

Chester Hill High School

Annual Report



2016



8269

Introduction

The Annual Report for 2016 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.

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Message from the Principal

Chester Hill High School is a vibrant learning community where students are provided access to high quality education that has breadth, depth, and opportunity and is holistic in its preparation for post school futures.

Across the 2016 calendar year, learning was experienced through a range of formats and environments. The focus, as always, was the pursuit of excellence, equity and opportunity sourced from a variety of avenues.

The staff have continued to work collaboratively to further refine their pedagogy, empowering their capacity to respond to the complex needs of our diverse and demanding school community. Professional learning has been strategic and differentiated, delivered by experts, to develop expertise.

The staff delivered data-informed and differentiated teaching and learning programs that addressed the development of general capabilities and 21st century learning skills in addition to expected subject knowledge as mandated by the curriculum.

Chester Hill High School values creativity, oracy and team building skills, as reflected in the rich and extensive range of extra-curricular activities, initiatives and partnerships with external agencies, institutions and industry links.

Students are encouraged to embrace the challenges of learning as sustenance for their minds, bodies and spirits. They are immersed in an environment that promotes the values of public education, a consistent work ethic, ethical thinking and respectful conduct.

Leadership and service learning involves staff and students regularly throughout the year. Student-voice and the tradition of student-led initiatives, exemplified by the school's traditional Flag Day ceremony, have continued to grow from strength to strength.

The appointment of a new Principal and undertaking whole-school External Validation has promised the beginning of the next phase in the school's exciting future-focused journey where Strength in Unity and Excellence in Education are mantras that are just as relevant today as they were upon the school first opening.

Zena Dabaja

Principal

Message from the school community

Chester Hill High School is a warm and inviting school community that provides a range of services that build capacity for inclusivity with its parent community.

The school continues to sustain its four Community Liaison Officers (CLOs) who are able to provide interpreting for the Arabic, Karen, Vietnamese and Pacific Islander communities in addition to supporting the school community as a whole. Their mission is to draw connections and promote the services and information about teaching and learning at CHHS to our parents, further facilitating the partnership between home and school.

The Parent Community Forum held once per term has been further enhanced by additional workshops on study skills, curriculum changes and transition preparation. Consultation is also conducted within the Parent Community Forum sessions, seeking opinion and advice from our key stakeholders in order to make informed decisions.

The CLO Team continues to respond to parent enquiries, enable ongoing communication between home and school and promote active participation. Parents are encouraged to be present and aware of student learning, activities and emerging issues.

Doris Abouslaibi

CHHS CLO Team

Message from the students

Students at Chester Hill High School recognise that they belong to a warm and nurturing community that supports individuals to pursue the highest aims and the greatest success. Reflective of the diversity that comprises our community, we are also encouraged to be ethical and socially conscious. Consequently, in addition to the opportunities to achieve academic and extra-curricular success, we have regular service learning activities scheduled across the calendar year.

The Student Representative Council (SRC) is the most visible body that promotes leadership and gives a voice to the student community while modelling exemplary behavior at the same time. Student representatives and the wider school community engaged in many activities throughout 2016 to enhance the social wellbeing and participation of all students at Chester Hill High School and the community as a whole. SRC students worked as a cohesive group and in smaller focus groups to target specific areas.

The entire SRC coordinated the Jump Rope for Heart campaign, which raised funds for research into heart disease and promoted physical activity and school unity. Students and teachers skipped throughout lunch, over the course of a week, with all money raised given to the Heart Foundation. To engage all students in the school, the SRC organised activities to raise awareness for research into breast cancer. Activities included a day where students could wear pink accessories, the selling of pink merchandise and the gifting of a positive message board to a cancer survivor who spoke to senior girls about her journey. SRC students visited NSW Parliament house, joining students from many other schools, to learn about the structure of parliament and to watch proceedings. Students had the privilege of meeting His Excellency, the Honorable, General David Hurley.

School background

School vision statement

Graduates of Chester Hill High School will be successful learners ready to engage actively in society as productive, problem solving and ethical citizens. Their social conscience and sense of personal responsibility will promote positive relationships with individuals, groups and the environment.

Students will develop these skills, qualities and perspectives as they are supported through active participation and interaction with a curriculum featuring high challenge and high support. The curriculum will be delivered by expert teachers who participate in ongoing professional learning that is tailored to meet the current and emerging needs of students and the educational landscape. Futures learning, 21st century capabilities and student wellbeing are key drivers of the skills developed, refined and enhanced.

The impact of the high quality teaching and learning experiences delivered at Chester Hill High School will be further enhanced by a mutually respectful partnership with parents and the broader community, building capacity for inclusivity and maximizing the breadth of rich opportunities and experiences available for students during and post school life.

School context

Chester Hill High School (CHHS) is a comprehensive, co-educational secondary school established in 1962. The CHHS Intensive English Centre (IEC), established in 1978, is an integral part of the school. 80% of students from the IEC transition into the mainstream high school. 85% percent of our students population are identified as possessing language backgrounds other than English. We have approximately 285 refugee or refugee-like students and a growing number of students with an Aboriginal background.

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

The school receives Equity funding due to the low socio-economic background of its community. These funds resource initiatives and programs designed to improve the learning outcomes of the diverse and complex needs of the student cohort. The initiatives and programs target developing skills and strategies within the context of home, stakeholder partnerships, organisation and quality teaching and learning.

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

It was a highly valuable experience, providing the school community the opportunity to reflect on the school's evidence of processes and practices against the School Excellence Framework. The External Validation Committee reported that in all three domains of Learning, Teaching and Leading, the school was validated in its analysis, evaluation and assessment.

Learning Culture: Delivering

Staff at Chester Hill High School are recognized for their commitment and expertise in facilitating positive learning results across stages. This involves a range of strategies, programs and initiatives that promote the production of quality work and 21st century skills. Students are provided with weekly opportunities to receive additional support in their learning through the Homework Centre, Senior Learning Centre, HSC tutorials offered by University Access Groups, HSC

tutorials offered by CHHS staff and the 'Reading for Understanding' initiative.

Ongoing remedial and personalized support is offered for students who seek further assistance provided by their classroom teachers. Student engagement is a high priority in order to ensure that effective learning takes place. The Quality Teaching Framework and associated strategies are supported by timely responses to attendance monitoring and activation of support programs and strategies for students who are flagged as school resisters.

Wellbeing: Sustaining and Growing

Wellbeing is a prime focus and concern within the daily operations of the school. All school initiatives and programs are underpinned by a consideration of the complex and diverse needs of our student community. The Wellbeing Framework and its mantra of CONNECT, SUCCESS and THRIVE is reflected in the daily and annual calendar of processes and programs within classrooms and across the whole school. The CHHS community recognizes that connection to school provides a safe environment for students to levitate to. Consequently, connectivity is key to student engagement. Positive relationships and developing rapport is prioritized in order to ensure that each student within our school feels a sense of purpose, place and success. The Positive Behaviour for Learning (PB4L) values are articulated in our mantra: 'I am a SAFE, RESPECTFUL LEARNER who BELONGS at CHESO'. Explicit teaching of PB4L skills is achieved in Peer Support and Transition into School initiatives. Our focus in order to work towards Excelling is to secure successful ways in which to develop high levels and more comprehensive self-awareness in students across the school community in relation to their wellbeing and appropriate responses.

Curriculum and Learning: Delivering

Literacy, numeracy and ICT skills are priorities where explicit teaching and differentiation of curriculum feature predominantly in teaching and learning programs across KLAs. Significant and ongoing professional learning has been undertaken annually in the areas of differentiation, data-informed teaching, Teaching English Language Learners (TELL) and effective ICT applications. This is in addition to mandatory training in relation to DoE reforms and in support of effective implementation of SP strategic directions. Extra-curricular opportunities are offered to students across stages and abilities to further enhance their experiences and access to success at school. CHHS is committed to providing a breadth of curriculum in order to cater for the needs of our diverse learning community as well as empower them through choice and opportunity. In addition to courses requiring academic rigour, VET is an important and successful component of the curriculum offered. International students are offered a bridging course to transition them into Stage 6.

EAL/D needs are catered for through the provision of ESL and Fundamentals courses. The Learning Support Faculty also team-teach and provide programming support for staff across KLAs.

Assessment and Reporting: Sustaining and Growing

Over the past five years, significant professional learning and faculty based focus has been placed on delivering effective assessment and reporting practices. Assessment is backward mapped, scaffolded and incorporates evaluative practices to provide meaningful and timely feedback to students. Guidelines are followed consistently across the school and expectations are clear regarding consequences when compliance does not occur. This is consistent practice across all KLAs. The main area for improvement in order to move towards Excelling in this element, lies in engaging parents to actively engage in the reporting process. Key portions of our parent community limit their involvement in collecting reports and attending parent teacher nights, diminishing the accountability and transparency related to student performance and behaviour. Improving and intensifying parental involvement in partnership with the school to develop work ethic and commitment to learning will have a significant and positive impact on overall results.

Performance Measures: Sustaining and Growing

Our student value added data is strong considering the significant gaps, disruption to learning and high challenge/high support context of our student community. While our data does not achieve comparable performance between equity groups and the rest of the school, our data supports a strong positioning just short of Excelling status.

Effective classroom practice: Delivering

Teaching and learning practices across all KLAs represent sound practice. There is ongoing refinement of teaching and learning programs, responding to register feedback and evaluations. There is an inconsistency in the level and quality of behaviour management. This will be further improved by the planned reinvigoration of PB4L and associated TPL on behaviour management. Staff now require further direction towards executing a more KLA focused process of data analysis that reveals the impact of individual teaching on student performance within their immediate setting.

