

Chester Hill High School Annual School Report 2014



School context statement

Principal's Message

Chester Hill High School is a progressive and high-achieving school which has served our community with distinction for over 50 years. Our ethos is underpinned by the principles of high expectation, 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 1250 students and over 130 teaching and SAS staff across the High School and Intensive English Centre. We meet regularly with and help inform five 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 2014 CHHS again achieved excellent HSC results with over 60% of ATAR students gaining university places. This paralleled the same achievement in 2011, 2012 and 2013. In 2014, our NAPLAN results in Year 9 writing were well above state average. This was an outstanding achievement from a school with such a large proportion of students from non-English speaking backgrounds. 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 with the Centre for Education Statistics and Evaluation investigating the reason behind our excellent value-adding. In 2014 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 most 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.

Brian Miller

School Community Forum message

In 2014 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 2014 the Chester Hill High School Community Forum has reviewed and contributed changes to school policies including reviewing and endorsing the 2015-17 School Plan and some changes to the Uniform 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 Hill High School also invites Arabic, Vietnamese, Karen, Aboriginal and Pacific Islands Community Parent Groups to meet once a term where issues raised at Forum meetings are also discussed with these groups. Translation services are available at these meetings from our caring Community Liaison Officers. All parent groups are actively involved in the decision-making processes around school policy development and the school values and encourages feedback from our community.

Lilian Tato

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 2014, 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 towards women. Additionally, the representatives continued to

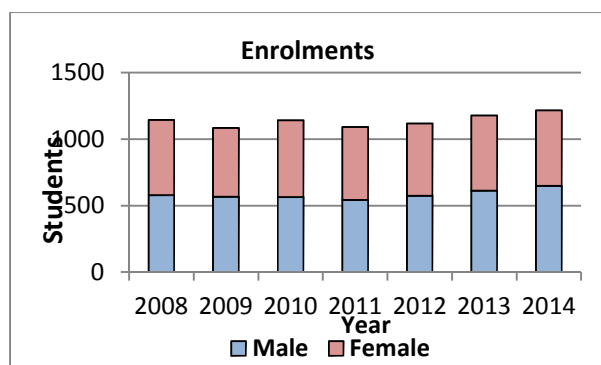
raise money for the school through selling merchandise for Valentine's Day, candy canes for Christmas, Krispy Kreme Donuts on our successful Jersey Day. All through the year the SRC persisted with our environmental initiatives through our annual Clean Up Cheso Day as well as our weekly recycling duties. SRC was also involved with the Roundabout Youth Centre initiative that was posted on the Cheso website. Each SRC member also has the opportunity to host their year meetings as well whole school assemblies.

Delian Kotevski

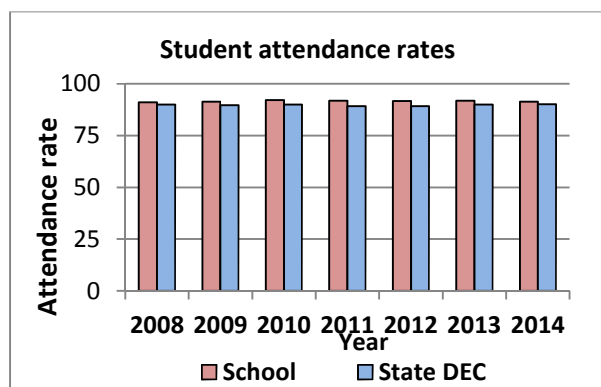
Student information

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

Student enrolment profile



Student attendance profile



Post-school destinations

In 2014 there were 156 students who completed the HSC. Eight students had their HSC withheld. An attempt was made to contact each of the 156 students by phone or email. While every attempt was made to contact these students, the school was only successful in contacting 109 students. As a consequence there is data for only 70% of the 2014 cohort.

In 2014, of the 156 HSC candidates there were 46 students who had elected to do a non-ATAR HSC. 45% of ATAR students were offered places at University for 2015.

The table provided represents the post-school destinations of the Year 12 cohort that responded to the survey.

