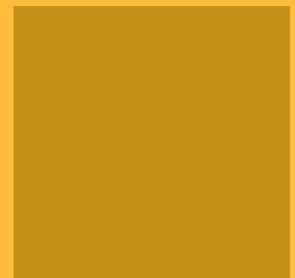


Chester Hill High School Annual School Report 2013



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Principal's message

Chester Hill High School is a harmonious and high-achieving school which is committed to serving our community to the best of our ability. Our ethos is underpinned by the principles of social justice and tolerance. The school is proudly comprehensive, co-educational and multicultural in nature with a fine tradition of academic achievements and community engagement. We have students from 58 different language backgrounds that represent our 70 plus cultural groups including 270 students who are from refugee and refugee-like backgrounds. We have over 1200 students and over 130 teaching and SAS staff across the High School and Intensive English Centre. 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 2013 CHHS again achieved excellent HSC results with over 60% of ATAR students gaining university places. This paralleled the same achievement in 2011 and 2012. 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. In 2013 we continued with our scholarship program and the High Achievers' class who thrived under our innovative pedagogical and curriculum programs. We continued to involve our community by expanding our Assessment Hub on our school website where parents and students can access all their assessment tasks on-line. We have successfully introduced intensive literacy and numeracy programs and introduced the new Australian Curriculum in four subject areas. We have put in place processes to broaden our curriculum offerings and have continued to develop our staff to meet the needs of our 21st century learners especially in the areas of EAL/D and ICT.

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

Community Forum message

In 2013 the Chester Hill High School Community Forum considered important school policies and projects. The Forum consists of the school's senior executive, school staff, parents, community representatives and SRC representatives. All parents are welcome to attend. In 2013 the Chester Hill High School Community Forum has reviewed and contributed changes to school policies including the Assessment and Reporting Policy. In addition the forum provided feedback on a range of directions including prioritising school-based projects as building works and grounds maintenance. The CHHS Forum also provides an opportunity for parents to raise matters which may be of concern to them. Chester 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 also undertake projects to further improve the school community. Throughout 2013, 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 Chesos Day as well as our weekly recycling duties. SRC was also involved with the Roundabout Youth Centre initiative that was posted on the Chesos website. Each SRC member also has the opportunity to host their year meetings as well as whole school assemblies.

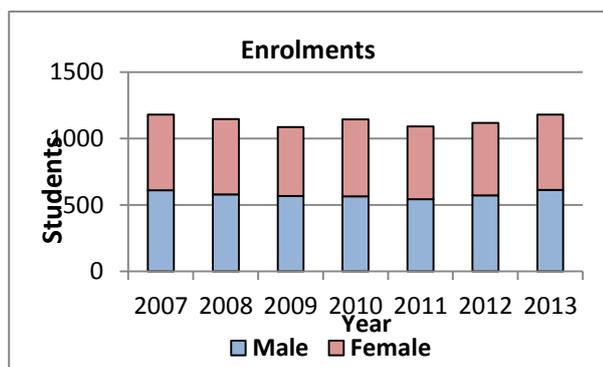
Delian Kotevski

Student information

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

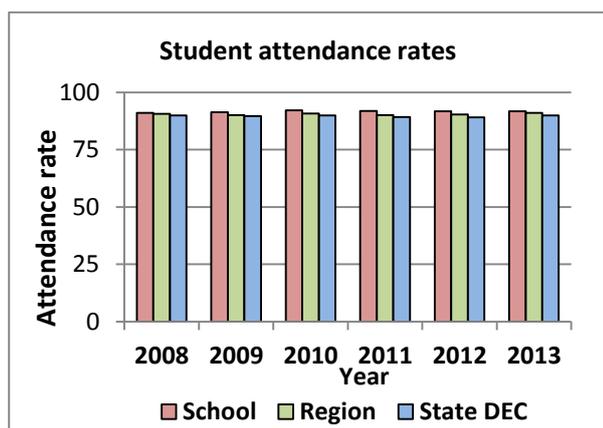
Student enrolment profile

There were 1179 enrolled at Chester Hill High School in 2013. In total and including the students from the Intensive English Centre (IEC), there were 613 males and 566 females.



Student attendance profile

The effective implementation of positive attendance strategies has ensured improved attendance patterns across all year groups in 2013. Strategies including SMS messaging, electronic roll-marking and targeted attendance monitoring including HSLO intervention, has contributed to our continuous improvement in student attendance. In 2013, the data reflects that overall attendance rates were 0.8% higher than region and 1.9% above State.



Management of non-attendance

The use of SMS to inform parents of student absenteeism reduced the number of unexplained absences again in 2013. 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 minimised in 2013. 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 2013, 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 2013 reflects that of the cohort for the School Certificate in 2011, 71.8% completed their HSC in 2013. The retention rates represent a significant improvement compared to previous year due to the effective work of the Careers Adviser and School Transition Officer who ensured that students focused on completing the HSC. Those students who left, were offered employment and further education opportunities that were both relevant and appropriate for those seeking alternative pathways.

Destination	Numbers	Percentage
University	96	60.3
TAFE	22	13.8
F/T employment	10	6.2
Private College	4	2.5
UWS College	2	1.25
Apprenticeships	2	1.25
Religious mission	2	1.25
Nursing scholarship	2	1.25

Post-school destinations

In 2013 there were 159 students who completed the HSC. One student had his HSC withheld. An attempt was made to contact each of the 159 students by phone or email. While every attempt was made to contact these students, the school was only successful in contacting 129 students. As a consequence there is data for only 81% of the 2013 cohort.

In 2013, of the 159 HSC candidates there were 23 students who had elected to do a non-ATAR HSC. 61% of ATAR students were offered places at University for 2014. This is an outstanding result and parallels the CHHS HSC achievements in both 2011 and 2012.

The tables provided represent the post-school destinations of the Year 12 cohort. It is worth noting the 90.7% of the contacted students chose to pursue further study. 119 students in total enrolled in courses at TAFE, University and private colleges. Of the 22 students offered placements in TAFE, 20 had studied and successfully completed VET courses for the HSC.

In 2013, 48 Year 12 students were enrolled in a VET course. When combined with the Year 11 cohort, Chester Hill High School had 130 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.

Year 12 students attaining HSC or equivalent Vocational educational qualification

Chester Hill High School offered four Industry Curriculum Framework courses for delivery in 2013. Three VET courses were studied for the HSC pattern of study. These included Business Services, Construction, and Retail Services. In 2013, 42 % of Year 12 students undertook vocational or trade training and achieved a statement of attainment towards a Certificate 2 in the relevant industry course.