Data skills and use: Delivering

Data-informed teaching is promoted regularly throughout the professional learning sequence of the calendar year, primarily focusing on formal data packages provided by SMARTdata on NAPLAN and HSC. Staff respond to data provided to them in order to offer more receptive and relevant teaching and learning strategies within their classroom

settings. Presentations to staff and the parent community on how data reflects school performance, student progress and student needs are also scheduled across the calendar year. The core challenge is to accelerate parental engagement and interaction to further facilitate the best student learning outcomes.

Collaborative practice: Sustaining and Growing

There is an intensive and long-standing culture of collaborative practice in terms of pedagogical dialogue, resource sharing and planning within the school. Team-teaching successfully addresses the needs of students requiring learning assistance and EAL/D profiles. Early Career Teachers (ECTs), Beginning Teachers and Practicum teachers fall within an environment of collaborative support with in-faculty and cross-faculty mentoring. A whole range of pilot projects and cross-faculty initiatives involve ongoing lesson observations. The school is now working towards achieving a more consistent culture of open-door policy.

Learning and Development: Delivering

Professional learning and development is engaged in with enthusiasm. TPL is designed and approved in direct strategic response to the School Plan and identified directions. To operate at Sustaining and Growing, protocols need to be implemented that ensure teachers share learning from targeted professional development with others.

Professional Standards: Delivering

The Australian Professional Standards for Teachers are maintained in high profile within school pedagogical dialogue around TPL, the PDF and individual teacher accreditation. 70% of staff are new scheme teachers who are required to, at the very least, maintain their accreditation but who also have the opportunity to move towards higher levels. 25% of staff are ECTs who are working towards accreditation. The school provides a comprehensive accreditation and induction program led by an experienced member of staff who draws in guest presenters from across the school to develop the ECTs. All professional learning is designed and delivered to facilitate the realization of the strategic directions articulated in the School Plan. The relevant teacher professional standards are aligned to these professional learning opportunities so that they are visible and accessible to staff at all times. This contextualizes the purpose of the professional learning they are undertaking.

Leadership: Sustaining and Growing

Building capacity for leadership across the school community is both valued and prioritized at CHHS. Students are encouraged to perceive themselves as leaders who have the opportunity and capacity to make significant, positive impact by behaving responsibly, ethically, creatively and with ownership. Deeds, not words, are promoted through a sequence of community conscious fundraising activities led by our student representative council (SRC). Students are encouraged to take responsibility for their learning by being supported to strategically plan their learning journey and take advantage of the learning and extra-curricular opportunities made available to them. All teachers are encouraged to perceive themselves as leaders who have the capacity to drive significant impact in the development and futures of students on a daily basis. Investment in developing this capacity is realised predominantly through TPL opportunities. Staff are engaged in high levels of dialogue amongst their peers through lesson studies, their immediate supervisors within their faculties through PDPs and with the senior executive. This culture of dialogue aims to achieve personalized direction to enhance their performance and direct them towards appropriate initiatives to work towards their strengths and develop them where necessary. Staff feel valued and empowered to make inquiries, offer suggestions, propose and initiate innovation to achieve positive change towards school improvement.

School Planning, Implementation and Reporting: Sustaining and Growing

Recent professional learning was provided to all school staff to develop their skills and understanding of the importance of evaluative thinking and processes in the planning and implementation cycle. This was next-phase professional learning to further support their progressive familiarity and application of the School Planning, Milestone and Reporting process. Since Term 3, new administrative processes have been implemented to accompany all initiatives to ensure that evaluation that incorporates considered data collection underpins collaborative decision making towards school improvement.

School Resources: Sustaining and Growing

School resources are managed to maximize the learning opportunities for our student community as well as provide the appropriate workplace and learning setting for staff and the school community. Strategic and considered investment is made in developing and sustaining the expertise of staff to ensure the quality of what we deliver to our community. Resource management processes will be improved through further streamlined administrative processes in 2017.

Management Practices and Processes: Sustaining and Growing

The school's management practices and processes are achieved through a range of administrative and communication technologies that promote high levels of communication. All members of the school's community have ready access to

the information that is relevant for their roles and responsibilities. School operations run smoothly and the safety of the school community is a priority at all times. High levels of accountability are enforced through explicit reporting practices to key stakeholders. Training is provided for new staff unfamiliar with the Sentral system. Monitoring and accountability on all levels ensures the quality of teaching and learning programs, classroom practice and wellbeing programs, in addition to Work, Health and Safety and Financial Resource Management.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

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

Purpose

To improve students' 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

Significant progress was achieved in the pursuit of student success as engaged learners, leaders and ethical and responsible citizens. Study skills sessions were designed and delivered to whole stages to outline expectations and establish effective learning routines in school and at home.

A significant initiative implemented to enhance learning was the intensive time invested into differentiating curriculums and individualising learning to respond effectively to diverse learning needs.

Streamlining the administrative assessment framework was the foundation of establishing the consistency necessary within which individualised needs could be addressed. High levels of communication and message abundance for both students and parents aimed to scaffold learning on all levels. Learning intentions, expectations and outcomes were all highlighted and addressed. Information sessions and assessment contracts were used to impress upon students and parents the importance of consistent application and satisfactory completion of assessments. Pre and post testing, student work samples, assessment for learning and formative assessment were utilised to establish what students know, how they know and what else they need to know.

Lesson studies were conducted by staff to investigate how best to implement EAL/D, ICT and Numeracy strategies to improve student learning outcomes. In preparation for new syllabuses in English, History, Science and Mathematics, faculties engaged in the draft consultation process, providing feedback before the final versions are tabled in the near future. The Social Science faculty continued their programming schedule in response to the Australian Curriculum requirements.

The school's student leadership program is multifaceted and provided numerous opportunities for personal growth and breadth of experience. The Student Representative Council (SRC) remains the most visible leadership body. There was an average 15% increase of student nominees across all stages with quality candidature confirming the positive impact of strong mentoring and role models. The SRC led the entire student body in service learning activities across the calendar year, ranging from Breast Cancer awareness to morale boosting teachers vs students competitions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• 100% of Stage 4 Assessment Tasks are meaningful and differentiated for LS and EAL/D students as per ESES guidelines.	All assessment tasks are checked by the Deputy Principal prior to being issued to students and published on the school's website. The content and big ideas being explored in the tasks are relevant to the students and the curriculum content. In all KLAs, the Year 7 assessment tasks have been modified and differentiated to support students with Learning and EAL/D needs. Faculties participated in Professional Learning workshops and with the assistance of the Learning Support team and EAL/D specialist teachers, tasks were modified to further support these students. The Year 7 differentiated tasks were also made available to parents via the Assessment Hub. Faculties continued the differentiation process for the remainder of Stage 4 tasks. All Stage 4 tasks are differentiated based on individual student needs and are tailored to suit each student as per ESES guidelines.	\$10 000 (TPL and other sources)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> • 10% increase in school average student growth for Year 9 students in Reading and Numeracy, as measured by NAPLAN, with explicit assessment of higher order skills in each KLA. 	<p>School average student growth remained consistent when compared with the same cohort in Year 7, 2014. However, there was an increase in the percentage of students in the 75th and above percentile in both Reading and Numeracy as measured by NAPLAN when comparing the same cohort from Year 7, 2014.</p>	<p>\$8 000 (TPL)</p>
<ul style="list-style-type: none"> • 90% of task submission and 30% reduction in N Award Warnings for Stage 5 students as evidence of task accessibility. 	<p>There is ongoing staff commitment to increase submission rates. Task submission rates are slowly improving with students instructed to use the Assessment Task Progress Check page in the school diaries. Progress check dates and individualised interviews are incorporated in some assessment task notifications to encourage on-time submission and encourage organisation and improved time management skills.</p> <p>There is continued assistance and support for students at the Homework Centre three times per week, as well as lunch time support for students with learning needs. Students in Stage 5 continued experiencing difficulty with meeting deadlines resulting in a minimal decrease in the number of N Award warnings. Students struggled with time management skills and understanding the importance of meeting deadlines, often submitting tasks marginally past the due date. Individual goal setting and plans were utilised to assist students with time management.</p>	<p>\$60 000 (Homework Tutors)</p>
<ul style="list-style-type: none"> • 60% of HSC students gaining University enrolment and less than 10% of students achieving Band 1. 	<p>The Senior Learning Centre continued to provide students with a space that encourages and promotes independent study and meaningful learning and study sessions. A full time teacher is available every period in the Learning Centre to assist students with tasks and study skills. Faculties continued evaluating RAP and internal data to identify key focus areas and integrate explicit teaching strategies to support students' knowledge and skills in each KLA. Overall, the results in the HSC were favourable with just over 47% of students gaining University enrolment. However, some students were unable to achieve beyond a Band 1 in a number of courses due to the NON-ATAR HSC requirements of 6 units of Board Developed courses needing to be completed.</p>	<p>\$100 000 (Senior Learning Centre)</p>
<ul style="list-style-type: none"> • 100% of EAL/D students achieving developmental progress by a minimum of one ESL scale per year. 	<p>EAL/D students have access to specialised EAL/D classes in all subjects. All teachers in the school, but in particular teachers of EAL/D students, have had access to professional learning on EAL/D Pedagogy and apply this knowledge to the development of programs and differentiated assessments for the EAL/D classes. Students also have additional EAL/D support through the Refugee Transition Program initiatives, which include additional in-class support, one-on-one tuition with assessments and an additional afternoon of homework support in the Library. All students have access to specialised EAL/D assistance with assessments and homework at the Homework Centre.</p>	<p>\$5 000 (Homework Centre and TPL)</p> <p>\$10 000 (additional RTP funding from RAM)</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• 100% of EAL/D students achieving developmental progress by a minimum of one ESL scale per year.	All EAL/D students are achieving the expected developmental progress of one ESL scale per year.	

