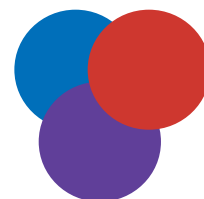


# Chester Hill High School Annual Report



2015



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## Introduction

The Annual Report for 2015 is provided to the community of Chester Hill High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Ms S C Mobayed

Principal

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## Message from the Principal

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 62 international students. 220 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 an Intensive English Centre. We meet regularly with different parental groups who represent our strength in cultural diversity. We are collectively proud of our tradition to provide genuine educational opportunities for our community. In 2015, CHHS again achieved excellent HSC results with Band 6 results across many subjects. In 2015, our NAPLAN results in Year 9 continued to show significant student growth. This is 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. In 2015, we planned, developed and implemented our new School Plan with the contribution and involvement of all staff. 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 continued 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 21<sup>st</sup> Century learners especially in the areas of EAL/D, ICT and differentiation. 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.

## School background

### School vision statement

Students leaving Chester Hill High School will be successful, engaged learners and competent problem solvers who know that lifelong learning is the key to personal fulfillment.

They will possess a strong social conscience, be ethical and enshrine respectful tolerance and acceptance as the basis of all their interpersonal interactions.

They will achieve this through being supported by high challenge, high support curriculums delivered by skillful professionals who will continually embellish their repertoires through extensive and on-going Professional Learning grounded in contemporary approaches such as ICT integration, EAL/D pedagogy, vocational learning and PB4L perspectives.

Underpinning all this will be parental involvement where the community is welcomed, informed and genuinely engaged in school life by having online access to all assessment tasks so that they can monitor their child's progress in genuine partnership with the school.

### School context

Chester Hill High School (CHHS) is a comprehensive co-educational high school established in 1962. The CHHS Intensive English Centre (IEC), established in 1978, is now an integral part of the school. The majority of our students are from language backgrounds other than English (86%). We have 220 refugee or refugee-like students and a growing number of students from Aboriginal backgrounds.

One of the highlights of our school year is our celebration of diversity through our Multicultural Flag Day. This day is supported by our local partner primary schools and our broader school community.

The school receives Equity funding due to its low socio-economic community. These funds are used to improve learning outcomes for all students by developing positive strategies in home, school and community partnerships, school organisation and quality teaching and learning.

Our Positive Behaviour for Learning Program (PB4L) focuses on our key values: Safety, Respect, Learning, Belonging. PB4L is supported by all staff with a positive student reward program acknowledging student achievement. The CHHS Parent Community Forum meets each term. This forum includes our Arabic, Karen and Vietnamese parent groups. In addition, we also have Aboriginal and Pacifica parent groups, who are consulted and involved in school decision making processes and evaluation.





## Self-assessment and school achievements

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

#### Learning

##### 1. Learning Culture – Sustaining and Growing

At CHHS, there is a demonstrated commitment by the school community to strengthen and deliver our learning priorities (student success as engaged learners, staff success as engaged professionals and school success by connecting with whole school and wider the community). We have developed positive and respectful relationships amongst students and staff that promote wellbeing and student learning. Student Engagement programs such as Aspire, Compass and Helmsman and our Multicultural Flag Day are examples of the positive and respectful relationships in our school. We have well-developed and current policies, programs and processes to identify, address and monitor student learning needs such as Learning Support, Homework Help Centre, Senior Learning Centre and Assessment Policies that are delivered to parents.

##### 2. Wellbeing – Sustaining and Growing

Our school consistently implements a whole school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment which is reflected in our Positive Behaviour for Learning (PB4L) Framework and our Wellbeing Team. Our learning environments reflect quality teaching and professional practice and students are provided with opportunities to connect, succeed and thrive. Students are provided with challenges through our high challenge high support curriculum and professional development of staff is centred around this model. Our students contribute to the wellbeing of others and the wider community. Our Student Representative Council (SRC) is active in fundraising and making the school community aware of broader issues.

##### 3. Curriculum and Learning – Sustaining and Growing

Our school has established active partnerships and works collaboratively to ensure continuity of learning for students. We have created a Community of Schools amongst our local partner primary schools to establish continuity in curriculum and shared approaches to the Reform Agenda. There is also a transition program which enables the primary schools and CHHS to work together to ensure student learning success. Within the school, there are strong partnerships between the IEC and the high school. Staff teach across the two campuses and we have combined professional development. Within the school, staff are actively involved in the strategic directions of the school plan, (students, staff and community) setting priorities and milestones.

Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence based teaching practices. Our School Plan reflects the high challenge high support framework which drives our curriculum. All assessment tasks across the school follow the same format and identify the big learning ideas and encourage students to develop their knowledge and understanding through a backward mapped program. Professional Development is continually held on incorporating high challenge, high support learning and assessment expectations.

A number of extra-curricular learning opportunities are provided to support student development and are strongly aligned with the school's vision, values and priorities. We have an Aboriginal Program, Refugee Program, University Partnerships, Transition Program, Sport, Debating and Writer's Group.

##### 4. Assessment and Reporting – Sustaining and Growing

Our school has developed explicit processes to collect, analyse and report internal and external student and school performance data. An analysis of NAPLAN data is conducted yearly and presented to staff. Staff are encouraged to create class profiles using SMART Data to inform teaching and learning programs. HSC analysis is conducted using SMART and RAP data and used to inform future directions. We use this data to raise awareness of trends in student achievement.

Student reports contain detailed information about individual students' learning achievements and areas of growth, which provide meaningful feedback and suggestions for student improvement. This forms the basis for discussion with parents. The Parent Teacher nights for senior and junior students provide parents with the opportunity for a more detailed discussion about their child's progress and achievements.

A NAPLAN analysis is presented to parents at the Parent Forum, so that parents have a better understanding of the expectations of the test and how they can help their children in their learning. Parents are also provided with the Assessment Policy Handbook, to keep them informed of the school's expectations and requirements.

#### 5. Student Performance Measures - Delivering

Our students show expected growth on internal and external school performance measures. In Year 7 NAPLAN, School growth has exceeded State growth in all four areas in 2015 – Reading, Writing, Spelling, Grammar and Punctuation and Numeracy. In Year 9, School growth has exceeded State growth in three areas in 2015 – Reading, Spelling, Grammar and Punctuation and Numeracy. All curriculum areas ensured that students were pre and post-tested in their KLA's to establish baseline data and measure growth in each area.

### Teaching

#### 1. Effective Classroom Practice – Sustaining and Growing

Teachers regularly use student performance data and other student feedback such as NAPLAN results, SMART data, ESSA and RAP to evaluate the effectiveness of their teaching practices.

Teachers provide explicit, specific and timely formative feedback to students on how to improve through formal assessment using marking criteria provided for all assessment tasks and informal feedback in the classroom.

#### 2. Data Skills and Use – Sustaining and Growing

Teachers incorporate data analysis in their planning for learning through NAPLAN analysis and faculty assessment data. Assessment is used regularly to help monitor student learning processes and identify gaps and areas for improvement. KLA assessment tasks are used to inform future teaching cycles and NAPLAN analysis identifies areas for improvement in the skill sets of particular cohorts.

The school leadership team engages the school community in reflecting on student performance data.

#### 3. Collaborative Practice – Sustaining and Growing

Teachers work together to improve teaching and learning in their year groups, stages and faculties. KLA groups work with the Learning Support Team, Aboriginal Support Teacher and Refugee Support Teacher to support particular student groups.

Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice. Our Performance and Development Plans (PDPs) for 2015 ensure ongoing feedback from peers and supervisors and a system for lesson observations was developed.

Early Career Teachers receive formal mentoring/coaching support to improve teaching practice and support with accreditation. Staff PDPs also provide formal mentoring to support teaching and learning.

#### 4. Learning and Development – Sustaining and Growing

The school identified expertise within its staff and used that expertise to conduct professional learning opportunities. For example: curriculum development, ICT, differentiation and EAL/D Pedagogy. This is shared in faculty groups and whole school forums.

CARS and STARS continued to run at CHHS in 2015 and staff were trained in the literacy strategies that were being taught in this program. Our Literacy and Numeracy Teams have led KLA groups in improving and developing literacy and numeracy strategies in programs.

## 5. Professional Standards – Sustaining and Growing

Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school goals. The milestones for 2015 were discussed in faculty groups and directed the planning process for Faculty Plans and PDPs. Teachers understand and implement professional standards and curriculum requirements. Professional Standards are linked to every school based professional development as well as identified in every external professional learning opportunity through our Variation to Routine forms.