Workforce information

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

In 2013, the total number of teaching and support staff was 133.4. The composition of the school's teaching and support staff is outlined below.

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	3
Head Teachers	14
Classroom Teacher(s)	81
Learning and Support Teacher(s)	3.2
Teacher Librarian	1
Teacher of ESL	5.2
School Counsellor	3
School Administrative & Support Staff	22
Total	133.4

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

There is no teacher of Aboriginal descent in the school.

Staff Establishment

The teachers at Chester Hill High School and Chester Hill IEC are a mix of highly qualified and experience staff and teachers in the first phase of their careers. There are a significant number of teachers who have been employed at the school for more than 10 years. There is also 48% of staff who are accredited with the NSW Institute of Teachers.

Staff Retention

In 2013, Chester Hill High School saw the increase in the numbers of teachers from 80.1 to 81. We also increased our LAST allocation by 0.4 and our ESL allocation by 0.4. In 2013 the Deputy Principal, Ms Mechel Pikoulas, was promoted to Principal at Cumberland HS and Ms Ena Gabb, a long term teacher at the IEC also retired. Two long term SAS staff, Mrs Lynne Beach and Mrs Elaine Snowball also retired after distinguished service to the school.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	71
Postgraduate	29
NSW Institute of Teachers Accreditation	48



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	30/11/2013
Income	\$
Balance brought forward	737674.61
Global funds	578509.53
Tied funds	921900.96
School & community sources	360519.28
Interest	31937.76
Trust receipts	156554.89
Canteen	0.00
Total income	2787097.03
Expenditure	
Teaching & learning	
Key learning areas	135095.79
Excursions	38259.65
Extracurricular dissections	61546.42
Library	9257.65
Training & development	6874.24
Tied funds	568246.95
Casual relief teachers	144764.58
Administration & office	191233.09
School-operated canteen	0.00
Utilities	187111.20
Maintenance	148640.04
Trust accounts	156023.20
Capital programs	74429.41
Total expenditure	1721482.22
Balance carried forward	1065614.81

A full copy of the school's 2013 financial statement is tabled at the annual general meetings of the CHHS Community Forum. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Academic achievements

NAPLAN

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.

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

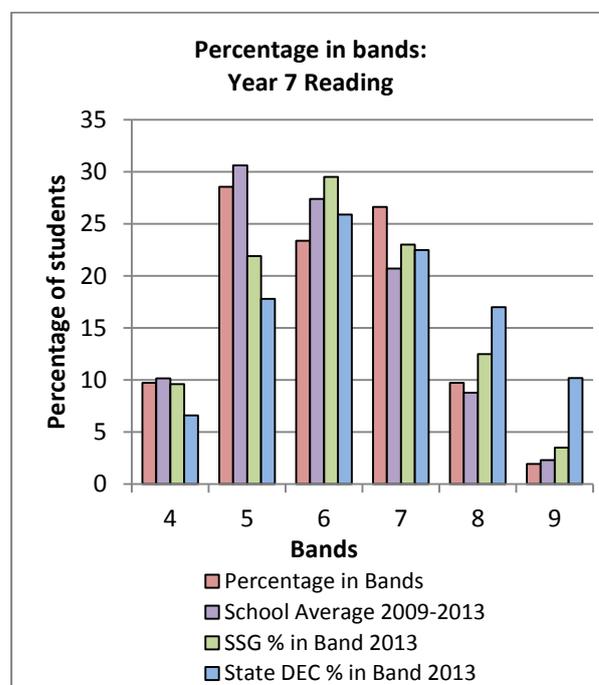
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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.

NAPLAN Year 7 - Literacy

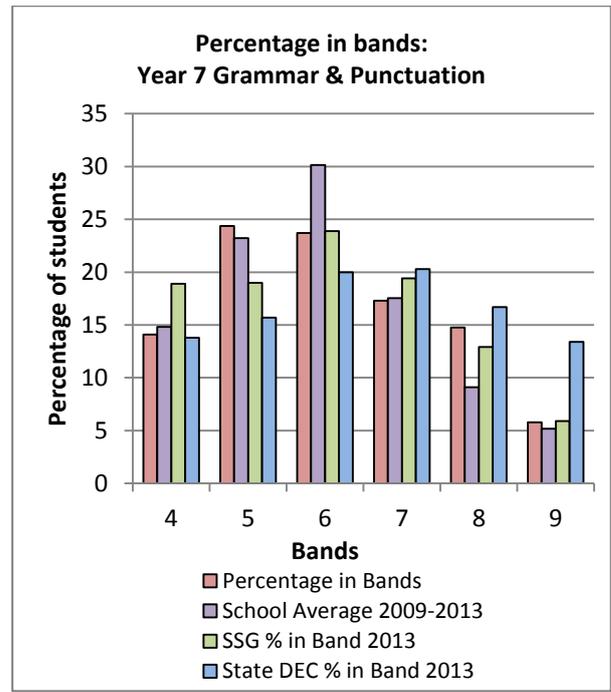
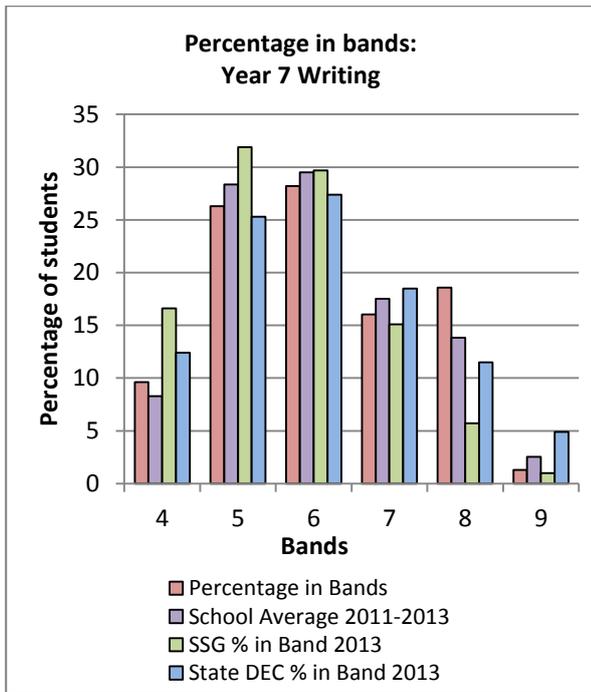
Reading

In the NAPLAN Reading assessment 90.3% of students achieved at or above the national minimum standard (Bands 5-9). This marked an improvement from the 2012 data with an increase by 1% in the number of students performing at or above national minimum standard. It is also worth noting that there has been a 9% increase in the percentage of students who have achieved in the top three Bands in Reading from the school average 2010-12.



