	579	567	564	543
Female	570	566	518	579	549

Student attendance profile

The positive attendance strategies implemented at Chester Hill High School in 2011 continue to support strong attendance patterns across all year groups. The data reflects that our overall attendance rate is 1.7 above the region and 2.6 above the State. There has been an upward trend in attendance data for Chester Hill High School since 2008 with a 0.7 point improvement in overall attendance in contrast to the 0.6 point decline in the region and 0.7 decline in the State's attendance data since 2008.



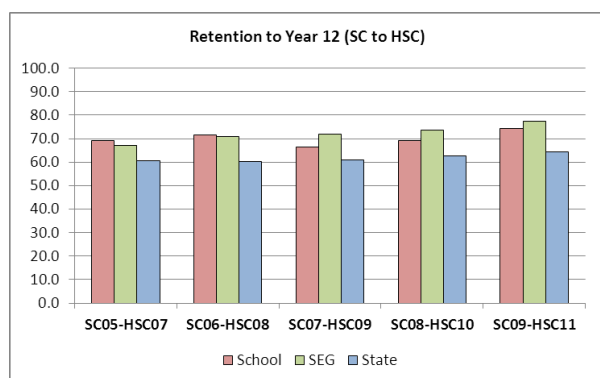
	Year	2008	2009	2010	2011
	7		93.2	95.3	93.9
School	8		92.4	92.4	92.4
	9		90.1	91.8	89.5
	10		92.3	89.9	91.1
	11		90.8	92.0	91.7
	12		88.2	91.8	92.8
	Total	91.1	91.3	92.1	91.8
Region	7		92.9	93.7	93.6
	8		90.9	91.5	91.4
	9		89.4	90.4	90.2
	10		88.9	89.1	88.3
	11		89.6	89.6	87.9
	12		89.6	90.0	89.5
	Total	90.7	90.1	90.7	90.1
State DEC	7		92.3	92.6	92.5
	8		90.0	90.5	90.1
	9		88.8	89.1	88.8
	10		88.7	88.3	87.1
	11		89.4	89.1	87.6
	12		89.4	89.8	89.2
	Total	89.9	89.7	89.9	89.2

Management of non-attendance

The positive attendance strategy at Chester Hill High School continues to support and strengthen maximized learning outcomes through improved attendance rates. The collective efforts of the Head Teacher Administration, the Executive Team and all staff, allows the school to closely monitor and support student attendance. In 2011, there was an 11% reduction in unexplained absences through the use of the automated SMS sent to parents to inform them of student absences and truancy. Weekly reports presented at the Welfare and Executive meetings as well as letters, phone contact and Community Liaison Officer support have, together, enhanced communication processes between the school and parent body and improved the attendance rates in 2011.

Retention to Year 12

Of the student cohort sitting for the School Certificate in 2009, 74.4% completed their HSC in 2011. This is significant improvement from the data for 2010 (69.3%). The retention rates were the highest recorded since 2007 reflecting the high levels of student engagement and the effectiveness of the ATAR/NON-ATAR pathways provided to the students. The retention rates were in 2011, 10% higher than the State retention rates.



	SC05-HSC07	SC06-HSC08	SC07-HSC09	SC08-HSC10	SC09-HSC11
School	69.2	71.6	66.5	69.3	74.4
SEG	67.0	70.9	72.0	73.5	77.5
State	60.8	60.3	61.0	62.7	64.4

Post-school destinations

The feedback from our Year 12 students from 2011 was very positive. We had 97% participation

in this survey. Of the students not able to respond, 2 of the 5 have gone overseas to live and 1 has moved interstate.

Of the 94 students that were offered a place at university 2 chose to defer and take a Gap Year in order to work and save to pay their way through university. They are counted in this group to reflect the number of university places offered to our students. Also included in this group are three students that accepted places at university colleges.

Of the 21 students that are in TAFE courses, nine had studied a VET subject for the HSC and two students received credit transfers, both in the IT field. Most students commented that studying a VET subject at school prepared them for TAFE. We had 10 students going to private colleges seeking specialty courses such as music, acting and fast-tracked business courses.

University – 62.25%

TAFE- 13.91%

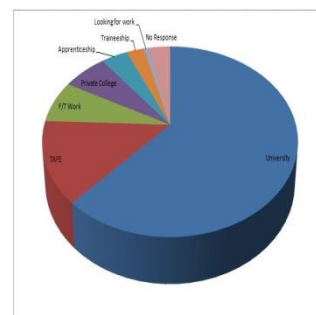
Full-time work – 7.29%

Private College – 6.62%

Apprenticeship – 3.98%

Traineeship – 2.65%

No response – 3.31%



Year 12 students undertaking vocational or trade training

The students working full-time articulated specific career plans for further study and work in the near future.

The traineeship group included: two students who were accepted in the ADF; one student is in the process of applying for the NSW Fire and Rescue Services; one student accepted a traineeship with UWS and one student who completed a SBAT was granted a traineeship with his employer (The Attorney General's Office) whilst enrolled at UWS in a Bachelor of Social Science.



Knitting

Year 12 students attaining HSC or equivalent vocational educational qualification

In 2011, Chester Hill High School offered four Industry Curriculum Framework VET courses including Business Services, Construction, Information Technology and Retail Services. 39% of Year 12 students undertook vocational or trade training in 2011.

Staff information

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

In 2011, the total teaching and support staff was 121.4. The composition of the school's teaching and support staff is outlined in the table below.

Staff establishment

Position	Number
Principal	1
Deputy Principal(s)	2
Head Teachers	13
Classroom Teachers	80.1
Support Teacher Learning Assistance	1.8
Teacher Librarian	1
Teacher of ESL	4
Counsellor	0.8
School Administrative & Support Staff	17
Total	121.4

The teachers at Chester Hill High School are highly qualified and experienced staff. There are a significant number of teachers who have been employed at the school for more than 10 years. There are also 21% of staff who are New Scheme Teachers (in the first five years of their teaching career).

Staff retention

In 2011, there were a number of changes in our permanent staff. Mr Brian Miller was appointed as the Principal, Ms Pikoulas as Deputy Principal and teachers Kate Mulheron, Sarah Ing, Penny Poon, Colin Carroll and Ashleigh Hawkins.

We also saw the retirement of a number of outstanding teachers including: Deputy Principal - Mrs McNab - Head Teacher PDHPE - Mr Ryan, Head Teacher History - Mr Brown Technology Teacher - Mrs Payne and Mathematics - Mr Thanogiannis. We also said farewell to Mrs Goodwin, Visual Arts Teacher.

Teacher qualifications

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

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Qualifications	% of staff
Degree or Diploma	72
Postgraduate	28

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:	30/11/2011
Income	\$
Balance brought forward	704135.72
Global funds	519748.48
Tied funds	525979.13
School & community sources	304778.12
Interest	41991.17
Trust receipts	139034.63
Canteen	0.00
Total income	2235667.25
Expenditure	
Teaching & learning	
Key learning areas	128709.26
Excursions	49565.82
Extracurricular dissections	49807.80
Library	18718.57
Training & development	26104.91
Tied funds	532204.99
Casual relief teachers	147641.97
Administration & office	167879.89
School-operated canteen	0.00
Utilities	134478.29
Maintenance	88536.04
Trust accounts	136071.22
Capital programs	36187.89
Total expenditure	1515906.65
Balance carried forward	719760.60

A full copy of the school's 2011 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.

SRC



School performance 2011

Debating and Public Speaking

In 2011, students from Years 7 to Year 11 participated in the Premier's Debating challenge. The Year 7 cohort was involved in an inter-class debating program so as to advance debating skills and identify talented debaters who were then chosen to represent the school in the Premier's Debating Challenge. The debating topics were based on issues relating to Education, Politics, Media, Current Affairs and the Environment.