### Leading

#### 1. Leadership – Sustaining and Growing

Our staff have purposeful leadership roles based on professional experiences that help support the teaching staff in their own professional development and classroom management. The school community is committed to the school's strategic directions and practices as articulated in our School Plan. The School Plan was developed collaboratively with staff teams, the SRC and the parent body at a Parent Community Forum. The strategic directions of the school plan form the basis of faculty and personal development planning.

Our school leadership team makes deliberate and strategic use of its partnerships and relationships to access resources for the purpose of enriching the school's standing within the local community and improving student learning outcomes. We have forged strong links with our community by developing networks with local primary schools through our Community of Schools Initiative. In 2015, we worked with The Hub which was established by UNSW to work closely with Chester Hill primary schools and the wider community. We worked with Woodville Community Centre to engage parents and students. Our IEC and high school have a long standing partnership with ABCN and Optus, which provide learning and leadership opportunities to staff and students. We also work with the Smith Family to provide students with scholarships, mentoring and opportunities to visit businesses. Our community is active in the school through parent workshops, Flag Day, Open Day, Year 10 parent interview, Decision Time Evenings, Parent Teacher Evenings and Meet the Parents afternoon. We communicate with our community through our CLOs, website and local paper.

#### 2. School Planning, Implementation and Reporting – Sustaining and Growing

There is abroad understanding and support for school expectations and aspirations for improving student learning across the school community. All staff contributed to the formation of the School Plan and are committed to achieving the milestones at a whole school, faculty and individual level. Our milestones are regularly reviewed at both executive and faculty level and clear processes with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan.

#### 3. School Resources – Sustaining and Growing

Our school staffing ensures that full curriculum implementation and delivery requirements are met. Our systematic annual performance and development reviews ensure competency and expertise of staff. The school's financial and physical resources and facilities are well maintained within the constraints of the school budget and provide a safe learning environment. School and other facilities are used creatively to meet a broad range of student learning needs.

#### 4. Management Practices and Processes – Sustaining and Growing

The school leadership team communicates clearly about school priorities and practices. All school policies are presented for consultation to parent forums, SRC and staff forums to enable constructive feedback on school practices and policies. Parental engagement is strengthened through the use of digital communication and this process has been streamlined to meet the needs of our communities.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

## Strategic Direction 1

Student success as engaged learners, leaders, ethical and responsible citizens

### Purpose

To improve student learning outcomes through evidence-based teaching and high challenge, high support learning experiences and sustainable practices that cultivate and enhance learning in the 21st Century, thereby building student capacity to engage in their educational opportunities leading to their productive and informed participation in our community.

### Overall summary of progress

Strategic Direction One is based on student success through engagement using evidence based research and high support learning experiences to develop responsible citizens. In 2015, using data from ESSA, NAPLAN, HSC and faculty experiences, staff developed high challenge, high support assessment tasks that provided students with quality feedback. All faculties ensured that Stage 4 tasks were differentiated with the assistance of Learning Support and EAL/D staff. Students were able to seek extra assistance for the assessment tasks at the Homework Centre three days a week. As a result of these new assessment tasks, students are producing more meaningful assessment tasks that enrich their learning experiences at school. At the end of 2015, an Assessment Task Progress check was designed to go into the 2016 Diaries to assist students to complete their assessment tasks.

The school has had moderate success with meeting the annual milestones for higher order literacy and numeracy activities being embedded in all teaching programs. We have successfully analysed ESSA and NAPLAN data to inform future focus areas and there is the continuation of CARS and STARS in Stage 4, where we have seen an improvement in students' literacy results.

Developing capability in students to become ethical and environmentally responsible citizens through engaging Australian Curriculum teaching programs, has also had moderate success with the majority of milestones being put on hold for 2016. The school did successfully identify areas within the Australian Curriculum which highlight and develop student responsibilities as ethical citizens in each KLA as this will act as the foundation for future direction in 2016 and beyond.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	
100% of Stage 4 Assessment Tasks are meaningful and differentiated for LS and EAL/D students as per ESES guidelines.	The Assessment team identified areas of assessment to be targeted. Head Teachers prioritised and identified Stage 4 tasks which needed differentiation. Teachers were provided with release from classes in order to consult with the Learning Support and EAL/D faculties. These faculties then worked with individual staff members to differentiate tasks. By the end of the year, each faculty had some Stage 4 assessment tasks differentiated to support these students. These tasks have been placed on the Assessment Hub.	\$10 000 (TPL and other sources)
10% increase in school average student growth for Year 9 students in Reading and Numeracy, as measured by NAPLAN, with explicit	In Semester 1, a numeracy support teacher assisted and up-skilled teachers in 2 faculties with designing and embedding higher order numeracy activities in Stage 4.  Data analysis on NAPLAN was carried out to inform future focus areas for 2016. 2016 will focus on the Literacy and	\$30 000 (teacher 0.6 -2 Terms) (Equity)

assessment in each KLA of higher order skills.	Numeracy Teams collecting, identifying and annotating examples of higher order activities to explicitly demonstrate skills. All faculties will have higher order literacy and numeracy activities embedded in their programs.	\$4 000 (TPL) (\$2000 each faculty for 2 teachers release) \$2 000 (TPL) teacher release
90% of task submission and 30% reduction in N Award Warnings for Stage 5 students as evidence of task accessibility.	Throughout the year, assistance has been provided for assessment tasks at the Homework Centre three times a week to ensure that all students have the assistance needed to complete tasks. An Assessment Task Progress page was added to the 2016 school diaries. Throughout the year, faculties have continued to incorporate high challenge, high support learning experiences for students in Stage 5.	\$60 000 (Equity) (Homework Tutors)
60% of HSC students gaining University enrolment and less than 10% of students achieving Band 1.	The Senior Learning Centre was established to provide support to students' learning and engage them during study periods. Faculties also analysed HSC and RoSA data to identify focus areas and integrate explicit teaching within the content. This process was also repeated in Term 4 to inform planning for 2016.	\$100 000 (L Centre) \$30 000 (Head Teacher Engagement) (Equity)
100% of EAL/D students achieving developmental progress by a minimum of one ESL scale per year.	EAL/D students are provided with assessment in Homework Centre. One afternoon a week is specifically for EAL/D students. Throughout the year, all faculties have focused on differentiating assessment tasks for EAL/D students. (See improvement Measure 1)	\$2 000 (other sources, IEC)

## Next steps

In 2016, faculties will continue to use data to evaluate and revise assessment tasks to ensure students can access the tasks and increase the submission rate reaching our target in 2017. Staff and students will be encouraged to use the Assessment Task Progress check in the school diaries to ensure assessments are completed over a period of time rather than the night before the task is due.

In 2016, the Literacy and Numeracy team will be collecting examples of higher order activities. The Science and TAS faculties will be embedding higher order numeracy activities in their Stage 4 programs. Social Science and History faculties will aim to embed higher order literacy activities in their programs.

The school will be working towards achieving the milestones selected aimed at developing students' capability to become ethical and environmentally responsible citizens. This will be achieved by the faculties developing a series of Stage 4 sustainability activities which will be incorporated in their units of work. The SRC will also be given the responsibility to canvas students on environmentally responsible practices which will then be presented to the Executive Meeting to assist in future planning.

The development and implementation of cross KLA project based learning and rich tasks to develop skills in high order thinking, ICT and EAL/D will commence in 2016.



## Strategic Direction 2

Staff success as engaged professionals, leading innovative, supportive and inclusive educational processes

### Purpose

To enhance staff capacity to meet diverse student learning needs and address the ongoing challenges and demands of our profession in 21st Century teaching and learning through the evaluation of teaching practices informed by the Australian Professional Standards for Teachers and the School's Excellence Framework while supporting staff career development and wellbeing.

### Overall summary of progress

Strategic Direction Two was based on staff being successful at engaging in the classroom as well as reflecting on their teaching using the Australian Professional Standards for Teachers and the school's Excellence Framework while supporting staff career development and wellbeing. The school has started the process of self-evaluation and lesson observations. All staff have been issued with lesson observation protocols and discussion, and feedback has been given based on these protocols. Regular faculty meetings are dedicated to sharing and discussing best teaching practices. This is also extended to meetings held with the IEC and Community of Schools (CoS), as well as continued teaching and faculty evaluation of assessments to make tasks accessible to all students. These professional discussions have allowed all staff to share their experiences and find ways to support each other in the classroom and with assessment development. At the high school, staff are encouraged to engage in internal and external professional development based on EAL/D, Literacy and Numeracy, Curriculum Differentiation, Great Teaching, Inspired Learning, Teacher Performance and Development Framework and LMBR. All staff last year held discussions with their Head Teacher to complete their Professional Learning Plans. These plans will now shape the future direction of professional development within the school in 2016. The high school is in the early stages of looking at the PDF with a presentation given at the SDD and the foundations being laid for informal classroom observations.