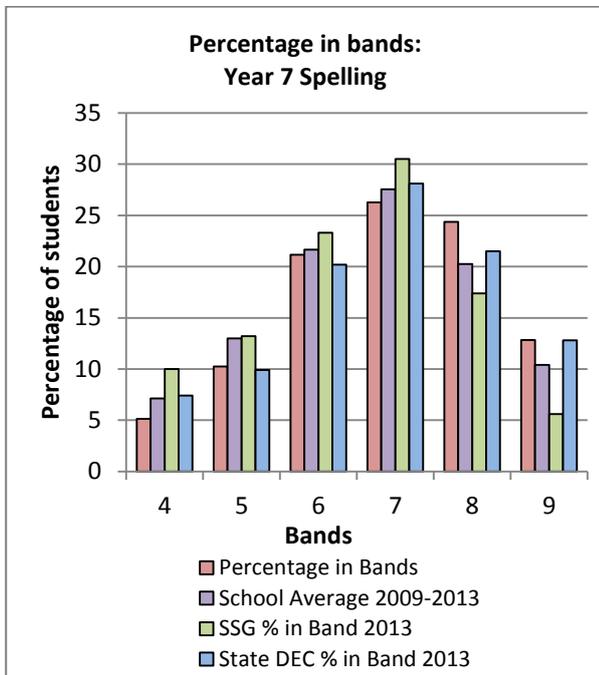
Writing

There were 90.4% of students achieving at or above the national minimum standard (Bands 5-9) in 2013. This represents a slight decline in the numbers of students from 2013. It is worth noting however, that there was a significant increase in the number of students performing in Bands 7, 8 and 9 with 35% of Chester Hill High School achieving in this range in contrast with the SSG (Statistically Similar Group) which had 21.8% and the State 35% achieving in the same range.



Spelling

In Spelling, 94.6% of students achieved at or above national minimum standard. This marks a slight decline in the number of students performing in this range in comparison to 2012 data. However the Year Spelling results were at State average.

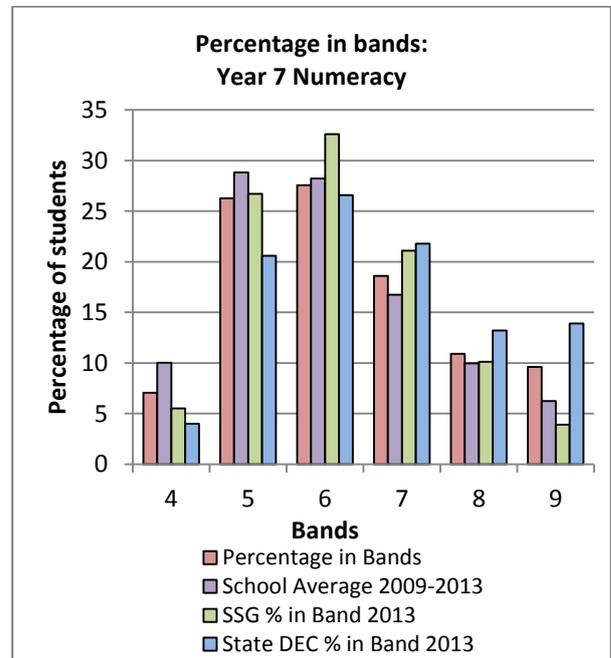


Grammar and Punctuation

85.9% of students performed at or above national minimum standard which marks a decrease of 7% in comparison to 2012 data. In 2013, Grammar and Punctuation results at CHHS were significantly lower than the Similar School Groups and State average.

NAPLAN Year 7 - Numeracy

In the Numeracy component of the NAPLAN assessments, 92.9% of students achieved at or above the national minimum standard (Bands 5-9) which represents a slight increase from 2012. There was a significant decrease in the number of students performing below national minimum standard 17.7% in 2011 to 7.1% in 2013.

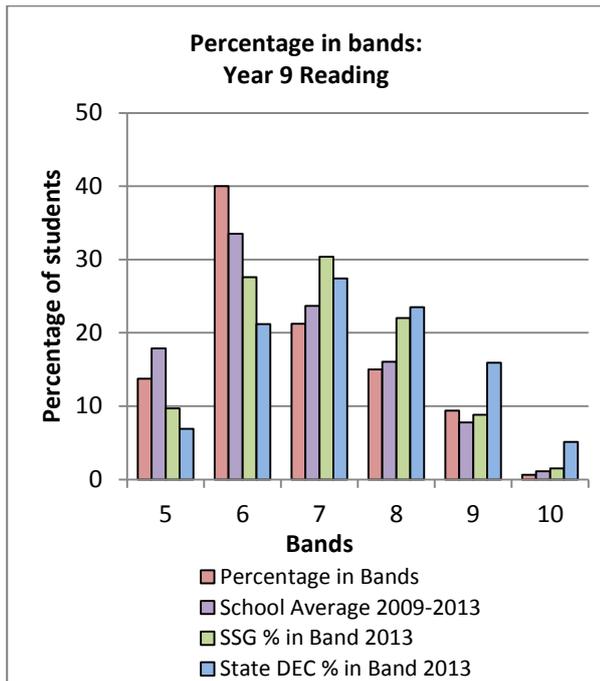


NAPLAN Year 9 - Literacy

Reading

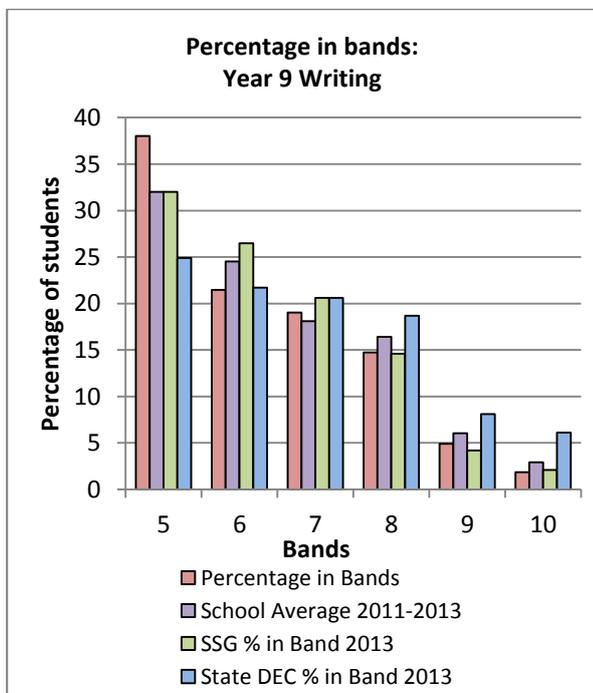
In Year 9 Reading, 86.3% of students achieved at or above national minimum standard. The percentage of students achieving at the top three bands (8, 9 & 10) improved by 6% when compared to 2011 and 2012

data. However, our results in Year 9 Reading were below both the SSG and State results.