The Debating Co-ordinators (Ms Gurr – Year 7, Ms Kivilcim – Year 8, Mr Dablan – Year 9, Mr Nolan – Year 10 and Ms Abdulhadi – Year 11) provided an ongoing, rich program targeting debating skill development.

Students from Years 7 to Year 11 also participated in the Public Speaking Challenge. Jessie Huynh and Chantelle Matar competed at Regional level and were required to present a prepared speech followed by an impromptu speech.

Writers Group

The 2011 Writers' Group attended the Sydney Writers' Festival Schools Day, where students listened to authors speak about the inspiration and techniques utilised for effective writing.

Through the course of the year, talented Year 7 and Year 8 students worked on planning, and editing short works of creative writing. The students showcased their work at a Writers' Group Morning Tea with parents and special guests. Students presented their published work, shared extracts of their work with the audience and were able to demonstrate remarkable flair and originality in their writing. The students works were published in "The Chester Hill High School Writers' Collection of Short Stories 2011".

Chester Hill Intensive English Centre

The Intensive English Centre (IEC) aims to prepare newly arrived high school aged students from countries where English is not their first language of instruction, for transition to mainstream in a period of nine to twelve months.

In 2011, enrolments comprised of students from twenty-five countries, ranging from internationals with uninterrupted schooling to refugees with severely disrupted schooling.

All teachers, in addition to being trained English as a Second Language (ESL), have expertise in specific Key Learning Areas and are qualified to teach the high school curriculum. In 2011 the majority of staff completed the Teaching English to Language Learners (TELL) course.

In the IEC, the curriculum consists of an intensive English program developed by the Multicultural Programs Unit and the Board of Studies key learning areas content and skills for Stages 4, 5 and 6.

Students are assessed on their oral competency, literacy and numeracy abilities at entry level and age appropriately placed in Foundation, Level 1, 2 or 3 English level classes. English language is taught in context in the core subjects: English, Mathematics, Science, History, Geography, Computer Studies and Sports.

In addition to preparing students with the academic curriculum, the Intensive English Centre also places high priority on student welfare and learning support. Timetabled welfare classes are scheduled to target settling-in issues.

Active partnerships with numerous community organisations, the Australian Business and Community Network and Optus also provide valuable mentoring and enrichment programs to help raise the confidence of students and facilitate integration in a new country.

In 2011, cross-linkages in Mathematics, Visual Arts, Drama and Industrial Arts between the high school and the Intensive English Centre where students were being team-taught by high school and IEC teachers, in high school classrooms and workshops, further enhanced the successful preparation for transition into mainstream.

Achievements

Arts

Chester Hill High School entered the annual Doodle for Google competition in 2011. This competition had as its theme: OUR FUTURE AUSTRALIA. All students were invited to enter and a number of classes completed a unit of work in class on this theme. Shannon Huang of Year 7 (2011) was chosen by the National panel of judges as the NSW finalist for her age group and her work was displayed on their website.

In 2011, all Year 7 students participated in the Open Gallery Program at the Art Gallery of NSW. This program is fully supported by Optus and the Art Gallery of NSW and is an outstanding program that gives our students an opportunity to engage with the Gallery collection under the supervision of experienced guides. The students spent the entire day at the gallery and explored the meaning of a number of selected works. They came away from the day enthused and excited about their experience.

Nominated students from the School and the IEC were involved in the '100 Faces Program' in conjunction with ABCN (Optus). This involved the students attending excursions to the Art Gallery of NSW and Optus Head Office. Students were mentored by Optus employees and this process resulted in the students creating a digital avatar, an artwork and a story about themselves that was exhibited at the Optus Head Office and at the school. A booklet containing the special stories and images of the students' work was also published.

The Year 9 and 10 students also attended their annual excursions to The Mount Annan Botanic Gardens and the Fish Markets. Students spent their day immersed in their local environment and created sketches reflecting their experiences. They converted their drawings into designs that were then painted onto large canvases. Many of these paintings are displayed in various locations around the school.

Year 11 and 12 students attended excursions to Art Express at the Art Gallery of NSW and at Olympic Park, Homebush. In 2011, for the first time, students also viewed the outdoor gallery or Graffiti Art at Mays Lane in St Peters.

The Video Production Crew was responsible for the video production and editing of the Flag Day multi-media presentation and then for the filming and editing of the entire three performances. Professional video cameras were hired for the occasion to capture the performance. The Video Production Crew also captured and edited the School Talent Day and various other events that took place throughout the course of the year.

The Music Department under the dynamic leadership of Ms Arnold (Coordinator) and Mr Htoo provided many opportunities for students across all stages to showcase their musical skill and talents. Students actively participated in

ensemble work and performed in various assemblies. The Music Department organised numerous concerts and programs including the HSC Music Evening, the Year Ten concert, performances and presentation assemblies, choir, the ConVerge vocal program in which the students were able to perform at the Conservatorium of Music, and the percussion ensemble. Students performed at Flag Day and also at Year Assemblies.

Priority School Program

PSP funding contributed to whole school improvement in 2011. PSP funding allowed a significant number of initiatives to be offered to engage our learners, professionally develop staff, strengthen community links and ultimately improve learning outcomes for all students. The programs offered through PSP provided opportunities for improvements in student literacy and numeracy as reflected in pre and post assessment school data.

Our Positive Behaviour for Learning Strategy was extended further with the creation and implementation of our Positive Recognition Scheme to acknowledge and celebrate student achievement.

PSP funding was successfully utilised to up train teachers in the effective use of NAPLAN data so that teachers are equipped with the skills to access SMART 2 data, create class lists, identify student needs and access resources to support student learning.

PB4L Positive Recognition Scheme

The Chester Hill High School Positive Recognition Scheme was developed in 2011 as an extension to the PB4L initiative. Bronze, Silver and Gold levels have been established in the merit scheme to allow students to build upon their successes and school recognition each year. Principal's commendation letters are also presented on assembly every Monday morning publically recognising student excellence.

PB4L signage was placed in every classroom and a number of workshops with an anti-bullying focus were run throughout the course of the year.

Staff, students and parents have responded positively to the Positive Recognition Scheme. Students accept the Principal's Commendation letters with pride. There has been a noticeable

shift in the school culture with a focus on and recognition of positive behavior.

Staffing Supplementation

PSP Staffing supplementation (2.3 total) offered significant support specifically for our ESL, middle band and low ability pupils. Reduced class sizes from Year 7 to Year 10 allow for intensive and explicit language pedagogy to cater for our ESL learners' needs. Staffing supplementation in Learning Support contributed to team teaching and support in program modification for mainstream teachers.

The PSP staffing supplementation was also utilised to provide ongoing professional learning for staff with a focus on curriculum differentiation through the Middle Band Strategy.

High Resolves Program

The High Resolves Program involved the delivery of the "Collective Identity" and "Social Justice" modules to Year 8 and Year 10 leaders. This program involved six whole-day workshops focusing on social inequality and our capacity to contribute to and transform the world in which we live.

Heightened student awareness of social issues and greater tolerance and empathy for others was a key focus. Students in Year 8 established a "Social Justice" Team and coordinated a number of student-driven fundraising initiatives to support Oxfam. Students also supported the intergenerational Nan Tien Temple outing with elderly community members through the Coolaburoo Neighbourhood Centre.

Home, School and Community Partnerships

Home, School and Community Partnerships were strengthened in 2011 due to the active work of our Head Teacher Engagement, Mrs Watts, together with our five CLOs (Community Liaison Officers) (Arabic, Karen, Vietnamese, Pacific Island Communities and Aboriginal which is funded by National Partnership). In 2011 we increased the number of parent workshops to two meetings per term and offered additional meetings to target specific community needs e.g. Kenneth Nathan a guest speaker presented "Bridging Relationships Through Conflict", "How to prepare your child for NAPLAN success", "Understanding Teenagers" etc. On average 20 to 30 parents attended each meeting. We continued

with the successful publications of the school newsletter in Arabic, Karen, Dari, Cantonese, Mandarin and Vietnamese.