The high school has successfully established inter-faculty and IEC/HS collaboration in lesson observations to enrich the curriculum and assist EAL/D students. This has been achieved through Head Teacher communication at the executive level, planning days with teachers from the IEC to set the goals to be achieved.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	
100% of teachers participate in Teacher Professional Learning (TPL) activities on Assessment, Effective Feedback, EAL/D, ICT or Sustainability Measures.	<p>All staff participated in faculty discussions with Head Teachers identifying professional learning needs and discussing developing of professional learning plans. Throughout the year, all staff underwent the Teacher Performance and Development Framework cycle which involved developing Professional Development Plans, implementing plans and reviewing plans with formal interviews at the end of Term 4. Teachers participated in a number of TPL activities externally and at school to build teacher quality and improved teacher practice and professional dialogue.</p> <p>Various workshops on NCC Data collection and teachers' responsibility for curriculum accommodation and collection of evidence.</p>	<p>\$3 000 TPL</p> <p>\$20 000 (TPL)</p> <p>\$10 000 (ICT)</p>

100% of teachers to use student work samples as registration and evidence as part of their Teacher Performance and Development Framework. (TPDF)	Student work samples and program evaluations were used as part of the Teacher Performance and Development Framework. Evidence, including work samples, were included in Professional Development Plans. Teachers were encouraged to do corporate marking in faculties to develop teacher expertise and ensure consistency of professional judgement.	\$3 000 (TPL)
All Faculty Plans to incorporate collaborative planning and development of Australian Curriculum (AC) and task differentiation reported through Executive Performance & Development Framework	Throughout the year, all faculties evaluated the progress of milestones as informed by the School Plan. Faculties identified milestones which were applicable to them and this informed faculty planning for 2015 and 2016. Part of each faculty focus is developing the Australian Curriculum (AC) and differentiated curriculum. Staff Professional Development Plans also reflect the faculty focus and a common faculty goal on the Professional Development Plans was encouraged.	\$10 000 (Faculty Prog Days) (TPL)
100% of staff access information through SAP/SALM systems and services.	The reforms have not been introduced.	

## Next steps

In 2016, the school will continue to use the Australian Professional Standards for Teachers and the School Excellence Framework to develop good teaching, learning and leading practices. Teachers will be immersed in the SEF in order to have a deeper understanding of the 3 Domains and how these impact on the teaching and learning in the school. Staff will continue to have access to TPL to further enhance their teaching practices. Staff will be encouraged to reflect on their programs and faculties will include individual teacher reflections in their program registrations.

In 2015, the IEC/HS successfully established inter-faculty collaborations which will continue in 2016 with more TPL to take place to increase teacher knowledge of ESL Scales. More lesson observations and dissemination of knowledge, as well as classroom observations with the IEC and across KLAs, will take place in 2016.



### Strategic Direction 3

School success by maintaining and evolving a culture of innovation, connection and collaboration within the whole school and the wider community

#### Purpose

To strengthen the existing practices of student, staff and community consultation and collaboration so that we can continue to meet the community's aspirations for their children by providing high quality educational services, so that educational 'gaps' can be narrowed and children can have greater life choices and the means to realise those choices within and beyond our school community.

#### Overall summary of progress

Strategic Direction Three focuses on the wider school community and engaging all the stakeholders in the school. The school values working collaboratively with the wider school community to develop policies and partnerships and to ensure that all information is delivered to parents in a timely fashion to maximize the support to make important decisions. In 2015, the Assessment Policy Handbooks were published and issued to parents and students at year meetings. The school organised a number of parent information evenings to involve and include the parents in their child's learning journey. Examples of these include; analysis of our NAPLAN results was presented at the Community Forum, "Meet the Year 7 parents afternoon", Decision Time evenings and Year 10 Subject Selection Parent Interviews to assist students and parents to make the right subject choices for their senior years, Year 10 Formal Interview day and interviews with all Year 12 students to ascertain the most appropriate pathway and establish UAC requirements.

The Learning Support Team is developing long term approaches to identifying and catering for the needs of Aboriginal students, refugee students and students with learning difficulties. The appointment of a new Head Teacher Learning Support and the leadership of the faculty has greatly improved the students' learning experiences and supported staff in the National Consistent Collection of Data. Students' PLASPs and PLPs were developed and disseminated to staff and then evaluated at the end of the year. By working collaboratively with students, staff and parents, the Learning Support Faculty ensures that by meeting the needs of all students, we will enable students to achieve success.

There was an improvement the school infrastructure and a reduction in the carbon foot print of the school. The school was proactive in encouraging staff and students to take more responsibility in switching off unnecessary equipment. However, all other measures will be completed in 2016.

The school prides itself on its culture of inclusion embracing the high school, IEC and CoS. This year, the high school held another successful Flag Day inviting members from the wider community and all Year 5 students from the CoS. Our students were engaged in partnerships with Helmsman, UNSW, USyd, UTS, Optus, sporting and debating events and many other programs within the school.

There was an establishment of regular SDD opportunities for CoS to develop strong professional networks and cross-school observations. The CoS throughout 2015, strengthened their partnership by holding our second combined SDD focusing on the protocols of lesson observations. We continue working closely with our CoS through our Sports Coaching Program and Year 5 Taster lessons.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	
30% increase in the number of parent-negotiated PLASPs for at-risk and learning needs students.	The appointment of a Head Teacher Learning Support, assisted in managing and coordinating and meeting the needs of our LS students. There was an increased number of PLASP meetings held this year. In Term 2, PLASPs were developed for all students with a disability and/or learning difficulties in consultation with parents, year advisers and teachers. PLASPs were distributed to teachers and the Learning Support Head Teacher ensured that all classroom teachers followed and implemented the PLASPs. In Term 4, all PLASPs were reviewed and evaluated in consultation with teachers and students. The data was presented to parents in preparation for 2016.	\$60 000 SLSO \$20 000 LAST (0.2) (Funding Support Integration/Low Adjustment for Disability/other sources)
20% of students in each year group to participate in external mentoring or leadership programs.	Students were identified to participate in one of the following leadership or mentoring programs such as Helmsman Project, Optus "Your Face, Your Story", ABCN Scholarships, Aspire, iTrack, IMC Sky High Program, Debating, Zone and Knockout competitions and other programs. SRC students participated in further leadership development and training through regional meetings and other opportunities such as Secondary School Leadership Program at Parliament House in Term 2. Students continued to participate in student leadership and mentoring programs throughout the year. Elections were held at year meetings for the 2016 SRC and an SRC conference was organised to further develop students' leadership skills.	\$71 000 (casual cover \$32000 mentoring, \$39000 engagement) \$66 000 (student costs) (Equity)
50% increase in parent attendance at Community Forums and parent information evenings resulting in increased student engagement and results.	Parents were offered several opportunities throughout the year to participate in meetings and school events to engage them with the school community. NAPLAN information was presented at the Community Forum by the Mathematics and English Head Teachers. The Community Forum meets once a term to provide parents with an opportunity to contribute to the school decision making processes and be provided with ways to support and engage their children in learning. Decision Time evening is followed up with parent/executive interviews to assist students in choosing appropriate study patterns and establishing vocational education needs. This has resulted in fewer changes needing to be made once students begin their senior studies. Parents were surveyed and they indicated that they needed further explanation of the school's expectations and requirements and wanted assistance with playing a more active role in their children's learning.	\$10 000 (forums, catering, translations, interpreters) \$60 000 CLOs (Equity)
80% of staff participating in ongoing TPL	Regular meetings were held throughout the year with the Community of Schools (CoS) Principals to plan SDD	\$20 000



opportunities through classroom observation with CoS, IEC or connected communities.	and develop an action plan for the network. In Term 2, a joint CoS SDD on student engagement and cross-school lesson observations was held. A plan of action was developed to map out logistics of creating professional networks and support lesson observations.	(other sources/global)
50% reduction in paper usage to communicate with parents and community.	This year, the school newsletter has been made available online and was no longer distributed to students in paper format reducing our paper usage.	\$20 000 (website teacher) \$140 000 (ICT infrastructure) (computer coordinator allocation/Equity)
3% reduction in the cost of utilities in the school.	Solar panels will be installed in 2016 and LCD lights will be installed in all rooms. Ongoing reminders to staff to turn off all electrical equipment when exiting rooms.	No cost to school

## Next steps

The high school will continue to maintain its strong partnerships with the CoS and various outside agencies that provide enrichment and mentoring opportunities for the students. To strengthen our partnership with the CoS, the school will continue to provide each primary school with a scholarship which will be presented at the primary schools by an executive member.

