



# Chester Hill High School

## Annual School Report



# 2012

## Our school at a glance

### Messages

#### Principal's message

Chester Hill High School is a comprehensive, co-educational multicultural high school with a fine tradition of academic achievements and community engagement. We have students from over 50 different language backgrounds that represent our 70 plus cultural groups. We have over 1100 students and over 120 staff across the High School and the Intensive English Centre. We have a growing Aboriginal student population and have 140 refugee or refugee-like students. We meet regularly with and help inform six different parental groups who represent our strength in cultural diversity. We are collectively proud of our tradition to provide genuine educational opportunity for our community.

In 2012 CHHS again achieved excellent HSC results with over 60% of ATAR students gaining university places. This paralleled the same achievement in 2011. We competed fiercely but fairly on the sporting field with many students making representative teams. We provide a staggering number of extra-curricular programs that cover all aspects of school life. Our high performing school is rightfully proud of its academic, sporting and cultural programs and this excellence has been acknowledged at region and state level.

2012 saw the successful introduction of our scholarship program and the High Achievers' class who were the recipients of a \$15,000 National Australia Bank grant. We established the Assessment Hub on our school website where parents and students can access their assessment tasks on-line. We have made considerable progress in preparing ourselves for the new Australian curriculum. We have put in place processes to broaden our curriculum offerings and have continued to develop our staff to meet the needs of our 21<sup>st</sup> century learners.

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**

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

In 2012 the P&C and School Council merged into one body to take the form of the Chester Hill High School Community Forum. The groups were merged after many meetings, extensive consultation and feedback from parents.

The Chester Hill High School Community Forum meets on the second Tuesday of the month during school terms. All parents are welcome to attend. The Forum also consists of School Staff and SRC representatives.

In 2012 the Chester Hill High School Community Forum has reviewed and updated numerous school policies including the Mobile Phone Policy, the Non-Progression Policy and the Assessment and Reporting Policy.

The CHHS Forum also provides an opportunity for parents to raise matters which may be of concern to them.

Chester Hill High School also invites Arabic, Vietnamese, Karen, Aboriginal and Pacific Islands Community Parent Groups to meet once a term where the issues raised at Forum meetings are also discussed with these groups. All parent groups are actively involved in the decision making processes around school policy development and the school values and encourages feedback from the various parent groups at all times.

**Mrs J Chami**

#### Student representative's message

At Chester Hill High School, the Student Representative Council (SRC) consists of four students from each year group in addition to the senior prefects and the Aboriginal member selected by the School Executive.

The role of students within the council is to not only voice the opinion and thoughts of students in their year group, but to also undertake projects to further improve the school community. Throughout 2012, the SRC were involved in various charity fundraisers including Bandaged Bear Day, Pink Ribbon Day as well as White Ribbon Day to create awareness against violence toward women. Additionally, the representatives continued to raise money for the school through selling merchandise for Valentine's Day, candy canes for Christmas, Krispy Kreme Donuts and



our very first successful Jersey Day. All through the year the SRC persisted with our environmental initiatives through our annual Clean Up Cheso Day as well as our weekly recycling duties. Each SRC member also has the opportunity to host their year meeting as well as whole school assemblies.

Jessie Huynh

## School context

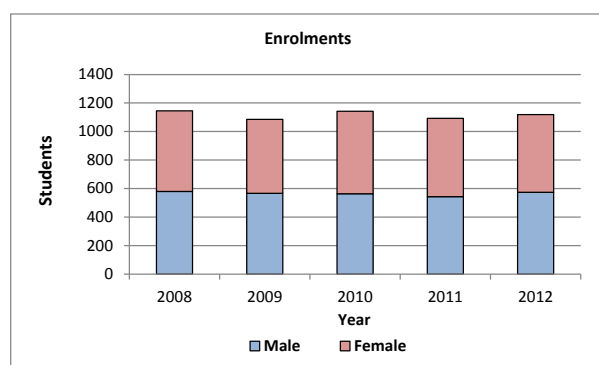
### Student information

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 1118 enrolled at Chester Hill High School in 2012. In total and including the students from the Intensive English Centre (IEC), there were 573 males and 545 females.

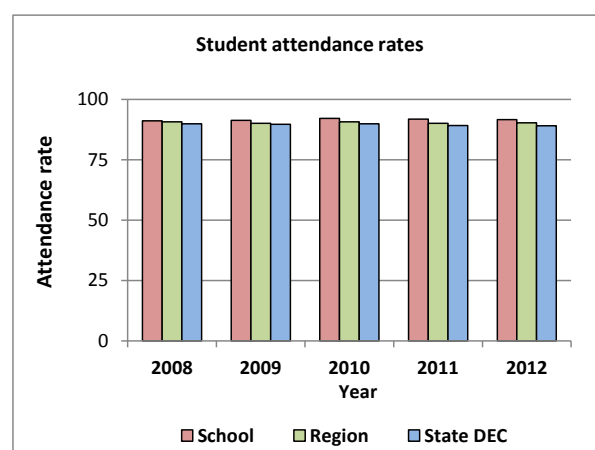
Gender	2008	2009	2010	2011	2012
Male	579	567	564	543	573
Female	566	518	579	549	545



### Student attendance profile

The effective implementation of positive attendance strategies has ensured improved attendance patterns across all year groups in 2012. Strategies including SMS messaging, electronic roll-marking and targeted attendance monitoring including HSLO intervention, has contributed to our continuous improvement in student attendance. In 2012, the data reflects that overall attendance rates were 1.4% higher than region and 2.6% above State.

School	Year	2008	2009	2010	2011	2012
	7		93.2	95.3	93.9	94.1
	8		92.4	92.4	92.4	90.9
	9		90.1	91.8	89.5	91.5
	10		92.3	89.9	91.1	89.1
	11		90.8	92.0	91.7	92.2
	12		88.2	91.8	92.8	92.8
	Total	91.1	91.3	92.1	91.8	91.7
Region	7		92.9	93.7	93.6	93.7
	8		90.9	91.5	91.4	91.3
	9		89.4	90.4	90.2	90.4
	10		88.9	89.1	88.3	88.2
	11		89.6	89.6	87.9	88.5
	12		89.6	90.0	89.5	90.0
	Total	90.7	90.1	90.7	90.1	90.3
	Total	90.7	90.1	90.7	90.1	90.3
State DEC	7		92.3	92.6	92.5	92.4
	8		90.0	90.5	90.1	90.1
	9		88.8	89.1	88.8	88.7
	10		88.7	88.3	87.1	87.0
	11		89.4	89.1	87.6	87.6
	12		89.4	89.8	89.2	89.3
	Total	89.9	89.7	89.9	89.2	89.1
	Total	89.9	89.7	89.9	89.2	89.1



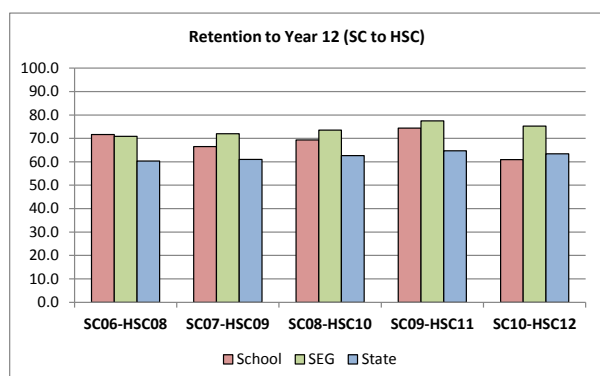
### Management of non-attendance

The use of SMS to inform parents of student absenteeism reduced the number of unexplained absences again in 2012. The collective efforts of the Head Teacher Administration, the Executive Team, Welfare Team, staff, our Community Liaison Officers and the parent community ensured that student non-attendance was monitored and minimized in 2012. Regular phone contact, weekly meetings to discuss students with declining attendance rates and Home School Liaison Officer intervention contributed to the reduction in overall student non-attendance rates. Enhanced communication processes in 2012, strengthened relationships between the school and parent body and enhanced the overall school attendance data.

## Retention to Year 12

The retention to Year 12 data in 2012 reflects that of the cohort sitting for the School Certificate in 2010, 60.9% completed their HSC in 2012. Although the retention rates are low in comparison to previous years, the effective work of the careers Advisor and School Transition Officer ensured that students were offered exciting employment and further education opportunities that were both relevant and appropriate for students seeking alternative pathways.