The NON-ATAR Task Force interviewed every year 10 student with their parent/s after the Decision Time meeting to support appropriate subject selection for Year 11 in 2012.

2011 Theatre Visits

In 2011 every student at Chester Hill High School had the opportunity of attending the theatre. All students in Year 12 attended a performance of their HSC text, with plays as diverse as 'Rainbow's End' to 'As You Like It' being viewed. Year 11 students were able to attend a performance of the highly acclaimed 'Belong' by the Bangarra Dance Company at the Sydney Opera House. Junior students also attended performances of 'Random' and 'Wolf' at the Sydney Opera House.

Sport

2011 was again a very successful year for Chester Hill High School in the sporting arena. Led by our dedicated and motivated team of sports teachers, CHHS students performed well in all carnivals in 2011. We also sent a large 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 2011 with a number of teams gaining places in the top 16 in the region
- Several students were successful in gaining selection into Zone and Regional Teams in swimming, athletics and cross country, rugby league, soccer, and boys and girls netball. We were also fortunate to have three students compete at the State Cross Country championships
- Our Year 7 Integrated Sport Program ran on a weekly basis and Gala Days were held on two occasions which were extremely successful days. Our students participated in a wide variety of sports. This program fostered sportsmanship, skill development and raised awareness of the benefits of physical activity throughout the program.
- Throughout 2011, CHHS competed in the weekly Bankstown Zone Secondary School Sports Program and participated in the three

annual Carnivals. Age Champions and Premierships were celebrated at our Annual School Sports Assembly.

Other

Flag Day

The 15th Annual Multicultural Flag Day Ceremony held on the 23rd and 24th June, 2011 was a resounding success. Once again, the Chester Hill High School team of parents, students, teachers and wider school staff came together to showcase our unity and diversity. The program ran for two hours and included a speech by the Governor of NSW, Her Excellency Marie Bashir and also a student speaker who shared his story of life in Sierra Leone and his family's journey to Australia. Over 300 students participated in the ceremony as singers, dancers, musicians, choristers, light and sound crew and camera operators. The fact that the ceremony was presented three times and that we had made the last ceremony a ticketed event, which sold out, is testament to its popularity with families and the local community. The mentors and other agencies in the wider community who work with Chester Hill High School also had the opportunity to attend. The ceremony was highlighted in a broadcast on SBS news.

Flag Day gives students an opportunity to shine and "Watch us Shine" was the theme in 2011. Flag Day is highly anticipated and valued and, as an event, acts as the glue that binds the community together at Chester Hill High School.

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)

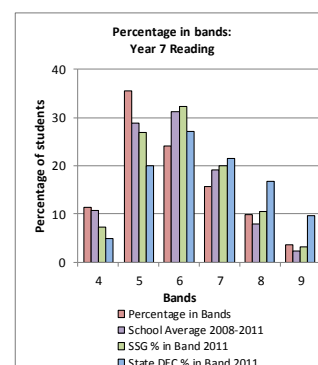
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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

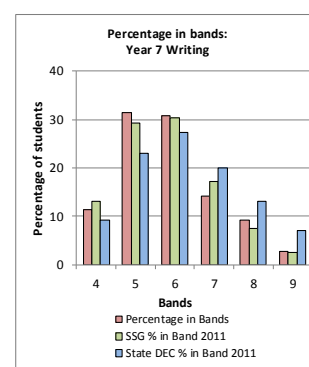
Reading

In Reading, 88.7% of students achieved at or above the minimum standard (Bands 5-9). This is slightly below the school average (2008-2011) at 89.2%. There was a significant increase in the number of students achieving at the proficient level (Bands 8 and 9) with an increase from 10.1% School average (2008-2011) to 13.4% in 2011.



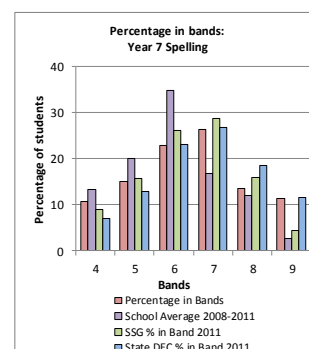
Writing

In Writing, 88.6% of students achieved at or above the minimum standard (Bands 5-9). This is a significant improvement in comparison to results in writing in 2010. This result is above the Statistically Similar Group (SSG) which achieved 87% at or above minimum standard.



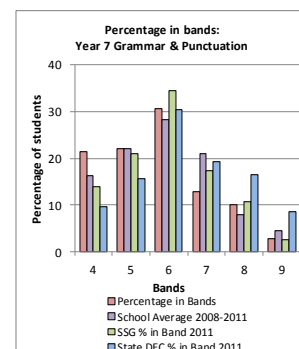
Spelling

In Spelling, 89.3% of students achieved at or above minimum standard (Bands 5-9). This is above school average 2008-2011 (+2.5%) and slightly below SSG (-1.6%).



Grammar and Punctuation

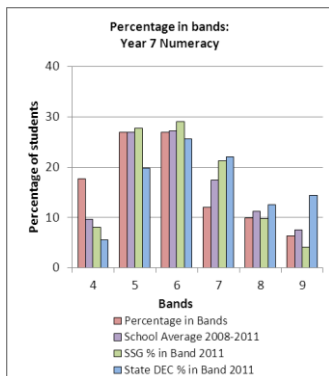
In Grammar and Punctuation, 78.6% of students achieved at or above minimum standard (Bands 5-9). This marks an improvement from 2010 (+1.4%). This is significantly lower though than the school average from 2008-



2011 (-5.2%) and lower than both SSG and State scoring 86% and 90.4% respectively.

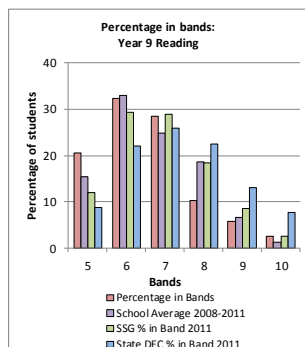
Numeracy – NAPLAN Year 7

In the Numeracy component of NAPLAN, 82.3% achieved at or above the minimum standard (Bands 5-9). This is 8% below the school average 2008-2011, 9.5% below the SSG and 12% below State. 16.3% achieved at the proficient level (Bands 8 and 9) which was above the SSG (13.9%).

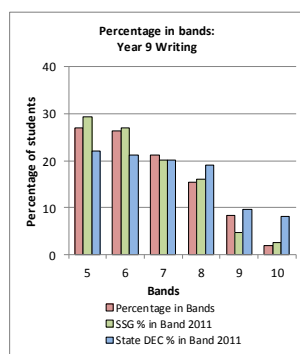


Literacy – NAPLAN Year 9

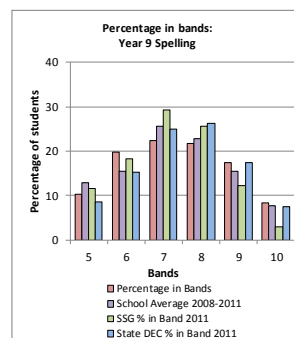
In Reading, 79.4% of students achieved at or above the minimum standard (Bands 6-10). This is below the school average 2008-2011 (-5%), below SSG (-8.4%) and also below state (-11.9%). The percentage of students achieving in the proficient level (Bands 9 and 10) improved by 8.4% in comparison with the school average 2008-2011 at 8%.



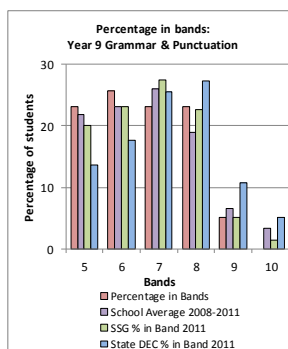
In Writing, 73.1% of students achieved at or above the minimum standard (Bands 6-10). This is considerably higher than the SSG (70.4%) but lower than the State average at 78.2%. At the proficient levels (Band 9 and 10) students at Chester Hill performed 3% above the SSG.