Writing

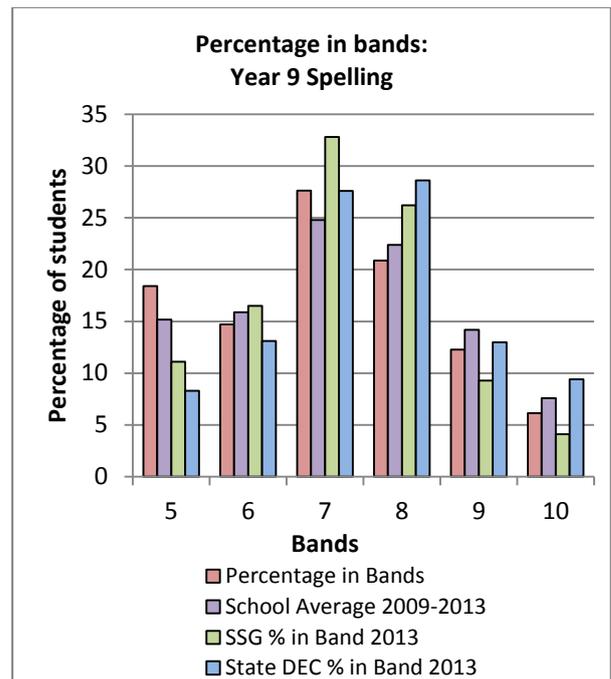
In the Writing component, 62% of students achieved at or above national minimum standard. There was significant decrease of 6% in the number of students performing in the proficient range (bands 9 and 10) which was well below the State average. However, Year 9 writing results were better on average than the SSG.



Spelling

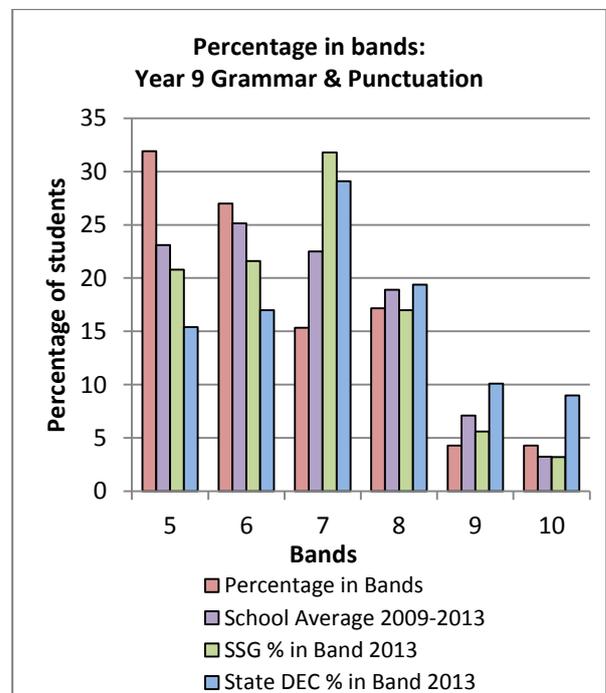
In Spelling, 81.6% of students achieved at or above national minimum standard. In the proficient bands (Bands 9-10), the school performed above the school

average and above the SSG by 5%. In terms of growth, students grew by 38.2 points which was 8.2 points above State and 1.8 points above SSG.



Grammar & Punctuation

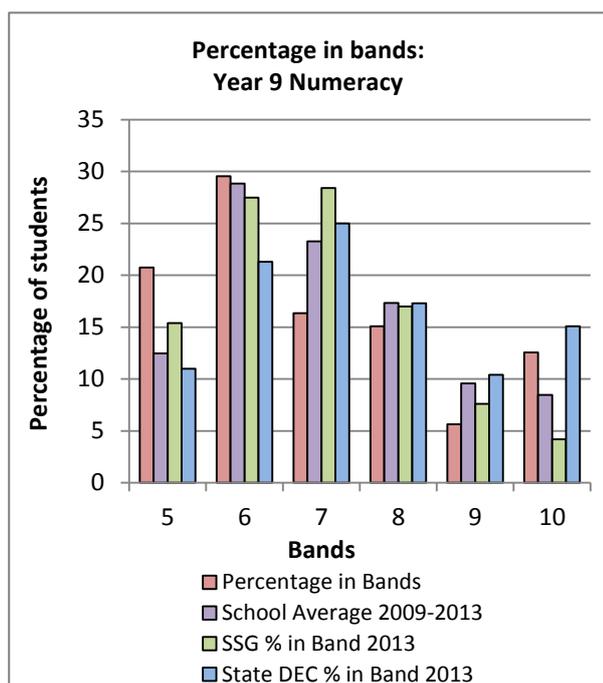
68.1% of students achieved at or above national minimum standard. This result was well below both the school average and State average (2008-2012-78.6%).



NAPLAN Year 9 - Numeracy

In the Numeracy component of the NAPLAN assessment, 79.2% of students achieved at or above national minimum standard. This was well below the State average except in the proficient range (Bands 9 & 10) where there was a slight increase. There was

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

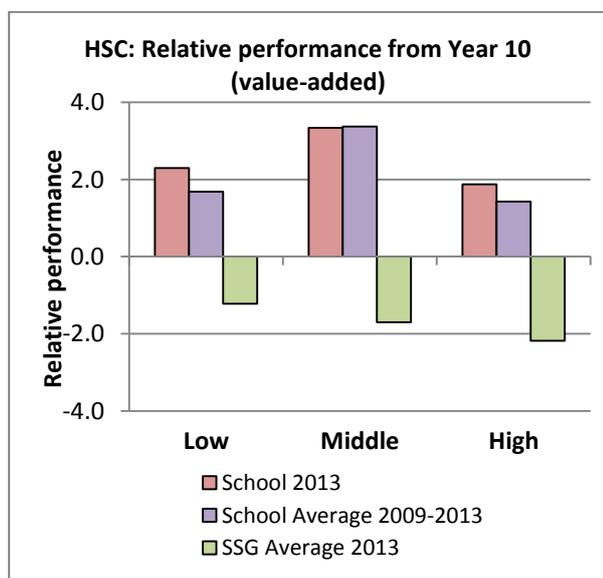


The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

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

Higher School Certificate (HSC)

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).