	SC06-HSC08	SC07-HSC09	SC08-HSC10	SC09-HSC11	SC10-HSC12
<b>School</b>	71.6	66.5	69.3	74.4	60.9
<b>SEG</b>	70.9	72.0	73.5	77.5	75.2
<b>State</b>	60.3	61.0	62.7	64.7	63.4



## Post-school destinations

The post-school destination survey was completed by 124 students (96% of cohort). Students were overwhelmingly positive in their feedback. Five students were unable to complete the survey due to travel overseas.

In 2012, of the 129 HSC candidates there were 24 students who had elected to do a non-ATAR HSC. 62% of ATAR students were offered places at University for 2013. This is an outstanding result and parallels the CHHS HSC achievements in 2011.

The tables provided represent the post-school destinations of the Year 12 cohort. It is worth noting that 76% of the students chose to pursue further study. 98 students in total enrolled in courses at TAFE, University or private colleges. Of the 24 students offered placements in TAFE, 17 had studied and successfully completed VET courses for the HSC.

20% of the Year 12 cohort chose to pursue apprenticeships, traineeships, part-time or full-

time work. Of the 26 students in this group, 24 had studied VET courses for the HSC.

## Further study statistics:

	Total Numbers	* VET Numbers
TAFE	24	17
University	64	4
Studying at a Private College	10	3

## Employment statistics:

	Total Numbers	* VET Numbers
First Year Apprenticeship	8	8
First Year Traineeship	4	3
Full-time work	6	5
Part-time work	4	4
Looking for work	4	4

## Year 12 students undertaking vocational or trade training

In 2012, 48 Year 12 students were enrolled in a VET course. When combined with the Year 11 cohort, Chester Hill High School had 121 students in total identified as studying a VET course and more than 100 industry work placements of 35 hour duration successfully completed in this year. It was also noted that a significant number of students elected to undertake more than one VET course in their pattern of study for their HSC.

A number of Year 12 students successfully transitioned to vocational or trade training prior to the completion of their HSC. These included eight students who pursued careers in Construction, eight students who were successful in the field of Business and six students who pursued career paths in Retail.

## Year 12 students attaining HSC or equivalent vocational educational qualification

Chester Hill High School offered four Industry Curriculum Framework courses for delivery in

2012. Three VET courses were studied for the HSC pattern of study. These included Business Services, Construction, and Retail Services.

In 2012, 39% of Year 12 students undertook vocational or trade training and achieved a statement of attainment towards a Certificate 2 in the relevant industry course.

## Staff information

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

In 2012, the total number of teaching and support staff was 125.5. The composition of the school's teaching and support staff is outlined below.

### Staff establishment

Position	Number
Principal	1
Deputy Principal(s)	3
Head Teachers	14
Classroom Teachers	80.1
Support Teacher Learning Assistance	1.8
Teacher Librarian	1
Teacher of ESL	4.6
Counsellor	2
School Administrative & Support Staff	18
Total	125.5

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 is also 23% of staff who are in the first five years of their teaching career (New Scheme Teachers).

### Staff retention

In 2012, Chester Hill High School saw the retirement of four long standing Head Teachers who had given over 100 years of service to Chester Hill High School. The school farewelled Mr George Wright (HT Mathematics), Mr Graeme Brown (Head Teacher History) and Mr Jon Ryan (HT PDHPE) as well as Ms Ann Coonan (HT Home Economics) and Bernadette Gurr (English Teacher) who have both moved to different schools.

## Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	71
Postgraduate	29

## 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	30/11/2012
<b>Income</b>	\$
Balance brought forward	719760.60
Global funds	613302.99
Tied funds	736701.50
School & community sources	326112.63
Interest	42307.25
Trust receipts	225544.88
Canteen	0.00
Total income	2663729.85
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	130912.88
Excursions	45135.09
Extracurricular dissections	73373.69
Library	20087.36
Training & development	5446.60
Tied funds	751567.91
Casual relief teachers	129970.20
Administration & office	213336.80
School-operated canteen	0.00
Utilities	163931.54
Maintenance	120655.79
Trust accounts	184743.72
Capital programs	86893.66
Total expenditure	1926055.24
<b>Balance carried forward</b>	737674.61

A full copy of the school's 2012 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 2012

### Achievements

#### Creative and Performing Arts

2012 commenced with the formation of the Chester Hill High School Art Club. The mission for 2012 was to design and paint a five panel mural celebrating the school's 50<sup>th</sup> Anniversary. This was successfully unveiled, after months of hard work by both students and Art staff, on the weekend of the September celebrations.

The annual Year 7 Excursion to the Open Gallery Program at the Art Gallery of NSW was continued with our students being able to gain first hand viewing of the Gallery's extensive art collection, guided by education officers in small groups. Our students enjoyed this opportunity to see significant artworks face to face, as they learned to unpack information from detailed and close observation and reflection on some of Australia's iconic artworks, guided by their group education officers. This ongoing program has been a rewarding and valued enrichment experience for all of our Year 7 students.

Year 8 and 10 students also attended their annual excursions to the Mount Annan Botanic Gardens and the Sydney Fishmarkets for a day of sketching, while Years 11 and 12 elective Art visited the annual Art Express exhibitions and a most informative and inspiring day at Cockatoo Island visiting the Sydney Biennale.

Year 12 elective Art student, Saraa Moussa won a trip to the Kokoda Track in New Guinea for her prize winning entry in the RSL Anzac Memorial Art competition. (NSW Premier's Kokoda Award).

#### Music

Students studying Music were offered many opportunities to showcase their talents in 2012. Students performed at various presentation assemblies and also enjoyed performing at the Conservatorium of Music, Flag Day Ceremony, 50 Year Anniversary Celebration Concert and at the Gillawarna Festival. The Vocal Converge Group, Choir, Drum Group and Year 12 students in particular were able to shine in 2012.

#### Theatre Visits

Every student in Years 7 to 12 had the opportunity to attend the theatre in 2012 as part

of the Theatre Visit program coordinated by the English Faculty and partially funded by the Priority Schools Program (PSP).

Students in Years 7 and 8 attended a performance called 'Honey Sport', a play written by indigenous playwright Jack Davis. Year 9 saw 'Little Big Shots' at the Opera House and Years 10 and 11 a play entitled 'Man Covets Bird' at the same venue. Students in Year 12 attended performances of the HSC drama texts, including William Shakespeare's 'As You Like It' and George Bernard Shaw's 'Pygmalion'.

Students greatly enjoyed attending these performances and found the experiences enriching and relevant to their work in English in 2012.

#### Sport

In 2012, Chester Hill High School celebrated numerous amazing performances in sport. From school carnivals to State and National competitions, our students represented CHHS with pride and their achievements have been acknowledged by the wider sporting community.

- CHHS managed to rank higher than 4<sup>th</sup> place out of the nine schools now in the Bankstown Zone (BSSSA) in all three carnivals, Athletics, Swimming and Cross Country. Some results of note were the selection of twelve students in total to State Carnivals, one student competed at National Age Athletics and thirty nine students were selected to represent the BSSSA at Regional Championships
- We were fortunate to have several students gain selection in BSSSA team sports such as Netball, Touch Football, Rugby League and AFL
- Our knockout teams performed well throughout Term 1 and 2. We managed to gain qualification into second and third competitions which is a testament to the hard work and effort of motivated staff taking time out to coach and support our students
- Our Year 7 Gala Day program was again a success due to the commitment of the PDHPE staff who provided a fun and enjoyable day for students to participate in Touch Football, Soccer and Netball. Our school based Gala Day has continued to engage students and

support our timetabled integrated sports program, providing an enriching and safe competitive environment for the students

- Weekly school sport continued to attract a great deal of interest for students wishing to engage in interschool competition, especially with the BSSSA expanding in 2012. The sports program has also provided various recreational sports to cater for our diverse student body

## **Other**

### **Priority Schools Program**

Priority Schools Program (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 including Debating, Writers' Group, Theatre Enrichment, Open Gallery and intensive literacy and numeracy enrichment workshops provided opportunities for improvements in student literacy and numeracy as reflected in national and school-based assessment data.

PSP funding was successfully utilised to professionally develop staff in the effective use of NAPLAN data so that teachers were 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 continuation and consolidation of the Chester Hill High School Positive Recognition Scheme in 2012 promoted positive behaviours and enhanced learning opportunities for all learners. Students from all year groups continued to achieve the Bronze, Silver and Gold levels and build upon their successes and school recognition each year. Principal's commendation letters were presented on assembly every Monday morning publically recognising student excellence.

Staff, students and parents continue to respond 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 the continued focus on and recognition of positive behaviour.

### **Chester Hill High School 50 Year Anniversary**

On Friday 14th September, the staff and school celebrated the 50 Year Anniversary with performances and games throughout the course of the day. Each student won points for their house through participation in these events.