Next Steps

In 2017, CHHS staff will engage in developing further consistency in the design and implementation of rich tasks, assessments and attainment of success criteria. The school also plans to take the next steps in embedding Teaching English Language Learners pedagogy (TELL) as the school's learning platform with a view to introduce ALARM strategies as an additional tier in the development of written structure and expression. While the PB4L refinement was delayed in 2016, further focus on Wellbeing structures and initiatives within the school will include review and preparation for a relaunch in the near future. Invigoration of the High Achiever's Program is also planned. Further TPL opportunities in higher order skills will be made available to each faculty in 2017.

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

Teachers across KLAs embarked on pilot projects individually and collaboratively, applying explicit strategies to increase student engagement. Expert teachers in EAL/D worked closely to support staff across KLAs in the implementation of TELL strategies to build capacity and secure student engagement through accessibility of curriculum. Individual projects included the use of the 'flipped classroom', shifting the structure and routine of the traditional classroom and altering the nature of learning at home. Key staff members were selected to attend further professional learning in ICT applications to enhance teacher–student learning partnerships. The exciting variety of pedagogical approaches being utilised in different classroom contexts were shared in collegial professional learning sessions. Staff made their own choices about the sessions they attended, self–differentiating their professional learning. The overwhelming feedback from staff evaluations identified this format as highly valued.

In addition to school based professional learning, staff utilised their PDP sessions to set SMART goals intended to enhance their efficacy in the classroom. Participation in external professional learning was also individualised and strategic. A combination of online courses, network meetings, workshops and presentations were accessed. Some of the most exciting opportunities drew upon partnerships with the University of Sydney and University of New South Wales. Theatre workshops and action learning utilising the latest ICT/Engineering technology (Arduino boards through USYD's Madmaker program) are two examples that opened important avenues for teaching and learning.

The IEC staff continued to work with mainstream teachers and, in particular, in partnership with mainstream EAL/D teachers to develop consistency in pedagogical support for students. LBOTE students gained even more value from this explicit focus.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• 100% of teachers participate in Teacher Professional Learning (TPL) activities on Assessment, Effective Feedback, EAL/D, ICT or Sustainability Measures.	<p>All staff completed the Teacher Performance and Development Framework cycle which involved the evaluation and discussion of their 2015 Professional Development Plans with Head Teachers. Staff evaluated their achievement and identified professional learning areas where they required further support and development for 2017.</p> <p>The school took part in the External Validation Process which involved a number of whole staff Professional Learning (PL) activities on the School Excellence Framework (SEF). Staff gained a deeper understanding of the Three Domains of the SEF and how these impact on the teaching and learning practices in the school. Staff engaged in extensive internal and external data analysis and evaluation of current faculty practices, protocols and processes. NCC Data collection protocols remained a focus in the school, with over 400 students identified as requiring support.</p> <p>Teachers were provided with a number of PL sessions on meeting differentiation requirements and effective collection of evidence. An online training module on Curriculum Accommodation was</p>	\$46 000 (TPL)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> • 100% of teachers participate in Teacher Professional Learning (TPL) activities on Assessment, Effective Feedback, EAL/D, ICT or Sustainability Measures. 	<p>delivered by the Head Teacher Learning Support for school staff and interested staff members from our Community of Schools (CoS). A Professional Learning Session on the "Theory of Change" was presented to our Community of Schools (CoS) by Anna Powell, a guest speaker from UNSW. This PL afternoon with the Executive Team from each of our primary schools provided an opportunity to create a shared vision amongst the CoS, to identify goals in relation to transition and future educational pathways for our students. This PL initiative will continue in 2017.</p> <p>The IEC and HS continued the inter-faculty collaborations with further PL opportunities provided to staff to increase teacher knowledge of ESL Progression Scales. Lesson observations across KLAs and the IEC provided teachers with a deeper understanding and awareness of students' needs when transitioning from the IEC setting.</p>	
<ul style="list-style-type: none"> • 100% of teachers to use student work samples as registration and evidence as part of their Teacher Performance and Development Framework. (TPDF) 	<p>All teachers were provided with professional learning opportunities to undertake corporate marking in their faculties to develop teacher expertise and ensure consistency of professional judgement in each Stage across the faculty.</p> <p>Teachers continued to collect student work samples as evidence of program evaluations and registration. Student work samples are annotated and included with the teaching programs. Teachers are encouraged to use these samples as evidence of their TPDF. Some staff also used these student samples as exemplars in class to guide students on the standards expected at each Band level.</p>	\$3 000 (TPL)
<ul style="list-style-type: none"> • All Faculty Plans to incorporate collaborative planning and development of Australian Curriculum (AC) and task differentiation reported through Executive Performance & Development Framework 	<p>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. Faculty focus included developing the Australian Curriculum (AC) and differentiated curriculum. Staff Professional Development Plans also reflected the faculty focus and common faculty goals on the Professional Development Plans were incorporated.</p>	\$10 000 (Faculty Prog Days through TPL)
<ul style="list-style-type: none"> • 100% of staff access information through SAP/SALM systems and services. 	<p>The reforms have not been introduced and are scheduled for implementation in mid-2017.</p>	N/A

Next Steps

In 2017, the main focus on professional learning delivered within the school will be linked to John Hattie's research around effect size and the Visible Learning model. This professional learning will compliment the school's response to the CESE's research findings in the summary of their research paper– 'What Works Best: Evidence Based Success in the Classroom'.

All existing successful strategies will continue to be sustained. Underpinning this focus will be prioritising the provision of effective evaluation and feedback and collective teacher efficacy.

Strategic Direction 3

School success through strengthening an ongoing evolution 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 to continue meeting community aspirations. These aspirations involve providing high quality educational services, closing educational 'gaps' and facilitating higher quality life choices and the means to realise those choices within and beyond our school community.

Overall summary of progress

Parent and Community forums have continued to run midway through each term. These are still identified by parents as an important opportunity for interaction between the school and home, despite inconsistent numbers in attendance from meeting to meeting.

Throughout the year, engagement with the parent community was achieved through the provision of regular and ongoing opportunities to promote active partnerships to improve student learning. Welcome and information sessions, including Decision Time, in anticipation of transition from stage to stage drew strong attendance and invaluable interactions. Parent Teacher afternoon and evenings were also important opportunities for focus on student progress and achievement.

Celebrations of student achievements were conducted through High Achiever morning teas, Student of the Semester awards, the Leadership Assembly and Presentation Days.

The Community of Schools partnership forayed beyond regular dialogue and the existing activities of High School Experience days, Orientation day and Flag Day, into professional learning towards a common collegial purpose. The transition program for Stage 3 students at risk was very successful as evidenced by student and parent evaluations as well as the successful commencement of 90% of these targeted students into secondary schooling the following year.

The involvement of Chester Hill High School in the local HUB funded and coordinated by the UNSW Aspire program continued to provide equity of opportunity through access to tertiary networks, resources and activities. The Aspire team leader, Jennifer Eaton, has established an invaluable relationship with CHHS and local feeder primary schools to further enrich and support the work we do to combat socio-economic disadvantage.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> • 30% increase in the number of parent-negotiated PLASPs for at-risk and learning needs students. 	<p>The Head Teacher Learning Support has continued to manage and identify the needs of the LS students. There has been a 50% increase in the number of PLASP meetings occurring in the school. PLASPs continue to be developed and implemented for all students with a disability, learning difficulties and in Out of Home Care situations. These PLASPs are always completed in consultation with parents, the student, the Deputy Principal, Counsellor, Year Advisers and teachers. PLASPs were distributed to all teachers and are made available on the school's intranet.</p> <p>All PLASPs are evaluated on a regular basis and discussed with all stakeholders if any changes are required.</p>	<p>\$20 000 LAST (0.2)(Funding Support Integration/Low Adjustment for Disability/other sources)</p>
<ul style="list-style-type: none"> • 20% of students in each year group to participate in external mentoring or leadership programs. 	<p>A number of external mentoring, university and leadership programs are always made available to our students.</p> <p>In 2016, every year group in the school was</p>	<p>\$61 000 (casual cover \$22000 mentoring, \$39000 engagement)</p> <p>\$66 000 (student costs)</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> • 20% of students in each year group to participate in external mentoring or leadership programs. 	<p>encouraged to participate in one of the following programs, The Helmsman Project, Optus "Your Face, Your Story", ABCN Scholarships, Aspire, iTrack, IMC Sky High Program, Compass, Housing Scholarships, Debating, Public Speaking, Writers Festival, Zone and Knockout competitions, Girls' and Boys' Health Improvement Programs, Links to Learning, Breakthru, just to name a few.</p> <p>SRC students were provided with opportunities for leadership development and training through regional and district meetings, leadership conferences, SRC school conferences and other opportunities such as the Secondary School Leadership Program at Parliament House.</p>	<p>(Equity)</p>
<ul style="list-style-type: none"> • 50% increase in parent attendance at Community Forums and parent information evenings resulting in increased student engagement and results. 	<p>Parents continued to be invited to school information evenings and other events throughout the year to engage them with the school community and provide them with information and support in the education of their children.</p> <p>A Year 7 Meet the Parents and NAPLAN information afternoon was organised at the beginning of the year. Further invitations to parents included two Parent/Teacher evenings, two Decision Time Evenings and Individualised Year 10 Subject Selection Interviews for each student in Year 10 conducted by members of the Executive Team.</p> <p>This process assisted students in choosing appropriate study patterns and establish their vocational education needs. This has resulted in fewer changes to students' senior studies pathways. Parents were surveyed and indicated that they felt supported and included in this very important process. In addition to these evenings, parents were always invited to our Community Forums, which met once a term. These invitations were advertised on the school's bulletin sign, via the school's website, newsletter, Facebook page or parents are individually contacted by the Community Liaison Officers (CLOs).</p> <p>The Community Forums provided parents with up-to-date information on current school processes, policies and initiatives. They were consulted and invited to participate in the decision making processes to implement new school processes or policies.</p>	<p>\$10 000 (forums, catering, translations, interpreters)</p> <p>\$80 000 employment of CLOs</p>
<ul style="list-style-type: none"> • 80% of staff participating in ongoing TPL opportunities through classroom observation with CoS, IEC or connected communities. 	<p>Regular meetings were held throughout the year with the Community of Schools' Senior Executive teams.</p> <p>A Numeracy Program was established with the Mathematics Faculty and two of our Primary Schools. The purpose was to establish a culture of open classrooms in the participating schools and to develop an ongoing, dynamic and meaningful partnership between the staff and the students. This program provided the students and teachers</p>	<p>\$2000</p> <p>\$12000 including grant from external funding</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> 80% of staff participating in ongoing TPL opportunities through classroom observation with CoS, IEC or connected communities. 	<p>with the opportunity to observe and implement strategies that would assist in the continuity of the Numeracy Continuum and assist transition from Stage 3 to Stage 4.</p> <p>The program included a Mathematics Enrichment Day with students from CHNPS and high school students from Year 10, Stage 5.3, leading a variety of enrichment activities.</p> <p>Furthermore, students in Year 10 also volunteered one lunchtime per week to tutor students in Year 7 to assist in their development of Numeracy skills. This initiative has provided students with a sense of belonging and will assist transition for the primary students into the high school setting.</p> <p>An EDMODO group was created as a platform for sharing resources and establish a culture of sharing. This program will be further implemented with other primary schools beyond 2016.</p>	
<ul style="list-style-type: none"> 50% reduction in paper usage to communicate with parents and community. 	<p>The school newsletter has continued to be made available online which has considerably reduced paper usage.</p> <p>Parents and students were also directed to our Facebook page and our School Website for up-to-date information on school events and other information.</p>	<p>\$20 000 (website management)</p> <p>\$70 000 (ICT infrastructure and computer coordinator allocation)</p>
<ul style="list-style-type: none"> 3% reduction in the cost of utilities in the school. 	<p>Solar panels and LED lights in classrooms were installed in 2016.</p> <p>Ongoing reminders to staff to turn off all electrical equipment when exiting rooms has slightly decreased our carbon footprint.</p>	<p>No cost to school.</p> <p>Grant provided to school.</p>