We will continue to provide parents and students with a variety of programs and opportunities to join us in the celebration of their children's achievements, such as the High Achievers' Morning Teas, Leadership Assemblies, Celebration of Achievement Assemblies and ATAR morning tea.

The school will continue to reduce its carbon foot print in 2016 with the purchase or reassignment of laptops to allow students to borrow these overnight or on weekends to complete homework and assessment tasks without the need for printing. The SRC will investigate the cost of designated recycle bins for the main quadrangle to encourage ethical practices and good citizenship.



## Key initiatives and other school focus areas

This section includes:

- Key initiatives (from School planning template B).
- Policy requirements such as Aboriginal Education, Multicultural Education and Anti-Racism Education.
- Initiatives and other school focus areas which may not have been included in the school plan such as Early Action for Success, student leadership, partnerships and projects.

Key initiatives (annual)	Impact achieved this year	Resources (annual)
<b>Aboriginal Background funding</b>	<p>Aboriginal Education teacher employed to support Aboriginal students' learning and evaluates current Aboriginal students' PLPs (Personalised Learning Plans).</p> <p>Implement new Aboriginal students' PLPs and continue monitoring and evaluation of existing students' PLPs in consultation with staff and parents.</p> <p>Students were involved in a number of cultural experiences and career pathways opportunities were explored. Students performed an Aboriginal dance at our local community schools and Flag Day. Students also participated in a number of mentoring programs at UNSW and Summer School. Students were supported by the Aboriginal liaison officers and their community elders to complete their studies and achieve their HSC. Two students participated in an SBAT as part of their HSC subjects. Both students completed Year 12 and one student was successful at achieving the HSC credential.</p>	<p>\$13 000</p> <p>(Norta Norta/Aboriginal background funding)</p> <p>\$60 000 teacher (0.6 – from Equity)</p>
<b>English Language Proficiency funding</b>	<p>Continue providing assistance with assessment tasks at the Homework Centre for all students including an afternoon specifically for EAL/D students.</p> <p>Head Teachers and individual staff members worked with members of the EAL/D faculties to gain skills to differentiate tasks to meet the needs of EAL/D students</p> <p>Each faculty continued to work on Stage 4 tasks to ensure they are scaffolded and differentiated for EAL/D students.</p> <p>EAL/D Faculty and Deputy Principal to organise and implement TPL opportunities on EAL/D adjustments.</p>	<p>\$11 668</p> <p>(English Language Proficiency funding)</p> <p>\$5000 (TPL)</p>
<b>Targeted student support for refugees and new arrivals</b>	<p>Employment of a full time teacher in charge of refugees. This teacher was responsible for the identification of refugee students to be included in the Refugee Transition Program (RTP) and then provide the students and staff</p>	<p>\$60 000 (0.6)</p> <p>(Equity (\$12 000))</p>

	<p>with adequate support to engage these students and meet their learning and welfare needs.</p> <p>EAL/D teachers assessed students' level on ESL Scales and provide information to RTP teacher to establish support plans.</p> <p>Many support activities were organised for these students, including a Breakfast Club and NSW Department of Housing scholarships, with 22 students being successful in receiving these in 2015.</p>	Refugee Funding (\$48 000) other sources)
<b>Socio-economic funding</b>	<p>This funding has allowed us to employ a number of staff (already mentioned in previous initiatives) as well as a full time Transition Adviser, higher duties and professional development for a Head Teacher Engagement and an additional Deputy Principal, a CARS and STARS teacher to implement a Year 7 &amp; 8 reading program, as well as a part time learning support teacher. These additional staff members have had a dramatic impact on student wellbeing and increased engagement in learning and learning experiences.</p> <p>Gifted and Talented students are supported by this funding through the HAC initiative and the scholarships. This initiative allows these students to engage in higher order thinking rich tasks which not only improve their outcomes but also the outcomes of other students due to building of teacher capacity in this area.</p> <p>Students were financially supported in a number of extra-curricular activities across the school. A considerable amount of these funds was used to support these students on excursions, debating, competitions and uniform. This provided students with a sense of belonging and equity with their peers.</p>	\$270 000 (Equity)
<b>Low level adjustment for disability funding</b>	<p>Collection of NCCD (National Consistent Collection of Data) on students with a disability. Evaluated NCCD and ensured PLASPs were written and implemented.</p> <p>Identified classes and students requiring learning assistance and deployed staff to those classes for team-teaching.</p> <p>There was additional SLSO support for students with autism, sight and hearing impairment. This allowed these students with the opportunity to be integrated into mainstream classes. With the enrolment of a</p>	\$46 000 (ICT/Transition Funding/ Funding Support/Integration)

	<p>blind student, this funding provided additional support to staff for TPL on meeting his needs.</p> <p>The At Risk Transition program continued to provide support for students in the feeder primary schools who were at risk of disengaging in learning when they came to high school or who had been identified as having serious social or learning difficulties. This resulted in the completion of a DVD to be presented to Year 7 at the beginning of 2016.</p>	
<b>Support for Beginning Teachers</b>	<p>Support for Beginning Teachers is provided in a series of staged processes depending on teaching experience. Beginning Teachers have access to induction session which operate weekly and are conducted by the Teacher Mentor. Accreditation support takes place with the Senior Executive and Teacher Mentor.</p> <p>Targeted assistance for Beginning Teachers was provided by the Teacher Mentor through ongoing support in the induction program, accreditation, TPL and timetable adjustments.</p> <p>Teachers were provided with a reduced teaching load to support them in the beginning of their career. Teachers were also given release days to document their progress and observe each other.</p> <p>Staff engaged in faculty discussions with Head Teachers to identify professional learning needs and develop their Professional Learning Plans. Teacher reflection and evaluation of Professional Learning Plans under the guidance of their Head Teacher and Teacher Mentor.</p>	<p>\$56 627 (Beginning Teachers)</p>
<b>Other school focus areas</b>	<b>Impact achieved this year</b>	<b>Resources (annual)</b>
<b>SRC and student leadership</b>	<p>The SRC play an integral role in the school. They are made up of 4 representatives from each year and include senior students as Prefects. The students carried out a number of projects to assist and support the school and wider community. Events such as Bandaged Bear, Pink Ribbon Day, Jeans for Genes Day, White Ribbon Day are some examples of the various charity fundraisers the SRC organised. Further to this, they also ran other activities and raised funds for a charity of their choice.</p>	<p>\$ 3000.00 \$ 5000.00 (teacher release Equity)</p>



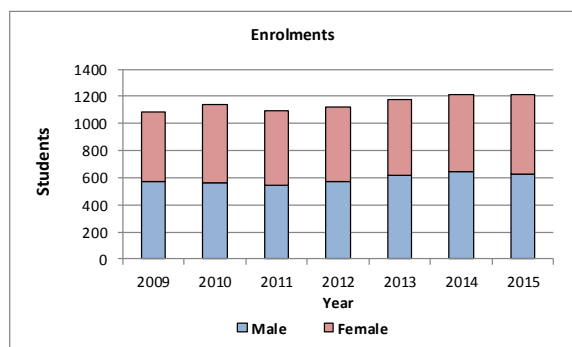
<p><b>PB4L</b></p>	<p>PB4L supports the Wellbeing Framework and improves learning culture in the school.</p> <p>Students are aware of the school values and understand rationale. "I'm a safe, respectful learner who belongs at Cheso" banners were reissued to staff for classrooms and staff were reminded to use PB4L language in classroom management issues.</p> <p>Positive recognition scheme was reinforced at year meetings and staff meetings. Recognition assemblies, morning teas and rewards are an integral part of the PB4L scheme. Staff and students expressed a need to reinforce PB4L language more explicitly in the classroom. In 2016, Years 7 &amp; 8 will participate in mini lessons to reinforce positive behaviours and PB4L values.</p>	<p>\$7 000</p> <p>(student rewards, assemblies and morning teas, teacher release)</p> <p>(Equity)</p>
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## Student information