On Saturday 15th September, Chester Hill High School opened its doors in honour of 50 years of dedicated achievement to our community. An open day was held to celebrate this wonderful occasion in the history of the school which included displays of memorabilia, food and craft stalls, student performances and classroom displays.

There was also a reunion dinner at Fairfield RSL on the night of Saturday, the 15th September from 6:30pm where ex-students and staff (past and present) were able to enjoy and relive the happiest days of their lives.

## **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)

## **Minimum Standards**

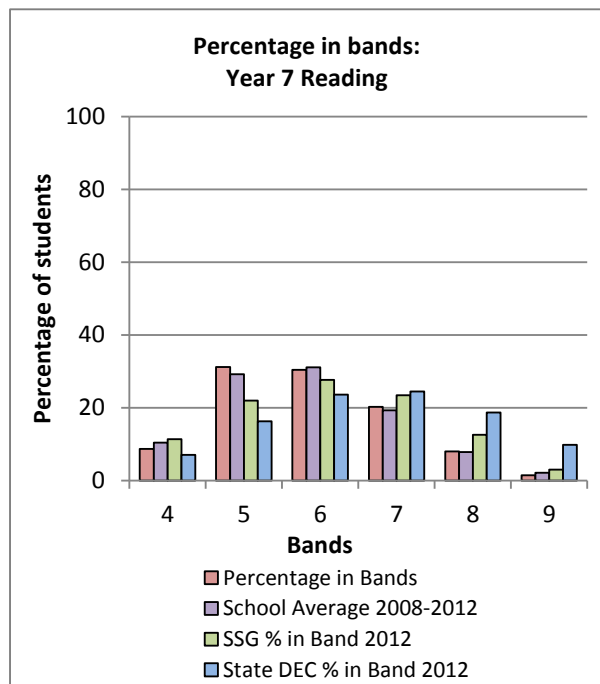
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National assessment Program – Literacy and Numeracy (NAPLAN) is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

### **Reading – NAPLAN Year 7**

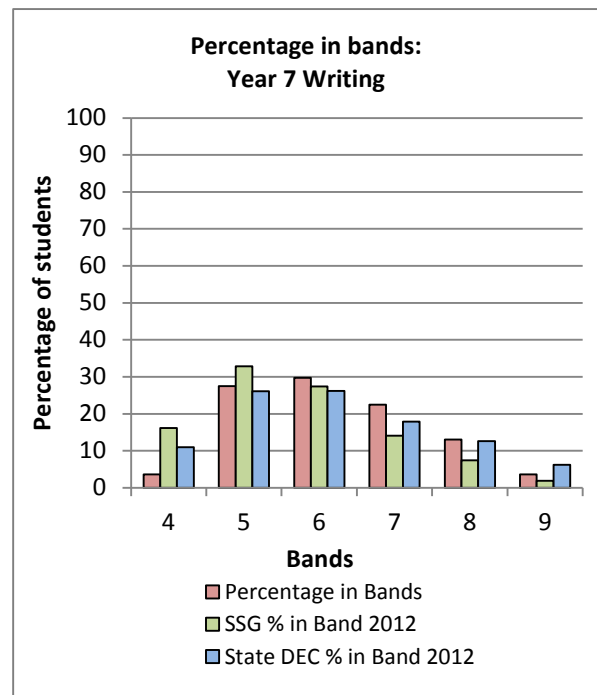
In the NAPLAN Reading assessment 91.3% of students achieved at or above the national minimum standard (Bands 5-9). This marked an improvement from the 2011 data with an

increase by 2.6% in the number of students performing at or above national minimum standard. It is also worth noting that there was a decrease by 6% in the number of students represented in the two lower bands in Reading.



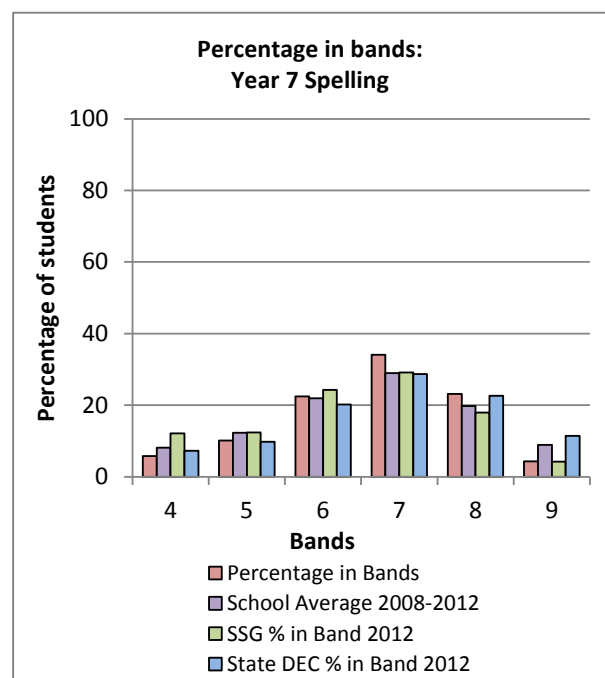
### Writing – NAPLAN Year 7

There was a significant improvement in student performance in Writing with 96.4% of students achieving at or above the national minimum standard (Bands 5-9) in 2012. When compared to the results in 2011, there is a 7.8% increase of the number of students performing in this range. It is worth noting that there was a significant increase in the number of students performing in Bands 7, 8 and 9 with 39% of Chester Hill High School achieving in this range in contrast with the SSG (Statistically Similar Group) which had 23.9% achieving in the same range.



### Spelling – NAPLAN Year 7

In Spelling, 94.2% of students achieved at or above national minimum standard. This marks an improvement (4.9%) in the number of students performing in this range in comparison to 2011 data.

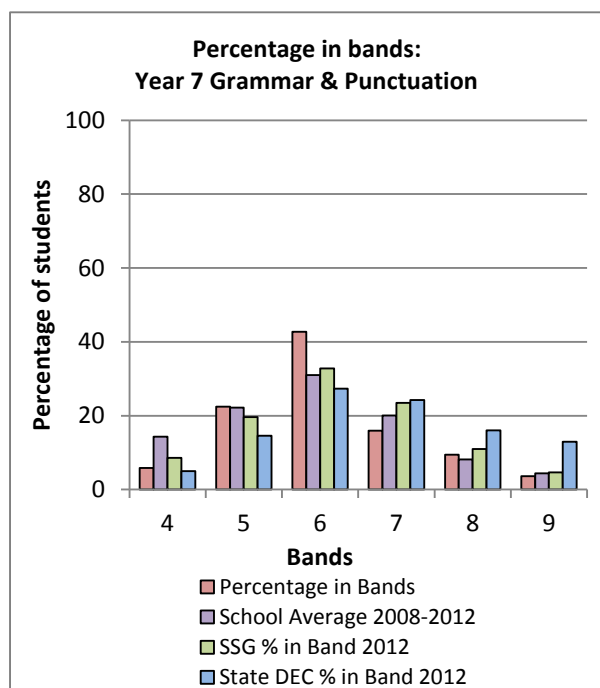




## Grammar and Punctuation – NAPLAN Year 7

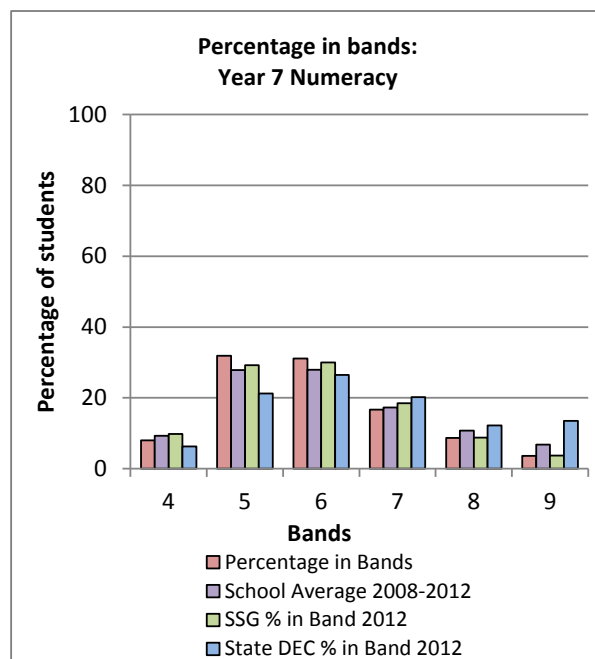
The Grammar and Punctuation NAPLAN assessment reflected the greatest area of improvement. 94.2% of students performed at or above national minimum standard which marks an increase of 15.6% in comparison to 2011 data. This clearly reflects the strength of the partnership between the Community of Schools and the effective continuity of language skill development in learners that has highlighted this significant improvement as students transition from primary to high school.