Destination	Numbers	Percentage
University	49	45
Private College	26	23.8
F/T Employment	8	7.3
TAFE	8	7.3
UWS College	8	7.3
Apprenticeships	8	7.3
Bible College	1	0.9
Nursing Scholarship	1	0.9

It is worth noting the 84.3% of the contacted students chose to pursue further study. 92 students in total enrolled in courses at University, TAFE and private colleges. 27 students enrolled in private colleges other than UWS College and this was a significant increase on 2012 and 2013 destinations.

Year 12 students attaining HSC or equivalent Vocational educational qualification

Chester Hill High School offered four Industry Curriculum Framework courses for delivery in 2014. Three VET courses were studied for the HSC pattern of study. These included Business Services, Construction and Retail Services. In 2014, 45 Year 12 students were enrolled in a VET course. It was also noted that 10 students elected to undertake more than one VET course their pattern of study for their HSC.

Six students were enrolled in TVET courses and one indigenous student completed her SBAT in Business Services.

In 2014, 33% 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 2014, the total number of teaching and support staff was 133.4. The composition of the school's teaching support staff is outlined below:

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	4
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	134.4

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. There is no teacher of Aboriginal descent in 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 BOSTES Accreditation	49

Professional learning and teacher accreditation

All staff at CHHS at every level are encouraged to undertake professional learning to ensure that they remain abreast of contemporary teaching practices. Professional learning has been a prominent feature of CHHS throughout 2014. In 2014, the total school expenditure on Teacher Professional learning was well over \$140,000. This meant that the average expenditure per teacher at CHHS and CHIEC was around \$1400 per teacher. The School Development days were used to help staff understand the imminent educational reforms. The first day was devoted to looking at the educational landscape and the mooted target areas of the School Plan and the mandatory areas of Child Protection and the Code of Conduct. The next SDD was a Community of Schools Day where

five schools participated in joint discussions around the requirement of classroom observations. The end of year SDDs were devoted to Faculty planning and teacher professional development plans for the new Teacher performance and Development Framework.

A number of our teachers attended the *Innovate Inspire* technology conference which kept them abreast of developments in this field. Five teachers also attended Dr David Rose's *Reading to Learn* training course. This course was a major investment for the school in terms of reading pedagogy. These teachers will in turn train other teachers throughout 2015. Additionally, there was a very successful EAL/D conference which was organised by Ms Liau. This involved nine schools, both Primary and Secondary and 26 teachers who all undertook an action research project and disseminated their findings at the conference. The delivery of courses such as Refugees in the Classroom, Teaching English Language Learners (TELL), Smartboard Training and NAPLAN writing marking professional learning are examples of the diverse professional opportunities offered to staff.

Beginning Teachers

There was also further development of our Beginning Teachers program throughout 2014. This program catered for 23 beginning teachers and involved induction processes, a classroom management focus and undertaking classroom observations by the BT Mentor and the Principal. Two permanent BT's were given a reduced teaching load as per DEC guidelines. Five teachers gained 'Proficient' accreditation during 2014. Beginning Teacher money was used to provide release time for teachers working on their accreditation. Each teacher was given three days per year to document their progress. The year culminated in a very successful end-of-year conference where sessions were delivered on classroom management and accreditation requirements.



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	30/11/2014
Income	\$
Balance brought forward	1065614.81
Global funds	688404.69
Tied funds	1759527.96
School & community sources	400391.03
Interest	42603.74
Trust receipts	163470.24
Canteen	0.00
Total income	4120012.47
Expenditure	
Teaching & learning	
Key learning areas	147865.86
Excursions	34213.71
Extracurricular dissections	71659.12
Library	18414.58
Training & development	4346.79
Tied funds	1524897.86
Casual relief teachers	134472.11
Administration & office	221239.66
School-operated canteen	0.00
Utilities	188176.87
Maintenance	188184.42
Trust accounts	120081.25
Capital programs	0.00
Total expenditure	2653552.23
Balance carried forward	1466460.24

A full copy of the school's 2014 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.