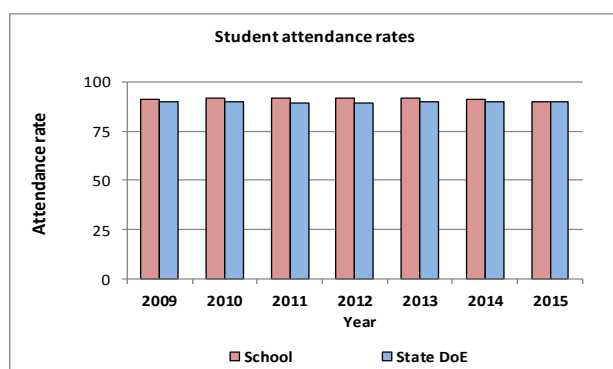
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

### Student enrolment profile

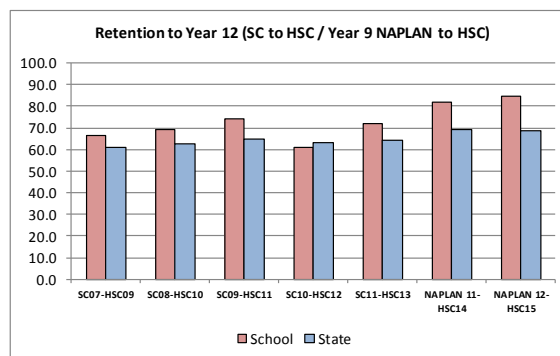


### Student attendance profile

	Year	2009	2010	2011	2012	2013	2014	2015
	7	93.2	95.3	93.9	94.1	94.2	93.7	91.3
School	8	92.4	92.4	92.4	90.9	92.0	91.6	91.9
	9	90.1	91.8	89.5	91.5	91.3	90.7	89.7
	10	92.3	89.9	91.1	89.1	88.4	89.9	88.0
	11	90.8	92.0	91.7	92.2	91.7	91.5	88.5
	12	88.2	91.8	92.8	92.8	93.4	91.1	90.7
	Total	91.3	92.1	91.8	91.7	91.8	91.4	89.9
State DoE	7	92.3	92.6	92.5	92.4	93.2	93.3	92.7
	8	90.0	90.5	90.1	90.1	90.9	91.1	90.6
	9	88.8	89.1	88.8	88.7	89.4	89.7	89.3
	10	88.7	88.3	87.1	87.0	87.7	88.1	87.7
	11	89.4	89.1	87.6	87.6	88.3	88.8	88.2
	12	89.4	89.8	89.2	89.3	90.1	90.3	89.9
	Total	89.7	89.9	89.2	89.1	89.9	90.2	89.7



## Retention Year 10 to Year 12



### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
seeking employment			
employment	4	10	11
TAFE entry	1	6	16
university entry			46
other			10
unknown			14

### Year 12 students undertaking vocational or trade training

2015 was the first time CHHS has been able to successfully support School Based Apprenticeships/Traineeships with two students completing their own HSC's with paid part time employment recognised in their HSC. Clarrissa Brown was employed by the NSW Department of Finance and her training was undertaken at the school in the Business Services 2 unit course. Brenden Williamson was employed by On Two Wheel's and undertook his formal training in Motorcycle Technician Automotive Services with Ultimo TAFE and mentored by Yamaha Australia and Mr McLean.

In 2015, Brenden was recognised as the Winner of the Australian Training Awards in the category of School Based Apprentice of the Year. This significant achievement was a result of the school being able to support his Individual Learning Plan to incorporate School, TAFE and Employment in his HSC pattern of study. This was a first for CHHS in being able to support such a complex personalised HSC for Brenden.

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

As part of the VET curriculum offerings in 2015, CHHS offered Business Services, Construction, Retail Services and Sport Coaching for delivery in Years 11 and 12. Students were also supported in their Vocational Education learning programs with two Year 12 students successfully undertaking School Based Apprenticeship Traineeships and nine students successfully completing the Health Services course with NSW Health as part of their HSCs.

Students successfully completed over 200 industry work placements of 35 hours duration each in 2015.

In 2015, it is noted that a significant number of students elected to undertake more than one VET course in their pattern of study.

At the beginning of 2015, there were 191 students identified as studying a VET course. This included 26 who were studying more than one VET course as part of their pattern of study at the School. There were 200 in 2015 with 26 studying more than one VET course at the school.

There were 165 students who sat for the HSC in 2015 with 32 identified as having a pattern of study that was Non-ATAR. It is recognised that approximately 40% of all senior students undertake some form of VET course in their pattern of study.

## Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

### Workforce composition

Position	Number
Principal	1.0
Deputy Principal(s)	3.0
Head Teacher(s)	12
Classroom Teacher(s)	70.2
Learning and Support Teacher(s)	2.8
Teacher Librarian	1.2
Teacher of ESL	4.2
School Counsellor	2.6
School Administrative & Support Staff	23
Other positions	
Total	120

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

The school employed one Aboriginal Staff member on a casual basis throughout 2015.

### Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	30



## Professional learning and teacher accreditation

Staff at CHHS participated in a variety of professional learning opportunities in 2015 to support their development and build teacher capacity in the school.

Staff accessed PL for Career Development opportunities, beginning teachers, syllabus implementation, ICT, QT, VET and Welfare.

TPL funds were divided equally amongst staff and staff had access to Professional Learning that would support and reflect their PDPs.

Some of the TPL activities our staff participated included, Aboriginal Conferences, Faculty Conferences, Welfare Workshops, Network Meetings, International Student workshops, ICT workshops, HSC marking workshops, Online Training workshops, Teaching and Programming workshops, VET training and meetings and Zone Sports meetings amongst others.

There was also further development of our Beginning Teachers program throughout 2015.

This program involved undertaking classroom observations by the Teacher Mentor and ongoing support including discussions on lesson planning, delivery and behaviour management strategies.

Teachers received explicit support with six teachers applying for Accreditation at Proficient level during 2015. Beginning Teacher money was used to provide for relief from teaching for Teacher Mentor as well as teacher release for professional learning and inbuilt timetabled periods for teachers to complete their accreditation. Another seven teachers were provided with support through lesson observations and compiling of evidence.

## Financial information

### Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
<b>Income</b>	\$
Balance brought forward	1466460.24
Global funds	650152.16
Tied funds	1225417.33
School & community sources	441566.83
Interest	35264.22
Trust receipts	413123.37
Canteen	0.00
Total income	4231984.15
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	184272.52
Excursions	34018.64
Extracurricular dissections	95287.55
Library	19341.37
Training & development	0.00
Tied funds	1526762.93
Casual relief teachers	116096.01
Administration & office	224139.11
School-operated canteen	0.00
Utilities	152657.68
Maintenance	211146.95
Trust accounts	367727.17
Capital programs	0.00
Total expenditure	2931449.93
<b>Balance carried forward</b>	1300534.22