Percentage of Year 7 students achieving at or above minimum standard (exempt students included)	
Reading	91.3
Writing	96.4
Spelling	94.2
Grammar & Punctuation	94.2
Numeracy	92.0



## Numeracy – NAPLAN Year 7

In the Numeracy component of the NAPLAN assessments, 92% of students achieved at or above national minimum standard (Bands 5-9). There was a significant decrease in the number of students performing below national minimum standard from 17.7% in 2011 to 8% in 2012.

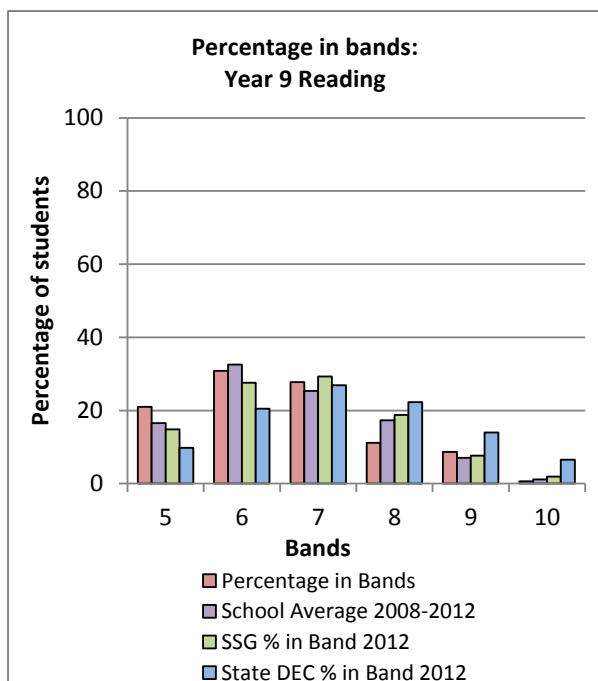


## NAPLAN Year 9

Percentage of Year 9 students achieving at or above minimum standard (exempt students included)	
Reading	79.0
Writing	69.1
Spelling	80.9
Grammar & Punctuation	80.9
Numeracy	91.4

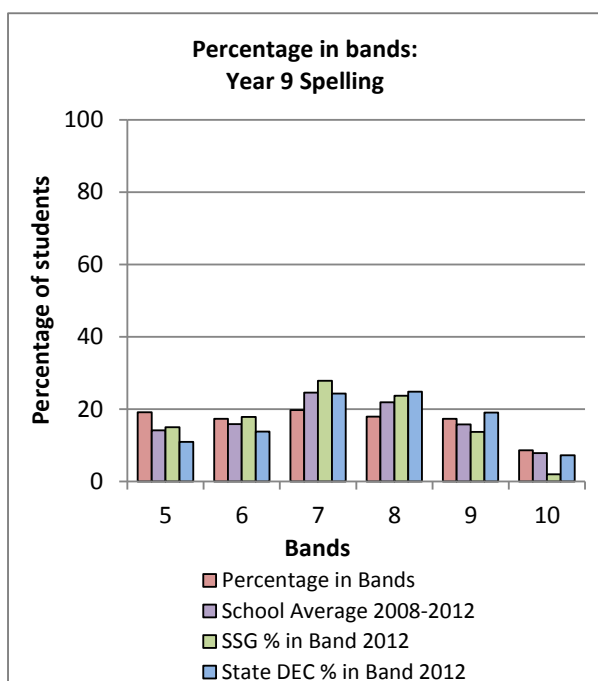
## Reading – NAPLAN Year 9

In Reading, there was an average of 39.4 point growth which was 2.6 points above the SSG. 79% of students achieved at or above national minimum standard. The percentage of students achieving at the proficient level (bands 9 and 10) improved by 0.8% when compared to 2011 data.



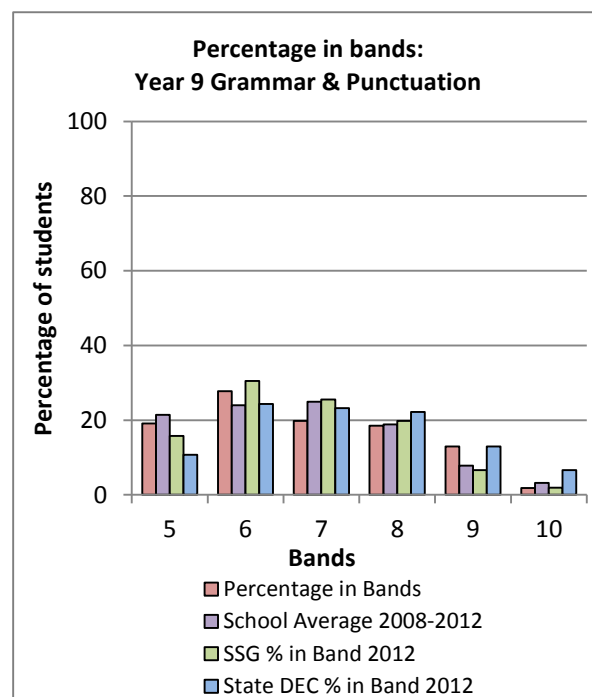
### Spelling – NAPLAN Year 9

In Spelling, 80.9% of students achieved at or above national minimum standard. In the proficient bands (Bands 9-10), the school performed above the school average and above the SSG by 5.9%. In terms of growth, students grew by 38.2 points which was 8.2 points above state and 1.8 points above the SSG.



### Grammar and Punctuation – NAPLAN Year 9

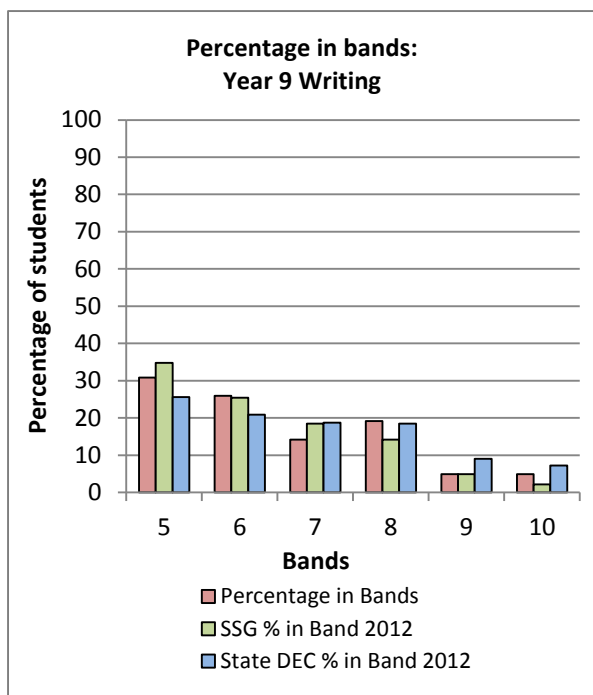
81% of students achieved at or above national minimum standard. This result is above both the school average (2008 – 2012 – 78.6%). Student average growth was 54.9 point growth, 17.5 point growth above state data and 5.2 point growth above the SSG.



### Writing – NAPLAN Year 9

In the Writing component, 69% of students achieved at or above national minimum standard.

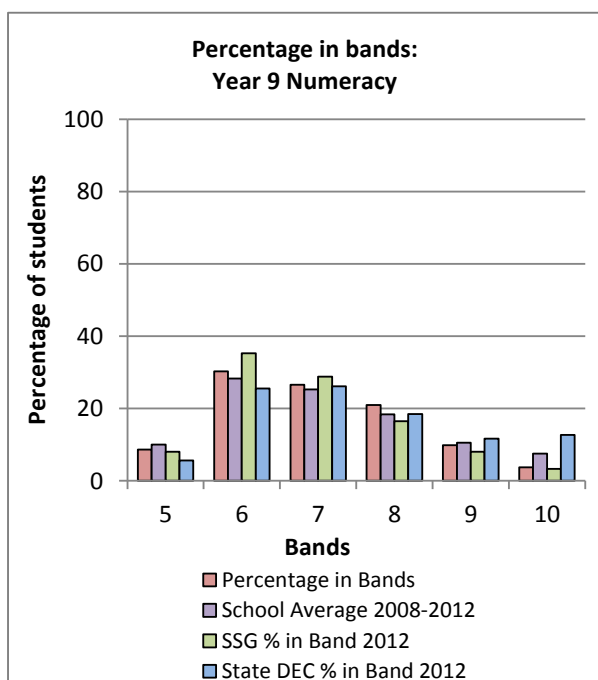
25.9% of students achieved in the proficient range (bands 9 and 10) which is 4.4% above the school average (2008 – 2012 - 21.5%).