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)

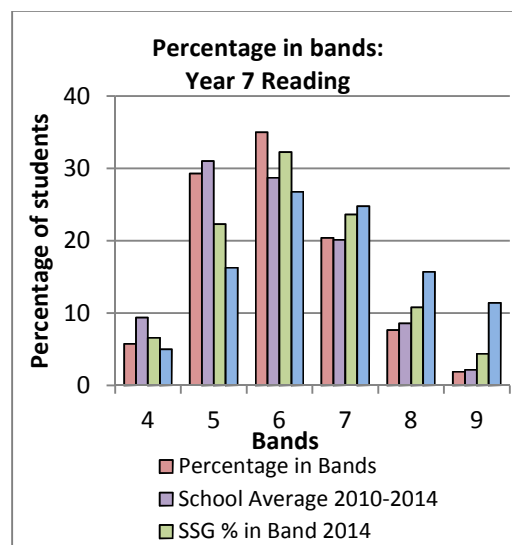
The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

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.

NAPLAN Year 7 - Literacy

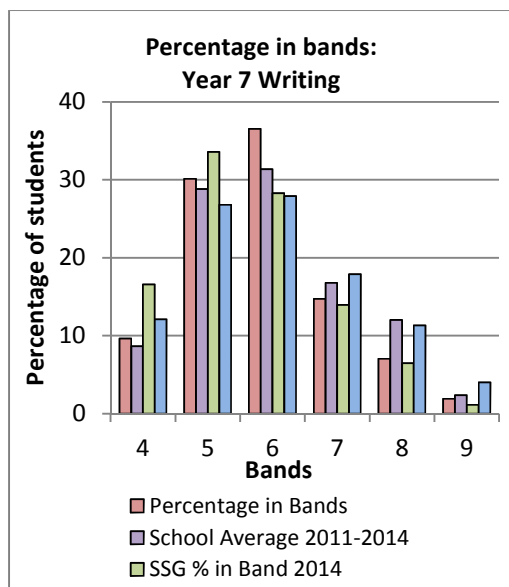
Reading

In the NAPLAN Reading assessment 94.3% of students achieved at or above the national minimum standard (Bands 5-9). This is an increase from the 2013 data with an increase by 3.7% in the number of students performing at or above national minimum standard. 36% of students perform in the top three bands and this percentage has remained steady for the past three years.



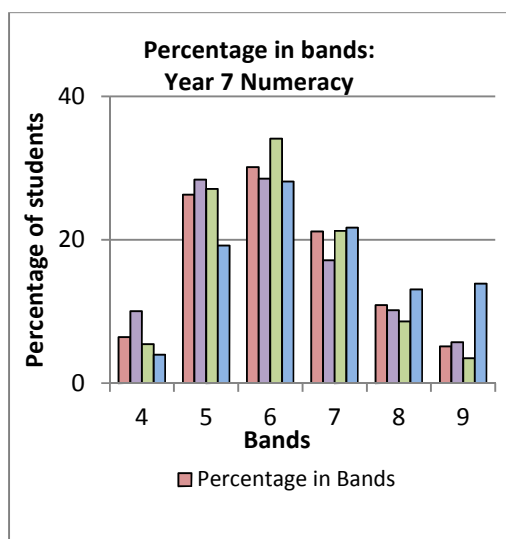
Writing

There were 90.4% of students achieving at or above the national minimum standard (Bands 5-9) in 2014. This figure remains steady in the numbers of students from 2013. There were 25% of students performing in the top three bands which represents a decline of 10% from 2013 figures.



NAPLAN Year 7 – Numeracy

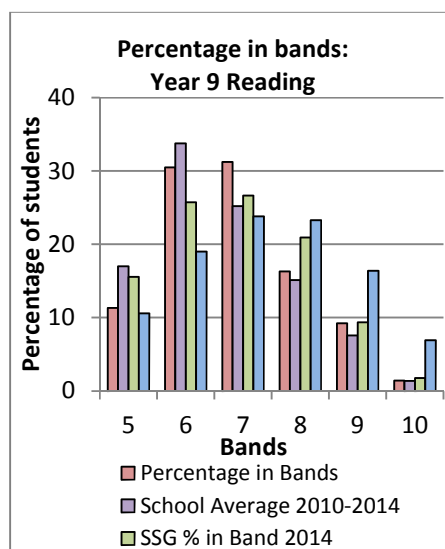
In the Numeracy component of the NAPLAN assessments, 93.6% of students achieved at or above the national minimum standard (Bands 5-9) which represents a slight increase from 2013. The percentage in the top three bands declined slightly in 2014.