## School performance

### 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.

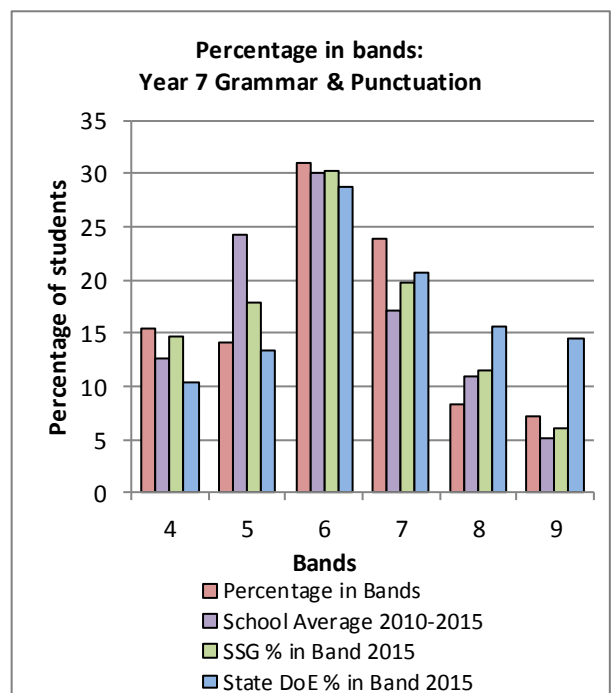
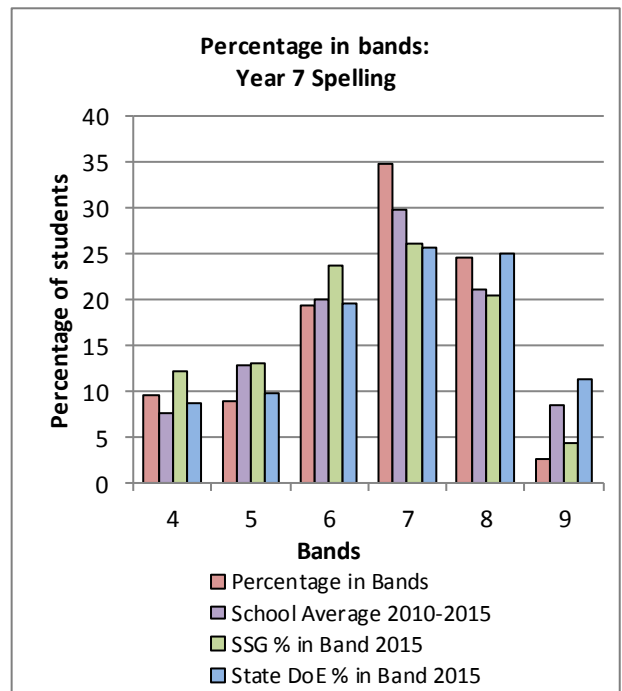
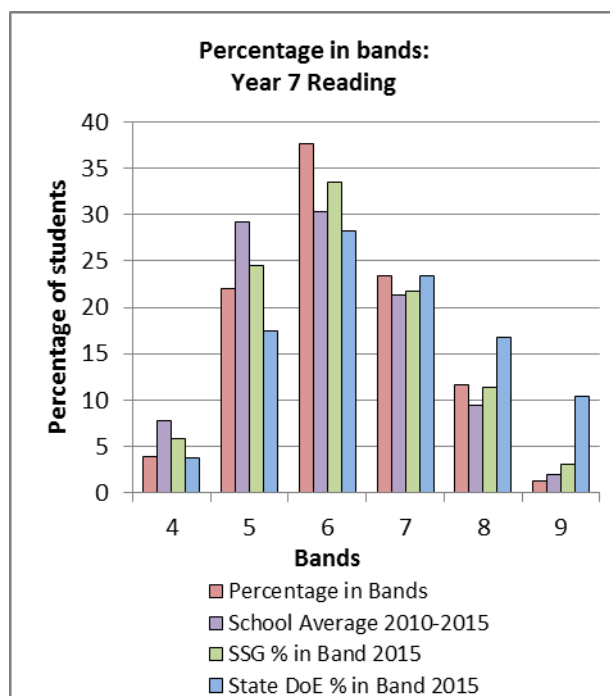
The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

**NAPLAN - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

### Year 7 Literacy

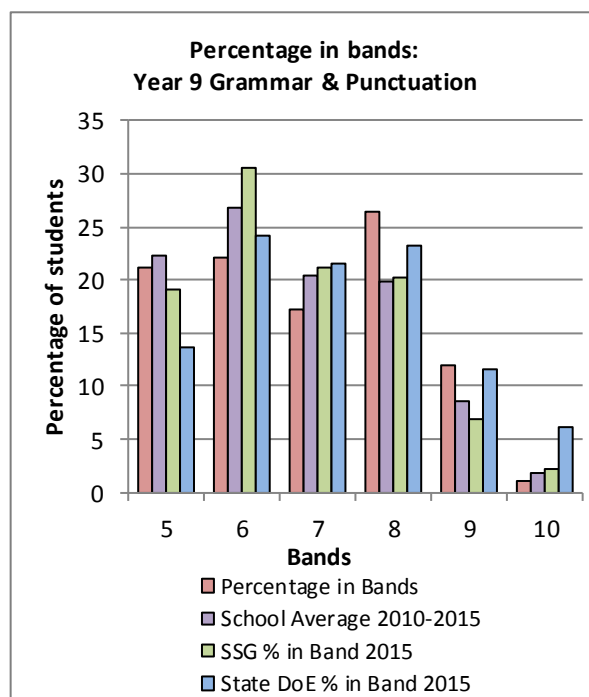
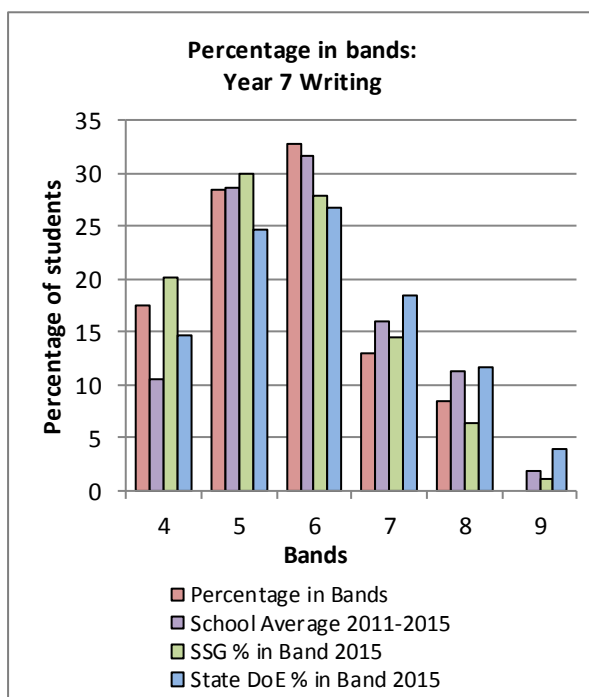
#### Reading

In the NAPLAN Reading assessment, 96.2% of students achieved at or above the national minimum standards (Bands 5-9). This is an increase from the 2014 data of 1.9% in the number of students performing at or above nation minimum standard. 36.4% of students performed in the top three bands and this is an increase of 6.5% from 2014.



#### Writing

There were 82.6% of students achieving at or above the national minimum standard (Bands 5-9) in 2015. This figure is a decrease from 90.4% in 2014. There were 21.3% of students performing in the top three bands which represents only a 2% decline from 2014.



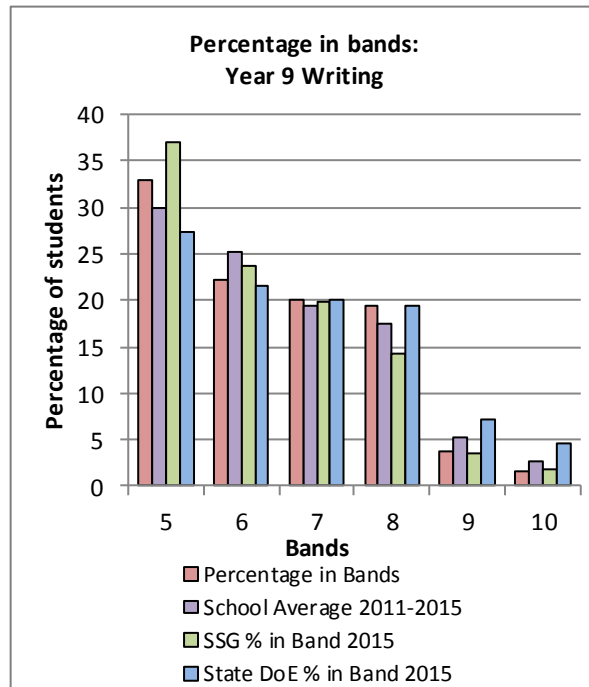
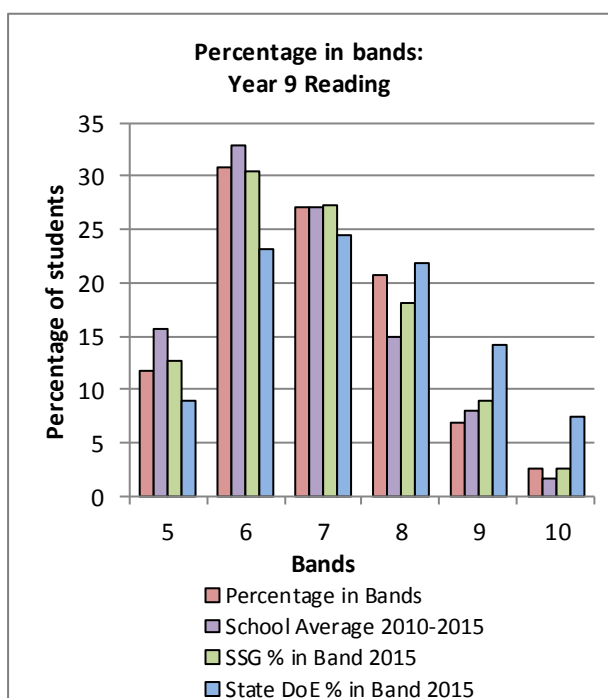
## Writing

In the Writing component, 67% of students of students achieved at or above national minimum standards. This represents a decrease from 81% of students in 2014 which were outstanding results and higher than the NSW DoE average for the first time.