### Numeracy – NAPLAN Year 9

In the Numeracy component of the NAPLAN assessment, 91% of students achieved at or above national minimum standard. This is slightly below the school average in the proficient range.

There was also 62.8 point growth which was 22.2 points above state and 7.8 points above SSG.



The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

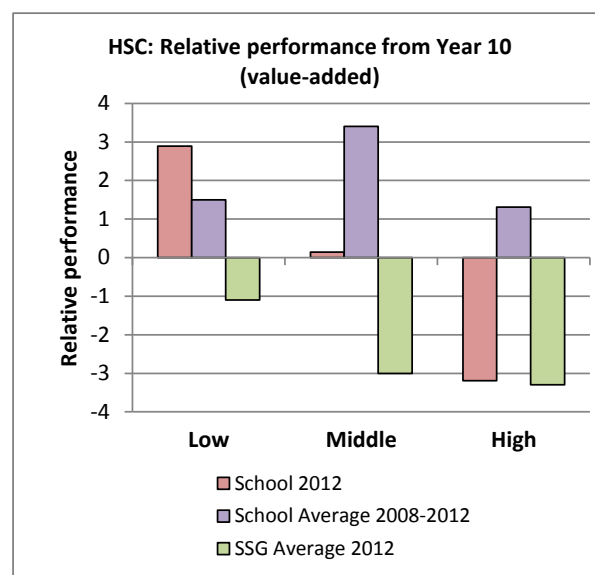
Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO*.

### Higher School Certificate – Relative Performance

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

HSC: Relative performance from Year 10 (value-added)			
Performance Band	Low	Middle	High
School 2012	2.9	0.1	-3.2
School Average 2008-2012	1.5	3.4	1.3
SSG Average 2012	-1.1	-3.0	-3.3

**Note: By definition, the State average relative performance is zero**



## Higher School Certificate

In 2012, 129 students completed their HSC. 110 students applied for an ATAR and in total of 669 examinations were completed.

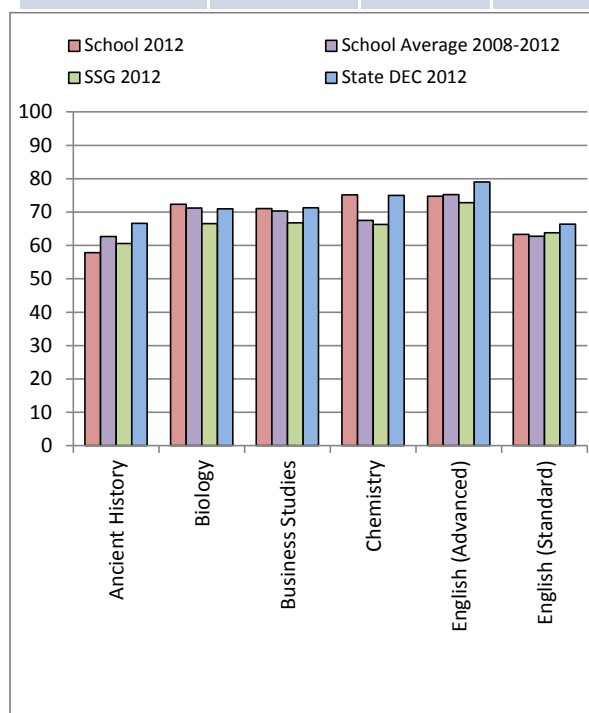
In 2012, students achieved 17 Band 6s (2.7% of candidates), 135 Band 5s (21.5% of candidates) and 214 Band 4s (34% of candidates). Students were able to pursue further study as reflected below:

TAFE	<b>24</b>
University	<b>64</b>
Studying at a Private College	<b>10</b>

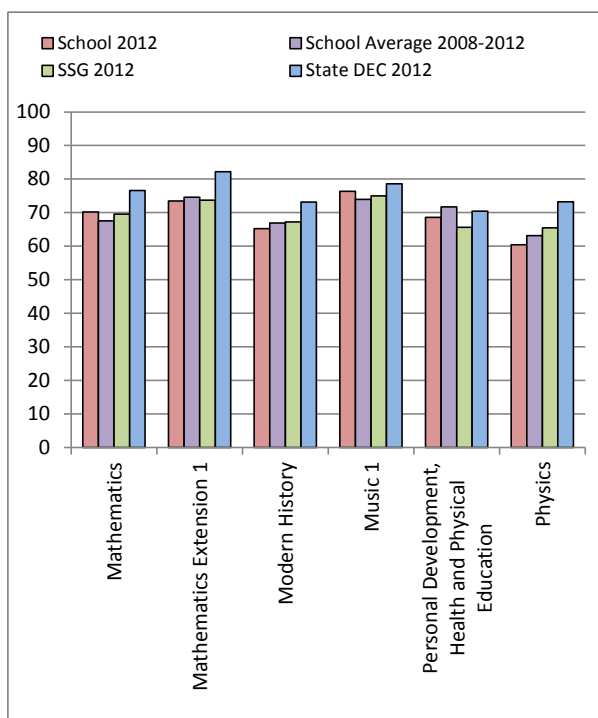
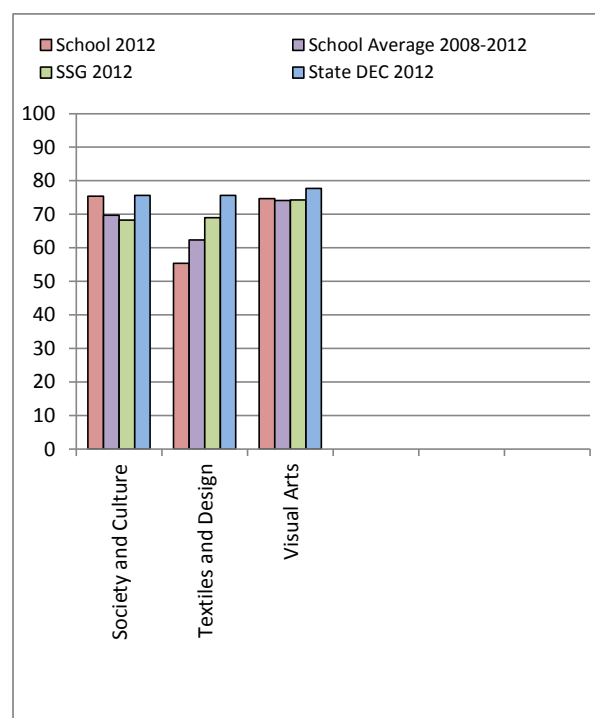
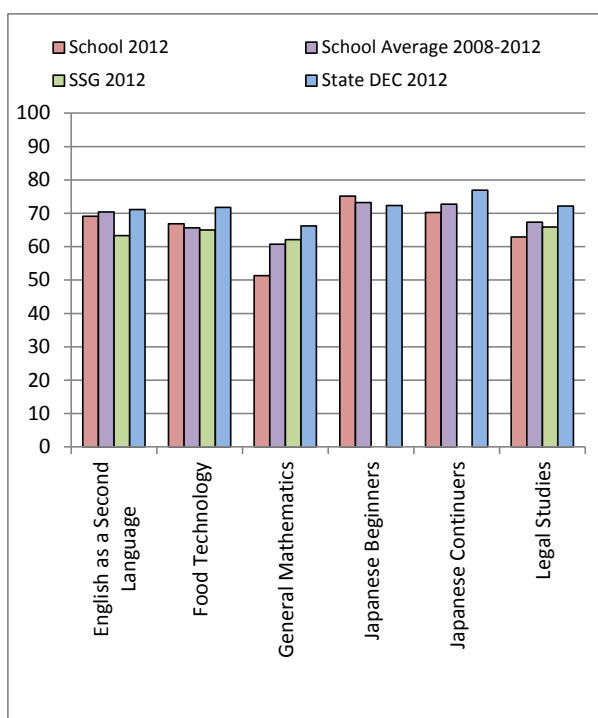
The highest performing subjects against State average were Biology, Business studies, Chemistry, Economics, English as a Second Language, Japanese Beginners, Music, Society and Culture, PD/H/PE and Visual Arts.

Higher School Certificate Course summary graphs are provided to show the mean score of students in each 2012 course with 10 or more candidates within the school, the school average 2008 – 2012, the statistically similar school group 2012 (SSG) and the State mean in 2012.