NAPLAN Year 9 - Literacy

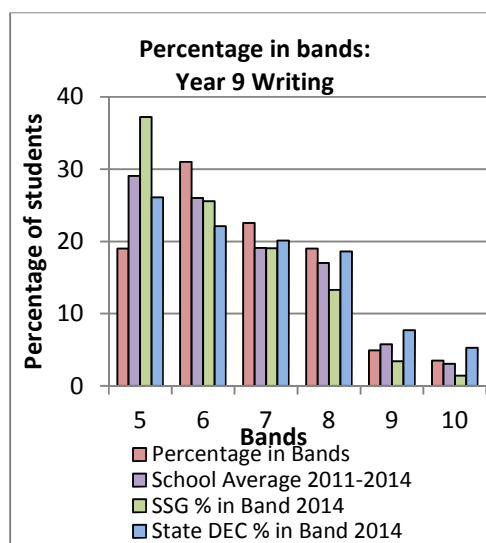
Reading

In Year 9 Reading, 89.7% of students achieved at or above national minimum standard. This represents a decrease in bottom-band students from 2012 of 10%. The percentage of students achieving at the top three bands (8, 9 & 10) improved by 2% when compared to 2013 data. However, our results in Year 9 Reading were below the State result, albeit with the gap narrowing.



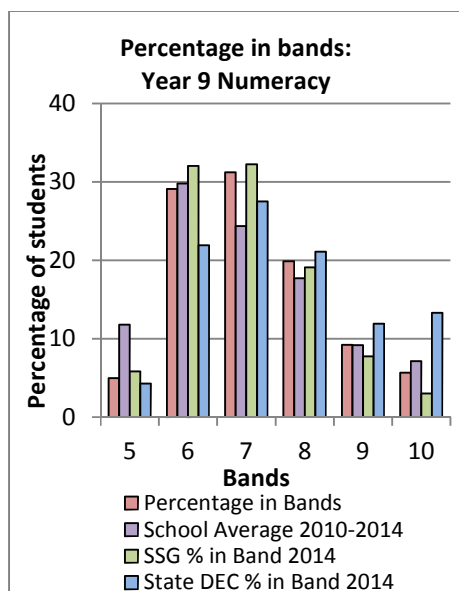
Writing

In the Writing component, 81% of students achieved at or above national minimum standard. This was significant increase of 19% over 2013 figures. There was a significant increase of 6% in the number of students performing in the proficient range (bands 9 and 10). Overall the Year 9 results were higher than the NSW DEC average for the first time. This was an outstanding result.



NAPLAN Year 9 – Numeracy

In the numeracy component of the NAPLAN assessment, 91.4% of students achieved at or above national minimum standard. This represents a decrease in students in the bottom-band of 15%. However, this was below the State average except in the proficient range (Bands 9 & 10) where there was a slight increase of 1% on 2013 figures.



Higher School Certificate (HSC)

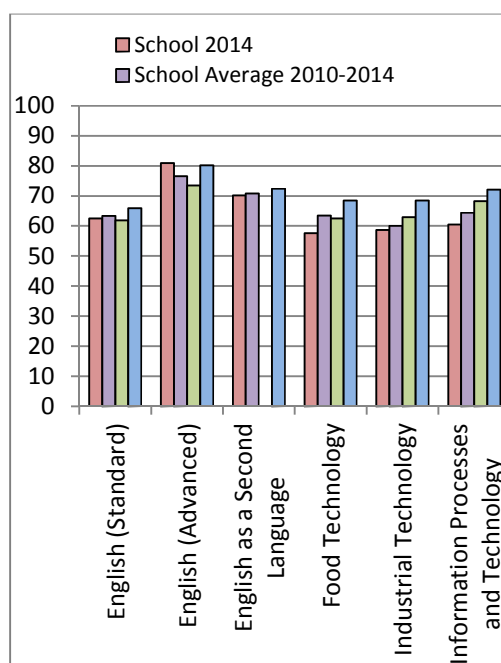
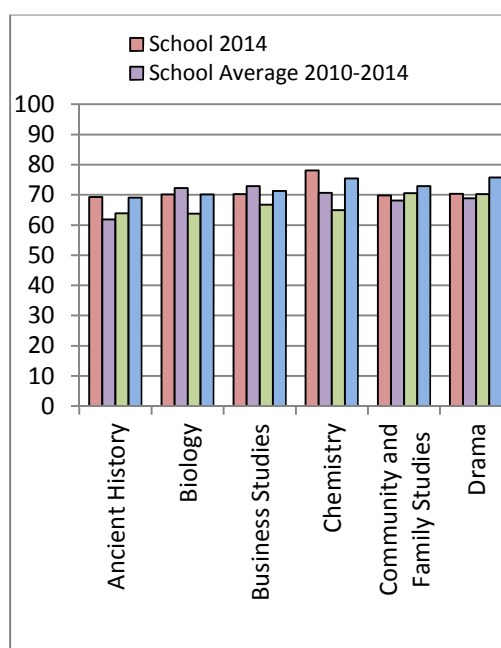
In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