## Year 9 Literacy

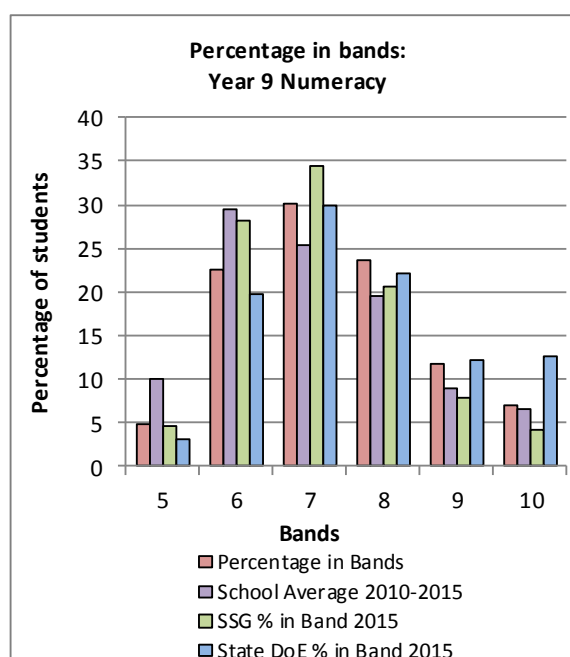
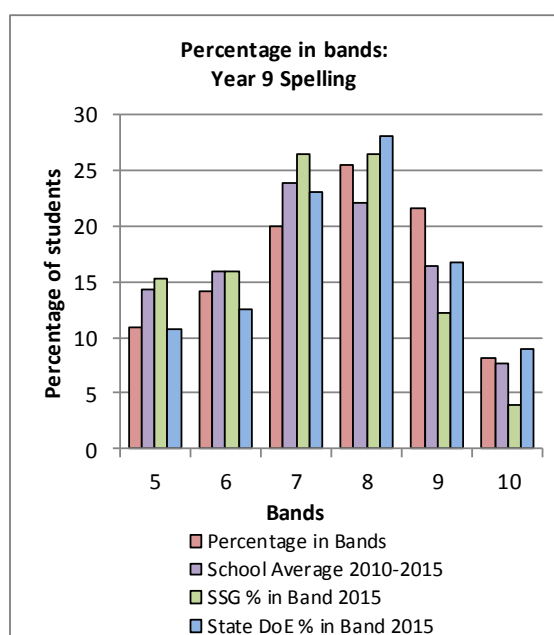
### Reading

In Year 9 Reading, 88.3% of students achieved at or above national minimum standard. This is similar to results in 2014. The percentage of students achieving at the top three bands (8, 9 and 10) improved by 3.4% when compared to 2014 data.



## Spelling

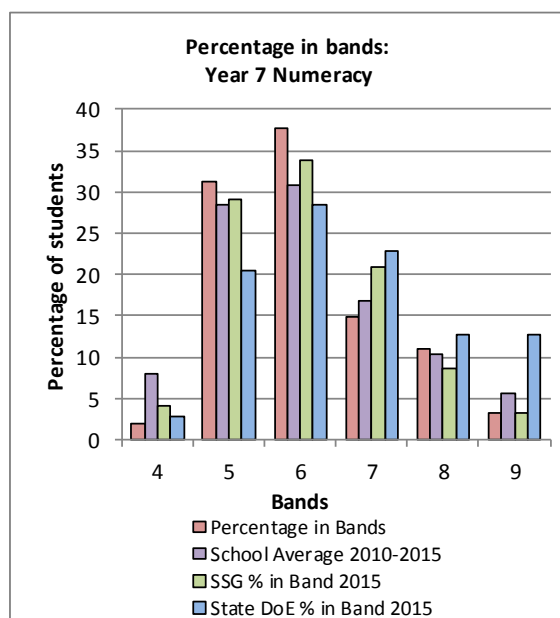
This cohort performed at its best in the spelling component. 89% of students achieved at or above national minimum standards. 29.7% of students achieved in the top 2 bands (Bands 9 and 10) which was a 10% increase from 2014 and the gap between our school and NSW DoE average was significantly reduced.



## NAPLAN - Numeracy

### Year 7 Numeracy

In the Numeracy component of the NAPLAN assessments, 98% of students achieved at or above the national minimum standard (Bands 5-9) which represents an increase of nearly 5% from 2014. The percentage in the top 3 bands declined by 8%.



### Year 9 Numeracy

In the Numeracy component of the NAPLAN assessment, 95.2% of students achieved at or above national minimum standard. This represents an overall increase from previous years. 18.8% of students achieved results in the top 2 bands and the gap between this cohort and NSW DoE average has been decreased.

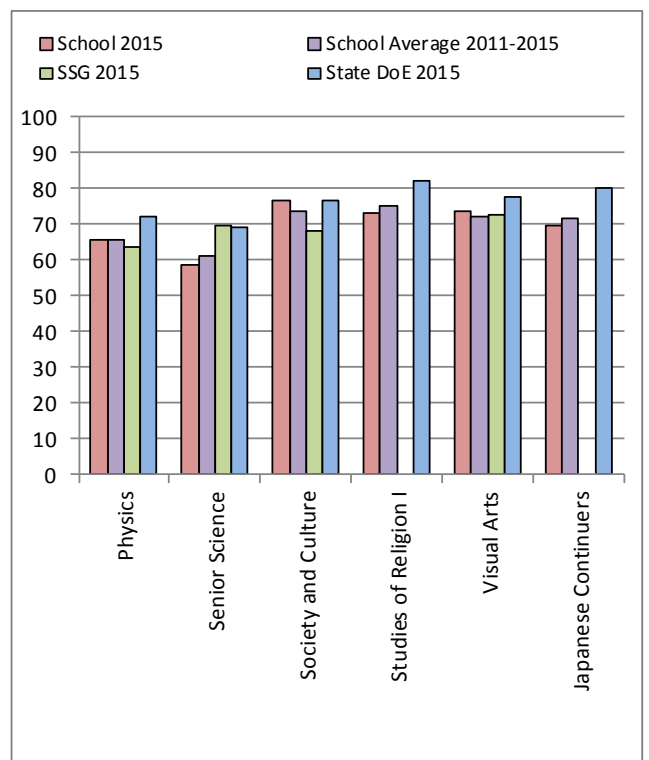
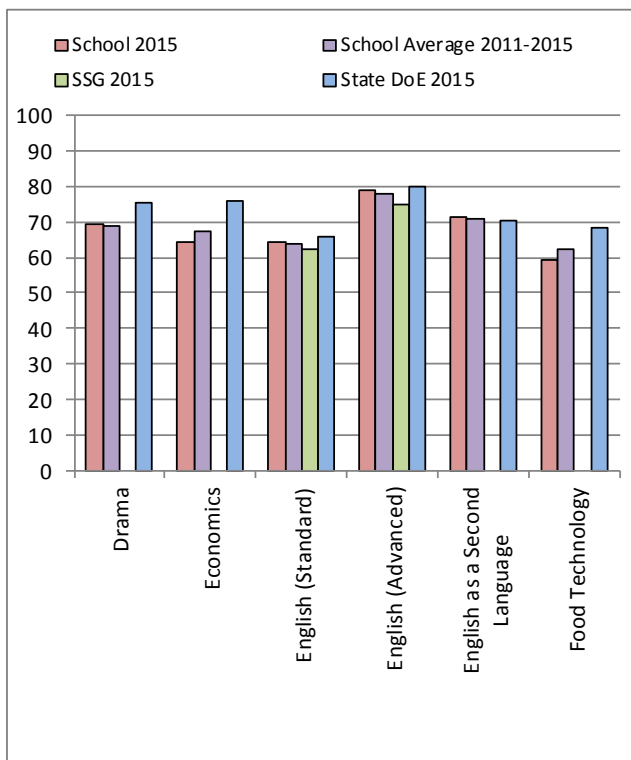
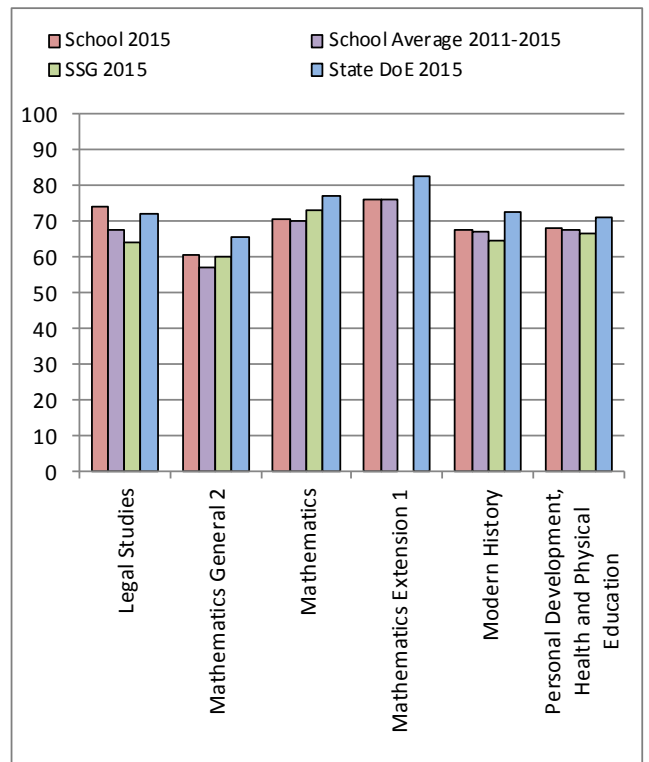
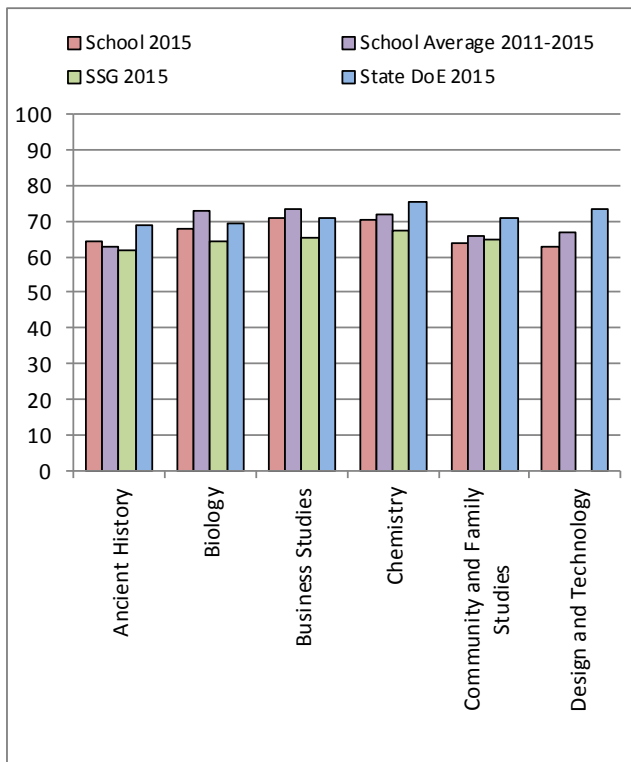
## Higher School Certificate (HSC)