Year	Band 6	Band 5	Band 4
2010	15	86	204
2011	30	208	191
2012	17	135	214







## Significant programs and initiatives

### Aboriginal education

The Aboriginal Program offered another year of student achievement and success. Students were involved in a variety of cultural and career pathway experiences including Aboriginal dance performances at our local community events and at the Youth Eco Summit at Olympic Park, a performance at Schools Spectacular, mentoring programs with NSW University undergraduates, the Bulldogs team and an Aboriginal elder, Uncle Harry. Students enjoyed excursions to Sydney University and UTS and all students embraced the opportunity to complete the Harbour Bridge climb. Students in year 10 and 11 had interviews with Qantas for apprenticeship opportunities. Students were also chosen to be part of a documentary on Aboriginal heritage for the SBS "Living Black" Program (Sunday 2 December), which involved bark sourcing and canoe making. In 2012, Chester Hill High School was able to employ a teacher's aide, Mel Brown, to assist and support our student further.

### Multicultural education

The 16<sup>th</sup> Annual Multicultural Flag Day Ceremony was yet again a celebration of Chester Hill High School's extraordinary unity and diversity. Performances on the 21<sup>st</sup> and 22<sup>nd</sup> June showcased the school's ability to bring together parents, students, teachers and the community

to celebrate the harmony and multiculturalism that the school is renowned for. More than 370 students participated in the ceremony as dancers, musicians, choristers, choreographers, light, sound and film crew, flag bearers, ushers and hosts.

In 2012, all year groups were involved in creating a film clip that encapsulated the spirit of the school. This film clip pieced together glimpses of each year group expressing their diversity to the song 'Raise your Flag'. The film clip was a resounding success and a wonderful contribution to the Chester Hill High School's Multicultural Flag Day.



### National partnership programs

2012 was the third year under the National Partnership Funding Program.

Professional development opportunities specifically funded by National Partnerships continued to enhance teacher learning. ActiveInspire Software and training workshops, TELL, Teaching Refugees in My Classroom, ESL strategies workshops, Literacy workshops, National Curriculum resource development, SMART Data Analysis, NAPLAN analysis, Assessment and Middle Band Team Projects are some examples of professional learning opportunities offered to students.

The Transition Adviser, Mrs Corcoran, assisted many students with choosing an alternate pathway to school. Mrs Corcoran organised alternative training/learning experiences for students, created links for our students with outside agencies such as Bankstown Career Connection, Mission Australia, Links to Learning, Youth Pathways, Café Horizons, Coffee and RSA School. Sixteen Year 11 students and seventeen Year 10 students attended Links to Learning workshops and achieved a First Aid Certificate and OHS White card as a result of the program.

In 2012 the Online Assessment Hub was developed and made available to all students and

parents through the school website. Faculties uploaded all Year 7 Assessment schedules and tasks for the year. In 2012 there were 1791 hits on the Assessment Hub.

The implementation of the HAC (High Achievers Class) initiative was also launched in 2012. This initiative provided a high achieving student from each partner primary school with a scholarship to attend Chester Hill High School which strengthened ties with our parents and primary schools. The teacher team developed teaching and learning programs that offered challenging curriculum experiences to these students, such as the Red Cross film project and online museum. In their film making project, students were given skills in Final Cut Pro Software, problem solving skills and general filming and editing skills. This project also established our partnership with our academic partner from the University of Western Sydney, Dr Diana Whitton.

In 2012 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
- 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
- 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 in the 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**

The Refugee Transition Program (RTP) also continued to evolve and provide our students with a variety of experiences and opportunities in 2012 that will enable them to succeed at school and beyond. With this program 40 students were identified and participated in the program. Students were assisted with curriculum concepts and skills related to key learning areas and

vocational pathways, including development of ICT skills, in-class support, one-on-one support, additional explanations, study and organisational skills – individual help to improve quality and completion of homework, work experience, excursions to TAFE and University visits. Our RTP students won 4 awards at the Refugee Youth Awards South West Sydney, 2 for Academic Achievement, Student Leadership and Achievement in Arts and Drama. They also participated in the Multicultural Writers Festival with 15 other schools, where Elvina Poe and Naw Be Law Lat were trained as directors/screenplay writers for a performance with a group of our students at the festival. Ms Fenton and Mr Criniti successfully applied for 20 Housing NSW Scholarships in Year 10 and 11, and also some funding from the Tsu Chi Foundation. We also provided students with breakfast twice a week, Monday and Wednesday, which is supported by Kelloggs and Auburn Diversity Services.

## **Student Engagement**

Through numerous student engagement initiatives Chester Hill High School has developed and sustained a number of partnerships. These include the University of New South Wales – ASPIRE Program that works with students from Year 8 to 12 offering them workshops, university experiences and sponsoring a student to go to a Medical Conference. We have also nurtured a partnership with the University of Technology where students completed a two week workshop learning about Nursing, Science, Technology and Art. Chester Hill High School also continued the partnership with the Smith Family through iTrack which is a mentoring program for our Year 10 students.

Through student engagement we initiated our Community of Schools meeting which took place once a term with our local primary schools; Chester Hill, Chester Hill North, Carramar, Villawood North and Yennora. At these meetings we focused on developing stronger links with our community of schools to develop a transition program from Year 6 to 7. We offered primary schools' taster lessons and the opportunity to attend Flag Day.

## Progress on 2012 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 2012 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 2012, 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 for 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 2013.

### Target 1

**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%.**

Our achievements include:

- Teachers accessed SMART2 data more effectively to create groups, do item analysis to access strategies to utilise in their teaching and learning programs
- HT Teaching and Learning assisted faculties in utilising SMART2 data effectively to design units of work and programming to identify areas of weakness for targeted teaching of literacy skills.
- The Literacy Enhancement program offered intensive workshops in assisting the development of literacy skills in 22 middle band students in Yrs. 7, 8, 9. Students were selected based on SMART2 data. Students were pre and post-tested on writing, and reading and comprehension. Literacy Enhancement Program results showed that in Year 9, every student improved in writing, with 50% improving by 3-4 bands. Year 7 students displayed an average improvement of 5.02%. For 17 of the 22 students writing

was the most improved area. 16 students improved by 14.67%. Year 7 reading-comprehension pre-test averaged 77.2% and post-test results had an average of 85.46% with an improvement of 7.74%

- 9.2% of Year 9 students achieved in the top two bands in Reading.

### Target 2

**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%.**

Our achievements include:

- Development of engaging teaching strategies by CRT Numeracy to further develop and enhance performance of students in higher bands. Higher achieving students withdrawn and extended during Mathematics lessons
- Mathletics was used in all junior classes as a regular revision, reinforcement and self-assessment tool. Some students were also accessing it more regularly at home and staff successfully incorporated the program into the Teaching and Learning programs across all classes
- Maintenance of the numeracy skills exam to be administered at school level and then incorporated into assessment schedules for Half-Yearly and Yearly reports in Years 7 and 9.
- 12% of students in Yr 7 and 14% of students in Yr 9 achieved in the two top bands in Numeracy
- In the Year 9 NAPLAN data in Numeracy there was 62.8 point growth which was 22.2 points above state and 7.8 points above SSG. This highlights the genuine improvement in numeracy skills in the students in Year 9.

### Target 3

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

Our achievements include:

- The retention rates have increased since 2011 and are 10% higher than the State retention rates
- Of the 21 exiting Yr 12 students in TAFE courses, 9 had studied a VET subject for the



HSC and 2 received credit transfers, in the IT field

- Programs such as the Refugee Transition Program, Parent Information Meetings, Year 10 Student Review Program, AFL Mentoring Program, iTrack UWS and Aspire Programs have assisted students in remaining engaged and at school, by providing them support and goal setting, guidance and varied learning experiences
- The increase in NON-ATAR curriculum offerings and student assistance in choosing more Non-ATAR subjects including Sports Fitness and Recreation, Dance, English Studies, SLR and with continued access to TVET and VET courses such as Construction, Retail, IT and Business Services
- Transition Adviser worked with students to develop individual career plans for students at risk and made links with outside agencies such as Bankstown Career Connection, Mission Australia, Links to Learning and Youth Pathways
- 16 Yr11 students and 17 Yr 10 students identified as "At Risk", attended Links to Learning and achieved a First Aid Cert and OHS White card as a result of the program. 7 students were referred to Youth Connections and 30 Yr9 Students attended U Syd Expo Day

#### **Target 4**

**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.**

Our achievements include:

- Implementation of Stage 4 Assessment Schedules online accessible to parents via the website. Yr 8 assessment were also available by the end of 2012
- The development a whole school 7-10 Assessment Policy in alignment with Backward Design Principles with a standardised assessment notification proforma, explicit marking guidelines and student exemplars of best work

- Maintenance of TPL for targeted teachers to embed differentiated Teaching and Learning and assessment strategies for Middle Band students through Middle Band Program
- Published assessment schedules and made all assessment tasks available online (The Assessment Hub).