In 2013 HSC was generally a very successful for Chester Hill HS students. There were 159 students

being examined in 38 subjects. Of these students, 23 elected to be non-ATAR. The overall results in Band numbers are listed below.

Band	No.	%
6	17	2%
5	178	24%
4	260	34%
3	205	26%
2	75	10%
1	32	4%

Year	Band 6	Band 5	Band 4	Total
2010	15	86	204	305
2011	30	208	191	429
2012	17	135	214	356
2013	17	178	260	455

The results obtained were generally very pleasing. 60% of the results were in the top three bands. There were significant increases in Bands 5 and 4 on previous years (apart from the 2011 cohort which was widely regarded across the school as an exceptional year). It can be seen that 86% of results scored 60+ or better. Given the school's socio-economic context, the results are demonstrating significant value-adding from the time these students enter high school. In 2012 and 2013, a detailed analysis of students' literacy levels mapped against the Literacy continuum found that 66% of students were still at beginning Stage 3 by the time they entered high school. The majority of incoming Year 7 students are well below State average but by the time they complete Year 12 they are close to State average.

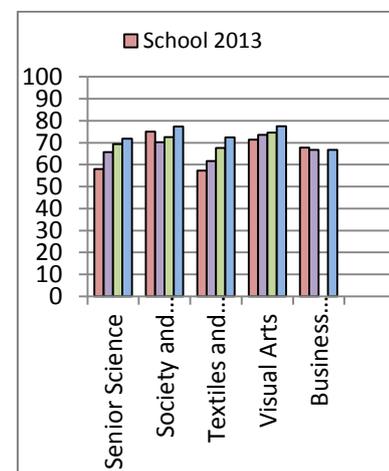
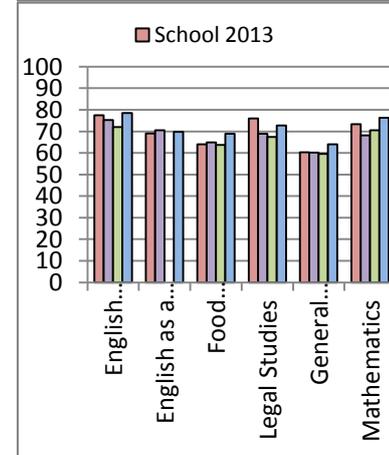
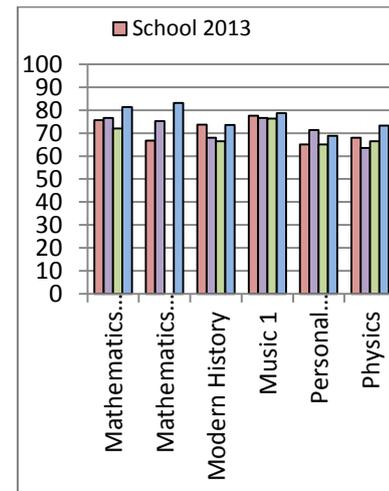
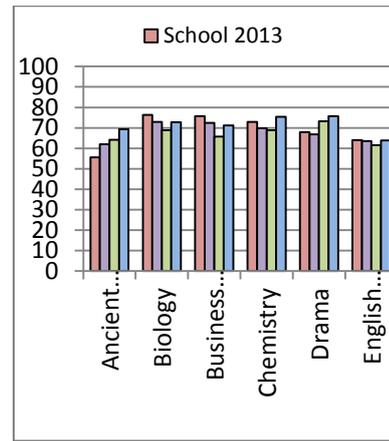
A four year comparison reveals that there are growing numbers of results in the top three Bands. Despite the numbers of 2013 cohort being slightly smaller than the previous three years there were more top three Band results amongst the students than previously. This includes the 2011 cohort who achieved well at the 'top' end but also did not perform as well as the 2013 across the board. The results indicate that students are moving from Band 2 into Band 3 and from Band 3 to Band 4.

Year	% Top '3' bands	% Bottom '3' bands
2010	45	55
2011	55	45
2012	57	43
2013	60	40

One of the main factors in students being able to achieve higher Bands, is the significant reduction in the numbers of students achieving Band 1s. There have been a number of strategies initiated over the past three years that have probably contributed to the reduction. Firstly, there has been a great emphasis on preparing students for subject selections in Year 10. There are information sessions, subject presentations, taster lessons and parent interviews in an elaborate process to inform students about appropriate choices. More non-ATAR subject choices have been introduced which give students genuine choice if they wish to pursue this pathway. There has also been a great emphasis on the implementation of the assessment policy, where students are required to redeem outstanding assessments before proceeding to the next year. This has resulted in greater compliance with assessment requirements.

Band 1 2010-2013

Year	Total	% of Candidature
2010	59	10.4
2011	48	8.4
2012	49	8.4
2013	32	4.1



Other achievements

Significant programs and initiatives

Transitional Equity Funding

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, and Theatre Enrichment, Homework Club, 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. The PSP funding allowed the development and distribution of school diaries. Three Community Liaison Officers Arabic, Vietnamese and Pacifica (CLOs) positions were also used from this funding source.

PB4L Positive Recognition Scheme

The continuation and consolidation of the Chester Hill High School Positive Recognition Scheme in 2013 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. A new level, Platinum was introduced for those students who had reached the top of the existing levels. 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.

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 and an Aboriginal elder, Uncle Harry. Our Aboriginal students were also mentored by MTC a youth working organisation. Students enjoyed excursions to Sydney University and UTS. Our students

participated in traineeships with Qantas and the NSW Department of Finance. Three students were successful in receiving NSW Department of Housing scholarships and in addition, three students received scholarships from Kari Aboriginal resources in Liverpool. Barnado's contributed \$2000 to assist students with schooling costs. In addition, we received a \$2,500 from the NSW Department of Environment for a bush tucker garden. This will be part of our 'Sustainable Futures' project in 2014.

Multicultural education

The 17th Annual Multicultural Flag Day Ceremony was yet again a celebration of Chester Hill High School's extraordinary unity and diversity. Performances on the 20th and 21st 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 400 students participated in the ceremony as dancers, musicians, choristers, choreographers, light, sound and film crew, flag bearers, ushers and hosts.

In 2013, The SRC provided the creative genius behind the music video where they storyboarded and edited the film clip to the soundtrack of Coldplay's "Paradise." Additionally and significantly, 2013 saw the inauguration of the Cheso Flag ceremony. The flag was introduced in the film clip. Again, Flag Day was a resounding success and a wonderful testimony to the Chester Hill High School's Multicultural celebrations.