In Spelling, 89.7% of students achieved at or above minimum standard (Bands 6-10). This is higher than both the school average 2008-2011 (+2.7%) and the SSG (+1.5%). This result reflects a 5.2% increase from the 2010 results.

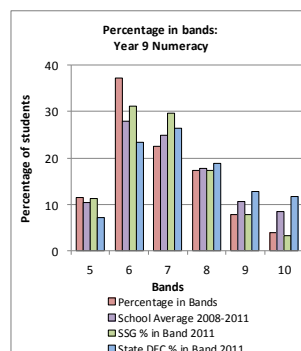


In Grammar and Punctuation, 76.9% of students achieved at or above minimum standard (Bands 6-10). This is slightly below the school average 2008-2011 (78.2%) and the SSG (79.9%). Students achieving at the proficient level were 5.1% in comparison with 10.1% school average, 6.6% at SSG and 15.8% at state level.



Numeracy – NAPLAN Year 9

88.5% achieved at or above the minimum standard (Bands 6-10). This is slightly below the school average 2008-2011 (-1.2%) and the SSG average (-0.5%). 11.5% achieved at the proficient level in comparison to 19.1% achieving at the same level in the school average 2008-2011. At the proficient level, students performed 0.5% above the SSG.

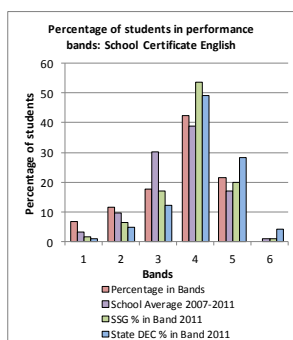


Bastille Day

School Certificate

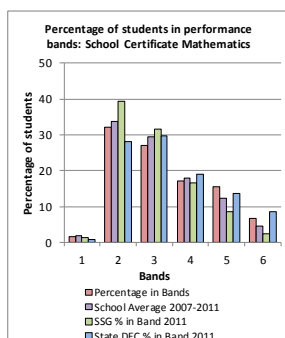
English – Literacy

81.8% achieved in the top 4 bands, 5.1% lower than the school average 2007-2011, for the same band range. The SSG had 91.7% achieving in the top 4 bands which is 9.9% above the school percentage rate.



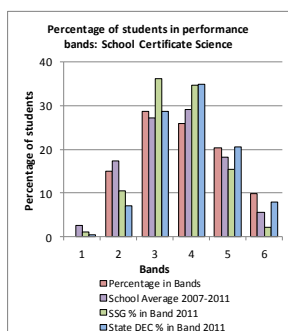
Mathematics

The School Certificate data reflects that 66.3% of our students achieved in the top 4 bands which is 1.9% above the school average 2007-2011. 22.1% achieved in the two highest bands which is 5.2% above the school average 2007-2011 and 11.1% above the SSG. The data reflects that Chester Hill High performed only 0.2% below the State.



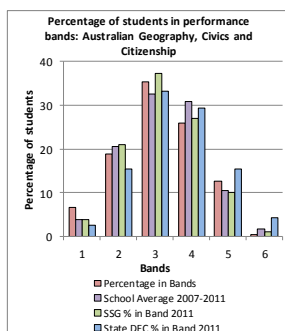
Science

In 2011, Science achieved outstanding results in the School Certificate. 85% achieved in the top 4 bands which is 4.9% above the school average and 3.4% below the SSG. 30.3% achieved a band 5 or a band 6 which is 12.7% above the SSG and 1.7% above the state percentage. This is an impressive result.



Australian Geography, Civics and Citizenship

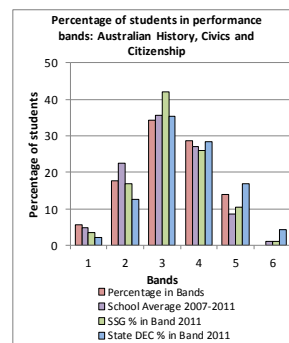
74.7% students achieved in the top 4 bands in Australian Geography, Civics and Citizenship. This is 0.7% below the school average 2007-2011. In bands 5 and 6, students



achieved 1.3% above the school average 2007-2011. Overall, our students performed 7.4% below the State.

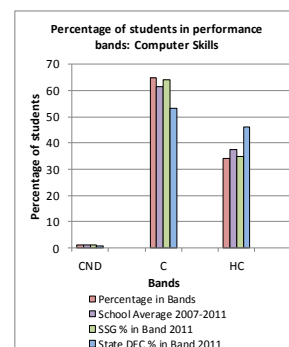
Australian History, Civics and Citizenship

76.8% of our students achieved in the top 4 bands in 2011. This is 4.3% above the school average 2007-2011 and 2.8% below the SSG. 13.8% of students achieved in the top two bands which is above the school average by 3.9%.



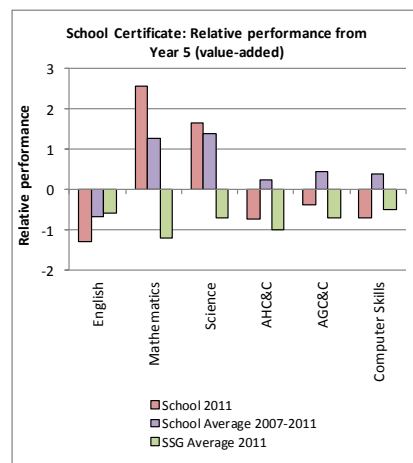
Computer Skills

In the Computer Skills assessment, 98.9% of students achieved either competent or highly competent. This was 1.1% above the school average 2007-2011 and 0.3% below the State average.



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

There has been growth in performance in students from Year 5 to Year 10 in Maths (+2.6%) and Science (+1.6%). In these two subject areas our value added was markedly higher than both the school average and SSG average.



Higher School Certificate

In 2011, 151 students sat for the Higher School Certificate (HSC). 141 students applied for an ATAR and in total sat 769 exams.

Students achieved 30 band 6s, (4% of candidature from Chester Hill High), 208 band 5s (27% of candidature) and 191 band 4s (24% of candidature).

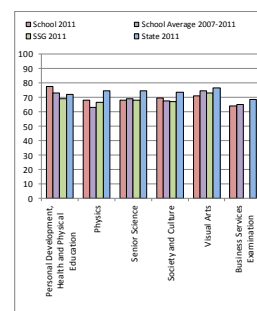
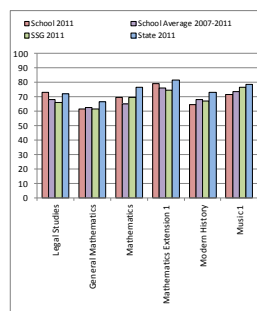
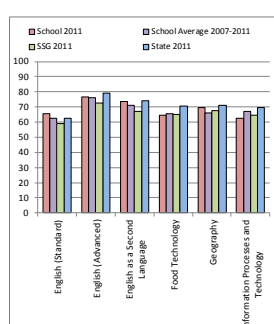
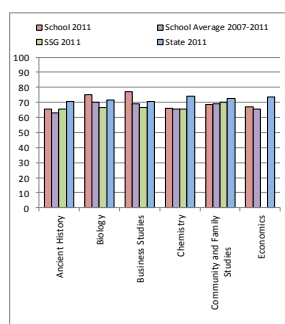
In comparison, in 2010 students achieved 15 Band 6s, 86 Band 5s and 204 Band 4s. This marks a significant improvement in student performance.

48 students scored above 87% in individual HSC exams and 97 students were offered a university place.