#### **Target 5**

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

Our achievements include:

- HAC teacher team developed quality teaching and learning programs that offered challenging curriculum experiences to these students, such as the Red Cross film project and online museum
- 36% of HAC parents reported that the quality of education in HAC was excellent and 64% indicated it was above average.
- Interest from community of schools in HAC class and strengthened ties with Community of Schools. Parents have responded positively to the program and are impressed with its intellectual quality.
- HAC students created DVD for Red Cross. The partnership with academic partner, Dr Diana Whitton from the University of Western Sydney, University students and Blake Powell from The Red Cross has established a strong link between the school, University and outside agency to promote service learning at Chester Hill High School.
- Developed a film aspect to activities and provided students with skills in Final Cut Pro, film making and editing.

#### **School evaluation**

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of curriculum implementation at the Intensive English Centre.

#### **Curriculum**

##### **Intensive English Centre Rich Tasks**

## Background

In 2012, the Intensive English Centre introduced some significant curriculum reforms to support and enhance the standard Intensive English Program. The new approaches were based on the educationally sound idea that the more the students were engaged with their learning, the faster they would learn English. To this end, two new major thematic perspectives were introduced, firstly 'Rich' Assessment Tasks each term and secondly, providing many opportunities for students to engage in Performing Arts. The rich tasks were founded on all IEC students actually physically experiencing the curriculum. In this way, our English learners could formulate their formal English responses based on real life situations rather than theoretical understandings. Rich tasks typically cross curriculum boundaries. For example, Term 3 saw all IEC students partake in a bush walk at Lane Cove National Park Heritage Walk. For many of these newly arrived students, it was their first experience of the Australian bush. The students' activities included English, Science, History and Geography and these curriculum areas were taught simultaneously rather than separately as they would be at school. This approach attempted to engage students in multi-faceted tasks such as creating written scientific reports on issues facing plant protection and bush regeneration and highlighting such issues through multimedia presentations. In Term 2, there was a combined IEC-OPTUS Gardening and Performance Day where again students had the opportunity to experience firsthand the processes of gardening and performing for an audience. In Term 4 there was also a highly successful excursion to the Sculptures by the Sea at Bondi.

## Findings and Conclusions

This rich task curriculum approach incorporates the five macro skills of speaking, listening, reading, writing and viewing. As the students were able to base their learning on what they actually experienced, the learning of English across all modes was greatly enhanced. Such activities target language teaching and learning in a focused but fun-filled setting and encourage oral communication and responses amongst students, staff and volunteers from the community. It also introduces students to online research which necessitates vast amounts of reading English and writing outcomes centred on

the text types of description, recount, narrative, information, exposition and discussion eventuated. In the rich task for Term 4, the students had to create their own 'sculptures by the IEC' based on the themes of the environment or migration. This involved complex teamwork, abstract thought, intense discussion, making the artwork and annotating its meaning. The results were outstanding with teachers stating there were high levels of engagement from the students and the students responded enthusiastically with high quality responses. The quality of the teacher preparatory work was also outstanding. As a consequence of this approach, teacher motivation was also high. Our findings were that rich tasks produce outcomes that ordinary classroom-based lessons cannot. As a bonus, the IEC grounds are looking green, luscious and cared for. The library walls are filled with students' happy stories and classrooms are decorated with students' sculptures.

As a direct outcome of this, the IEC has extensively promoted the Performing Arts which has proven to be an invaluable KLA in the acquisition of vocabulary (lyrics in songs), encouraging oral English communication amongst reluctant speakers and confidence building in new arrivals. Central to this is the community outreach where highlights of 2012 include the OPTUS Taste of Harmony performances at Optus Campus Macquarie Park, participation in the Queenwood School for Girls Music Festival at Mosman, winning the inter-IEC Refugee Talent Quest in Refugee Week 2012 at Parramatta Park, performance at Cabramatta High School on PEACE Day 2012 and the production of a music/video DVD with St. Anthony's Family Care. A few other 2012 events worthy of mention include the second successful hosting of the inter-IEC Oratory Competition, participation at the Launch of the JP Morgan & OPTUS Performing Arts website, coordinated by ABCN and attended by the Education Minister, Peter Garrett and participation at the Football United 2013 Launch with David Gonski at UNSW. We have also started a swimming program with Pymble Ladies College with promise of greater involvement in 2013 where 24 girls will be offered free individual swimming coaching for a week by trained PLC Year 10 girls with another twenty nine volunteers offering individual tutoring at the IEC.

## **Future Directions**

In 2103:

- Rich task Assessment tasks will continue to be offered to all IEC students each term so as to engage all in English Learning
- Performing Arts will be central to the curriculum as well as a vehicle for promoting the IEC and High School to the wider region
- Community partnerships will be central to the rich task approach, especially with Optus who are our valued business partners
- Valuations of rich assessment tasks will form part of the IEC Professional Learning process. This is part of a Quality Teaching (QT) measure to ensure teachers reflect critically upon their practice

## **Educational Management and Practice**

### **Community of Schools Initiatives**

#### **Background**

Our Community of Schools initiatives are aimed at strengthening the links with our local partner primary schools through a variety of teaching and learning activities and experiences for all students and staff. We have worked collegially and collaboratively to create more opportunities for team-teaching and cooperative planning across the high school and the primary schools, so as to improve transition and provide further professional development for the teachers in teaching Years 5-8 as a continuum, focusing primarily on literacy and numeracy skills.

The school group meets once per term with a representative from each school, usually the Principal or Assistant Principal, to discuss the needs of each school and how they can assist in the transition for their students to high school. Literacy and Numeracy skills are the key focus of our discussions as are the diverse opportunities for enrichment for our learners as they transition from one school context to another. We believe as a community of schools that it is important that we work together to maximise the opportunities available to all so as to make a real and significant difference to student outcomes.

In 2011 we commenced and in 2012 we continued the cross-school visits with Villawood North Public School and Chester Hill North, focusing on reading strategies and on numeracy strategies. Some of our Maths teachers were invited to Chester Hill North to observe their Intensive Numeracy Program and work with the primary students. This has raised awareness of the numeracy knowledge of the students in primary, which will then assist us in the programming for Years 7 and 8.

#### **Findings and conclusions**

We will continue to visit the primary schools and work side by side with the primary teachers on their initiatives and strategies. This will then assist us in the implementation of new initiatives or change current practices in the high school to better meet our students' needs and improve student outcomes.

Scholarships for five students (one from each of the partner primary schools) were offered in 2011 to support and promote Chester Hill High School's High Achievers' Class. This process was modified in 2012 with the five scholarships offered to all interested students applying for enrolment at Chester Hill High School's High Achievers' Class in Year 7 for 2013. This process did not involve the partner primary schools and based on primary school feedback the process will be modified in 2013 to ensure that all stakeholders are involved and supportive of this process.

In 2012 we strategically worked at enhancing the school profile in the community. We initiated a CLOs (Community Liaison Officers) Community of Schools meeting to occur once a term. The CLOs are the links to the school community and they can best inform us on how to serve our community of parents and students. This has been a very successful extension of our Community of Schools link and will continue in 2013.

As part of our community of schools initiative we invited all the students in Years 5 and 6 to attend our Flag Day Ceremony. As a result we were invited to perform at Old Guildford, Carramar Public School and Villawood North PS in 2012. This proved to be most effective and was well supported by both staff and students across the school community.

In 2012 we assisted Villawood North Primary School on their Visual Arts day by providing them with a team of 10 students and a teacher to assist in their Visual Arts workshops. The primary schools indicated that taster lessons in Year 5 would be beneficial to the students in assisting with dismissing their fears of high school. Based on this feedback we will be providing our local primary schools with taster lessons in Terms 3 and 4 for Year 5 and then Orientation Day for all Year 6 students.

Our Community of Schools meetings have been most beneficial to all stakeholders. These meetings will continue in 2013 to strengthen these links and allow us to work collaboratively as a Community of Schools to support our students' educational needs.

### **Future directions**

The relationship of our Community of Schools will be strengthened with initiatives expanded in 2013. These initiatives will include:

- The organisation of a combined Community of Schools Staff Development Day with concurrent sessions in literacy and numeracy being led by teacher experts across the six schools including Villawood North, Chester Hill, Chester Hill North, Old Guildford, Carramar Public and Chester Hill High School.
- Students enrolled in the Sport Coaching course will be supporting students and teachers across the five primary schools by offering sports coaching for a variety of sports. Chester Hill High School students will be available to lead sporting activities and support staff at carnivals so that their 35 hour work place requirements are met through authentic coaching opportunities.
- Regular high school student performances at special events in the primary schools to showcase talent and performing arts opportunities being offered at the high school.
- Offer taster lessons and enrichment opportunities for students in Year 5 to strengthen relationships and promote the school to the younger learners prior to family nomination and choice of high school.
- Consolidate further the continuity in reading skill development from primary to high

school through more team teaching opportunities across the six schools.