National partnerships and significant Commonwealth initiatives (participating schools only)

2013 was the fourth 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 teachers.

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 and Links to Learning. 15 Year 11 students and 17 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 2013 the Online Assessment Hub was expanded and made available to all students and parents through the school website. Faculties uploaded all Year 7 and 8 Assessment schedules and tasks for the year. The implementation of the HAC (High Achievers Class) initiative was also consolidated in 2013. 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 Red Cross film project for refugees 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 2013 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
- 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
- School initiatives, after School Homework Centre and parent/community workshops held fortnightly during the day and in the evenings.
- Employment of IT teacher (0.4) and 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 Primary School links to develop expertise in teaching reading (middle years); Teachers in High School and Primary School 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 Athletics Program for all students in High School Years 7-10 and IEC
- Middle Band Workshops with a focus on Quality Teaching and Assessment and the development of sustained writing response



Improved Literacy Numeracy National Partnership (ILNNP)

Background

In 2013, CHHS was the recipient of a Federal Government tied grant in the form of a National Partnership agreement. The funding was to target improving literacy or numeracy in Stage 4 and we chose to concentrate on literacy. The basis of the program was staff Professional Learning in the target area of literacy. In preparing for the ILNNP, the school conducting a situational analysis that closely examined the existing literacy and numeracy achievement of our Year 7 students. The information sought was ascertaining how our students performed against the achievement descriptor, the Literacy Continuum 7 – 10. The situational analysis concluded that the majority of our Year 7 students were at Stage 3 and not at the state average of Stage 4. To address this issue, we employed a teacher to team teach with our teachers and dedicated three periods per teaching cycle to intensive literacy work. We purchased the literacy material Comprehensive Assessment of Reading Strategies (CARS) and Strategies to Achieve Reading Success (STARS) and worked our Year 7 students and 30 Year 8 students through the program. The program focused on 12 vital literacy skills including areas like inferring, finding the main idea, summarising, finding facts and details and comparing and contrasting.

Findings and conclusions

The ILNNP project started in Term 3, 2013. The first five weeks included planning time, pre-tests and self-assessment as well as an overview of all 12 literacy strategies before explicit testing began. Pre-testing had shown four out of eight classes performed quite well in comprehension, scoring above 50%. However, there was also a strong indication that there was a pressing need for many of our students to improve their comprehension skills. The ILNNP goal would be for all classes to achieve 60% or above for each of the identified reading strategy. All classes were weakest in *identifying the main idea* and *summarising* and performed strongest in *finding facts and details and comparing and contrasting*. The weakest identified areas were the ones where higher order thinking was necessary for comprehension. The CARS and STARS program focuses in on these areas for the rest of the year. By the end of 2013, the results indicated that all classes had made considerable progress in their literacy skills.

Future Directions

In 2014, a major ILNNP Professional Learning Program based on classroom observations/lesson study will be undertaken. In addition, the CARS and STARS program will be timetabled and a teacher employed to provide relief for teachers who are involved in lesson studies.

Students will be continuously monitored and results reported to both staff at staff meetings and to parents by letter.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

Curriculum

Background

The end of 2013 saw the completion of a major, long term curriculum project regarding assessment practices across the school. 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. The project parameters were to standardise assessment task formats across all years, have clearly identified intellectual content or 'big' ideas, possess specific criteria and to have detailed marking rubrics. The timeframe of the project covered three years; in 2011 all Yr. 7 assessment tasks were reviewed, in 2012 all Yr. 7 & 8 assessments were reviewed and at the end of 2013 all Years from 7-10 were completed. For Yrs. 11-12, there have been standardised assessment booklets available for students as per the BOS requirements so development work in this area had already been completed. This project brought all assessment protocols and practices from 7-12 into a whole-school standardised process. The staff at CHHS have worked assiduously to review their assessment practices to the extent that every assessment is now available to parents on the school website with all the previously described elements present in each assessment task.

Findings and Conclusions

The start of the whole school assessment evaluation process began with staff being given extra time at the end of years 2011-13 to critically review their practices. Staff were supported in this process by being provided with model assessment tasks and an electronic assessment task template. This 'model' assessment task's format was presented as the one which would be adopted as the standardised format for all assessment task notifications at CHHS. The new, salient features of this designed task format were, a clear articulation of the 'big ideas' to be learned and explicit and systematic assessment criteria based around three generic concepts: 1. To 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 generic areas had to have explicit marking criteria. Faculties used existing assessment task notifications to evaluate these tasks' functionality compared to the model assessment task notification. As part of the evaluative process, faculties were also expected to differentiate their tasks three different ways to cater for the different learning needs of our students. These adjustments were for High Achievers, ESL learners and Learning Support classes. Each Faculty had the support of the ESL staff and Learning Support staff or staff employed directly through the National Partnerships program to help them facilitate this transformation process. This project was genuine team effort where this mammoth task was completed on time. All assessment tasks and notifications were subsequently uploaded to the school website. The outstanding result was that parents had convenient access to their child's assessments via the medium of the CHHS website. In meetings with parent bodies that access has been heavily advertised and promoted as part of our community engagement.

As an integral part of the project, the CHHS Assessment Policy was also evaluated and revamped to ensure that the application of assessment rules was consistent across the entire school. This process involved consulting with all stake-holders teachers, parents, students and the school executive over a number of terms. The new assessment policy was then promoted to each year group and the rules carefully explained. The policy has had an immediate impact upon student compliance to the assessment policy across the school. The new policy was applied from the beginning of 2013. Every student was issued with a hard copy of the Policy and all the assessment task notifications for the year. Each student had to return an acknowledgement receipt from their parents / caregivers as evidence that they had received a copy. As with all new procedures a number of issues emerged. As each new 'case' came to light, anomalies were found and adjustments were made. Staff have embraced the policy by making consistent notifications on the Sentral recording system when students fail to submit a task or when they have redeemed their tasks. There has been greater school-wide 'follow up' to the students who do not submit tasks. This is because the new policy has a non-progression clause so that if a student makes no effort to redeem tasks then that student's progression into the next year can be jeopardised. The new policy has resulted in higher submission rates and much higher redeeming rates. Parents have been more directly

involved through being able to access the tasks on the school website.