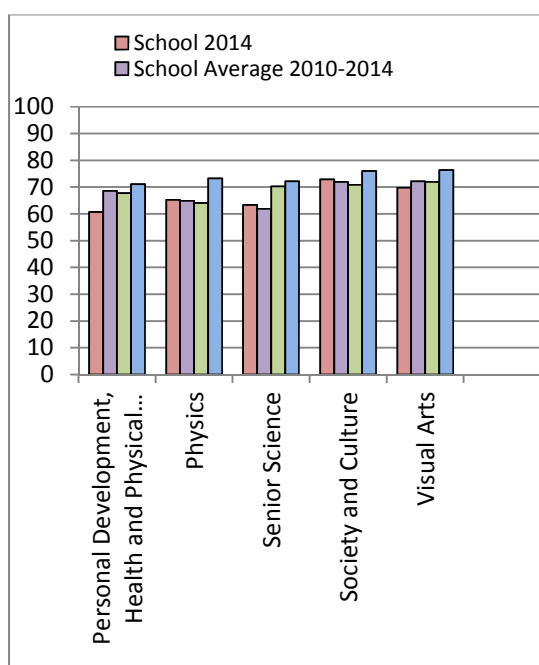
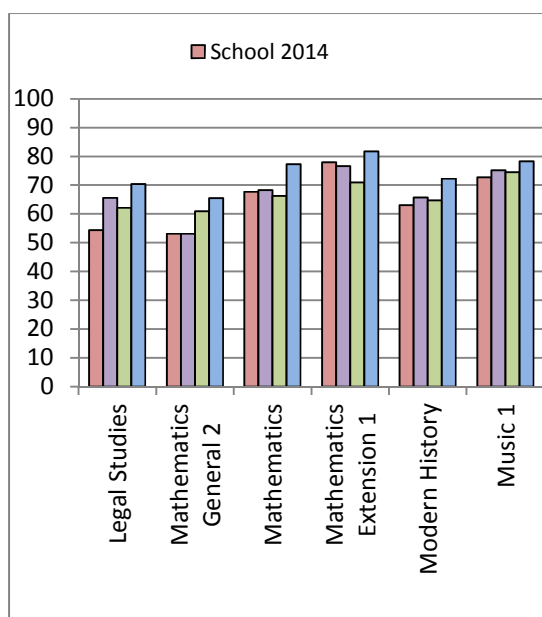
In 2014, the HSC was generally successful for Chester Hill HS students. We had the highest number of Band 6 students since 2011, however there was a significant increase in the numbers of Band 1 students. There were 156 students being examined in 38 subjects, of these students, 46 elected to be non-ATAR.

The 2014 HSC results obtained were mixed with a decline in some areas. 47% of the results were in the top three bands which was a decrease from 60% in 2013. There was a significant increase in the number of Band 6 with 28 results across the cohort. Given the school's socio-economic context, the results are demonstrating significant value-adding from the time these students enter high school. In mapping student achievement from 2009, when the 2014 cohort entered the school, a detailed analysis of students' literacy levels mapped against the Literacy continuum found that 66% of student 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. 2014 continued this high value-adding trend.

The best performed subjects in the 2014 HSC were Biology, Chemistry, Engineering Studies, English Advanced, English Extension 1 and Japanese Continuers. All these subjects were at State average or better. Of particular note were Biology and Chemistry which have performed strongly over the years. The Advanced English results were also very pleasing. There has been a steady increase in top band results over the past four years in this subject. Japanese continued to perform strongly again in this HSC.