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

In 2012 the school sought the opinions of parents, students and teachers about the school.

In conducting our School Evaluation for 2012 we used a variety of data and analysed our practices in a number of ways including:

- Interviews were conducted with members of the school community including members of staff, students, parents, family members and community members
- Online surveys, discussion forums at the parent meetings and individualised focus groups were scheduled to gain feedback from all stakeholders
- Student, Parent and Staff surveys were issued focusing on Quality Teaching Practices, Literacy and Numeracy Skills, Quality of School Life and the Aboriginal Program and Initiatives.
- Discussion and feedback at Parent meetings and Parent and Community Forums
- Due to professional learning opportunities including the TELL course, Refugees in the Classroom Course and the Middle Band Program, staff reported an increased awareness of the needs of ESL students and the needs to differentiate the curriculum and importance of preparation of Assessment and Programming – “ these Courses helped me plan lesson activities which have raised the level of student engagement in the lesson”
- High participation at all parent meetings and positive feedback as reflected in all parent surveys highlights the satisfaction and support that the community feels is being offered by the school to promote and strengthen parent/student/teacher/school relationships.
- Programs such as the Refugee Transition Program, Parent Information Meetings, Year 10 Student Review Program, HAC, AFL Mentoring Program, iTrack UWS and Aspire Programs, Fast Forward Program and the Coolaburoo Neighbourhood Centre “Healthy



Relationships” workshops have assisted students in remaining engaged and at school, by providing them support and goal setting, guidance and varied learning experiences. Students have reported in focus groups and surveys that they enjoy their schooling, feel extremely supported in the school environment and are appreciative of the diverse experiences that are made available to them.

## Professional learning

All staff at CHHS at every level are encouraged to undertake professional learning to ensure that 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 professional learning to maintain accreditation with the Institute. Professional learning has been a prominent feature of CHHS throughout 2012. In 2012, the total school expenditure on Teacher Professional learning was well over \$130,000.

The delivery of courses such as Refugees in the Classroom, Teaching English Language Learners (TELL), ActivInspire Technology, Managing Difficult Behaviours in the Classroom, Moodle, Smartboard Training, Team Leadership for school Improvement, NAPLAN writing marking professional learning and the Middle Band Program are examples of the diverse professional opportunities offered to staff.

There was also further development of our Beginning Teachers program throughout 2012. The program supported teachers across a range of areas including classroom management, program writing, lesson sequences and accreditation requirements.

## 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

### Outcome for 2012–2014

To increase the percentage of students in Year 9 achieving at or above the 75th percentile in Reading from 25.2% in 2012 to 30% in 2013 and to 32% in 2014.

#### 2013 Targets to achieve this outcome include:

- Improved literacy outcomes in Year 9 in overall literacy
- Improved overall reading results in Years 9
- HTs presenting Reading Strategies at Executive meetings
- Increased borrowing from school library
- Increase number of students achieving above NMS in both literacy and numeracy
- Assessments in Stage 5 with explicit teaching of higher-order reading skills

#### Strategies to achieve these targets include:

- Maintain HT Teaching and Learning to continue assisting faculties in utilising SMART2 data effectively to design units of work and drive programming and evaluation by identifying areas of weakness for targeted teaching of literacy skills. Follow up sessions utilising trend data in 2013 and 2014
- Maintain employment of CT (0.6) to continue Intensive Literacy Skills Enrichment Workshop for Year 7 & 8 to further develop middle to top band students in reading and writing skills through special interest ICT workshops.
- Whole staff reading strategies workshops focusing on purposes of reading. Staff to develop a reading for purpose teaching sequence using ICT to be delivered in Term 1 of 2013
- HT T&L and LAST Team to identify 10 Yr 7 students in top band and 10 in middle band in NAPLAN who have regressed and develop individual education plans with targeted teacher input
- School to continue Premier’s Reading Challenge to encourage reading in Yrs 7 & 8 with school recognition and awards for students

## School priority 2

### Priority Area: Numeracy

#### Outcome for 2012–2014

To increase the percentage of students achieving at or above the 75th percentile in Numeracy from 40% in 2012 to 44% in 2013 and to 48% in 2014.

#### 2013 Targets to achieve this outcome include:

- Improved numeracy outcomes in Year 9 in overall numeracy
- Demonstrated use of SMART2 data in all faculty Stage 5 programming
- Greater number of students entering external Maths competitions.

#### Strategies to achieve these targets include:

- Maintain Numeracy skills exam to be administered at school level and then incorporated into assessment schedules for Half-Yearly and Yearly reports in Years 7 & 9 (Corporate marking)
- Maintain the use of “Mathletics” for juniors and incorporate it as an assessment tool to be included in students’ Semester 1 and 2 reports.
- Provide Funding for “Maths on Line” for senior students
- Maintain employment of Numeracy teacher (0.4) at IEC to extend and support high achieving students in Numeracy
- Maintain HT Teaching and Learning to provide faculties with KLA specific NAPLAN Numeracy questions and assist in incorporation into units of work if necessary
- Continue strengthening links with our Community of Schools and develop more opportunities for team teaching and cooperative planning to develop expertise in teaching numeracy for Years 5 to 8. Provide release time for teachers to visit schools. Visits by Maths Faculty staff to CHNPS to observe and participate in Numeracy Workshops

## School priority 3

### Priority Area: Retention and Attainment

To increase retention rates from 74% in 2012 to 76% in 2013 and 78% in 2014.

#### 2013 Targets to achieve this outcome include:

- Increased number of students pursuing NON-ATAR pathway and curriculum offerings
- Reduction in “N” Warning letters issued
- Increased number of students participating in Mentoring Programs
- Increased number of ICT-based assessment tasks in Stages 4 and 5
- All Year 10 students complete 3 phase process for subject selection
- Increased use of alternate pathways/industry links to extend learning opportunities
- Improved communication between the school and parents through a formal interview process in Year 10
- Positive student/teacher relationships through whole school PB4L processes resulting in improved attendance
- Increased participation of Aboriginal students in leadership initiatives within the school to maintain attendance and retention rates at above State Average

#### Strategies to achieve these targets include:

- Maintain HT Engagement to continue coordinating programs to engage at risk students such as RTP, Yr 10 Student Review Program, PB4L Mentoring program, ITrack, Yr 6 “At Risk” Transition Program and Aspire Program
- Maintain parent information meetings with an effort to combine with TAFE and provide parents with access to English classes at the school
- Maintain RTP teacher (0.6) initiative in the school to provide support and assistance to refugee students transitioning into high school and increasing the number of students being supported - supplement MPU funding
- HT Student Engagement to maintain IEC transition and integration programs through the “Welcome” Program and Breakfast Club - 1 to 2 mornings per week

- Maintain Transition Adviser (0.8) to develop individual career plans for students at risk and make links with outside agencies, such as Links to Learning and Youth Connections, to assist exiting students in transitioning to an alternate pathway
- Maintain Non-ATAR retention Task Force to improve subject selection and Engagement in Stage 6 by assisting students in making appropriate curriculum choices

## School priority 4

### Priority Area: Leadership and Management

100% completion of newly revised TARS process including Professional Learning Plans for each teacher by the end of 2013

#### 2013 Targets to achieve this outcome include:

- Genuine staff involvement in decision-making processes which lead to agreed teaching standards
- Data-driven, educationally-sound decisions that benefit our entire learning community
- Focused and strategic links with our Primary Partner Schools

#### Strategies to achieve these targets include:

- Maintain executive coach (0.2) to assist in whole school implementation of TARS process and guide HTs through the new EARS and TARS. This role can then be taken on by the Principal or DP after NP
- Effective utilisation of SENTRAL by all staff as key communication system
- Align development of Professional learning Plans with implementation of TARS processes

## 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.

Mr B Miller Principal

Ms M Pikoulas Deputy Principal

Ms C Mateus Deputy Principal  
 Ms J Cremin HT English  
 Mrs M Liau HT IEC  
 Mr M Milne HT Administration  
 Mrs L Watts HT Engagement  
 Ms I Manion HT Visual Arts  
 Mr M McLean HT Industrial Arts/VET  
 Mr L Jones HT PDHPE  
 Mrs D Howard SASS  
 Mrs J Chami Parent  
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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>