Future Directions

In 2014:

- The Assessment Policy will be reviewed to ascertain its impact and effectiveness
- There will a far greater emphasis on reducing the number of 'N' warning letters and replacing them with 'Letters of Concern'
- There will a review of the number of formal assessment tasks with a view to further improving submission rates
- Evaluation of student work samples will form part of each Faculty's Professional Learning
- We will continue the differentiation of tasks to meet our students' learning needs in a more targeted approach.



School planning 2012—2014: progress in 2013

The school leadership team worked collaboratively with teachers to implement and embed effective strategies into faculty and team management plans to ensure that the 2013 targets were achieved. In 2013, there was continued emphasis on teacher professional learning with the aim to develop and deliver teaching and learning programs and practices that modelled best practice in the school.

Executive Meetings and Conferences, Staff and Team Meetings, and the EARS process were utilised to report on progress of the school targets. The final Evaluation Report was developed to provide an analysis of school progress as part of the National Partnership for Low SES School Communities accountability measures.

Focus groups, interviews and surveys involving parents, students and staff were used as a mechanism to gain valuable information, data and feedback to inform whole-school targets for 2014.

School priority 1

To decrease the percentage of students in Year 9 achieving at or below NMS in Reading from 52% in 2012 to 49% in 2013

Outcomes from 2012–2014

Evidence of progress towards outcomes in 2013:

- Trend data for students in Year 9 showed overall greater than or equal to expected student growth of 61% in Reading. All students in Year 9 achieved growth in reading skills
- Average scaled growth of Year 9 students was 10.5 points above the State
- 63% of ESL Phase 3 and 43% of Phase 2 Year 9 students achieved greater than or equal to expected growth in NAPLAN reading
- ACER-PAT Literacy tests were used to create literacy profiles and provide staff with a complete set of baseline data which was then used to inform the Teaching and Learning focus for students
- Continued success with school based literacy skills tests provided valuable data to staff on students' strengths and weaknesses in literacy and numeracy. These results informed teaching and learning strategies as well as professional learning for staff
- Teachers continued to access SMART2 data effectively to create groups, do item analysis

to access strategies to utilise in their teaching and learning programs

- In total, 85% of teaching staff have completed the TELL course and 60% the "Teaching and Refugees in my Classroom" course
- Expert ESL teacher assisted in building professional capacity in effective ESL pedagogy. Staff have an increased awareness of the use of ESL scales and how to modify content, resources and assessment tasks specifically designed to cater for ESL students' needs

Strategies to achieve these outcomes in 2014

- Implementation of intensive Literacy program for Years 7 and 8 CARS and STARS program
- Timetable literacy periods
- Lesson study/observation through ILNNP program
- TELL program

School priority 2

To increase the percentage of students in Year 9 achieving at or above the 75th percentile growth in Reading from 25.2% in 2012 to 28% in 2013.

Outcomes from 2012–2014

Evidence of progress towards outcomes in 2013:

- NAPLAN results indicate that 28% of students achieved at or above the 75th percentile growth in reading
- 74% of students from the Literacy Enhancement Program achieved greater than or equal to expected growth in Reading, demonstrating improvement and development of Literacy skills. Additionally, Year 9 students made considerable improvement in persuasive writing skills with an average improvement of 18.3%
- Increased participation of Year 9 students in "Reader of the Week", with 25 awards presented at school assemblies. Year 9 students are members of the book selection committee, recommending purchase of suitable library books to encourage reading in Year 9
- Staff participated in the Middle Band Workshops which focused on improving the literacy skills of middle and higher band students by improving the quality of extended responses

- Reading Strategies are now embedded in current teaching practices. Filming five classes showcasing the Reading Strategies was presented to staff at staff meetings as additional professional development on teaching the Reading Strategies explicitly

Strategies to achieve these outcomes in 2014:

- Joint School Development day with community schools on Literacy Continuum
- Lesson study/observations through ILNNP program

School priority 3

To increase the percentage of students in Year 9 achieving at or above the 75th percentile growth in Numeracy from 40% in 2012 to 44% in 2013

Outcomes from 2012–2014

Evidence of progress towards outcomes in 2013:

- In the Year 9 NAPLAN data in Numeracy 71% of students achieved greater than or equal to expected growth in Numeracy
- School based numeracy skills tests provided students with the opportunity for additional numeracy skills development and identified students' areas of need.
- Mathletics and Mathsonline were used in junior and senior classes at the school and at the IEC. This program provided students with regular revision, reinforcement and a 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.
- Outstanding performance by Year 9 IEC students participating in UNSW Mathematics competition as a result of extension opportunities provided by additional staff member and individual extension work in Maths at IEC. 5 Credits achieved in Years 9 and 10

Strategies to achieve these outcomes in 2014:

- Mathletics used as an assessment tool
- Subsidise entry into Mathematics competitions
- Homework Club

School priority 4

To increase retention rates from 74% in 2012 to 76% in 2013

Evidence of progress towards outcomes in 2013:

- The retention rates have increased since 2012 and are consistently higher than the State retention rates
- Our students had access to a variety of engagement programs to assist them in goal setting and career planning. 90% of Year 12 students participated in one or more student engagement program. 25 students attended Yr. 12 Aspire Workshop, 15 Yr. 11 students attended a program at UNSW and 15 Students completed the iTrack UWS Program
- The Refugee Transition Program, Aboriginal Program, Parent Information Meetings, AFL Mentoring Program, Links to Learning Program and special interest workshops assisted students in remaining engaged and at school, by providing them with support and goal setting strategies, guidance and varied learning experiences. 11 RTP Students were enrolled in UTS Summer school in 2013. 37 RTP students have successfully participated in the SWS Multicultural Writers Group as writers, producers and directors
- Students continued having access to a variety of NON-ATAR curriculum offerings including Sports Fitness and Recreation, Dance, Ceramics, Wearable Art, Retail/Business Services, English Studies and with continued access to TVET and VET courses such as Construction, Retail, IT and Business Services SLR. Students and parents were assisted and guided by the school executive in the subject selection process to further ensure students chose the appropriate pathway and remain engaged in their senior years
- 96% of students in Years 10 and 11 have been assisted and supported in redeeming N Awards and are eligible for the RoSA and Preliminary in all their courses and feel more confident facing the HSC and senior years
- The Transition Adviser interviewed at risk students to assist in developing individual career plans and connections were established with MTC Independent Employment Adviser Service, Youth Connections and various TAFE Outreach courses to improve skills and confidence to pursue further study

Strategies to achieve these outcomes in 2014:

- Continue to offer wide variety of non-ATAR courses
- Employ full-time school to work transition officer
- Continue to use multi-faceted approach to Year 10 subject selection including mandatory parent interview

School priority 5

To achieve 100% retention rates for Aboriginal students to achieve the HSC in 2013.