Significant programs and initiatives – policy

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 organization. Students enjoyed excursions to Sydney University and UTS. Our students participated in traineeships with Qantas

and NSW Department of Finance. Two of our students completed their HSC and one is now undertaking a Medical Science degree. In addition, we received a \$2500 from the NSW Department of Environment for a bush tucker garden. This was created in May 2014 where all Aboriginal students contributed to planting out the garden. They were supported by an Aboriginal Officer from the Sydney Botanical Gardens who also donated edible plants.

Multicultural education and anti-racism

The 18th Annual Multicultural Flag Day Ceremony was yet again a celebration of Chester Hill High School's extraordinary unity and diversity. Performances on the 19th and 20th 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 500 students participated in the ceremony as dancers, musicians, choristers, choreographers, light, sound and film crew, flag bearers, ushers and hosts. 2014 saw an enhanced performance with the new lighting and audio equipment making the performances even more memorable. 2014 also saw significant innovation in terms of students auditioning for Chesos 'The Voice' and the winners sang the final song. Again, Flag Day was a resounding success and a wonderful testimony to the Chester Hill High Schools' Multicultural harmony.

Significant programs and initiatives – equity funding

In 2014 CHHS received the first instalment of the RAM Equity Funding. This funding was used to continue the equity initiatives established under the two National Partnership Programs that CHHS received, Low Socio Economic Status and Improving Land Numeracy NP (ILNPP). Under our *Low Socio Economic Background* arrangements many initiatives continued to receive funding. These included a dedicated Stage 4 literacy teacher, who has timetabled periods in Years 7 and 8. The impact of this funding has been substantial, where dramatic improvements in literacy and numeracy have been recorded. For example, compared to other like schools, as measured by the *Centre for Education Statistics and Evaluation* in 2014, CHHS significantly adds value on average of 51.2 points compared to 37.1 for 'like schools'. CHHS also compares favourably

in terms of value-adding from Year 9 to Year 12 as measured by the average Tertiary Entrance Score, 29.1 points as compared to 24.4 points with other 'like' schools. The reasons behind these pleasing figures are that part of the funding has been used to reduce class sizes in the senior school, there is greater curriculum choice and the deployment of a wide range of support structures such as tutorial help, a homework centre and close monitoring of student performance by the Learning Support team. This funding has allowed us to employ a full time School to Work Adviser, a Head Teacher Student Engagement, maintain a third Deputy Principal, and additional teacher in the Learning Support Team.

In terms of our *English Language Proficiency* funding in 2014, a Deputy Principal Intensive English Centre was created who was given responsibility to oversight all EAL/D services in the school, including EAL/D High School staff, refugee students and International students. This senior leadership has resulted in greater co-ordination of efforts such as HS EAL/D teachers observing and teaching in the IEC to gain greater understanding of 'foundation' English. This has been a significant professional learning opportunity for all teachers concerned. There has been a re-orientation of services to International students at the school which have seen a school camp for them organised for the first time. The vast majority of the school have completed the *TELL* and the *Refugees in my Classroom* courses which are both grounded in EAL/D methodology. The funding also allowed us to employ a full time teacher in charge of refugees. Currently CHHS and CHIEC have around 270 refugees or refugee-like students. There have been many support activities undertaken by the teachers including the successful application for 24 NSW Department of Housing scholarships.

With the equity funding there have also been many initiatives in the area for Low Level Adjustment for Disability. With the additional Learning Support personnel we were able to tailor PLASPs for a number of students who have diagnosed disabilities. There was additional SLSO support so that students with autism, sight and hearing impairment could be successfully integrated into the mainstream classrooms.

Other significant programs and initiatives

CARS and STARS program

Background

From mid-2013 to the present, CHHS has concentrated on improving our students' higher-order reading skills so that they can participate fully in the difficult curriculum areas of high school. Inferential reading comprehension strategies have been a whole school priority for the last five years. Our thorough testing and analysis of our NAPLAN reading results show that students struggle with the higher-order reading operations. In 2013-14 we have mapped student literacy development to the Literacy Continuum and this process has revealed that students entering Year 7 are approximately one whole stage below where they are expected to be. As a result of this careful analysis, we have employed a specialist literacy teacher, Ms Angela Smith to run the program as part of our learning support services. We purchased the literacy material Comprehensive Assessment of Reading Strategies (CARS) and Strategies to Achieve Reading Success (STARS) and worked our Year 7 and 8 students through the program. The program focused on 12 vital reading skills including areas like inferring, finding the main idea, summarising, finding facts and details, and comparing and contrasting.