Next Steps

In addition to sustaining current effective practice, refined strategies will be implemented in 2017 to draw more parents into regular contact and communication with the school when focusing on improving student work ethic, task completion, productivity and attendance.

Key Initiatives	Impact achieved this year	Resources (annual)
<p>Aboriginal background loading</p>	<p>Continued employment of a part-time teacher focusing on Aboriginal Education and related initiatives has provided Aboriginal students significant and ongoing individualised and in-class support.</p> <p>Strategic planning, monitoring and evaluation of existing Personalised Learning Pathways (PLPs) in consultation with key stakeholders has secured active partnerships and awareness of shared goals and the roles, responsibilities and resources required to achieve them. Our partnership with AECG, the Aboriginal component of our school community, Darug elders, District Aboriginal Support officers and external support agencies has strengthened student links to their Aboriginal heritage.</p> <p>Building capacity for connectedness through confidence and pride in identity and community relationships has led to senior students adopting leadership roles including widening access and participation in Flag Day performances that promoted awareness of Aboriginal culture. A delegation of Indigenous dancers from CHHS participated in the 2016 Schools' Spectacular Aboriginal Dance Ensemble. The audition piece was also performed at Flag Day and other Community of Schools events in our local area. Our students also participated in the Naidoc Festival workshop and performance by Teta Strachan and Jannawi Dance clan with Tim Bishop.</p> <p>Students were also involved in contributing to the Aboriginal design for the West Tigers NRL team for the 2016 Indigenous Rugby League round.</p> <p>Aboriginal students continued to be provided with further education opportunities and employment related skills and experiences. In 2016, students attended a number of University Campus Open Days including the Alanga Muru at Macquarie University. They participated in the University of Western Sydney Aboriginal Camp for senior students interested in pursuing university studies in the Health Sciences. They attended the UTS Summer School's Galuwa workshop for Design and the Sydney University Indigenous Day.</p> <p>We have continued our partnership with the NRL's School to Work program focusing on identifying students' strengths and building partnerships and pathways for future employment and further education. Two of our students were successful in gaining a Certificate II in Hospitality. In addition to access to a broad range of opportunities, initiatives and interventions, both junior and senior students participated in an</p>	<p>A total of \$61,00 was expended to realise these initiatives and activities. \$21,000 was Norta Norta/Aboriginal background funding. \$40,000 from RAM funding paid for the 0.4 teacher allocated to oversee the Aboriginal student programs.</p>

<p>Aboriginal background loading</p>	<p>individualised after-school tutoring program and success of the allocation of this funding into targeted initiatives and support has been reflected in:</p> <ol style="list-style-type: none"> 1. All Aboriginal students in Year 9 achieving above State average in Reading and Writing and placed at State average in Numeracy. 2. The six Aboriginal students who sat the HSC in 2016 have all secured entry into tertiary study and/or apprenticeships. 	<p>A total of \$61,00 was expended to realise these initiatives and activities. \$21,000 was Norta Norta/Aboriginal background funding. \$40,000 from RAM funding paid for the 0.4 teacher allocated to oversee the Aboriginal student programs.</p>
<p>English language proficiency</p>	<p>Extensive Professional Learning was conducted with staff to sustain high levels of skill in developing English Language Proficiency across key learning areas (KLAs). This included differentiated twilight sessions. Collegial sharing about successful teaching strategies through explicit teaching was overseen by expert EAL/D teachers from the mainstream and IEC faculties.</p> <p>The ongoing partnership between the IEC and EAL/D teachers has ensured a whole school immersion in EAL/D strategies overlay all teaching and learning programs.</p>	<p>\$11, 000 (RAM Equity Loading for English Language Proficiency)</p>
<p>Low level adjustment for disability</p>	<p>The Learning and Support team continue to oversee and evaluate the National Consistent Collection of Data (NCCD) ensuring that PLASPs (Personalised Learning and Support Plans) are implemented to support these students.</p> <p>A number of identified classes were provided with team-teaching opportunities to assist staff in meeting the curriculum needs of these students through differentiation. Additional SLSO support was provided for students with autism, sight, physical and hearing impairment.</p> <p>Staff were provided with access to additional TPL to meet the needs of their students,with particular focus on students who have a physical disability. Staff provided positive evaluations of their online training modules on how to differentiate the curriculum to meet the needs of all students with learning difficulties.</p> <p>The Year 6 Welcome to High School Transition program continued to provide support for students from the Community of Schools who were at risk of disengaging in learning upon commencing high school or who had been identified as having serious social or learning difficulties. Upon completion of the program, the students prepared a DVD to be presented to Year 7 at the beginning of 2017. This program enabled students to get accustomed to the school and allayed any fears about starting high school. It also provided the teachers with an opportunity to observe the students and identify needs to be addressed.</p>	<p>\$46, 000 from Transition funding and Integration support was utilised to meet these needs.</p>
<p>Socio-economic background</p>	<p>A number of additional staff have been</p>	<p>RAM/Equity funding</p>

<p>Socio-economic background</p>	<p>employed to further support our students. A full-time Transition Adviser, part-time Learning Support teacher and an equity funded Deputy Principal have been included to address identified needs within our school community. These roles oversee specific, strategic and targeted aims identified by ongoing data analysis and evaluation of the ongoing and emerging needs of our school community.</p> <p>The Transition Adviser continued providing all students with additional opportunities tailored to their needs beyond school. She interviews every student to ensure that their educational pathway will meet their needs appropriately. The Transition Adviser responsible for the organisation of extra-curricular activities and University programs that provide students with access to tertiary education information, Open Days and other opportunities.</p> <p>The Deputy Principal (Equity) is responsible for the wellbeing needs of two year groups. This ensures that each DP is able to devote more time and attention to the wellbeing of each of their year groups and students' cases are followed through. Students feel a deeper sense of belonging as their DP has a personal relationship with them and takes a holistic approach to their educational needs.</p> <p>The High Achievers initiative (HAC) and scholarship support system specifically aim to secure equity through opportunity. Enrichment programs are funded to enhance student engagement and learning with a particular focus on exposing students to breadth and depth of knowledge across all key learning areas.</p> <p>All students with identified needs are financially supported through student assistance in extra-curricular activities across the school. Funds were used to support these students with excursions, debating, competitions and uniform. This provides students with equitable access to educational experiences.</p>	<p>supported \$270,000 to address these specialised needs and measures.</p>
<p>Support for beginning teachers</p>	<p>The Beginning Teacher's funding has enabled period allocation for a mentor to provide additional support to Early Career Teachers at CHHS.</p> <p>Ongoing support occurs with the Teacher Mentor and members of the Executive. Targeted assistance for Beginning Teachers was provided by the Teacher Mentor through the Induction Program, Accreditation, TPL and timetable adjustments.</p> <p>Adjustments to ECT timetables reduced the face to face teaching load and they were also provided with release time to support the accreditation process.</p> <p>Teachers were encouraged to observe each</p>	<p>\$26,755 was utilised to enable these support processes to secure teacher quality.</p>