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

In 2015, there was 162 students being examined in 39 subjects and 5 language courses at Saturday School. Of these students, 35 elected a non-ATAR pathway.

The 2015, HSC results obtained were mixed with an increase in some areas. 54% of the results were in the top three bands which was an increase from 47% in 2014. There was a significant decrease in the number of Band 6 with 18 results across the cohort.

The best performing subjects in the 2015 HSC were Biology, Business Studies, CAFS, English Advanced, English Extension 1, Legal Studies, 2 Unit Mathematics, Mathematics Extension 1, Mathematics Extension 2, Physics, Senior Science and Society and Culture. Of particular note, Society and Culture performed strongly with one student coming fifth in the State. Biology, Advanced English and Extension English continue to perform strongly.





## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents were surveyed at the Community Forum and reported feeling included in the school's decision making processes. They expressed a need to have more information sessions on curriculum and school assessment expectations.

## Policy requirements

### 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. Students were provided with in-class support, one-on-one tuition and homework and assessment support. Students also had access to subject specific tutoring by our experienced staff funded by Norta Norta. They participated in a mentoring program with NSW University undergraduates and by MTC, a youth working organisation. Students enjoyed excursions to Sydney University and UTS. One student participated in a traineeship with the NSW Department of Finance and successfully completed their HSC. We had an Aboriginal elder speak at our Anzac Day Ceremony to provide an Aboriginal perspective on what occurred during the war.

### Multicultural Education and Anti-racism

The 19<sup>th</sup> Annual Multicultural Flag Day Ceremony was yet again a celebration of Chester Hill High School's extraordinary unity and diversity. Performances on 11 and 12 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 crews, flag bearers, ushers and hosts. 2015 was the second year for 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.

## Other school programs

### Helmsman Project 2015

The Helmsman Project (THP) is a not-for-profit organization that is dedicated to building life skills (hope, resilience and self-regulation) of young people through the delivery of an integrated adventure education and coaching program. Chester Hill High School continued its association with the program in 2015.

THP is presented to the entire Year 8 cohort at the end of Term 4 2014 and all students are invited to apply through a written application process.

In 2015, eight girls and eight boys from Year 9 were selected to participate in the Helmsman Project from Chester Hill High School. These students undertook the 13 week program that consisted of individual and group coaching sessions, a 2-day adventure sailing trip and a 5 day sailing adventure.

The adventure component was aboard the tall ship the "James Craig" where 40 students from across 5 schools were brought together to experience the challenges aboard ship.

At the end of the 13 weeks, students were engaged in developing a Student Community Project where the objective is to embed and put into practice the learning gained during the adventure-based coaching part of the program and develop job-readiness skills such as presentation, project management and teamwork skills. Students pitch their project idea to THP panel and if successful, they can attain financial support of up to \$1000 to assist in the implementation of their project.

- Participants set meaningful goals, with perspective, they identify multiple pathways toward goal attainment and develop the skills to achieve them.
- Participants learn to take ownership of their thoughts, feelings and behaviours; they learn to work with their personal strengths and those of others, and develop an increased level of awareness to assist them with decisions-making and interactions with others.
- Participants develop the cognitive skills necessary to overcome the setbacks, learn from their mistakes and remain committed to work towards a brighter future.

The eight Year 9 boys were also interviewed whilst on the James Craig by the ABC and all featured on a 30 minute radio program that was aired on Australia Day this year.

This is our 6<sup>th</sup> cohort of students that have been involved in the Helmsman Project with 48 students (24 girls and 24 boys) successfully graduating since its inception in June 2013.

### **CARS and STARS program for reading comprehension**

From mid-2013 to the present, CHHS has concentrated on improving our students' higher order reading skills so that they can participate fully in all curriculum areas. Our thorough testing and analysis of NAPLAN reading results show that students struggle with higher order reading operations. As a result, and, due to our students' previous success on the program, CARS and STARS was continued in 2015 with a specialist literacy teacher.

Assessments at the beginning of the year confirmed students were weakest in strategies such as; Finding the Main Idea, Summarising, Making Predictions and Making Inferences. In addition, some classes indicated the need to further cement strategies taught more explicitly in primary school such as Distinguishing Between Fact and Opinion, Interpreting Figurative Language and identifying Cause and Effect Relationships.

Our focus has been to enable students to understand a text as a whole. As a result, Year 7 began with a strong focus on Finding the Main Idea. In addition, students explored the strategies of Distinguishing between Fact and Opinion, Identifying Authors Purpose and Making Inferences. Our Gifted and Talented classes were extended in these strategies using more complex reading material.

Year 8 also covered these strategies with more complex reading material to reinforce skills developed in Year 7 in the same program.

This was the first year the school was able to compare NAPLAN reading results from Year 7 and Year 9 (for students with low literacy levels students who began the program in 2013). 2015 NAPLAN results for reading revealed pleasingly, that 65% of students in Year 9 had achieved greater than or equal to expected growth. This growth of 51.8 points was well above NSW levels of 37.7.

Internal follow up assessment revealed overall improvements in reading comprehension using the reading strategies for all classes across both Years 7 and 8. This demonstrates that students are becoming more skilled in using a combination of reading strategies simultaneously to interpret a text. Most impressive, (as in previous years), has been the growth in proficiency in EAL/D classes. Year 8 EAL/D students increased from 48% correct responses to 61% correct for all reading strategies combined and demonstrated dramatic improvements in 9 of the 12 reading strategies used for effective comprehension from below expected levels to above expected levels. 7G also demonstrated dramatic growth after only two terms from 38% correct responses to 56% with most significant growth in the areas of Finding the Main Idea, Interpreting Figurative Language. In Year 7, five classes showed significant growth in areas of weakness, from below expected levels to at or above expected levels in the strategies that received the most focus in class. This was replicated in Year 8, indicating the success of the program.