Findings and Conclusions

Students who began the programme last year have all moved up to a more complex level of material for both assessments and class work. Students were reassessed in Term 1 to identify weakness areas of focus for lessons for each class. As these results are the Pre-Test for 2014 (before teaching began) it is not expected that they should show much difference from results achieved at the last time of reporting. However, after a year of the CARS and STARS program, all students have shown a marked improvement in Finding the Main Idea of the text from 42% correct responses (2013) to 62% (2014) as well as improvements in all strategies covered last year (Distinguishing between Fact and Opinion and Cause and Effect). After 2 weeks of testing, Finding the Main Idea became a focus strategy (school-wide) during a week in Term 1, 2014 and was covered again in CARS and STARS lessons before moving on to the next focus strategies. Consequently students were really only getting into working on improving other areas of

weakness (not covered in 2013) by the end of Term 1.

Other differences in data can be explained by the fact that the weakest students from Year 8, 2013 were targeted in their English Classes for Year 9, 2014. This meant a number of students were now being assessed who have had no previous experience with the subject matter of CARS and STARS.

All classes demonstrated a weakness in areas of Summarising, Drawing Conclusions and Making Inferences, Identifying Author's Purpose and Interpreting Figurative Language. Much of Semester 1, 2014 focused on 'Summarising' as this strategy incorporates concepts related to identifying the main idea of a text (a strategy students are now familiar with).

These results showed significant improvement in Post Tests in the latter stages of the year. Worth noting is the frequency in which strategies identified as weaknesses last year (2013) now are showing up as strengths at the end of 2014. Examples are:

- Students who began the program in 2013 have shown dramatic improvements across the board, with around 75% of students now demonstrating comprehension skills 'at' or 'above' the levels required for their current stage (up from 38%)
- We also noticed a drop in the percentage of students in 'below' and 'well below' levels of performance from 50% to 25%

Future Directions

We will continue the CARS and STARS program as a central plank of our Equity strategies to address Low SES and EAL/D disadvantage in 2015.



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:

- Student surveys
- Student focus groups
- Teacher surveys
- Data analysis

School planning 2012-2014:

School priority 1

To decrease the percentage of students in Year 9 achieving at or below NMS in Reading from 54% in 2012 to 49% in 2014

Outcomes from 2012–2014

Evidence of progress towards outcomes in 2014:

- There has been a significant decrease in the percentage of students in Year 9 achieving at or below NMS in Reading from 52% in 2013 to 42% in 2014
- Trend data for students in Year 9 showed overall greater than or equal to expected student growth of 70% in Reading. All students in Year 9 achieved growth in reading skills
- There has been a reduction in the gap between State average and School average in reading from 6.5% in 2013 to 4.5% in 2014
- Average scaled growth of Year 9 students was 16.5 points above the State
- 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 form the Teaching and Learning focus for students
- Continued success with school based literacy skills test 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 the teaching and learning programs
- In total, 96% of teaching staff have completed the TELL course and 70% 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

Strategies to achieve these outcomes in 2015:

- Implementation of intensive Literacy program for Years 7 and 8 CARS and STARS program
- Timetabled literacy periods
- Lesson study/observation through new Teacher Performance and Development framework
- TELL Program
- Reading to Learn 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 2014:

- NAPLAN results indicate that 28.5% of students achieved at or above the 75th percentile growth in reading which indicates that the 3 year target was met
- 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
- Year 9 students made considerable improvement in persuasive writing skills with an average improvement of 18.3%
- Staff were trained in the Reading to Learn reading pedagogy program which focused on improving the literacy skills of lower and middle students
- 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 2015:

- CARS and STARS program
- Reading to learn strategies
- Intense focus on writing

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 2014:

- In the Year 9 NAPLAN data in Numeracy 67.5% 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 an additional staff member and individual extension work in Maths at IEC. Five credits achieved in Years 9 and 10

Strategies to achieve these outcomes in 2015:

- Mathletics to be used as an assessment tool
- Subsidise entry into Mathematics competition
- Homework Club with qualified maths teacher



School priority 4

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

Outcomes from 2012–2014

Evidence of progress towards outcomes in 2014:

- The retention rates have increased significantly since 2012 and are consistently higher than the State retention rates in Government schools. (Centre for Statistics and Evaluation). These statistics reveal that CHHS achieves nearly 20% better in this area than other 'like' schools
- 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 programs. 25 students attended Year 12 Aspire Workshop, 15 Year 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 2014. 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, Business Services and 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 2015:

- Continue to offer wide variety of non-ATAR courses

School priority 5

Outcomes from 2012–2014

To achieve 100% retention rates for Aboriginal students to achieve the HSC in 2014

Evidence of progress towards outcomes in 2014:

- All aboriginal students have completed Year 12 in the past 3 years and have gained meaningful employment
- One Year 11 student 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
- 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 2015:

- Maintain Aboriginal Education teacher



School priority 6

By the end of 2014, 85% of teachers will have completed the TELL course

Outcomes from 2012–2014

Evidence of progress towards outcomes in 2014:

- 96 of the 103 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 2015:

- Continue with TELL in 2015

School priority 7

100% completion of newly revised TARS process including Professional Learning Plans for each teacher by the end of 2014

Outcomes from 2012–2014

Evidence of progress towards outcomes in 2014:

- 40 staff across the High School and IEC staff engaged in reciprocal classroom observations through ILNPP
- All staff members completed their Professional Learning Plans and had interviews with their Head Teacher 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 2015:

- Lesson study/observations through Teacher performance and Development framework

School priority 8

To develop a whole school Assessment Policy by the end of 2014. 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 2014.

Outcomes from 2012–2014

Evidence of progress towards outcomes in 2014:

- The Assessment task school priority has been met
- 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
- Concentrate on reducing the number of 'N' warning letters

Strategies to achieve these outcomes in 2015:

- Bench-marking submission rates
- Differentiating assessment tasks
- Maintain strong student support mechanisms



Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

In conducting our School Evaluation for 2014 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 such as the Chester Hill Community Forum and individualised focus groups were scheduled to gain feedback from all stakeholders.

Student, Parent and Staff surveys were issued focusing on Quality Teacher Practices, Literacy and Numeracy Skills, Quality of School Life and the Aboriginal Program and Initiatives.

Due to professional learning opportunities including the TELL course and Refugees in the Classroom Course, staff reported an increased awareness of the needs to 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, Helmsman and Fast Forward Programs 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.

Future Directions 2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

The School Planning Process

In late 2013, after a detailed analysis and evaluation HSC, ILNNP and NAPLAN data and the new Australian Curriculum, the Senior Executive proposed four areas of intense focus for school development processes;

1. Literacy, numeracy and assessment
2. EAL/D pedagogy across the school
3. Integration of ICT to provide contemporary educational experiences
4. Sustainable futures

These focus areas along with their accompanying rationales, were presented to staff at the initial Staff Development Day in January, 2014. These specific focus areas were then mapped against the dimensions of students, teachers and community.

Staff, parents and students were interviewed on current practices and canvassed for ideas of what initiatives or strategies they would like to include in the new school plan.

The focus areas were presented in more detail to the executive team for further discussion and feedback. They were then presented to staff at a whole staff meeting. The planning process was then expanded as every staff member had to be part of a specific team that analysed a focus area in detail. The teams met twice during 2014. Staff then volunteered to be part of a writing team to draft the plan in Term 4, 2014.

The drafts were then edited by the senior executive where they were melded into the strategic imperatives of students, teachers and community. A consultant, Mr. Peter Rowsell has been engaged to help the senior executive further refine the plan to ensure that there was consistency across the areas of initiative. Mr. Rowsell also helped the senior executive establish milestones (timelines) and the financial dimensions of the plan.

The final draft was then presented to the staff, students (SRC) and parents (Community Forum) for ratification and discussion in Term 1, 2015.

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 Liao	Deputy Principal IEC
Mrs H Corcoran	Transition Adviser
Mr D Kotevski	SRC Representative
Ms L Tato	Parent
Mrs D Howard	SASS
Ms A Smith	Learning Support Teacher
Mr A Viller	Teacher

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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:

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>