<p>Support for beginning teachers</p>	<p>other and engaged in professional dialogue that supported them as ECTs.</p> <p>ECT information sessions and workshops were conducted fortnightly. Informal TPL was provided through faculty discussions with Head Teachers and other experienced teachers to identify professional learning needs and develop their Professional Development Plans.</p> <p>Beginning and Early Career teachers were encouraged to attend formal TPL throughout the year to further enhance and support their skills and knowledge.</p>	<p>\$26,755 was utilised to enable these support processes to secure teacher quality.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>CHHS has the privilege of enrolling increasing numbers of students who are new arrivals or have refugee or refugee-like status.</p> <p>A range of measures have been put in place in response to their complex needs. A teacher was employed on a part-time basis to support refugee students in their transition to high school. This teacher is responsible for the ongoing development of the Refugee Transition Program (RTP) to provide students with the skills needed to meet their learning and wellbeing needs. The RTP teacher works in partnership with the EAL/D teachers to regularly assess the students' level of English proficiency against the ESL Scales to establish adequate learning and support plans.</p> <p>Students have access to individualised and in-class support, providing them with a deeper understanding of concepts and skills in each of the key learning areas. Teaching staff have had access to an additional staff member to assist them in modifying the curriculum to suit the students' needs.</p> <p>Students are developing their study and organisational skills with personalised after-school Homework Centre assistance to improve the quality and completion of homework and assessment tasks. They have access to specialist ESL assistance two afternoons per week.</p> <p>Initiatives such as the Welcome Program, the Breakfast Club and a number of excursions, such as the Sydney landmarks excursion, continue to further enhance student wellbeing and enhance their awareness of the Australian culture. Through the RTP, students in Years 10 and 11 are receiving financial support through the Housing NSW Scholarships and the Tsu Chi Foundation Scholarships.</p> <p>Students have been involved in a number of extra-curricular activities to enhance their education, such as the Refugee Youth Awards, the Multicultural Writers Festival and various other workshops and excursions.</p>	<p>RAM Equity funding of \$80,000 and additional Refugee Transition funding of \$48,000 have made these initiatives possible.</p>

Targeted student support for refugees and new arrivals

They also have access to external support agencies, such as STARRTS support and Auburn Diversity Services. Their programs provided counselling services and employment training for our students, resulting in twelve students participating in their White Card program.

Refugee students are encouraged to explore further educational and vocational pathways with a variety of TAFE and university visits organised. In 2016, 19 students expressed an interest in attending the UTS Summer School, with a total of 15 students completing the program.

RAM Equity funding of \$80,000 and additional Refugee Transition funding of \$48,000 have made these initiatives possible.

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	613	650	628	609
Girls	566	570	589	606

Data patterns recorded in the Student Enrolment Table confirm the steady trend of increased demand for entry into Chester Hill High School. Enrolment inquiries were steady throughout the calendar year from both in and out of area families. The influx of enrolments in the school's Intensive English Centre is a combination of emerging needs and recognition of the quality of teaching and support provided for our school community.

The most important feature of this upward trend in enrolment figures is the reestablishment of gender balance within the student cohort. While all whole school initiatives aim to secure equity of opportunity for students regardless of gender, there are clearly identified programs and initiatives across stages and KLAs that seek to draw connection, engagement, success and exposure to opportunities for both girls and boys.

Philosophically, the school is committed to providing the highest quality of education for all students and for as many students as exist within the capacity of the school.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	94.2	93.7	91.3	91.6
8	92	91.6	91.9	91
9	91.3	90.7	89.7	88.9
10	88.4	89.9	88	87.7
11	91.7	91.5	88.5	87.7
12	93.4	91.1	90.7	88.8
All Years	91.8	91.4	89.9	89.2
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

Student attendance continues to be an area of focus, managed in partnership by the staff through the implementation of the attendance policy. The school's Wellbeing Team work closely to respond to students they identify through inconsistent patterns of attendance. Their response is then to actively secure their engagement and reacclimatisation into the school setting.

The reasons for these absences range from illness and injury, to welfare related concerns that reflect disengagement and in extreme cases, school refusal. Once a student registers below 85% attendance, the Head Teacher Administration activates a higher level of inquiry that involves parent interview and numerous in-school interventions. When no progress is made, the Home School Liaison Officer is engaged to implement the next level of responses.

Beyond this administrative monitoring, the real interventions relating to non-attendance are embedded in student engagement initiatives operating across KLAs and in other facets of whole school life.

Partnerships with external stakeholders and community groups draw purpose and connection for students with a variety of interests. For some students, specialist sporting programs and mentoring by local professional sports people has addressed attendance rates. For others, participation in Links to Learning courses has shifted their perspectives and approach to learning. The Helmsmann Project has successfully developed the

leadership capacity in participating students through exposure to a breadth of experiences building character, identity and self-worth. Our Aboriginal Student Support Teacher, Transition Adviser and Careers Adviser all have roles to play in directing and securing student engagement through individual interventions tailored to identified student needs, often following interactions with the School Counsellor or Year Adviser.

The school continues to allocate strategic planning, resources and professional learning time to focus on increasing student engagement levels.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	1.7	8.5	6.7
TAFE entry	1.1	6.25	9.7
University Entry	0	0	49.75
Other	7.3	11.36	22.2
Unknown	1.1	2.2	11.65

In 2016, there were 154 students who completed the HSC. Students were contacted by phone or email and as a result 103 contributed to our post-school data.

In 2016, 47.5% out of the 103 HSC candidates were offered places at University for 2017. Seven students are currently pursuing full-time work in a variety of industries ranging from Banking, Real Estate and Labouring jobs in the areas of storage and cabling. 49 students are studying at a range of universities across NSW. University destinations included the University of NSW, University of Technology Sydney, Western Sydney University, Australian Catholic University, Latrobe University, University of Tasmania, Macquarie University, William Blue college of Hospitality and Arts, Billy Blue College of Design. 18 Students have gained tertiary entry through the WSU college pathway. Upon completion of the college pathway, students are guaranteed entry into the WSU Bachelor Degrees. Some courses students have gained entry in include; Diploma Social Science, Diploma Health Sciences, Diploma Nursing, Diploma Business, Diploma Science, Diploma Medical Science.

Those studying at tertiary level are pursuing a range of courses in the fields of Education, Science, Arts, Health Sciences, Nursing, Optometry, Business, Law, Building and Construction, Engineering, Architecture, Social Science, Sport and Health sciences, Medical Science and Policing. 10 of these students are commencing TAFE courses, of which 7 students studied a VET

subject for the HSC. TAFE courses of choice include Business Administration, Building and Construction, Pathology, Retail, Child Care, Screen and Media and Health services. 4 students are currently enrolled in a range of private colleges that include, ACVC Business College, Australian Academy of Beauty and St. Patrick's Business College.

5 Students have commenced an apprenticeship in their trades of choice, including Electrical and Motor Mechanical.

Year 12 students undertaking vocational or trade training

As part of the VET curriculum offerings in 2016, CHHS offered Business Services, Construction, Retail Services and Sports Coaching for delivery in Years 11 and 12 (Stage 6). Students were also supported in their Vocational Education learning programs with 4 Stage 6 students successfully undertaking School Based Apprenticeship Traineeships (SBATs) and 3 students successfully completing the Health Services course with NSW Health as part of their HSC qualifications.

Completion rates across all VET courses commencing in 2015 and concluding in 2016 is an average of 50%. These 2016 completion rates indicate that many chose to use their VET studies as a transition from school into their careers. Evaluations of these courses revealed that 55% of students found that the value of completing their VET course gave them the ability to make informed choices about their future careers. This was supported by the school's full time Transition Adviser and Careers Adviser applying their expertise to assist with these options. The data indicated that students found the benefits of starting a VET course at school as part of a pattern of study most valuable.

The majority of students who sat the optional HSC examinations also found that their performance was their best compared to performance in their other subjects. Most of the Band 5s scored in these VET examinations were the highest marks achieved by these students. In Construction, three students achieved a Band 5 and four of the candidates achieved their highest results in this subject. In Business Services, one student's Band 5 was their highest mark and two students successfully secured School Based Traineeships. In Retail Services, there were three Band 5 results with five students achieving their highest results. The top result was achieved by a School Based Trainee who was in Year 11 and completed both years of the course externally with KFC while being supported for the examination by the school. Most students who elected to study Sport Coaching (which does not have a formal examination) were non-ATAR candidates, catering for specific needs of a student cohort who were not pursuing a qualification that would lead to university entry.

Upon completion of the HSC in 2016 most students achieved a statement of attainment towards a Certificate II in the relevant industry course. Some students chose not to sit the HSC theory examination (7/15 Construction students, 3/15 Retail students and

3/14 Business Services students did not sit the examination). The option of not undertaking an ATAR HSC is proving to be as popular as the VET / AQF credentials for many students who used this as a transition for further education or employment, reflecting the current and emerging needs within our school community.

In 2016, students successfully completed over 150 industry work placements of 35 hour duration, with a significant number of students electing to undertake more than one VET course in their pattern of study. An increasing number sought a non ATAR pathway as more compatible with their planned post school pathway. Approximately 40% of all senior students undertook some form of VET course in their pattern of study.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of the students who completed Year 12 attained a HSC or equivalent vocational educational qualification.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	3
Head Teacher(s)	12
Classroom Teacher(s)	71.6
Learning and Support Teacher(s)	2.8
Teacher Librarian	1
Teacher of ESL	3.4
School Counsellor	2.6
School Administration & Support Staff	19.57
Other Positions	3.7

*Full Time Equivalent

The staff at Chester Hill High School are dynamic and diverse in composition. They contribute to their school community by engaging students in delivering expert pedagogy. The staff comprised of early career teachers, expert teachers and an executive team that is recognised for their exceptional leadership. In support of the emerging needs of our student community, the Careers Adviser has worked in partnership with our Transition Officer and Refugee Coordinator with excellent results. The commencement of a new Principal mid-year has also invigorated school operations. In 2016, one member of Chester Hill High

School's staff identified as of Aboriginal background.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	48

Professional learning and teacher accreditation

In 2016, staff at CHHS participated in a variety of professional learning opportunities to build teacher capacity in the school and enhance student learning outcomes. Professional Learning funds were equitably divided to provide teachers with career development opportunities, syllabus implementation workshops, ICT initiatives, enhancing Refugee and Aboriginal student support, EAL/D Pedagogy, Vocational Education and Training Updates and Maintenance, Welfare and Wellbeing and Early Career Teachers' Accreditation. PDPs were used as a mediating document to determine individual staff needs alongside whole school strategic directions.