10 students achieved ATARs (Australian Tertiary Admission Rank) above 90; 21 students achieved ATARs above 80 and an additional 8 achieved ATARs over 75. In total 39 students achieved an ATAR above 75.

In 2011, several courses achieved above the State average including Biology (+3.6%), Business Studies (+6.3%), Design and Technology, English Standard (+3.4%), English as a Second Language, Mathematics Extension 2, Legal Studies and PDHPE (+5.4%). These courses achieved an average of 3.78% above the State average.

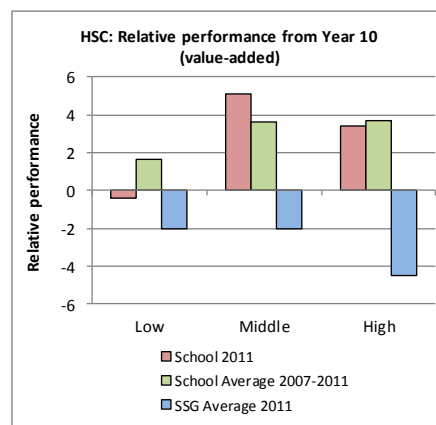
Higher School Certificate Course summary graphs are provided to show the mean score of students in each 2011 HSC course with 10 or more candidates within the school, the school average 2006-2011, the statistically similar school group 2011 (SSG) and the State mean in 2011.



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

The following graph shows that students achieving at Band 5 or Band 6 level have improved value-added results from the School Certificate to the HSC (+3.4%) compared to the SSG average 2011 (-4.5%). This reflects a significant improvement in value-adding for the school +7.9% in 2011 compared to the statistically Similar School Group.

In the middle range, including Band 4s there was value-adding to the value of 5.1% in comparison to -2.0% for the SSG.



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.

Significant programs and initiatives

Multicultural education

Chester Hill High School is a culturally diverse school that celebrates multiculturalism and strives through every facet of school life to achieve 'Strength in Unity, Excellence in Education' as encapsulated in the school motto.

Multicultural education is embedded in teaching and learning programs across all Key Learning Areas and all stages. Background and cultural knowledge is fused into class activities to support inclusivity and student engagement. Learning tasks encourage cultural understanding and a heightened appreciation of cultural diversity.

The school population consists of more than 85% of students from Language Background Other than English. In 2011, the largest communities were Chinese, Vietnamese, Arabic, Samoan and Tongan. 88 students were identified as of refugee status and we also welcomed 30 international students. Our Community Liaison Officers support our diverse community through interpreting and translating services, translated newsletters and language-specific parent meetings.

Elective ESL classes across each stage as well as the Year 11 Bridging course support the learning needs and linguistic development of each of our ESL learners and new arrivals.

National Partnership Programs

In 2011, Chester Hill High School was in the second year of the National Partnerships Low SES Communities four year program, Chester Hill High School was able to continue with the successful implementation of enriching programs and initiatives to support student and parent engagement and improved learning outcomes for all learners.

In 2011 key National Partnership initiatives included the:

- Employment of the third Deputy Principal (1.0) to oversee all NP programs, strategies and staff to ensure improved student outcomes
- Employment of additional (1.4) ESL staff to assist students in class and to build professional capacity of effective ESL

pedagogy, including use of ESL Scales; analysis of ESL student NAPLAN data to identify student performance and develop staff understanding and skills in teaching and learning strategies – TELL Program Training for staff

- Employment of HT Teaching and Learning
- CT (0.8) employed for Intensive Literacy skills development for Year 7 and 8 students targeting middle band students achieving at or below NMS.
- Introduction of Computer Literacy and Numeracy classes using MOODLE.
- Employment of CT (0.6) to support students not meeting benchmarks in numeracy and literacy with a particular focus on MULTILIT
- Employment of HT Student Engagement to implement Student Review Program, Student Engagement Program and Refugee Transition Program; coordinate the Community of Schools initiatives, after school Homework Centre and parent/community workshops held fortnightly during the day and in the evenings.
- Employment of IT teacher (0.4) & DP Technology (0.2) for TPL. Develop related teacher professional learning videos for teacher use online as well as workshops on IWB lesson development and Moodle.
- Employment of CT (1.0) to develop Aboriginal Program to develop PLPs (Personalised Learning Plans) for each Aboriginal student; provide in-class and withdrawal assistance and coordinate the after school homework centre; coordinate Aboriginal Parent meetings each term; and coordinate cultural opportunities to showcase Aboriginal culture.
- Strengthened PS links to develop expertise in teaching reading (middle years); Teachers in HS and PS collaborated in Professional Learning in the use of specific reading strategies to improve outcomes for learners.
- Review of programs in KLAs to embed specific reading strategies and incorporating reading

specific lessons and activities in faculty/KLA programs with a specific focus on inferential reading. Explicit teaching of higher order thinking skills to address interpretation and synthesis in reading

- Numeracy CT (0.4) at IEC to extend and assist students with language barriers and provide opportunities for high achieving students at IEC
- Purchase site license for Mathletics Program for all students in HS Years 7-10 and IEC.
- Middle Band Workshops with a focus on Quality Teaching and Assessment and the development of sustained writing responses.

Other programs

Refugee Transition Program

Chester Hill High School has been part of the Refugee Transition Program (RTP) for four years. RTP works with students who have refugee status. There are, in total, 120 students of refugee status at Chester Hill High School. Targeted students included in the RTP program are provided with additional support from Mrs Fenton and Mr Criniti. In 2011, twelve RTP students were offered scholarships to assist financially with their studies.

RTP students are offered support both in the classroom and every Tuesday afternoon through the homework tutorial program. In this afternoon program additional support is offered from students from the University of New South Wales.

Throughout the year, students work on a rich task to help build their confidence and language skills. The 2011 rich task was 'Masterchef' where students researched a recipe, shopped for the ingredients and cooked their meals.

Student Engagement

In 2011, Chester Hill High School had numerous programs aimed at Student Engagement. The school developed a number of partnerships with various organisations to help support the student body. One such program was the ASPIRE Program through the University of New South Wales where students were briefed about the University Admissions Index and the Access

Scheme; active goal setting and spent a day at university to experience university life.

iTrack is a mentoring program coordinated by the Smith Family. Through this program, fifteen students went online once a week for a semester and spoke to a mentor who works as a lawyer, banker or is in the field of IT. The students met their mentors three times during the program and participated actively in activities based on self-esteem, effective decision-making processes and goal setting.

Through the Student Engagement AFL Program the school worked with 30 male Year 10 students with a strong focus on goal setting and striving to achieve one's personal best. Part of the program involved participating in sport and transferring the skills on the sporting field to the classroom and work place. Students who participated in the program in 2011 were offered the opportunity to complete a TAFE Certificate in a variety of courses.

Our Engagement Programs extend beyond working with students. Engaging and fostering positive relationships with our parent community is valued at Chester Hill High School. In 2011 we ran a workshop every fortnight inviting parents to come to the school to meet and discuss topics that affect their children e.g. School Certificate Preparation, Naplan and positive parenting. These meetings were well attended.



Swimming Carnival



Presentation Day



Art Excursion

Progress on 2011 targets

The Principal, Deputy Principals, Head Teachers and KLA Coordinators worked collaboratively with teachers to embed effective strategies into faculty and team plans to ensure that the 2011 targets were addressed. There was a significant emphasis on professional learning with the aim to develop and deliver teaching and learning programs and practices in the school that modeled best practice.

Throughout 2011, executive meetings, executive conferences and staff meetings were utilised as a vehicle to report progress on the school targets. An Extension Evaluation Report was developed to provide an analysis of school progress as part of the National Partnerships on Low SES School Communities accountability measures.

Focus groups, interviews and surveys involving parents, students and staff were used as a mechanism to gain feedback and use the information and data provided to inform whole-school targets for 2012.

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%.