Evidence of progress towards outcomes in 2013:

- All Aboriginal students have completed Yr. 12 in the past 3 years and have gained meaningful employment
- Two Year 11 students successfully participated in traineeships with Qantas, and there is evidence of increased engagement in learning experiences at school
- All Aboriginal students regularly access the after school tutoring and homework assistance provided by the ATSI Classroom teacher. Students are appreciative of the additional assistance they receive during study periods
- Senior Aboriginal students have access to an individualised tutoring program funded by Norta Norta to assist them in improving learning outcomes and meeting course requirements for their HSC
- An Aboriginal SLSO was employed to further assist Aboriginal students by providing them with in-class support and one on one guidance and mentoring from an Aboriginal teacher who is a member of their community
- All Aboriginal community members are actively involved in the school and students regularly participate in Aboriginal cultural experiences to further enhance their school engagement and highlight their success

Strategies to achieve these outcomes in 2014:

- Maintain Aboriginal Education teacher

School priority 6

By the end of 2013, 85% of teachers will have completed the TELL course

Evidence of progress towards outcomes in 2013:

- 70 of the 80 teaching staff have completed the TELL course

- Staff at both the High School and the IEC reported that the TELL course has improved their pedagogy and increased their awareness of the language requirements of all students, especially ESL. Teaching and learning programs be more inclusive of the learning needs of ESL students

Strategies to achieve these outcomes in 2014:

- Continue with TELL in 2014

School priority 7

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

Evidence of progress towards outcomes in 2013:

- Staff completed the TSLI- Team Leadership for School Improvement- course at the first SDD in 2013, focusing on the TARS process. This provided staff with the opportunity to actively participate in the review of the TARS process. Staff gained a deeper understanding of their leadership role in the school.
- All staff members completed their Professional Learning Plans and had interviews with their Head Teachers as part of the TARS Process. Staff evaluated teaching practices and evaluated future directions in their teaching and professional development.
- An executive coach effectively assisted new Head Teachers in implementing the new TARS process and prepared them for the EARS process

Strategies to achieve these outcomes in 2014:

- Lesson study/observations through ILNNP program

School Priority 8

To develop a whole school Assessment Policy by the end of 2013. It will include a standardised assessment format, identified intellectual quality, for each task, explicit marking guidelines for each task and improved teacher feedback mechanisms. All Year 9 and 10 Tasks to be available on the school website by the end of 2013.

Evidence of progress towards outcomes in 2013:

- The Assessment policy has been developed and is published for all students from Years 7-12 on the Assessment Hub
- All notifications and tasks are now published in a standardised format for Years 7-10

- There is consistency in assessment practice through the standardisation of the presentation of assessment tasks. Students and parents now have more effective marking rubrics and marking guidelines and criteria and have easy access to all tasks online
- Continued TPL for targeted teachers to embed differentiated teaching and learning and assessment strategies for Middle Band and High Band students through the Middle Band Program

Strategies to achieve these outcomes in 2014:

- Review assessment policy
- Concentrate on reducing the number of 'N' warning letters

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 100n 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 2013. In 2012, the total school expenditure on Teacher Professional learning was well over \$140,000. As part of our preparation for the introduction of the new Australian Curriculum we held a joint school development day with the Fairfield group of Schools. This was a highly successful day with the DPs from each of the Fairfield schools leading curriculum areas. Every subject area was covered and teachers had specialist input on the day. The delivery of courses such as Refugees in the Classroom, Teaching English Language Learners (TELL), ActivInspire Technology, Managing Difficult Behaviours in the Classroom, Smartboard Training, 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 2013. The program supported teachers across a range of areas including classroom management, program writing, lesson sequences and accreditation requirements.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

In 2013 the school sought the opinions of parents, students and teachers about the school.

In conducting our School Evaluation for 2013 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
- 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

Program evaluations

High Achievers Class

Background

In 2012 a High Achievers Class (HAC) was established at CHHS. Since then, the first cycle of Year 7 and 8 has been completed. The class was specifically designed to challenge students in terms of high achievement and not emphasise notions of gifted and talented education. The High Achievers' Class is offered in Year 7 and Year 8 only and the curriculum is differentiated to extend and engage learners through problem solving, film making and editing, performance and collaborative / cooperative learning. The unique curriculum is designed so that ICT is embedded in the semester 1 and semester 2 rich tasks. Expectations are made clear in that students are required to participate actively, work diligently and submit all assessments to ensure that they remain in the class. Additionally students are expected to participate in the Enrichment Camp. Students are selected for the program on the basis of their Primary Principal's recommendation, literacy and numeracy testing and their Yr. 5 NAPLAN results. Part of the entry into this program is through our Yr. 7 scholarship scheme. There are also opportunities for new enrolments meeting the HAC criteria to be placed in the HAC class throughout the course of the year.

Findings and conclusions

The HAC class over the past two years has been a great success on many levels. The teachers involved are mentored by Dr Diana Whitton from UWS who has led the team members in reflective activities on what approaches work well with the class. Also assisting the teachers has been guiding them through a team based-approach modelled on the Microsoft Peer Coaching protocols. The 2012 HAC teachers actively trained the 2013 HAC teachers. This has led to a sustained professional dialogue between the teachers, which has resulted in a consistency of approach across the two years the program has been running. The teachers also have received training on 21st century learners.

In terms of the curriculum, all students have received training in Good Game Design from Macquarie University where they were required to apply these skills in their assessment tasks. In their rich tasks, they worked closely with the Red Cross on producing a phone 'App' and quiz game on water awareness for refugees in the community. They also produced pamphlets, books and poster to support the initiative. Their second rich task also involved the Red Cross where low cost recipes and a cookbook were produced. The students were expected to produce films as part of their curriculum. The Yr. 7 class also completed a critical literacy unit that challenged their ability to interpret film. In 2014 the HAC also produced

a memorable promotional film for Flag Day, shown to the whole school at Year meetings, which is testimony to the skills acquired over the past two years in the HAC class.

Future directions

The HAC class will be continued as all indicators point to its outstanding success. It has proved to be a popular class with our community where over 50 scholarship applications have been received for the 2014 class. Included in this cohort were seven Primary school captains. The class in turn, has been an excellent promotional vehicle for the school as a whole where it features prominently in our promotional material. The HAC has also been instrumental in providing authentic Professional Learning opportunities for CHHS staff. Most importantly however, it provides a stimulating curriculum for serious young achievers to showcase their talents.

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

<https://detwww.det.nsw.edu.au/high-performance/annual-school-reports>