The CHHS Learning Support Team led a number of Online Professional Learning Modules focusing on curriculum differentiation and NCC Data collection for our Community of Schools. CHHS School Development Days and Twilight Sessions provided staff with the opportunity to participate in differentiated professional learning workshops to suit their interests or professional learning needs. Some staff were provided with the opportunity to build their leadership capacity as presenters showcasing their pedagogical expertise and sharing best practice.

Early Career Teachers were consistently supported by the Teacher Mentor in gaining and maintaining their accreditation throughout 2016. This program involved lesson observations and ongoing individualised support. Early Career Teachers were given release from face to face teaching to support their induction and accreditation processes.

The Beginning Teachers' Induction Program further supported all teachers new to the school and involved interactions and guidance from Executives, Senior Executives and the Teacher Mentor. This fusion of welcome and orientation characterises the school's internal culture, nurturing and mentoring in order for new teachers to experience success. Four teachers completed their accreditation process and two teachers completed the maintenance of accreditation process in 2016.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to November 30, 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	1 300 534.22
Global funds	727 359.22
Tied funds	1 692 283.21
School & community sources	480 153.90
Interest	36 980.10
Trust receipts	204 405.02
Canteen	0.00
Total income	4 441 715.67
Expenditure	
Teaching & learning	
Key learning areas	125 673.76
Excursions	1 734 776.00
Extracurricular dissections	158 925.92
Library	20 453.71
Training & development	0.00
Tied funds	1 080 583.40
Short term relief	43 822.75
Administration & office	200 455.05
School-operated canteen	0.00
Utilities	140 102.23
Maintenance	0.00
Trust accounts	0.00
Capital programs	0.00
Total expenditure	3 364 690.59
Balance carried forward	1 077 025.08

A full copy of the school's 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.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

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The information provided in the financial summary includes reporting from <insert date> to 31 December 2016.

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

A full copy of the school's 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.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from January to 31 December 2016.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

A full copy of the school's 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.

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.

Year 7 Literacy

Reading

In the NAPLAN Reading assessment, 83% of students achieved at or above the national minimum standards (Bands 5–9). This a decrease from the 2015 data of 13.2% in the number of students performing at or above national minimum standard. 23.6% of students performed in the top three bands and this is a decrease of 12.8% from 2015.

Writing

There were 93.3% of students achieving at or above the national minimum standard (Bands 5–9) in 2016. This figure was an increase from 82.6% of students in 2015. There were 26.5% of students performing in the top three bands which represents an increase of 5.2% from 2015.

Year 9 Literacy

Reading

In Year 9 Reading, 83.2% of students achieved at or above the national minimum standard (Bands 6–10) in 2016. This represents a 5.1% decrease from 2015. The percentage of students achieving at the top three bands (8, 9 and 10) was 22.2% in 2016.

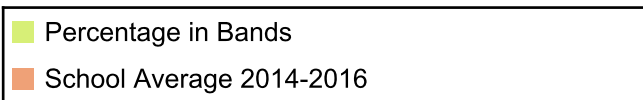
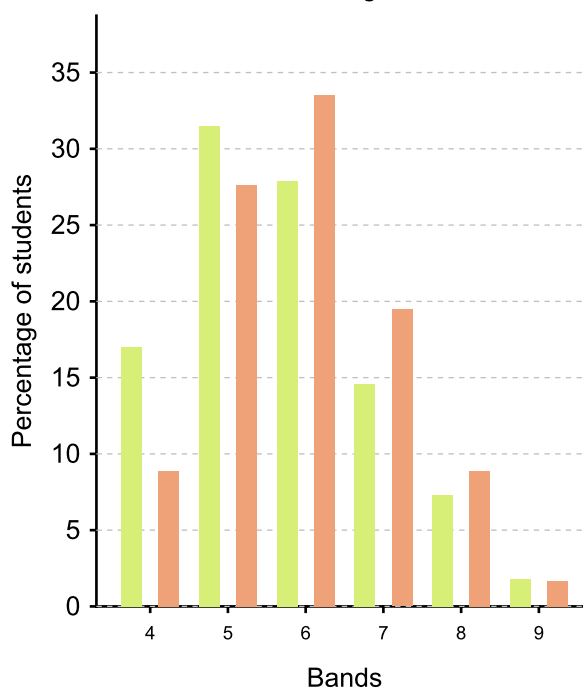
Writing

In the Writing component, 74.4% of students achieved at or above national minimum standard. This represents an increase of 7.4% from 2015.

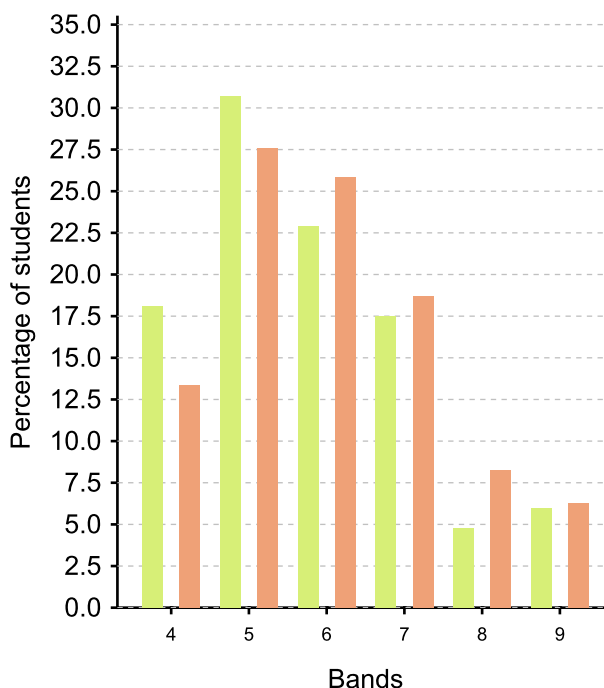
Spelling

In the Spelling component, 86.9% of students achieved at or above national minimum standard (Bands 6–10). 39.9% of students achieved in the top three bands (8, 9 and 10).

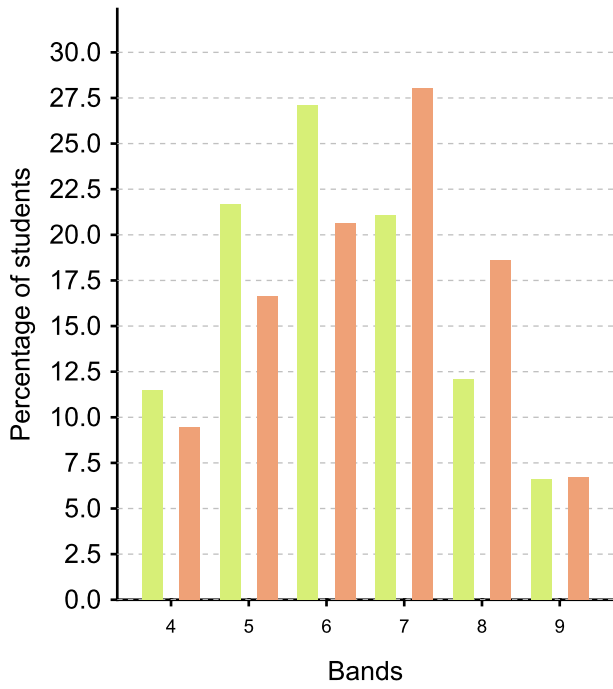
Percentage in bands:
Year 7 Reading



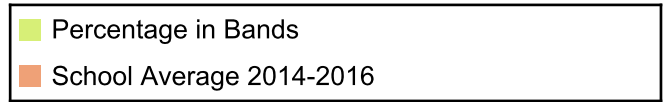
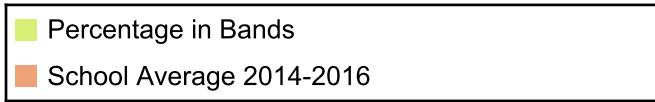
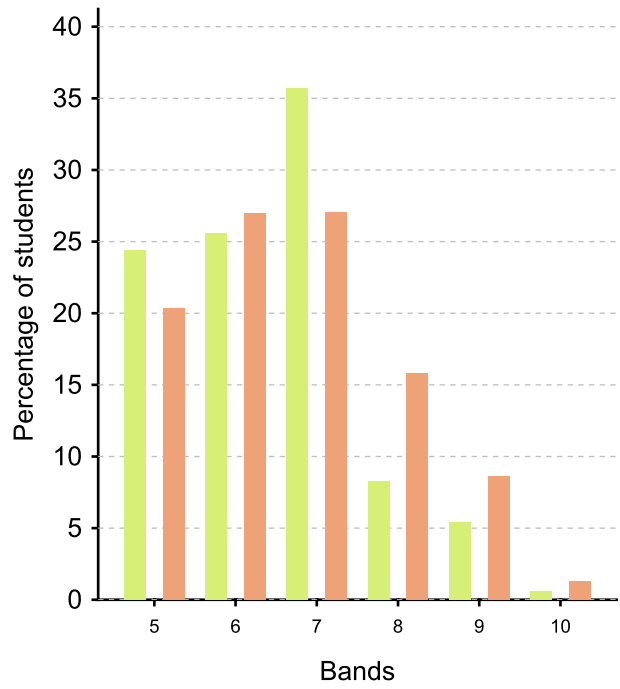
Percentage in bands:
Year 7 Grammar & Punctuation