Our achievements include:

- 89% of students in Year 7 achieved in NAPLAN Reading at NMS (National Minimum Standard) or above
- 79% of students in Year 9 achieved in NAPLAN Reading at NMS or above
- Students below minimum bands at NAPLAN use reading techniques in the classroom and have improved in their reading. 13 out of 23 students improved by more than 1 year in their reading ability using the MULTILIT program.
- 60% of students that participated in the Year 7 Literacy groups recorded a NAPLAN Reading growth of more than 40 points
- Year 7 students improved literacy skills through the use of ICT in Computer Literacy lessons. Students have improved considerably as reflected in all pre and post-test data.

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%.

Our achievements include:

- 54% of students in Year 7 achieved in NAPLAN Reading above NMS
- 47% of students in Year 9 achieved in NAPLAN Reading at above NMS
- 18% of staff attended workshops on improving student results in the middle bands. These Middle Bands Workshops had a focus on Quality Teaching and Assessment and assisting students with the development of extended responses.
- A whole-school focus on sustained writing and systematic and explicit teaching and learning of persuasive writing skills
- Explicit teaching of higher order thinking skills to address interpretation and synthesis in reading

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%.

Our achievements include:

- 82% of students in Year 7 achieved in NAPLAN Numeracy at NMS or above
- 88% of students In Year 9 achieved in NAPLAN Numeracy at NMS or above
- Scheduled Year 7 Computer Numeracy lessons. Data collated from these lessons reflects that students have improved from pre to post-test
- Improved teacher skill in the analysis of data to identify areas of weaknesses from NAPLAN for the targeted teaching of numeracy skills

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%.

Our achievements include:

- 55% of students in Year 7 achieved in NAPLAN Numeracy above NMS
- 51% of students in Year 9 achieved in NAPLAN Numeracy above NAPLAN Numeracy above NMS
- Students in the IEC had access to Mathematics lessons in the HS. Students gained mathematical vocabulary, content and skills needed for comprehending and answering questions
- Numeracy CT (0.4) at IEC to extend and assist students with language barriers and provide opportunities for extension for high achieving students at IEC
- School data reflects that the intensive Numeracy workshops allowed for a gain on average of 20% when comparing pre and post-tests data

Target 5

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

Our achievements include:

- Retention rates have exceeded school expectations and targets in 2011. Retention rates have improved by 5.1% with the rate for 2011 at 74.4%
- Attendance rates at 91.8% were 1.7% above the region and 2.6% above the State
- Reduction in unexplained absences through the introduction of SMS with the average unexplained absences reduced from 61% to 58%
- Units of work have embedded ICT activities and there is evidence of improved student participation in class activities and completion of work leading to gaining the SC
- Increased Community participation and involvement in the school with strong attendance at parent meetings. This contributed to increased student engagement through increased parent support and awareness of school activities
- Students participated in ACTIV8 program, attended the USYD Experience Day, enrolled in apprenticeship courses and participated

career days. Students participating in taster courses at TAFE. Wikispace created by IT teacher on IWB activities and training videos for Photoshop, Adobe and Captivate is accessed and used by all staff

- Greater individual success for students in RTP with improved integration mechanisms within the school. Increased numbers of refugee students are remaining in education. Students have improved understanding of content, increased confidence and greater participation

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 2011 our school carried out evaluations of:

Educational Management and Practice

Aboriginal education

Background

In 2011, there were 17 Aboriginal students at CHHS. Across every measure, including education, workforce participation and economic status, Aboriginal communities emerge as the most disadvantaged group in Australia. Through the Low SES National Partnerships program, an Aboriginal Support Teacher, Ms Helen Apostle was appointed to oversight significant support for our Aboriginal students so that they and their families could participate fully in school life. The role encompasses initiating and developing the students' learning experiences and providing further educational support where necessary. The role has evolved to also include:

- Assisting students where necessary in gaining meaningful employment or work skills
- Assisting students in the development of 'life' skills
- Advocating on behalf of the students
- Improving health/or access to health services and government initiatives
- Strengthening cultural identity through encouraging students to learn traditional art,

customs, and build positive bonds within the Aboriginal community.

- An integral aspect of working with Aboriginal and Torres Strait Islander peoples is to engage the Indigenous community across a wide range of services.

Findings and Conclusions

As part of CHHS' commitment to enhancing the learning experiences of our Aboriginal students and providing the appropriate amount of educational support for them, a variety of strategies in the following three broad areas have been implemented throughout 2011.

1. University Preparation Programs

In 2011, two students, Taminya Brown and Kimberley Brown, completed the University of Technology Sydney (UTS) How Big Are Your Dreams Program. This program prepares Stage 6 Aboriginal Students to stay on at school and go on to university or TAFE by helping them set goals and providing strategies for achieving them. It also devotes some time in celebrating what it means to be a young Aboriginal person through students learning more about the histories and stories of Aboriginal people. Taminya Brown was also involved in the UTS summer school. It was held in the January School holidays of 2011 and Taminya also completed the course in Nursing and Midwifery. The program is for students from Low SES priority schools who may have never considered university. One of CHHS' finest achievements in 2011 was when our first Aboriginal student, Brandon Brown, gained entry into University. Brandon was also successful in gaining a traineeship with the Attorney General's Office at Parramatta. He is now studying a degree in Social Sciences at the UWS Campus. Our Yr. 7 and 8 students also participated in the Sydney University Indigenous Day so as to acquaint them with the opportunities available for further study.

2. In-school Assistance

Our students were supported at the school level through:

- Every Aboriginal student has a Personalised Learning Plan (PLP), as per DEC policy and as a component of this PLP, every student was provided one-to-one tutoring in Yrs. 7-12 every week in all subject areas. PLP interviews were held with all parents

- Our students being entered into a numeracy challenge at Sarah Redfern High
- Our students being nominated for the South Western Sydney Region Aboriginal Student Achievement Awards. Kyle Cain and Brandon Brown were recipients of these awards
- Our students being entered into the Premier's Sporting Challenge and with the grant money students were able to participate in other programs
- Holding Aboriginal Parents and Friends meetings once a term. Many guest speakers were invited to attend
- Senior students being entered for the Kari Scholarships. Both Taminya Brown and Brandon Brown received \$500.00 towards their school needs. Brandon Brown purchased his first study table and chair. Taminya purchased a sewing machine for Textiles and Design
- Students attending a Self Esteem and Confidence workshop called The Hero's Journey
- Participating in the Aboriginal Education Conference at Fairfield RSL. Kyle Cain represented CHHS and spoke to 150 people on what makes a great teacher
- Attendance being checked daily and students phoned if absent. Students that are regularly absent are referred to the HSLO
- Establishing and maintaining an after school Homework Centre every Wednesday and Thursday from 3.15 - 5.30pm
- Students working with an Aboriginal mother from the community, Ms Mel Brown, every Thursday

3. Affirming Cultural Identity

- Celebrating important Indigenous Days, for example Sorry Day Reconciliation Day and Naidoc Week
- Creating a stunning mural with the assistance of world-renowned Aboriginal Artist Janice Bruny. Janice and the students painted an Aboriginal mural of the Serpent Snake and a goanna in a prominent position in the school quadrangle. The students also painted on canvas their family totem. The unveiling

ceremony was held with elder Uncle Greg Simms performing a smoking ceremony with a full school assembly demonstrating full respect for the significance of the occasion.

- Performing a contemporary Aboriginal dance at the Schools Spectacular. They were choreographed by Francis Rings from Bangarra. The group performed a Bangarra piece, *Lead*. This was shown on the ABC. The Teachers Credit Union generously donated 20 free tickets for the parents to witness the event at the Sydney Entertainment Centre.
- Performing at Flag Day. This was the first time in the school's history we had an Aboriginal Dance. Seven of our Aboriginal boys performed a Traditional Aboriginal welcome dance. Our dance ensemble is called the Wungarras which in Dharug means "boys".
- All indications reveal that the Aboriginal Support Officer's role has led to substantial improvements in attendance, academic results and community engagement.