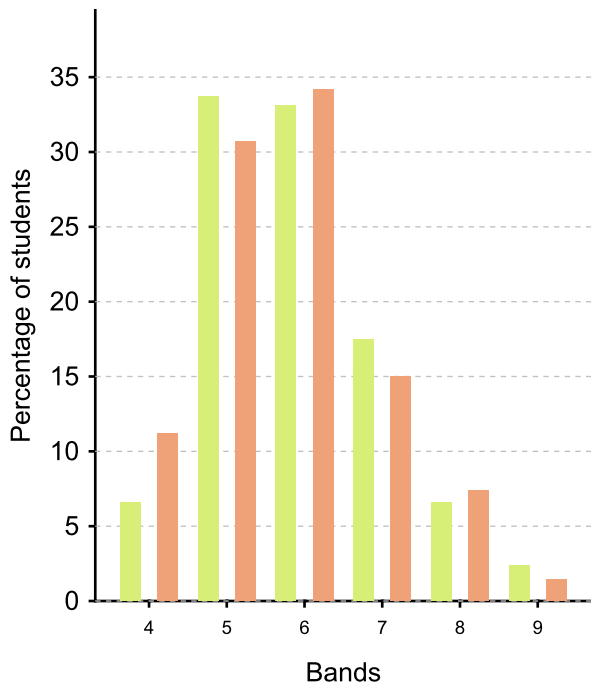
Percentage in bands:
Year 7 Spelling



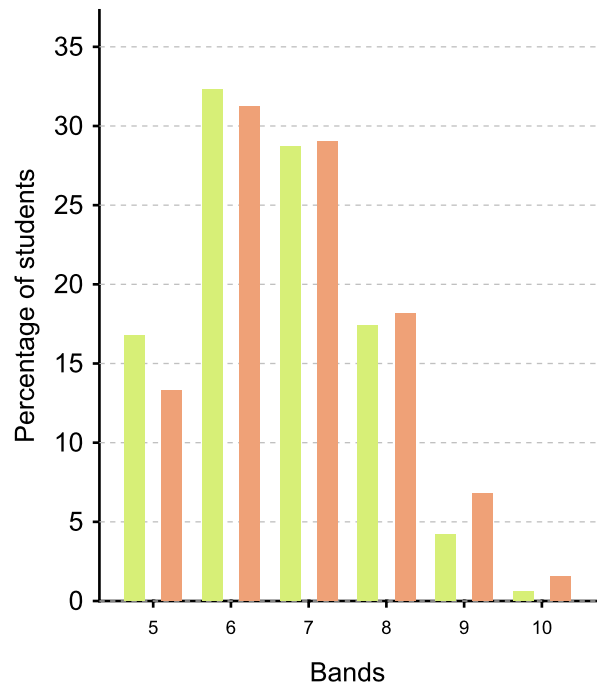
Percentage in bands:
Year 9 Grammar & Punctuation



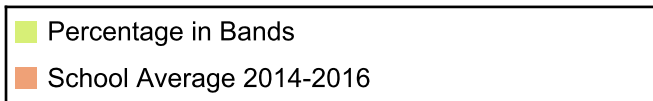
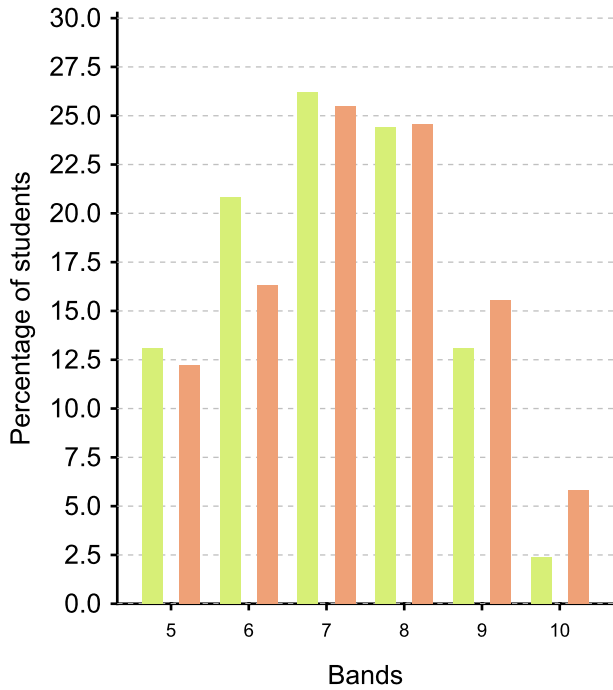
Percentage in bands:
Year 7 Writing



Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Spelling



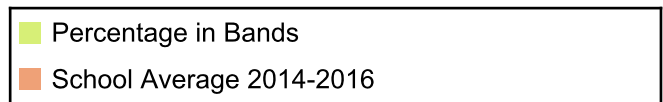
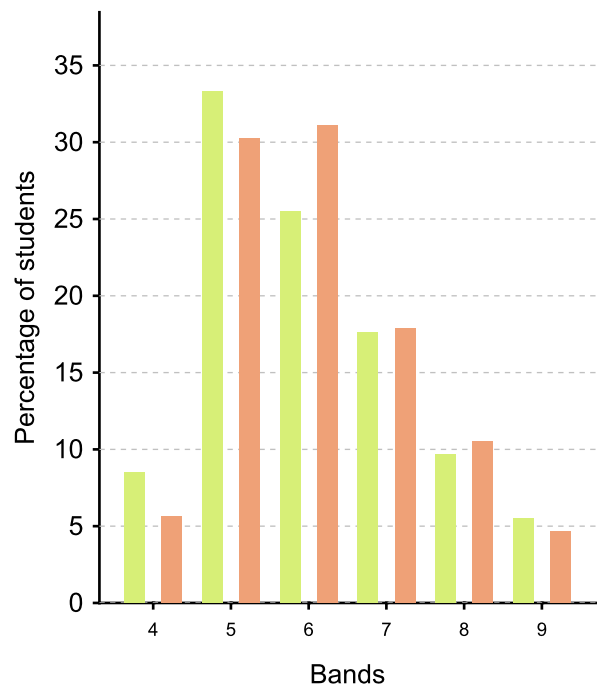
Year 7 Numeracy

In the Numeracy component of the NAPLAN assessments, 91.5% of students achieved at or above the national minimum standard (Bands 5–9), which is a decrease of 6.5% from 2015. The percentage of students in the top three bands (Bands 7, 8 and 9) was 32.8%.

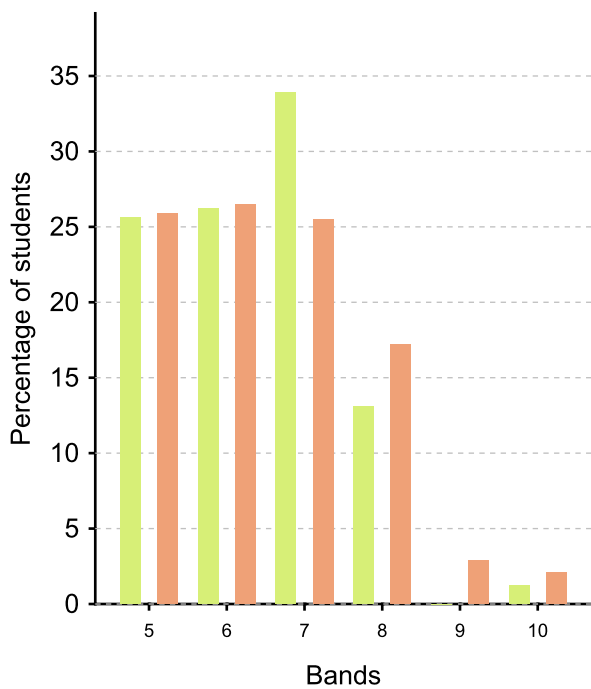
Year 9 Numeracy

In the Numeracy component of NAPLAN, 95.8% of students achieved at or above the national minimum standard (Bands 5–9), representing an increase of 0.6% from 2015. 25% of students achieved in the top three bands (Bands 7, 8 and 9).

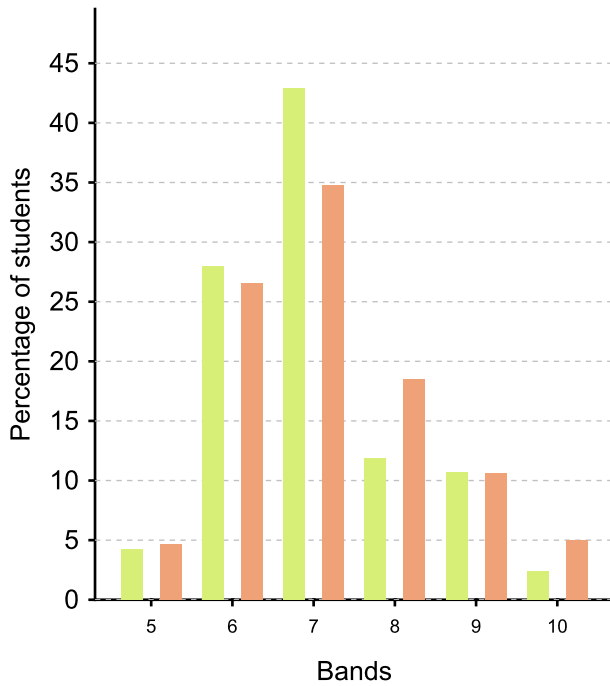
Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Writing