Future directions

The role of the Aboriginal Support Teacher will be expanded to include working with our Primary Partner schools' Aboriginal communities. This position is funded under the Low SES National Partnerships and will continue for the life of this program.

Students now have their own Learning room, with their own computer, printer, study desks and chairs, refrigerator and microwave.

Curriculum

Assessment and Reporting

Background

As part of CHHS' continual cycle of improvement and prompted by the Low SES National Partnership's quest for sustainable educational reform, rejuvenating assessment practices were a focus throughout 2011. Assessment is the starting point for any educational reform at school level. As part of our legal obligations as educators, assessing and reporting forms the most significant part of the life of the school. Assessment underpins the whole reporting process which, in turn, is the major

communication of student learning outcomes with our parent body. In 2011 a review of the practices of reporting student outcomes revealed that while our reporting obligations were met, inconsistencies in the report format and report content between Faculties were areas where immediate improvements could be made. Aligned with a new on-line reporting software package *Sentral*, the time was appropriate to change not only the way we assessed student learning across the curriculum but also how we

1) presented this assessment in our school reports to parents

2) how we could improve communication with and involvement of parents in our educational partnership.

Findings and conclusions

The start of the whole school assessment evaluation process began with the School Development Day (SDD) in July. On this day, an authentic unit of work, back-mapped from assessment, including student work samples, was demonstrated to staff as a model of contemporary assessment practice. This 'model' assessment task was analysed and its format was presented as one which could be adopted as a standardised format to all assessment task notifications at CHHS. The new, salient features of this model task were, an articulation of the 'big ideas' to be learned and explicit and systematic assessment criteria based around three generic concepts: 1. What extent have the 'big ideas' been learned?; 2. What processes (co-operative learning, ICT, research, problem-solving, homework, explaining, experimenting etc.) have the students used to demonstrate their understanding of the 'big ideas'?; 3. What elemental skills (literacy/numeracy) have been developed as a result of engaging with this assessment task? Each of these three areas had explicit marking criteria modeled.

CHHS teachers then had to take an existing Faculty assessment task that they were going to use in the forthcoming weeks and evaluate its functionality in the light of the model assessment task. They were given not only the activity of adapting their assessment to the new format but also differentiating the task four different ways for: 1. A High Achievers class; 2. An ESL class; 3. A Learning Support class and 4. A 'Middle Band' class. They worked on this process throughout

the day and had to present their new design incorporating the differentiation to their colleagues in the sharing session at the end of the day. The staff evaluations of this SDD were extremely positive. This day was basically a 'stage rehearsal' for the end of year Professional Learning. Through the generosity of the National Partnerships, CHHS was able to fund two additional days for staff Professional Learning. These days concentrated on using the standardised assessment proforma and evaluating, differentiating and subsequently modifying all Year 7 assessments. Each Faculty had the support of the ESL staff, Learning Support staff or support staff employed directly through the National Partnerships program to help them make this transition. This was genuine team effort where this mammoth task was completed on time. These assessment tasks were designed to be accessible to parents via the medium of the CHHS website. The whole process benefited our learning community, students, teachers and parents. The advantage of this whole-school approach was that it not only facilitated improved assessment practices, it also directly improved parental access to the education of their child. Another part of the reporting reform was the inclusion of all the formal, extra-curricula activities in which our students participated. Our reports now represent our students' efforts in a more holistic way, with official recognition of their achievements across a whole range of school-wide activities.

Future directions

In 2012:

- Assessment tasks will continue to be differentiated according to student need with the support of our expert learning services team
- Detailed Marking rubrics will continue to form part of the explicit and systematic approach to assessment
- Valuations of delivered assessment tasks will form part of the Faculties' Professional learning process. This is part of a Quality Teaching (QT) measure to ensure teachers reflect critically upon their practice
- The Years, 7 and 9 reports will give details of the NAPLAN trial results (half-yearly) as well on the actual NAPLAN results (yearly). It is

important that our report now embeds this important feature of school life

- Work will start on evaluating and differentiating the Year 8 reports which will also be available on-line. As part of the School Plan, we will roll out this assessment task

Professional learning

Background

There is much research educational literature to suggest that Teacher Professional Learning (P/L) is the key to school improvement. All staff at CHHS at every level are encouraged to undertake P/L to ensure they remain abreast of contemporary teaching practices. As part of the new NSW Institute of Teachers requirements (October 2004), all teachers entering service must accomplish 100 hours of both school-based and externally-delivered P/L to maintain accreditation with the Institute. P/L has been a prominent feature of CHHS throughout 2011. As a Low-SES National Partnerships school, there has been an exponential increase in the amount of P/L activity across all sections of the school. In 2011, the total school expenditure on Teacher Professional learning was well over \$100,000 which included the Teacher Professional Learning (TPL) grant plus other sources of funding for professional learning activities such as National Partnerships on Low SES Communities and the Digital Education Revolution. The average expenditure per teacher on professional learning at the school level is well above \$1000. The extent and variety of 'in-house' P/L at CHHS is quite exceptional with many programs and courses offered on site.

Findings and Conclusions

In 2011, CHHS had seven scheduled School Development Days (SDD), an increase of two over the previous year. The two extra days were funded by National Partnerships monies which allowed teachers the necessary time to review and adjust all Yr. 7 assessment tasks. This in turn allowed the publication of the 2012 Yr. 7 Assessment booklet in both hard copy and on-line thus increasing the potential for parental involvement in their child's education. The SDDs focused on quality teaching and learning especially in the areas of developing teaching

sequences in inferential reading, 'high challenge, high support' curriculums and assessment renovation. Evaluations of these days revealed teacher satisfaction levels of over 90% with the offered programs.

Another major P/L program was the Teaching English Language Learners (TELL) course where one third of the teaching staff completed this Institute-registered course. TELL is a particularly appropriate P/L course at CHHS given its high NESB student population. The course concentrates on developing teachers' understanding of language-based approaches in assessment, curriculum design and teaching reading and writing skills. Allied to the TELL course was ESL pedagogy P/L which concentrated on 1. Making the curriculum accessible for ESL Students; 2. Factors Affecting Refugee Students; 3. Introduction to the ESL Scales and Why We Need Them and 4. Communicative Activity Types.

There was further development of our Beginning Teachers program throughout 2011. The program supported teachers across a range of areas including classroom management, program writing, lesson sequences and accreditation requirements. The number of new scheme teachers working towards accreditation in 2011 was nine and the number of new scheme teachers maintaining accreditation at Professional Competence was 20.

The integration of ICT into the curriculum continued apace throughout 2011. Many workshops on Moodle were conducted on an individual teacher basis.

Future Directions

The first and second School Development days of 2012 will concentrate on delivering the DEC Team Leadership for School Improvement (TLSI). There will be extra SDDs at the end of 2012 for the development of the Year 8 Assessment booklet. TELL and Refugees in my Classroom courses will run as will the Beginning Teachers program will also continue. Teachers will also receive SMART data training in using NAPLAN data to target more effectively, student skills development in literacy and numeracy. The Executive team will receive additional P/L in Faculty leadership and there will be research undertaken into our P/L to help ensure P/L remains central to our operations.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.

School priority 1

Priority Area: *Literacy and Numeracy*

Outcome for 2012–2014

To increase the percentage of Year 9 students represented in the two top bands in Reading from 9% to 15%; Year 7 from 14% to 20%.