**Percentage in bands:
Year 9 Numeracy**



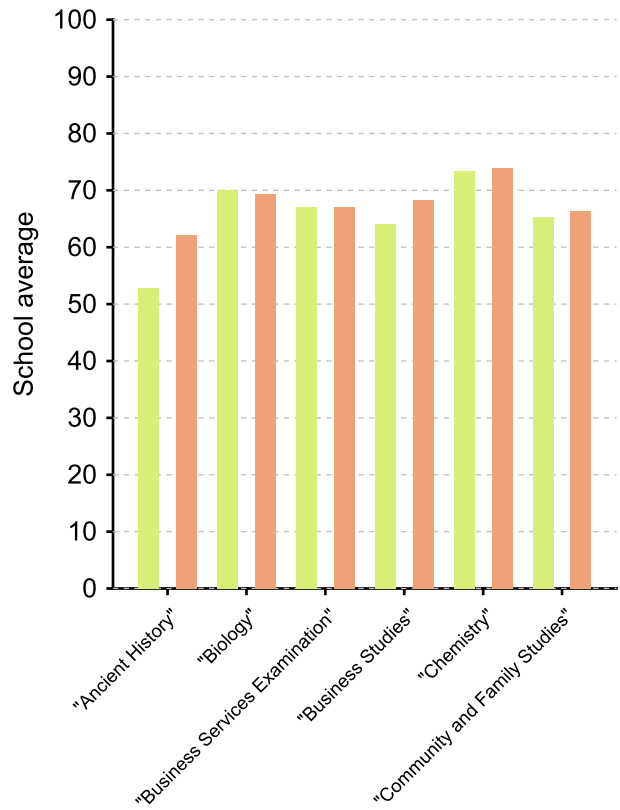
Percentage in Bands
School Average 2014-2016

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

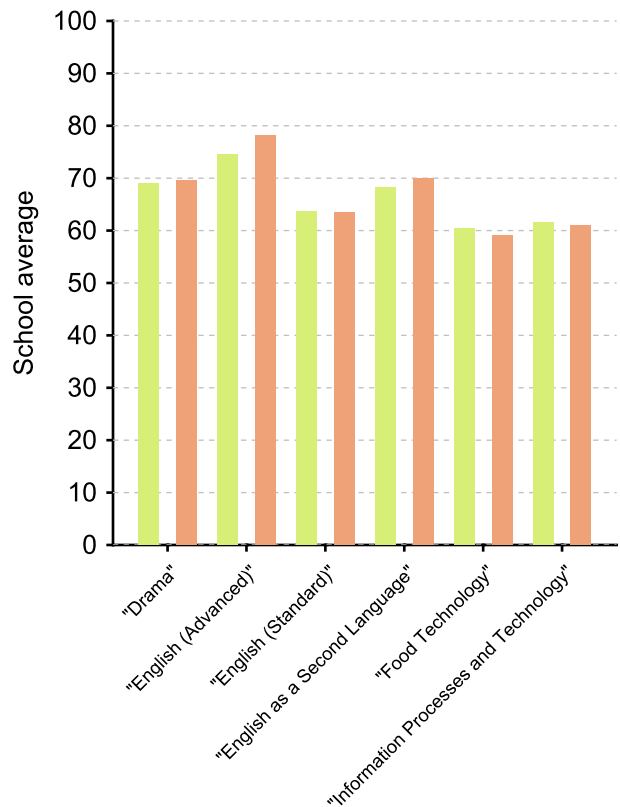
In accordance with the Premier's Priorities: Improving education results, the aim was to increase the proportion of NSW students in the top two NAPLAN bands by eight per cent. The number of students in Year 7 NAPLAN increased in both Writing and Numeracy in Bands 8 and 9. In accordance with State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands, in Year 7 one Aboriginal student achieved in the top two NAPLAN bands in Spelling in 2016. While the targets outlined were not met by candidature in Year 9, improvement strategies and measures reveal higher competency rates than reflected in NAPLAN data.

Higher School Certificate (HSC)

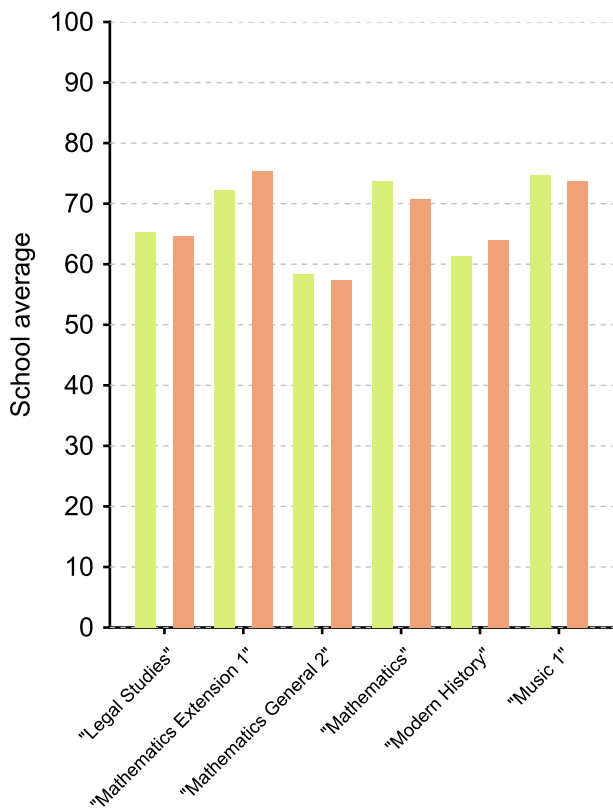
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



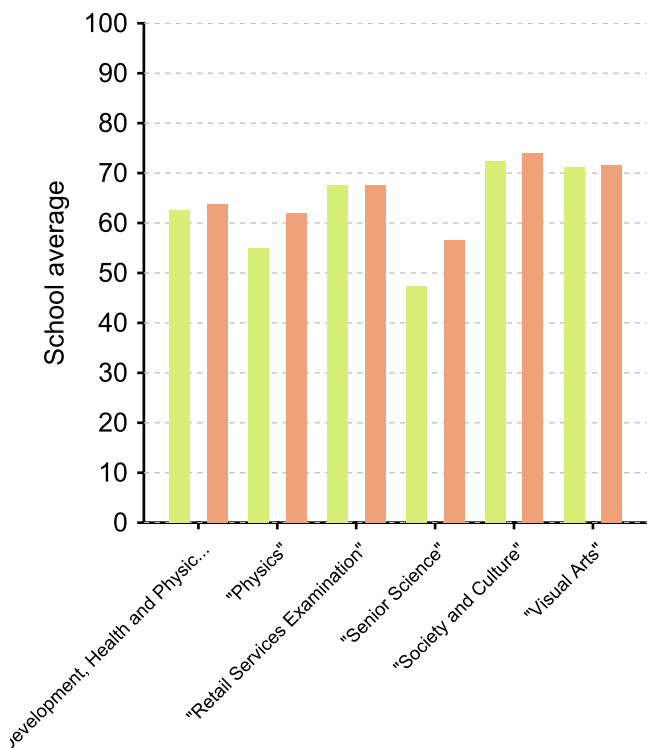
School 2016 School Average 2014-2016



School 2016 School Average 2014-2016



■ School 2016 ■ School Average 2014-2016



■ School 2016 ■ School Average 2014-2016

Higher School Certificate (HSC)

In 2016, there was 155 students being examined in 38 subjects and 7 language courses at Saturday School and Open High School. Of these students, 24 elected a non-ATAR pathway.

The best performing subjects in the 2016 HSC, based

on the percentage of students in Bands 4, 5 and 6 and in E3 and E4 for Extension courses, were Chemistry (81.3%), Advanced English (74.4%), Music 1 (73.8%), Society and Culture (68.3%), Industrial Technology (60%) and Japanese Extension (100%). Notable subjects with a high percentage of students in Band 6 included Mathematics (17%), Chemistry (12.5%), Italian Beginners (12.5%), Mathematics Extension 1 (20%) and Mathematics Extension 2 (16.7%).

Parent/caregiver, student, teacher satisfaction

Parents and students participated in "The Quality of School Life" Survey and surveys on "Assessment and Feedback".

The majority of our parents (96%) reported feeling welcomed in the school, acknowledged that the school takes their concerns seriously and indicated they believed it to be a safe and secure environment for their child.

98% of parents reported that the teachers at CHHS provide a stimulating and challenging environment for their child.

94% of parents reported that the teachers care if their child is achieving their best and that students are the school's main focus. They also felt that they receive adequate notice of school events, and that they are informed about how the school is performing via the Community Forum, Newsletters and Website and Annual Report. They commented on the school's high expectations of its students, recognised the school's high profile within the community and its status as the school of choice among the majority of parents from some of our feeder primary schools.

The majority of students (78%) reported that they are generally content with their learning environment and feel that the teachers and the school have high expectations of them and provide them with a safe and secure learning environment in all classes. They indicated that the majority of teachers provided effective and timely feedback on assessment and learning. Students indicated that they receive prompt and timely feedback on assessments and classwork both in verbally and in writing. About 58% of students indicated that they would appreciate more individualised feedback so they have a clear understanding of how to improve.

All parents and students surveyed indicated that they were well informed about the decisions made at the school. Families attend the Community Forum and feel that it provides up to date information on school processes and updates on educational reforms. Parents and students also indicated that the school provides a variety of extracurricular activities and tertiary education opportunities and experiences to the students.

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.

Significant funds were allocated to providing access to and breadth of opportunity. A delegation of Aboriginal students represented Chester Hill High School in the 2016 School Spectacular as dancers. They also celebrated their contribution to the event's Guinness Book of World Records for the highest number of performers at this historical event.

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 local youth work 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. An Aboriginal elder spoke at our Anzac Day Ceremony, providing an Aboriginal voice and perspective about what occurred

Multicultural and anti-racism education

The 19th 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, lighting, sound and film crews, flag bearers, ushers and hosts. 2015 was the second year for students auditioning for 'Cheso's The Voice' and the winners were the feature vocalists in the finale. Once again, Flag Day was a resounding success and a wonderful testimony to the Chester Hill High Schools' Multicultural harmony.