2012 Targets to achieve this outcome include:

- NAPLAN style exam to be administered at school level and then incorporated into assessment schedules for Half Yearly and Yearly reports in Year 7, 8 & 9. (Corporate marking)
- HT Teaching and Learning to support Faculties in the explicit teaching of Reading Strategies and to assist in the development of formal assessment of reading in each KLA
- HT Teaching and Learning to assist faculties in utilising SMART2 data effectively to design units of work and programming to identify areas of weakness for targeted teaching of literacy skills, by providing release from teaching for key members of staff
- Intensive Literacy skills development through team-teaching, intensive workshops for Year 7 and 8 students integrated in mainstream, targeting lower ability/learning support students achieving below NMS
- Employment of additional ESL staff to build professional capacity to effective ESL pedagogy, including use of ESL scales and analysis of ESL student NAPLAN data to identify student performance and develop staff understanding and skills in teaching and learning strategies
- Continue strengthening links with feeder PS and develop more opportunities for Team Teaching and cooperative planning to develop expertise in teaching reading (middle

years for Year 5 and 6 in reading and literacy skills)

- Incorporate Library lesson in Year 7 in English to build information skills, encourage wide reading and increase borrowing. All year 7 and 8 students to take part in the Premier's Reading Challenge with school recognition and awards for students

Strategies to achieve these targets include:

- Increased number of Assessments in Stage 4 with explicit teaching of higher-order reading skills
- Demonstrated use of SMART2 data in all faculty Stage 4 programming
- HTs presenting NAPLAN responses at Executive Meetings
- Strengthened links with PS through Literacy and Numeracy activities. Team teaching and professional development on the teaching of reading
- Area of focus in EARS and TARS process including evidence of Numeracy concepts and Reading Strategies embedded in teaching and learning programs
- Student Feedback through surveys and focus group questions

School priority 2

Outcome for 2012–2014

To increase the percentage of Year 9 students represented in the two top bands in Numeracy from 12% to 18%; Year 7 from 16% to 22%.

2012 Targets to achieve this outcome include:

- Analysis of data to identify areas of weaknesses from NAPLAN for targeted teaching of numeracy skills in Year 8 Mathematics, Science and Geography
- Employ CRT (0.5) (Numeracy) to provide team teaching/intense teaching support
- Maths Faculty Review in Term 2, 2012
- Continue with implementation of Computer Literacy and Numeracy classes using MOODLE
- "Mathletics" and Maths On Line" to be used as an assessment tool and to be incorporated

in teacher comments on individual student Semester 1 and Semester 2 formal reports

- Subsidise cost of entry into Maths competition and incorporate award presentations for all participants in Assembly

Strategies to achieve these targets include:

- Demonstrated use of SMART2 data in all faculty Stage 4 programming
- HTs presenting NAPLAN responses at Executive Meetings
- Students improve numeracy skills through use of ICT Moodle data
- Greater number of students entering external Maths competitions
- Numeracy is an identified focus area in the EARS AND TARS process including evidence of Numeracy concepts embedded in teaching and learning programs
- Analysis of NAPLAN results by HT Maths and DP and all Head Teachers
- Improvements in NAPLAN data

School Priority 3

Priority Area: *Retention and Attainment*

Outcome for 2012-2014

To increase retention rates from 2011 67.5%, 2012 68%

2012 Targets to achieve this outcome include:

- Continued employment of HT Student Engagement (1.0) to coordinate Refugee Transition Program, Parent Information Meetings, Year 10 Student Review Program and AFL Mentoring Program, iTrack UWS Fast Forward and University of NSW Aspire Programs
- Employment of temporary staff to facilitate ICT/TPL (0.4) and ensure the design and implementation of one ICT-based task per class per semester in Stages 4 and 5
- HSC Tutoring Program 2 afternoons per week
- Continued employment of Transition Advisers (0.8) to develop individual career plans for students at risk and make links with outside

agencies such as Bankstown Career Connection, Mission Australia, Links to Learning and Youth Pathways

- Continued employment of Aboriginal Education Teacher (1.0) to coordinate incursions, enrichment and academic support
- Positive Attendance strategy to be implemented including attendance data reviewed each week at Executive Meetings and linked to Student Review Panel for Year 10-12, SMS notification system, HSLO Referrals, Senior Executive interviews, CLO support in parental meetings and consistent implementation of Non-Progression Policy
- Retention Task Force development of 3 part information process to improve subject selection and Engagement in Stage 6:
 - Part 1 – Small group interviews with students goals identified
 - Part 2 – Decision Time evening
 - Part 3 – Individual interviews with parents/caregivers re subject selection for Year 10 and 11 to assist in mapping out pathway

Strategies to achieve these targets include:

- Increased numbers in Years 11 and 12 and increased completion rates in fulltime education post 15 years
- Increase numbers of students pursuing NON-ATAR pathway and curriculum offerings
- Reduction of number of “N” warning letters issued
- Increased number of students participating in Mentoring Programs
- Increased number of ICT-based assessment tasks for subject selection
- All Year 10 students complete 3 phase process for subject selection
- 100% completion rate for parent/student /teacher interview in Year 10
- Increase use of alternate pathways/industry links to extend learning opportunities
- Improved attendance data
- Improved transition to HS of IEC and refugee students

- Increased student engagement in learning and school activities as evidenced by various student surveys e.g. “Quality of School Life”

School Priority 4

Priority Area: *Curriculum and Assessment*

Outcome 2012-2014

To develop a Middle School Assessment Policy by the end of 2012. It will include a standardised assessment format, identified intellectual quality for each task, explicit marking criteria for each task and improved teacher feedback mechanisms. All Year 7 Tasks to be completed by the end of 2012.

2012 Targets to achieve this outcome include:

- Develop a Middle School Assessment Policy in alignment and Backward Design Principles with a standardised assessment notification proforma, explicit marking guidelines and student exemplars of best work
- Additional faculty programming time allocation to support completion of assessment task design
- 0.2 allocation for History, Mathematics, Science and English for an identified faculty member to develop teaching and learning programs to support National Curriculum implementation in 2014 and to review and refine existing units of work by embedding literacy and numeracy strategies that target areas of concern identified in NAPLAN results

Strategies to achieve these targets include:

- Programming and assessment strategies reflected in negotiated EARS and TARS processes in scheduled Head Teacher/DP Meetings
- Completion of Action Research with Academic partner
- Backward Design Principles evident in Stage 4 teaching programs with explicit quality criteria in all assessment task as reflected in student work samples
- Detailed feedback to students for all Stage 4 assessment tasks
- Successful completion of units of work designed for graphic novels and film projects

- Audit of Stage 4/Stage 5 programs and student work samples to provide evidence of Backward mapping and authentic assessment
- Rich task pre and post task assessment data

School Priority 5

Outcome 2012-2014

To introduce, develop curriculum for and research the impact of, the Year 7 High Achievers Class in 2012.

2012 Targets to achieve this outcome include:

Establish partnership with academic partner from the University of Western Sydney to:

- Engage in action research and act as critical friend to HAC teacher team
- Support HAC teacher team in the development of quality teaching and learning programs that offer challenging curriculum experiences in alignment with extension syllabus outcomes
- Develop online learning modules for GAT students; eLearning Moodle
- Guide the HAC Teacher Team in creation of HAC rich tasks for each semester
- CRT to support HAC Team in producing film-related rich tasks
- Maths Club for HAC class including intensive GAT Maths Camp to be coordinated
- Offer 5 scholarships (one to each feeder primary school to support quality candidature in HAC class and strengthen ties with Community of Schools)

Strategies to achieve these targets include:

- Needs of GAT students addressed through design of challenging rich tasks
- Positive feedback from HAC students post Maths Camp and Maths Comp initiatives
- Ongoing mentoring of HAC Team by academic partner and critical friend
- Feedback from student/teacher focus groups
- NAPLAN data

- Parent/student/teacher presence at “Celebration of Learning” afternoon held in school library for HAC students
- Higher level of student engagement in learning and school activities as evidenced by various student surveys e.g. “Quality of School Life”

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.

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Ms M Pikoulas Deputy Principal

Ms C Mateus Deputy Principal

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Mrs M Liau Head Teacher IEC

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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>